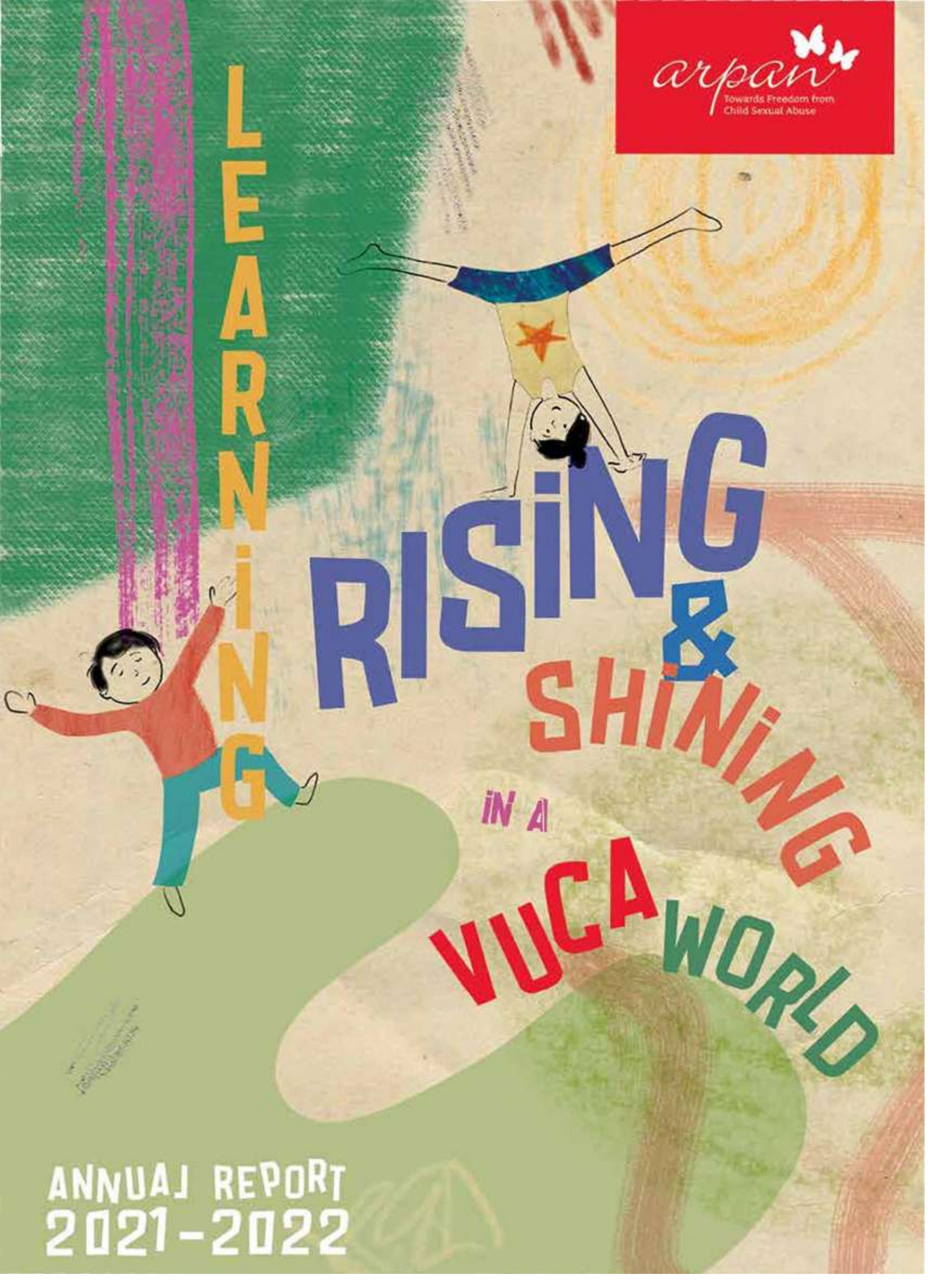




LEARNING

RISING &

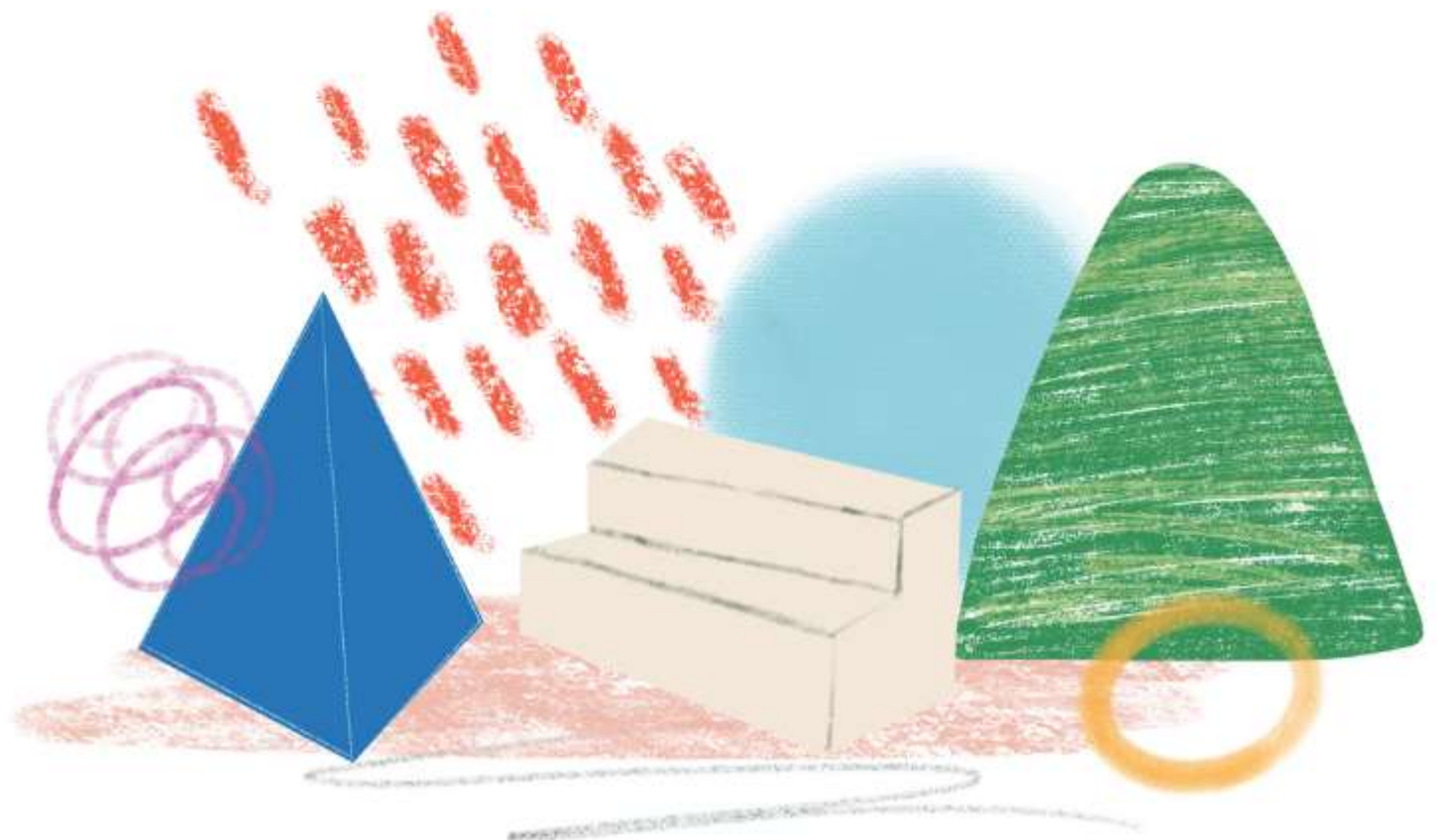
SHINING

IN A

VUCA WORLD

ANNUAL REPORT
2021-2022

ANNUAL REPORT 2021-2022



CEO'S FOREWORD



POOJA TAPARIA

I am so pleased to share the Annual Report of 2021-22 which focuses on how we have been learning, rising and shining in a VUCA (Volatility, Uncertainty, Complexity, Ambiguity) World with great determination and agility.

Despite it being another tough year with the second wave of Covid which in India was devastating we plunged right into it with as much passion and perseverance increasing our humanitarian work of addressing food security through grocery kit distribution, supplying oxygen concentrators, addressing mental health needs of individuals, especially children who lost one or both parents during Covid and supporting teachers and NGO partners to get back to school and the field by helping them with self-care strategies. Grief counselling was very new to us but we quickly trained our counsellors in it so that we could address the biggest crises of our times.

It was another year of prioritising people, addressing current needs as we tried to wade through the chaos, loss of lives and the continued uncertainty.

In all of this we were heartened with schools opening up eventually and being able to get back to in-person classroom sessions with children to conduct personal safety lesson plans and be able to create safe spaces for disclosure and healing. Our trainings soared and we continued to work in hybrid mode and worked diligently with governments at both State and National level to further our work of Prevention of Child Sexual Abuse and healing those who've experienced it. I am particularly proud of all our efforts in training medical officers and adolescent health Counsellors under the RKSK (Rashtriya Kishor Swasthya Karyakram) programme of the Ministry of Health, Govt. of India, integration of Personal Safety Education (PSE) curriculum in Chhattisgarh state curriculum in two programmes and contributing to position papers of 5 states for the National Education Policy (NEP). It was lovely to receive a compliment from one of the National Curriculum Framework Steering Committee members who said that they hadn't seen any other NGO do as much advocacy as Arpan has been doing. At Arpan we are committed to ensure Personal Safety Education does become a part of the curriculum under NEP. We had yet another successful Child Safety Week being joined by over 160 movement builders and influencers across India to mainstream conversations on Child Sexual Abuse and bring it the attention it needs to address it.

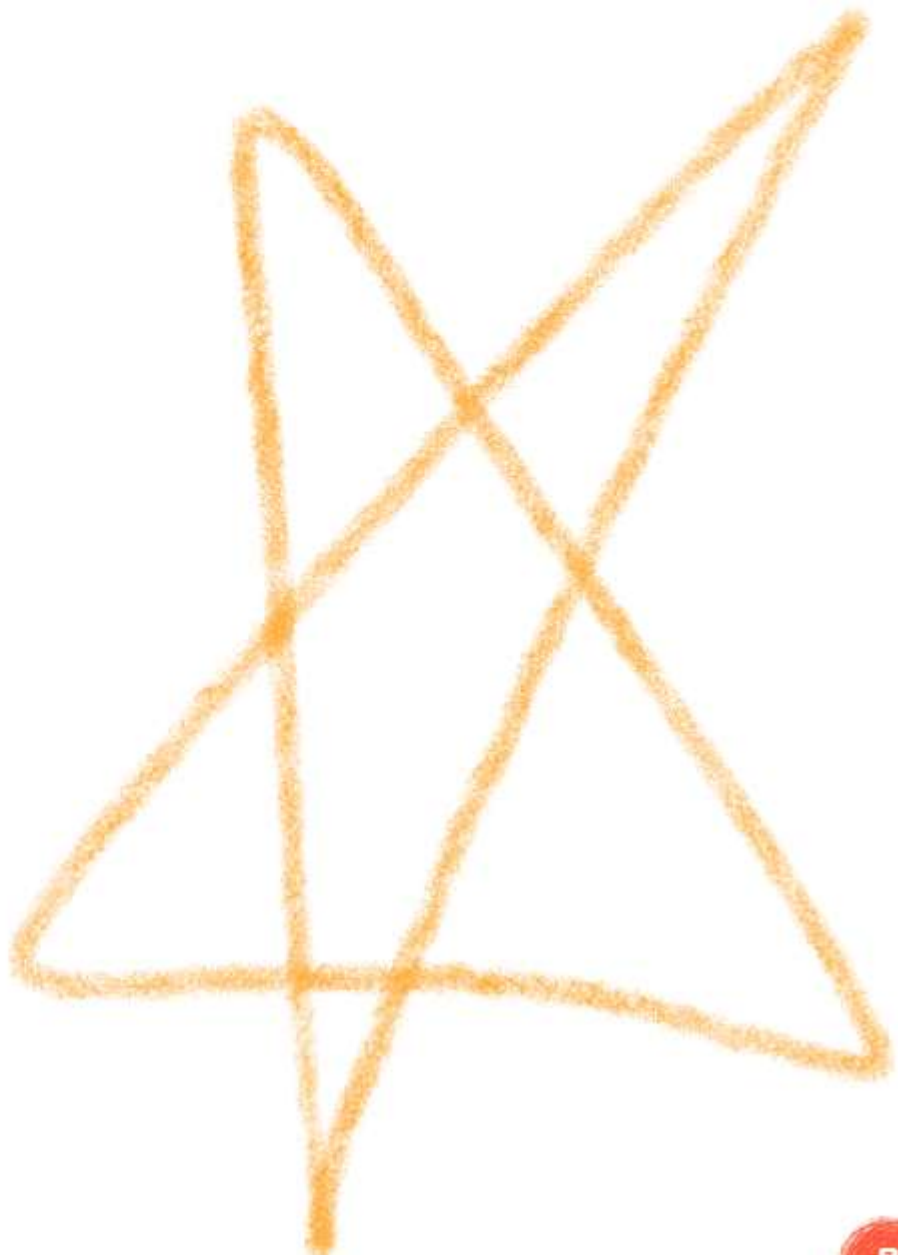
I want to thank all our Board members, Advisors and donors who have stood with us through these tough times and been very supportive. Vidya Balan, our Goodwill Ambassador and our partners, who have given us the opportunity to continue to work together for the well-being of our children.

I would like to specially acknowledge Mr. Rakesh Jhunjhunwala, one of our key donors in Arpan's journey who passed away recently. It was due to his belief and support of Arpan that we were able to accelerate our journey when we were a start-up. We will always remember him fondly and for the force that he was. I have written my heartfelt tribute to him in the following pages.

Any organisation's success, in my opinion, is determined by its people. It was yet another year that during a tough time I saw all of us rise to the occasion and do our best. Kudos to the team for their continuing passion and untiring efforts to ensure our goals are met along with the additional Covid relief work we did.



Pooja Taparia
Founder & Chief Executive
Arpan



TRIBUTE TO THE BIG BULL WITH A BIG HEART

Whilst Rakesh Uncle (Jhunjhunwala) was famously known as the Big Bull of the Stock Market in India or India's Warren Buffet, his philanthropic side was rarely talked about as he didn't boast or brag to the media but rather did his 'giving' without anyone's knowledge. As a matter of fact, he contributed hundreds of crores to charity and was one of India's leading philanthropists. From contributing to the well-known Ashoka University to building a huge orphanage in Panvel, from building an eye hospital for poor people to educating millions of children in villages on Science, from supporting Covid Care centers and contributing to the prevention and healing of Child Sexual Abuse, he did a lot. He will always be remembered as a pioneer, visionary and legend, fondly called 'Bhaiyya'.



RAKESH JHUNJHUNWALA

The sudden news of his untimely death brought back a rush of memories. The very first being the massive bet he made on me, on Arpan and on the need to address the issue of Child Sexual Abuse in India at a time when the issue was still taboo.

I still remember the afternoon when I met his elder brother, Rajesh Uncle, way back in 2009 and told him about Arpan. He whole-heartedly agreed to contribute, which left me feeling delighted. Hours later, I unexpectedly received a call from him saying that his brother, Rakesh, wanted to partner with us and contribute four times the amount over the following three years! It was unreal. I couldn't believe my ears! Who offers fourfold without being asked for it? A thousand thoughts raced through my mind as I wondered, 'Why would this ace investor invest in someone or something that he has only heard of for the first time?' He hadn't even met me! But maybe, that's the kind of investor he was — the kind of person he was. And so began a decade-long partnership with the R. Jhunjhunwala Foundation, which has helped Arpan stand on its feet and grow immensely through the years.

Rakesh Uncle was larger than life. I remember feeling extremely anxious whenever I had to meet him. Meetings with him would be short, yet meaningful. If he kept me waiting, the first thing he would say as soon as he arrived was, 'Sorry, I kept you waiting'. The Big Bull did not need to apologise, but he would never fail to. He commanded a kind of respect that I know none did. He graced the occasion of Arpan's 10-year event in 2017 and encouraged us to be 'bullish' about scale. Through many such interactions, I discovered that he was not only kind but also sharp and astute. One of Johann Wolfgang von Goethe's tenets that he famously propounded is one that I will always hold dear to me — "Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it".

Rakesh Uncle, thank you for believing in me and in Arpan and in helping address the issue of Child Sexual Abuse at a time when there were hardly any supporters. Your contribution will always be invaluable to us, and yes, we will diligently be 'bullish' about scale.

With much love and respect,

Pooja

BOARD MEMBER'S FOREWORD

ACHAMA MATHEW



I often pause to think about how Arpan has grown from strength to strength. It is remarkable to see that, what started off as the Personal Safety Education (PSE) programme for primary school children in a few schools in Mumbai has blossomed into something far beyond our imagination, and reaching international borders at multiple levels.

The word that I would use to describe Arpan as it stands today is versatility. In the last two years of worldwide upheaval, I have witnessed Arpan reflect upon, re-design and re-work its strategies to adapt to the chaos around, coming out stronger with the capacity to take on any challenge that comes its way. In this regard, its Digital Learning Platform is a noteworthy accomplishment. Despite schools being shut throughout our country for over a year, parents, teachers, caregivers and children still had the opportunity to access Arpan's Personal Safety content through its digital modules.

The growth and consolidation of the Training and Advocacy vertical have been outstanding in scaling the PSE programme. When adults become aware of Child Sexual Abuse and take on the responsibility of creating a safer world for children, Arpan's vision is closer to being achieved.

Over the years, Arpan has learnt to pause, re-evaluate its strategies and change its tracks whenever required. Research, monitoring and evaluation have been crucial in helping Arpan take the right strategic decisions and in providing credibility to the work conducted by its professionals. Arpan has been steadfast in its vision and mission, and its values and principles have further strengthened them.

I wish all the able leaders and teams at Arpan the very best!

Achama Mathew,
CEO
Bombay Cambridge Gurukul



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INTRODUCTION





We are living in a 'VUCA' world. A world characterised by volatility, uncertainty, complexity and ambiguity. Risks are high, and nothing is straightforward because often, the way forward is unknown or uncharted. For an organisation like Arpan, such uncertainty poses a higher than usual risk as Arpan already operates in a field that is complex, ambiguous and often suppressed. For Arpan, the challenge has been to respond to the ongoing, silent pandemic of Child Sexual Abuse (CSA) in an environment where access to children and adults is heavily constrained, ensuring that not a single child is left behind. However, to ensure that Arpan remains aligned to its vision of 'A World Free of Child Sexual Abuse', overcoming this unending chaos and rising and shining from it was the only option.

Therefore, while many saw this VUCA world as a roadblock, we rolled up our sleeves and dived into a sliver of opportunity. We were flexible with new experiences, experimented with challenges, took risks, collaborated with partners and sought assistance. We were agile but were also reflective and learned from our experiences. Agility was a dire need to allow us to weave and implement effective strategies by keeping our eyes and ears open to the realities in the field. We needed to be courageous and innovative as we could only be 'learning agile' when we are continuously ready to experiment and question our own beliefs. We needed to excel in the art of collaboration, fostering imagination and creativity to respond to a world that is not only turbulent but disruptive. To achieve these goals, we focussed on promoting people skills, bringing in new processes and systems and optimising our use of technology. Above all, we needed to be humane to create safe spaces for children to help them rise from their grief of losing a close family member while we ourselves were grieving from our own losses and felt vulnerable and unsafe with the pandemic looming over us.

Through this report, we hope to give you a glimpse of those moments that we sought, recognised and embraced as well as those that shaped our practice and enlightened us.

OUR

INTERVENTIONS

STRATEGIES

PROGRAMMES AND



OUR VISION

A World Free of Child Sexual Abuse (CSA)

OUR MISSION

To empower individuals, families, communities and the 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 multi-faceted 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 (aged 4–16 years) about personal safety in schools so that they can identify and seek help in unsafe situations. We have launched www.arpanelearn.com — a free e-learning portal with structured online courses for children so that all the course content traditionally delivered in a classroom is now available online. Alongside the Personal Safety Education (PSE) programme, Arpan also trains and empowers parents and teachers by 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** are provided for children and adults to prevent Child Sexual Abuse and offer psychosocial support. It includes building appropriate pedagogy for new demographics and expanding our local and international reach through digital content and multi-language translation.
- 2. TRAINING AND CAPACITY BUILDING OF STAKEHOLDERS** is carried out to enable them to replicate and scale the delivery of Child Sexual Abuse prevention and healing services. It includes training stakeholders through digital content and e-learning platforms.
- 3. PUBLIC AND POLICY ADVOCACY**, through research and representation, is used to create mass awareness on Child Sexual Abuse and advocate for systemic change at the local, state and national level to integrate Personal Safety Education in school curriculum and establish prevention and support services across India.

These strategies are implemented through the following three programmes and two activities:

The three programmes are as follows:

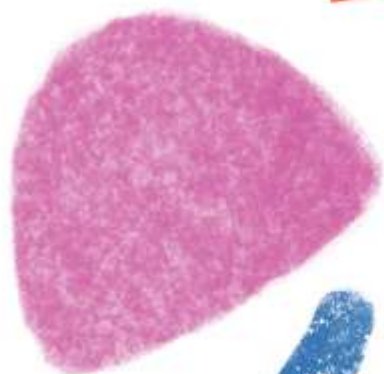
- Personal Safety Education Programme
- Training and Policy Advocacy Programme
- Digital Learning Programme

The two activities are as follows:

- Mental Health Services
- Public Awareness



VALUES



CULTURE



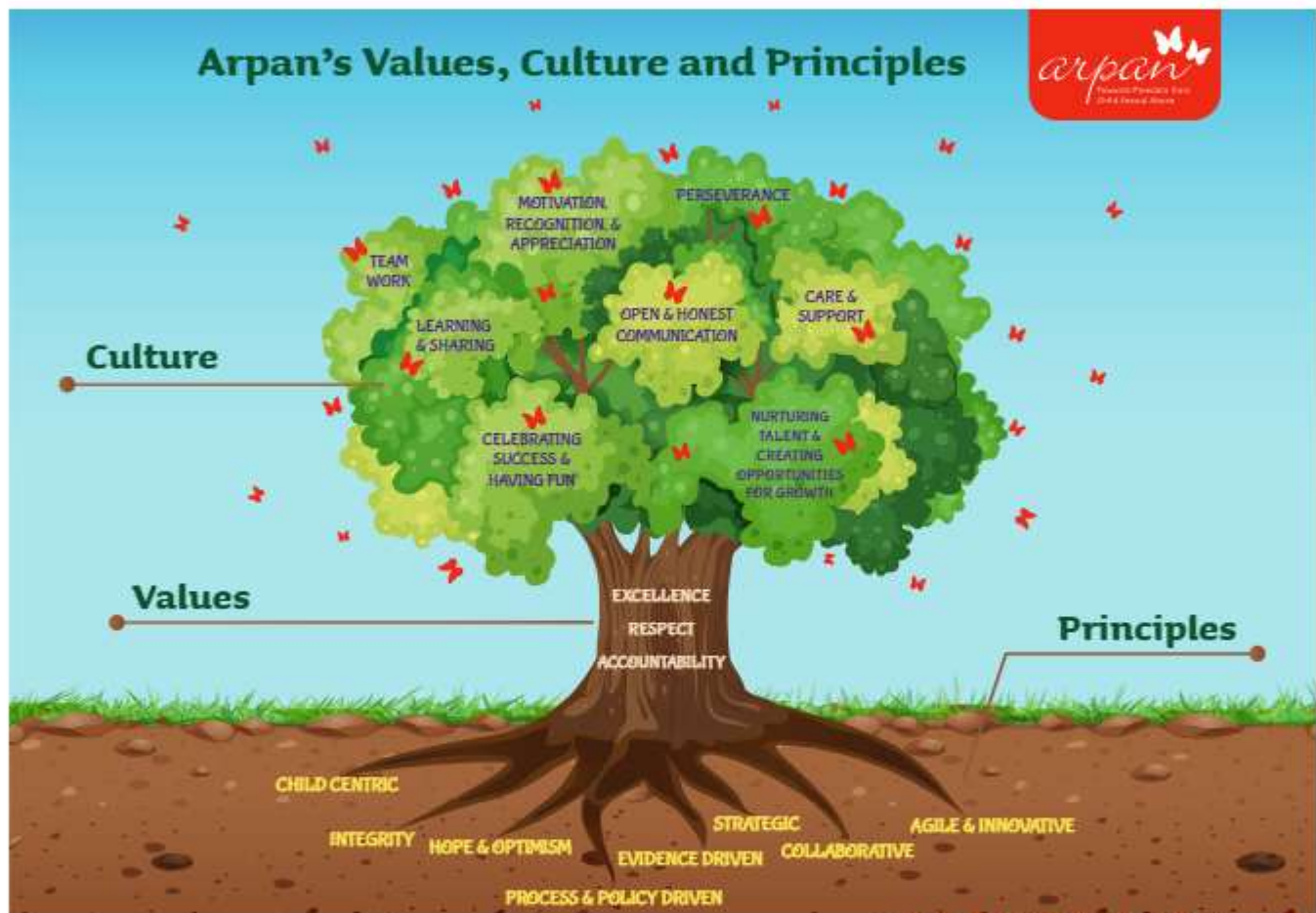
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PRINCIPLES



AT ARPAN

Our values, culture and principles have always guided Arpan as an organisation. They have helped us remain true to our purpose, make decisions in the most challenging situations and navigate through the phenomenon of violence and abuse. These values, culture and principles are intrinsic to Arpan.



THE YEAR



2021-
2022

In the year 2021-2022, Arpan touched the lives of **163,991** adults and children. This brings Arpan's overall outreach to **21,33,582** individuals since inception and **14,76,063** individuals through our partnerships. Our reach has been **47,947,413** through public engagement initiatives. It was also a year where we faced the VUCA world head on. We crossed our targets, remained true to our values, challenged our own beliefs and assumptions and learned to be agile. This helped us to not only survive but also rise above the chaos and collectively shine. We will try to give you a peek into this very different but gratifying year through this annual report.

A. COVID-19 RELIEF WORK

Arpan initiated our COVID-19 relief project in 2020-2021 as the COVID-19 crisis loomed over us. At the core of being a Public Charitable Trust lies the value of doing good, helping people and we implemented that value. In our conversations with our stakeholders, we realised that the need of the hour was to step in to provide relief by providing groceries to our stakeholders and the communities that we work with. We continued with this initiative in the year 2021-2022 as the COVID-19 waves continued with surges in cases and communities that we work with had encountered major economic setbacks. By adhering to the required safety and hygiene measures, we provided 15,922 packed grocery kits (223,388 kg/223.4 metric tons ration) through our school and NGO partners so that families who had lost their livelihoods and had no income did not have to face hunger.

Another evolving need was to ensure mental well-being as pandemics have had a detrimental impact on the mental health of affected populations throughout history. Expanding our mental health service was another initiative implemented during the first wave of the COVID-19 pandemic. As the pandemic continued, we ensured that mental health services were available both online and offline to give people the aid needed to rise above the chaos and mental battles that they were fighting. One key initiative was to provide grief counselling for those who lost someone close during the pandemic. We worked closely with the Women and Child Department of Maharashtra and provided services in three districts—Mumbai, Mumbai Suburbs and Thane. We were able to support 1,454 people through our Mental Health Services.

DISTRIBUTION OF GROCERY KITS THROUGH OUR SCHOOL AND NGO PARTNERS



B. PROGRAMMES OF ARPAN

1. PERSONAL SAFETY EDUCATION (PSE)

The PSE programme is a comprehensive life-skill education programme that approaches Child Sexual Abuse with the perspective of prevention and healing. It is conducted in schools and community set-ups with children from Grades 1 to 10 to provide them with the knowledge and skills required to prevent CSA and seek support if such an incident occurs. Arpan also works with adult caregivers to help create a safe environment for children. Over the years, the programme has been successful in preventing CSA and enabling the survivors to seek the necessary psychotherapeutic support to heal the consequences of the abuse.

Last year, when the pandemic hit, the challenge was to reach out to children as all schools were shut down. We explored diverse online avenues and modalities and ensured that not a single child missed the opportunity to be taught about personal safety. This year, the challenge has been the schools' continuous switch between offline and online modes of instruction based on the emergence and decline of COVID-19 waves. These approaches were not static. Some schools continued working online full-time, whereas some resorted to offline instruction and others operated hybrid models.

To respond to this, we needed to be agile and transition smoothly between both online and offline modes as and when required. This meant the team being available well beyond regular hours to reach children and multiple touch base points with parents. It also meant that the team had to be adept at working in both the offline and online modalities simultaneously, ensuring that we can still create safe spaces for children. We took the challenge head on, ensuring high quality and being child-centric. Steered by Arpan's values, bringing in robust processes and policies for a dual delivery mode, continuous capacity building of the team and being in touch with field realities, learning from every opportunity and subsequently applying that learning helped us face these uncertainties and ensure that we not only achieved the planned target but also crossed far beyond our expectations.

Armed with these new tools and renewed confidence, through 84 schools, we reached out to:

- 15,153 children
- 5,255 parents
- 507 teachers
- 145 non-teaching staff
- In addition, 2,132 adults were made aware of CSA and the PSE programme. However, the programme is yet to be conducted with their children.

A PARENTS' AWARENESS SESSION
ON PERSONAL SAFETY EDUCATION



AN AWARENESS SESSION WITH SERVICE STAFF ON PERSONAL SAFETY EDUCATION



Identifying details in all stories of change involving children have been withheld or changed to protect the identity of the children.

A 9th-grade student was eagerly waiting to talk with the Arpan trainer after completing the Personal Safety lesson plan. The lesson plan helped the child understand that it is her right to be safe and being sexually abused is not her fault. The child initiated the conversation by asking 'What if a child is lying about something from childhood and now wanted to say the truth? But if no one is ready to trust her, then what can the child do?'

The trainer created a safe space for the child to share and disclose what was bothering her. In the subsequent conversations, the child shared that she is being repeatedly sexually abused by her father and elder brother. She shared it with her mother but her mother did not believe her.

The child was overwhelmed while talking about her current situation. The child articulated that she feels unsafe and helpless at home with no support system and wanted to take legal action to stop the abuse. The trainer lent her an empathetic ear and acknowledged and validated her feelings. She also oriented the child about the legal procedure and what it entails. This helped the child to make an informed choice. Arpan facilitated the process to connect with ChildLine 1098—a free emergency phone service for children in need of assistance. The child was initially placed in a shelter home, keeping her safety concerns in mind. Eventually, the child was sent back home with her safety being ensured as her father and brother continued to be in custody.

STORY OF CHANGE



A CLASSROOM SESSION ON PERSONAL SAFETY EDUCATION



AN INDIVIDUAL SESSION WITH A CHILD AFTER PERSONAL SAFETY LESSON PLAN

PSYCHOTHERAPEUTIC INTERVENTION

Psychotherapeutic intervention is an integral part of the PSE programme. In 2021–2022, after conducting the PSE programme, nearly 1,002 (7%) children sought help. Of these, 4% of children indicated the need to undergo therapeutic intervention for both coping with grief and experiencing CSA and inappropriate behaviour. They were referred for psychotherapeutic support to Arpan's in-house counsellors.

Counselling services were provided to

- 661 children through 2,120 individual sessions and 2 group sessions
- Of these 661 cases, 100 cases were continued from 2020–2021
- Of these 661 cases, 599 cases were closed and counselling services are ongoing with the rest.
- 33% of the closed cases were of sexual abuse, 16% were of inappropriate behaviour and 51% were of other emotional concerns.
- Psycho-education was provided to 189 trusted adults through 277 individual sessions and 15 joint sessions.

The journey to reach out to children for counselling over the telephone when schools were closed was difficult as all children could not be contacted via the registered number available to schools. Some families migrated back to their native place or sent their children back whenever there was a spike in cases or when schools were online. Thus, getting the contact details of these children and maintaining the continuity of the counselling sessions was a challenge. Even where the child could be contacted after several phone calls, it became important to increase parental interaction and involvement in therapy so that the child could be supported at home. To ensure that the technological medium does not become a hindrance in creating a safe space and a trusting relationship with the clients, the training of the counsellors was focussed on assessing auditory cues, facial gestures and expressions.

Along with the online sessions, this year, we had the opportunity to meet children face-to-face for some part of the year as schools began opening up as COVID-19 waves receded. However, our access to children and schools was vastly different than in the pre-COVID-19 era. There were strict timelines from the school to complete the sessions as schools themselves had restricted working hours or rotational plans to call children and often last-minute closure due to a sudden increase in COVID-19 cases. To resolve this, we needed to develop a robust plan, on-the-spot-decision-making at different levels and increased school visits to ensure that children's access to therapy is smooth. We also needed to ensure that the team is skilled enough to switch between online and offline modes of therapy based on the situation without compromising on the session quality.

Reflecting back, we have realised that in-person counselling not only provides uninterrupted access to children but also makes the therapeutic process more meaningful for children. A neutral place for the sessions and the physical proximity of the counsellor provide them with a safe space where they can speak freely without the fear of being overheard and are more comfortable and confident in sharing their deepest feelings.



CLIENT'S ART WORK DURING COUNSELLING SESSION



PLAY THERAPY WITH THE CHILD

STORY OF CHANGE

Identifying details in all stories of change involving children have been withheld or changed to protect the identity of the children.

A 15-year-old child who had been through Arpan's PSE programme was referred for counselling by her father. The child resided with her brother and father in the city, while the mother was out of the city for work. The child had a tendency of running away from home with different individuals at different points in time. During one such instance, the child experienced an unsafe situation.

We initiated the impact work by introducing a timeline-based activity. The timeline-based activity is a powerful tool as it helps organise thoughts, past memories and family dynamics and helps put things in perspective. We discovered that the child was living in a boarding school until the 7th grade, and those were the best days of her life. After she was brought back home, she started having adjustment issues and felt suffocated, lonely and hurt. She felt unloved, dominated and craved love, care and attention from family members. In order to fill this void, she started making friends and entered into unsafe relationships. A rating scale was administered to assess her feelings of suffocation, loneliness and hurt, where she rated all of them an 8 out of 10.

It was important to help the client understand that she was running away as a coping mechanism to deal with her emotions. Psychoeducation was thus introduced to help her understand and identify unsafe relationships. Through the sessions, it emerged that the child was carrying the belief that her 'parents are not supportive'. The boundaries that were set in the house made her feel restricted, leading to this belief system. Using the 'bird's eye view' metaphor, the child was able to step back, look down from a height and be cognizant of different perspectives, eventually viewing her situation in a broader context. This was liberating for the child as she could understand her parents' perspective, and this changed her belief towards her parents from being 'restrictive and dominant' to 'caring and supportive'. Simultaneously, work was initiated with the child's father to strengthen the child's support system and help him understand the child's behaviour and perspective without feeling frustrated or resentful. As all cognition and beliefs are coded in the brain in the form of negative or positive beliefs, the change in the child's core beliefs and the support from her father led the child to feel loved and cared for. These dual processes paved the way for creating a more nurturing family environment for the child where she felt safe and wanted.

RESOURCE DEVELOPMENT

Resource development is an integral part of all programmes at Arpan. The timely adoption of our curriculum, development of new content and rapid iteration have been critical factors in rolling out the programme in a hybrid manner. As mentioned earlier, Arpan's existing PSE content is for Grades 1–10. This year, we initiated the process to develop PSE content for adolescents aged 16–18 years. The focus of this is to empower adolescents in this age group to be equipped with personal safety messages and make safe choices. To begin with, we conducted Focussed Group Discussions (FGDs) with several children, parents and teachers to assess their existing understanding about the issue and the gaps. Initially, we had planned to conduct offline pilots, but we were unable to proceed with it due to uncertainty around the re-opening of schools and colleges. Therefore, we conducted our first pilot online and the second one offline in a college. The module was revised based on internal observations and feedback. We have piloted the module three times with 285 adolescents.

We have also revised and updated the personal safety workbook for children aged 8–10 years. This workbook is a home-based prevention tool for parents and teachers to help children learn about keeping themselves safe. This workbook has been revised to update our most recent learnings and terminologies. This workbook has also been translated in Hindi and Marathi.

RESEARCH, MONITORING AND EVALUATION

Ever since its inception, Arpan has believed that prevention investment must include a substantial provision for scientifically rigorous evaluation studies that will help us continuously learn and update our programmes and strategies. This year, Arpan examined the retention of the key learning concepts of the 3 models of the PSE programme through a study entitled 'Comparative study to assess retention across different delivery and intervention models of Personal Safety Education'.

The objective of the study, was to assess and compare the retention of key personal safety concepts among the three different intervention models of the PSE programme—the comprehensive module (a detailed, week-long course), the abridged module (a 2-hour story-based course) and the digital module (interactive videos on an e-learning platform). The study adopted a quantitative methodology by comparing retention scores across the intervention models mentioned above with a control group of children not exposed to the personal safety curriculum.

The retention scores among children who have undergone PSE were measured after 1 year of conducting the PSE lessons with them. The programme expectation is that 70% of the children should have a retention score of 76% and above. While the data were first analysed in 2020–2021, a re-analysis was conducted in 2021–2022 to modify the scoring of concepts to make them similar across all three modules. Additionally, the best practices of each module were identified in this study so that they could be used to guide the content and methodology of the personal safety modules henceforth.

The key findings were that in the sample group of younger children (Grades 3 and 4), the implementation of the comprehensive and abridged modules exhibited better retention scores, whereas in the higher grades (Grades 5 and 6), digital PSE implementation as well as the abridged module had better retention scores. The story-based, 2-hour abridged module is recommended for all grades. Furthermore, for the younger grades, the comprehensive module implementation having detailed lessons is recommended. While for the higher grades, the short, crisp personal safety messages of the digital module are advisable.



THE PROPORTION OF CHILDREN BY THE RANGE OF OVERALL RETENTION/KNOWLEDGE SCORES (GRADES 3 AND 4)



THE PROPORTION OF CHILDREN BY THE RANGE OF OVERALL RETENTION/KNOWLEDGE SCORES (GRADES 5 AND 6)

2. TRAINING AND ADVOCACY PROGRAMME

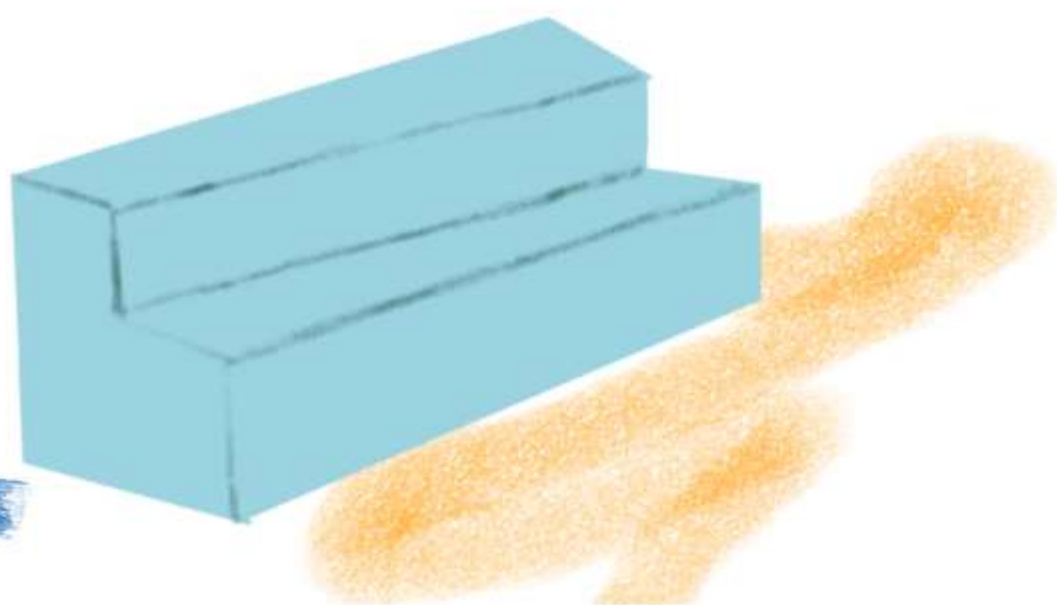
Arpan builds professional capacities through training to replicate and scale Arpan's model of prevention and intervention and advocating for robust child protection mechanisms to address the gaps both at the policy level as well as curriculum and interventions in the field. Arpan focuses on training and building capacities of NGO professionals, schoolteachers, institutional staff, health and mental health professionals and government duty bearers.

As with the other programmes, for training and advocacy, this was a year of considerable change and agility. We began the year with the view of being back in the field, travelling and conducting training sessions with our partners across the country. However, with the subsequent COVID-19 waves, we realised that we needed to learn and adapt ourselves to the new hybrid world.

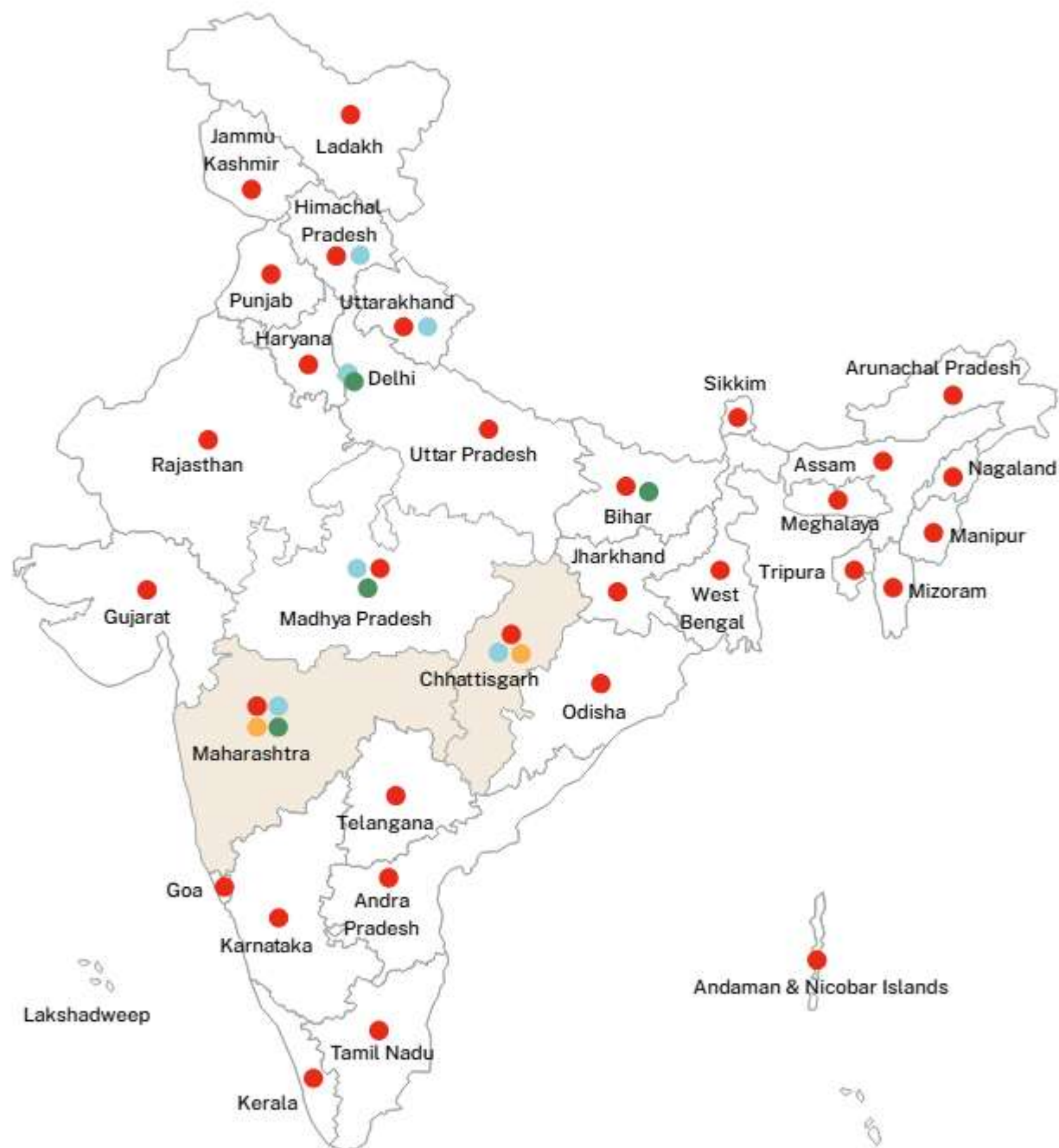
The key to this adaptation was to be flexible, actively engage with our stakeholders, understand their needs and support them in a way that they can replicate Arpan's model of prevention and intervention. The team took it in their stride, and their constant interaction with and support to the stakeholders helped them conduct training sessions through online, offline and hybrid modes. Through the hybrid model, the flexibility to train both online and offline reaped its own benefits. It helped us reach out to 18,000 professionals and outperform our target. This further had a cascade effect, and the participants trained by Arpan reached out to over 2,14,380 children and adults.

However, this was not easy. Two key challenges came our way that we navigated to achieve the goal we had set for ourselves. We realised that pivoting our training modules in a way that they are effective in both online and offline modes was a necessity. We needed to create a shorter version of the existing module yet ensure that the participants were equipped with key skills and knowledge to replicate the programme. We experimented with different methodologies and brought in an assortment of case studies, debates, trigger questions and audio-visual aids.

While we were able to adapt ourselves to the ever-changing situation by quickly pivoting to a hybrid mode, our stakeholders faced challenges in implementing the PSE programme in their settings after being trained by us. We needed to mitigate this challenge immediately or else it could hinder our partners in replicating the prevention and intervention models of Arpan. The first step in solving a challenge is to understand it better. We conducted more focussed interactions with our stakeholders to understand the roadblocks they were facing in executing the training and providing them with the required handholding. We went above and beyond to support the on-ground execution by our partners—be it by working with them on their hesitancy to conduct personal safety sessions online or by working on their inhibition of talking about the issues or by helping them with their challenges in developing the implementation plan.



These proactive steps ensured that the participants were not only successfully equipped with the required skills to undertake the PSE programme and handle disclosures effectively but were also able to execute it both online or offline. This ensured that through our Training and Advocacy initiatives, we could execute our initiative pan India in spite of the pandemic.



- Personal Safety Education Through School Health And Wellness Programme
- National Curriculum Framework (National Education Policy 2020)
- Personal Safety Education Trainings For Teachers
- Personal Safety Education Module Integration

GEO-MAPPING OF ARPAN'S PRESENCE THROUGH TRAINING, CAPACITY BUILDING AND ADVOCACY INITIATIVES



PERSONAL SAFETY EDUCATION 'TRAINING OF TRAINERS' WITH NAVJEEVAN RAGPICKERS PROJECT

Through the training sessions, we have been able to reach out to 18,450 participants through 323 organisations and 98 volunteers. Of these:

- 636 participants were trained through the basic training module, which is geared towards building knowledge and skills on CSA. 84% of these participants were from NGOs.
- 17,773 participants were trained on advanced training modules geared towards replicating Arpan's prevention and intervention modules in their settings. 82% of these participants hailed from government sectors, comprising Education, Health, Women and Child Development and Home Affairs (police). The training participants replicated the programme with 2,14,380 individuals.
- 14% of the total participants trained this year were handheld to implement PSE further. Additionally, 41 participants trained earlier were also handheld this year.

STORY OF CHANGE

The National Network of Buddhist Youth—a youth organisation—works in Bhandara, a remote district of Maharashtra, with three team members. In July 2021, they attended our PSE training online because of the ongoing pandemic. They struggled to have an uninterrupted training session due to internet issues and logged off multiple times during the training. Given the technical glitch they faced during the session, Arpan connected with them after the training session and helped them gain clarity on the issue of CSA and Personal Safety. We had a number of conversations with them and observed their mock sessions to help them feel confident in executing training sessions in the field. However, as they were a small team in a remote location, it became challenging for them to roll out the programme. Upon conversing with Arpan, it was revealed that it will be challenging for the organisation alone to take this forward. However, what will be empowering is to partner with other like-minded organisations to take the cause ahead. While the organisation started exploring their local contacts, Arpan also supported them in creating a larger base. By mitigating the challenges that came their way, they were finally able to conduct sessions for children and adults in collaboration with ChildLine and the District Police Department in August 2021. These instances of passion, grit and conviction in our partners give us faith that 'A World Free of Child Sexual Abuse' is possible amidst any challenge.

Arpan also advocates for the replication of Arpan's prevention and intervention strategies and strengthening systems at the organisational and institutional levels to create a safe environment for children. These efforts are directed towards the prioritisation of CSA in the government mandate, integration of the PSE programme in the prescribed curriculum and enhancing and strengthening child safeguarding policies in government bodies and government-run institutions.

Some of the key advocacy initiatives for this year at the National Level have been as follows:

- Continued engagement with the National Council of Educational Research and Training (NCERT) and the Ministry of Health and Family Welfare (MHFW) for the implementation of the programme on Health and Wellness of school-aged adolescents under the support of the school health programme of Ayushman Bharat. As part of the engagement, Arpan had been selected as a member of the National Resource Group. Arpan participated as a panellist and development sector partner in the national workshop held for the Ayushman Bharat School Health and Wellness Programme Roadmap for 2022 and brainstormed for the smooth execution of the programme activities. Through this association, the programme has reached 122,432 individuals.



**ARPAN PARTICIPATED AS A PANELLIST AND DEVELOPMENT SECTOR PARTNER
IN THE NATIONAL WORKSHOP HELD FOR THE AYUSHMAN BHARAT SCHOOL HEALTH AND
WELLNESS PROGRAMME ROADMAP FOR 2022**

- As a member of the National Resource Group for the Rashtriya Kishor Swasthya Karyakram (RKSK), Arpan this year too actively supported the capacity building of 1,933 medical officers and adolescent health counsellors from various states on themes of 'Gender-based Violence and Injuries' and 'Safe Use of the Internet and Social Media'. Arpan also contributed to the content of 'Peer Educator's Reference Booklet on Adolescent Health'. This included content on CSA, online safety, safe relationships and puberty.
- Under the National Curriculum Framework (NCF) development work of the National Education Policy (NEP) 2020, we succeeded in working with five states (Chhattisgarh, Delhi, Himachal Pradesh,

Maharashtra and Uttarakhand). These states were supported in their respective state focus group work, where Arpan actively participated in district level consultations and spoke about the importance and relevance of integration of abuse prevention programmes in the curriculum. Arpan also gave recommendations in state-level position papers and the state curriculum framework. Recommendations were given on three themes — gender education, health and well-being and yoga, fitness and value education. In addition, recommendations on school, teacher and adult education papers were also submitted to the state authorities. Recommendations and inputs mainly focused on the relevance of abuse prevention programmes and integration of programmes like PSE in the school curriculum. Most of our recommendations were accepted and became part of state final responses and reports. These reports were submitted digitally at the NCF e-portal. We hope these reports will inform the NCF, which will seek parliamentary approval, followed by textbook content development and related training.

At the State Level in Maharashtra:

- Arpan conducted PSE training in the Akola district of Maharashtra, where Arpan trained over 2,149 teachers on the PSE programme. The training focussed on Arpan's Personal Safety lessons that have been incorporated in the 'Child Rights and Safety' manual developed by the Maharashtra State Council of Educational Research and Training (MSCERT) in 2019-2020. After the training, we conducted focussed handholding meetings with 354 teachers.
- Arpan conducted training with 600 Anganwadi Sevikas (Child Care Centre workers) under the Department of Women and Child Development, Thane, on 'Understanding Child Sexual Abuse' and introducing Personal Safety through 'My Safety Book'. This book is a story-based Personal Safety module for pre-primary children.
- Arpan conducted the PSE Training of Trainers sessions in the Buldhana district of Maharashtra. Here, Arpan conducted training sessions with over 6,284 Buldhana Zilla Parishad school teachers. After the training, handholding sessions were conducted with 1,400 teachers to support them in executing the programme on the ground.
- Maharashtra Education department invited Arpan to an event in March 2022, where Education Minister Ms Varsha Gaikwad felicitated Arpan's work. Arpan was suggested to submit a proposal for the 'ADARSH (Model) School Project', where Arpan can train teachers from 488 schools in Maharashtra, and the same is under process.

At the State Level, in Chhattisgarh:

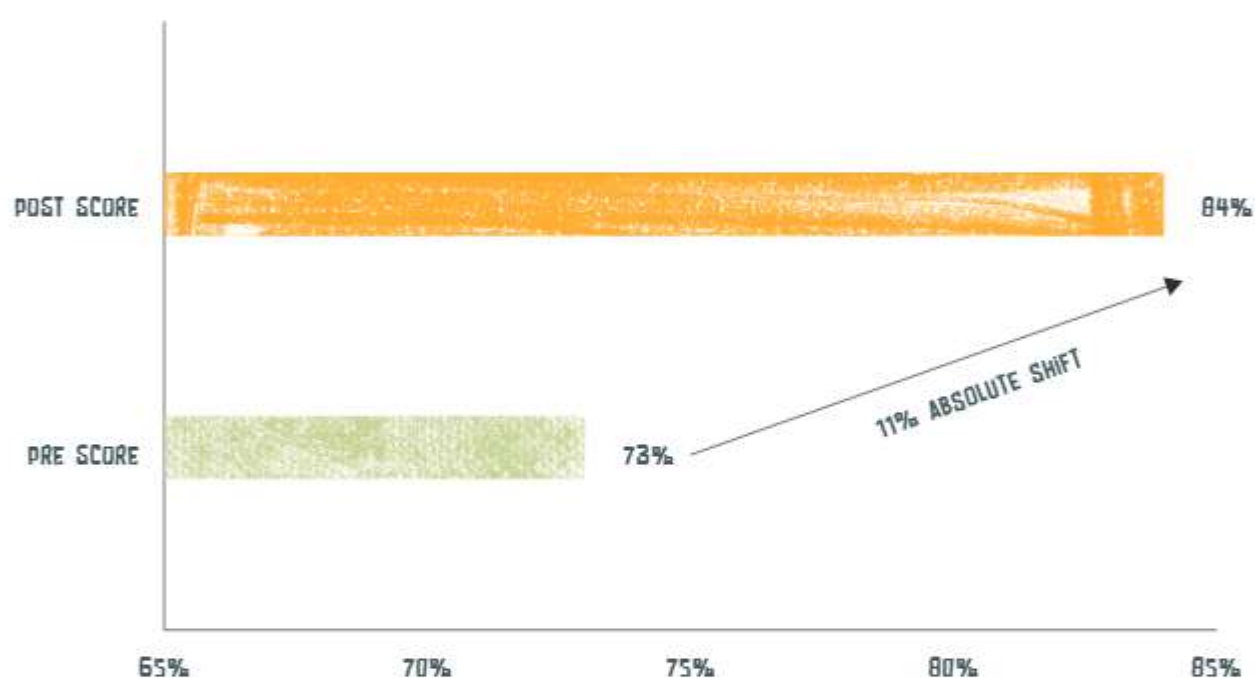
- Arpan successfully secured a partnership with the State Council of Educational Research and Training (SCERT), Chhattisgarh, in March 2022. Arpan contributed to the content and supported the designing of the Balika Sashaktikaran Module on three topics — PSE, Cyber Security and Child Rights and Law — for its state-wide implementation across primary and middle schools. Arpan also contributed to the School Safety programme (initiative by the Government of India) by integrating the PSE content into it. This programme too was rolled out for state-wide implementation. Under both the programmes, over 400 master trainers were trained by Arpan.

RESEARCH, MONITORING AND EVALUATION

Arpan monitors its Training and Capacity Building programme based on the Kirkpatrick Model (Kirkpatrick, James D. and Wendy Kayser Kirkpatrick, 2016), which focuses on participants' reactions, learning and behavioural change and the overall result. As a part of the training intervention, an assessment is conducted comparing the pre-test and post-test scores which indicates the change in knowledge levels attained after the training session.

- **The Pre-Post Assessment**

The pre-post assessment was conducted in 54 training sessions, of which 50 training sessions were conducted through an online mode. The pre-post tool consists of six questions about three key topics covered in the training — basic understanding of CSA, handling disclosures of CSA and PSE concepts. Of the 10,724 participants who attended these training sessions, 7,468 participants attempted all six questions in the pre-test. A moderate shift in knowledge (11%) was observed among the participants post the training session.

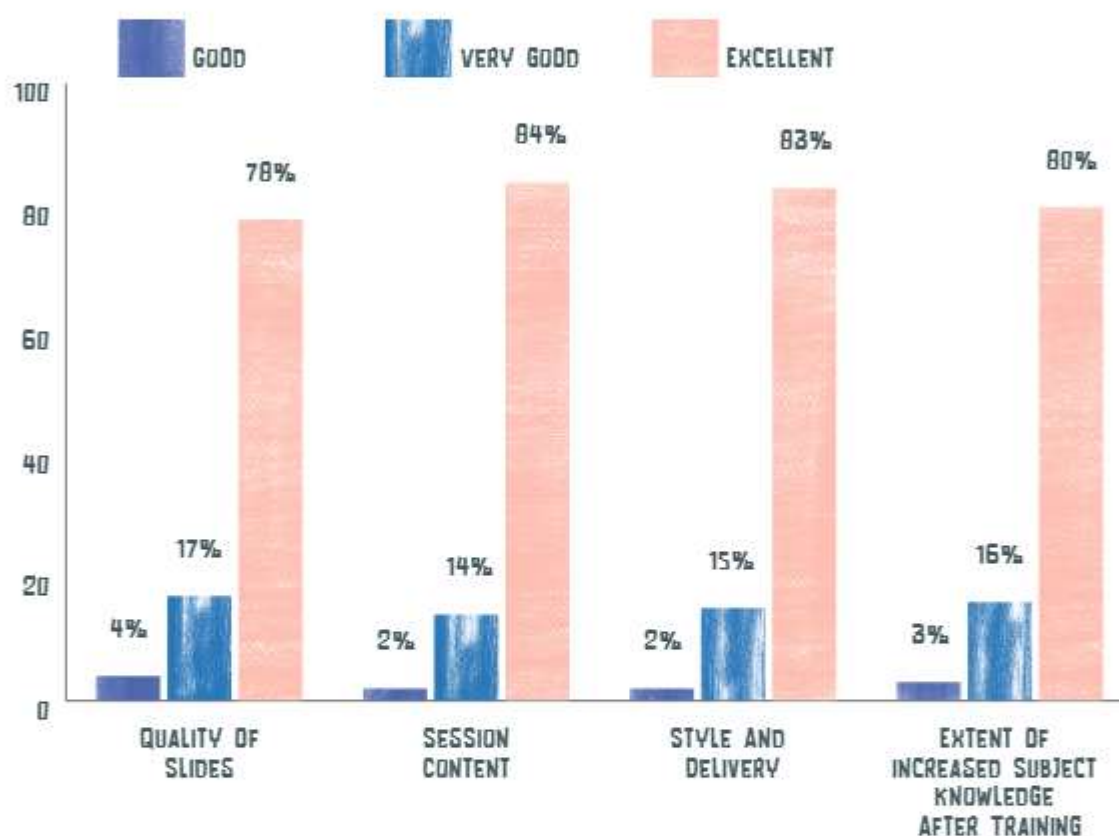


OVERALL PRE-POST TEST SCORE OF THE TRAINING PARTICIPANTS (N = 7468)

- **A systematic triangulation of participant feedback**

A systematic triangulation of feedback garnered from feedback forms, a qualitative inquiry with key informants and a quantitative survey with an additional sample of participants who had previously attended an Arpan training session were also conducted. Findings from these three exercises were weighed in for consistency and the results of the exercise generated insights that would be relevant and inform programme delivery.

The first exercise included the analysis of the feedback collected from 8,773 training participants using a 10-point Likert scale around four parameters—the quality of the slides, training content, facilitation and extent of increase in subject knowledge. Approximately 80% of the participants gave the highest rating for the quality of slides, content of the training session, style and delivery of the training and extent of increase in subject knowledge. This is represented through the graph below:



PROPORTION OF PARTICIPANTS AND THEIR RATING ON SPECIFIC TRAINING COMPONENTS

Secondly, a study was conducted with 210 participants who had attended the training in the Akola district in Maharashtra. Here, a structured questionnaire was used to interview participants. The objective was to further understand the perspectives of participants on the 'PSE training of trainers' module and its strengths and challenges.

The key findings were that the participants appreciated the content, variety and breadth of topics as well as the ease of understanding of the training. The structure of the module as well as the style, delivery and approachability of the trainers were rated highly. The challenges reported by participants while implementing the PSE programme included inhibitions around handling disclosure. They also opined that personal beliefs and attitudes can hinder the implementation process. Recommendations from the participants also included adding more scenarios of CSA scenarios and video resources to help participants learn facilitation skills.

The third exercise included a qualitative inquiry to explore the moderate learning shift seen in the pre-post assessment analysis mentioned earlier. It aimed to understand if there is a need for modifying content or delivery to make it more relevant to participants. Additionally, the existence of other training options which might have contributed to the high pre-test score.

The study sample consisted of 11 key informants with whom semi-structured interviews were conducted online. The findings revealed that the programme helped the participants understand CSA concepts better. The participants felt confident and competent to become trusted adults after attending the training programme. The challenges shared by the participants were regarding implementing the prevention model further. The report recommends strengthening the skills of participants in training others and further customising the content based on the needs of participants.

As far as the availability of other training programmes was concerned, the study found that while the participants mentioned a few organisations and individuals that work in the area of personal safety, none of the organisations seemed to be providing the type of training Arpan does or provides accessibility — in terms of attendance or cost of resources — that Arpan's PSE Training module offers.

Findings from the above three exercises were combined thematically, and consistencies were found in several positive feedback given on structure, content, delivery and trainer ability and approachability as well as in the areas of recommendations. Based on this systematic triangulation, the following key recommendations were generated:

- Optimise the training module to include more case studies
- Provide opportunities for participants to observe Arpan trainers
- Address attitudes, beliefs and inhibitions of participants

3. DIGITAL LEARNING PROGRAMME

The pervasiveness and ubiquity of all things digital have accelerated over the last few years and continue to grow exponentially. We started our digital journey four years ago in 2018. This turned out to be greatly advantageous during the pandemic when the physical world shut down and offline access to children was restricted due to school closure.

Arpan is working towards digitalising its content and modules as a strategy to expand its reach to more stakeholders. This year, the focus was on developing digital content for different demographics of children and adults and translating existing digital courses to reach a wider audience.

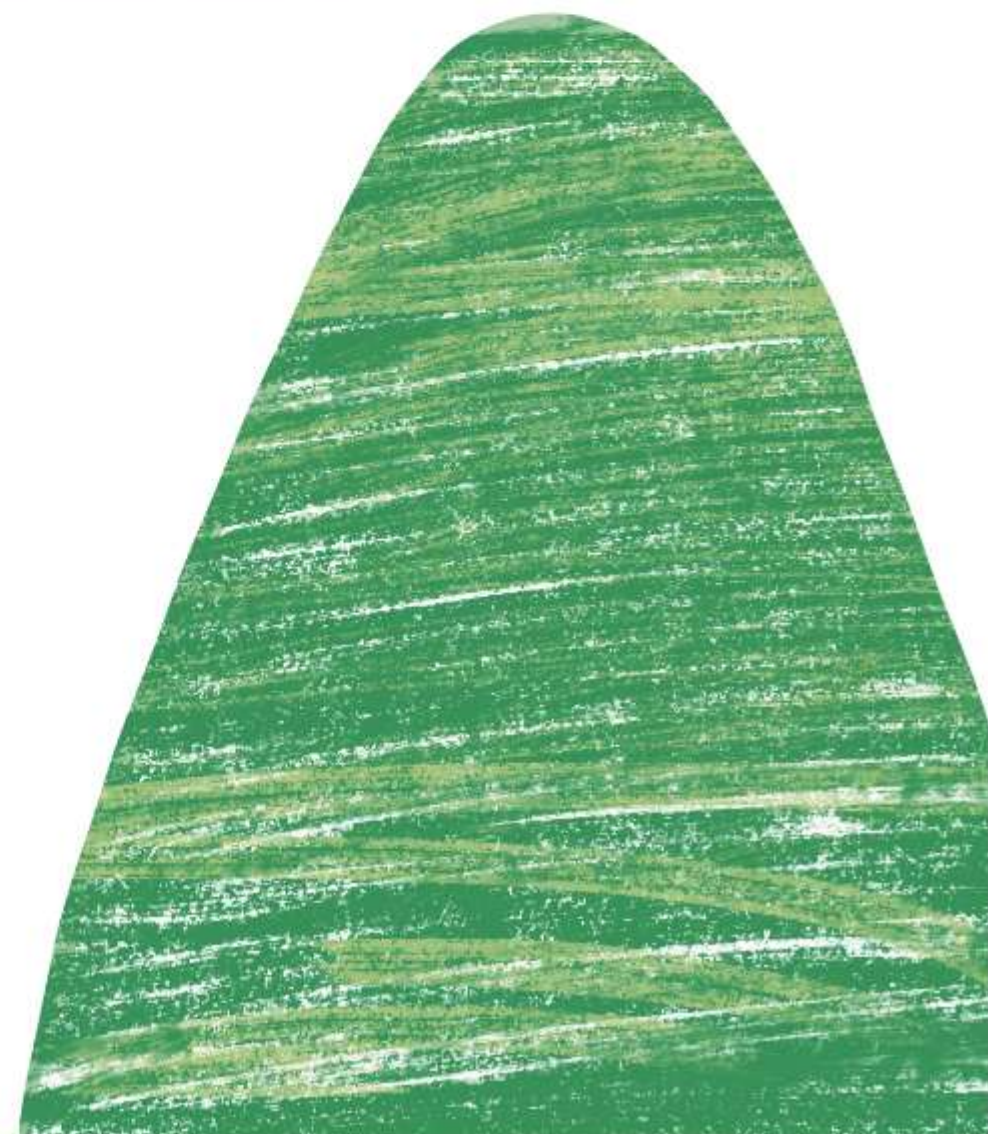
- Arpan collaborated with Teach For India (TFI) Firki to publish a course on 'Prevention and Intervention of Child Sexual Abuse' for teachers on the TFI Firki platform. 'Firki' is Teach For India's online teacher-education platform and aims to significantly improve the quality of education and developing professional modules that can be used by teachers. Arpan contributed to two modules, namely, PSE and Handling Disclosure of CSA cases. This is part of a comprehensive 'Child Safety Module' with four sub-modules. The module on personal safety will help educators empower students and help them identify unsafe touches and situations, refuse them and seek help. The module on handling disclosure is aimed to build skills on how effectively one can respond to children after disclosure of an unsafe incident. The module also emphasised the importance of effective psychosocial intervention and enabled one to learn the art of first-level intervention. This course was launched on 20th November 2021, during Child Safety Week.
- Currently, Arpan's online Personal Safety courses are available for children of 13 years and below. This year, a digital course is being created for children between 14 and 16 years to educate them on personal safety messages. We initiated this course by conducting focussed group discussions with children, parents and teachers, which has helped us finalise the design of the course. We collaborated with a production

house to script stories and shoot live videos for the same. We have developed eight short videos on personal safety, focussing on understanding CSA offline and online, refusal skills and help-seeking behaviour. We are now towards the end of the development stage of this course and are finalising the storyboards and assessments for the LMS (Learning Management System) integration.

- With an aim to reach out to every child and adolescent across the country, we collaborated with Pratham — an NGO in India working towards providing quality education to underprivileged children. The scope of this collaboration extends to Pratham translating Arpan's digital course for children of ages 8–10 years in Indian regional languages. Scripts for these courses have been translated by Pratham in Bengali, Gujarati and Punjabi and reviewed by Arpan. They are in the process of finalisation and production.
- There is a constant demand for self-service training modules for adults to get them trained in Personal Safety Education. Digitalisation of the training course for adult stakeholders is an opportunity to build awareness about CSA and implementation of PSE on a wider scale. It will empower individuals working with children as enablers in implementing personal safety in their own settings. We are in the early stage of development and have created a flow of the course and its outline, developed a proof-of-concept for one topic and also prepared a design guide.

The existing digital resources for teaching children personal safety and adult resources have been incorporated into different platforms including the DIKSHA platform. This platform has been launched by MHRD (Ministry of Human Resource Development) and is available at <https://diksha.gov.in/>. It is a unique initiative to leverage existing highly scalable and flexible digital infrastructures while keeping teachers as the focus.

- 52,444 individuals accessed the courses through the online platform www.arpanellearn.com, our digital partnerships with DIKSHA, TFI-Firki, TCSion, Inner Wheel and our training partners.
- 9,563 individuals accessed the e-books on CSA and Personal Safety.



C. ACTIVITIES

1. MENTAL HEALTH SERVICES

The mental health impact of CSA is slowly being acknowledged; however, there is a long way to go before we develop trauma-informed care and support. Arpan has been providing psychotherapeutic intervention in institutions housing rescued minors, adult survivors and young sexual offenders. 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.

Last year, Arpan expanded and diversified its mental health services to support the healing journey of those facing anxiety, stress, helplessness or grief or those who were triggered due to the uncertainty of the pandemic and loss of loved ones. This year, online services were continued along with in-person sessions. One of the key initiatives was providing grief counselling for those who lost someone close during the pandemic. We worked closely with the Women and Child Department of Maharashtra and provided services in three districts—Mumbai, Mumbai Suburbs and Thane.

- Self-care sessions were facilitated with 383 individuals through 22 organisations and institutions. These sessions were designed to build the resilience of participants and help them maintain good work-life balance. These sessions included simple activities that could be inculcated into everyday routines and help them manage overwhelming emotions; be in control; understand themselves better and develop their capacity to adapt to change, withstand adversity and bounce back from difficult life events or stressors.
- 528 children were provided therapy to heal from Child Sexual Abuse and other emotional concerns through 1,922 individual sessions. Of these, 15 children were carried forward from last year.
- 231 trusted adults of these children were provided psychoeducation through 674 sessions. 11 joint sessions were conducted with children and their trusted adults.
- 312 adult survivors of Child Sexual Abuse and those who faced other emotional concerns were provided therapy through 2,165 individual sessions. Of these, 59 adults were carried forward from last year.
- 21 children who demonstrated sexual misbehaviour were provided with counselling. This work was done through Prayas—a social work demonstration project working with children in conflict with the law. Working with these boys had been both a challenging and rewarding experience. During this process, we focussed on supporting the healing journey of the young boys, instilling empathy and respect so that they do not commit re-offense and lead a fulfilling life.

However, to make this happen, significant work was carried out in the background. As grief counselling was a new domain for Arpan, we focussed on training counsellors and providing them with continuous guidance, supervision, care and support. The collective nature of this crisis also meant that we were handling an increased caseload and often healing others while we ourselves were in the process of healing. In addition, it was the first time we were offering group self-care sessions on self-awareness, coping and maintaining work-life balance to our NGO and school partners. As this was a new initiative, the team members needed to be trained on it too. Moreover, working in a hybrid manner meant continuous learning to adapt ourselves to the changing requirements. The culture of perseverance in following the processes and protocols, on-the-spot communication and quick resolution and being innovative in crises helped us to effectively thrive in the VUCA world. However, what really helped us thrive and shine was a sense of kinship and being there for each other through thick and thin.

STORY OF CHANGE

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

A parent approached Arpan for counselling for his 7-year-old son. The child had disclosed to his father that his maternal grandmother had sexually abused him. This also led to a strained relationship between his father and mother leading to their separation. The child's presenting concern was that he was experiencing outbursts of anger and felt scared and responsible for what had happened. During the interaction with the child, it was unearthed that the child would feel terrified, furious and sad when he thought about the abuse.

Therapy focussed on ensuring the safety of the child, which helped the child process the residual emotional impact. We ensured that the grandmother had no access to the child. Sessions with the father and the child focussed on safety planning. The focus was to work on the child's feelings of anger as the child reported feeling angry at the level of 9 on a 10-point rating scale. To channelize his anger in a productive manner, the child was empowered to build a resource kit box that would contain a list of things that he enjoys doing and can use to calm himself when experiencing negative emotions. One of the activities that were included in the resource box was the visualisation activity. Visualisation provided a safe and secure place for the child, opened the therapeutic dialogue and helped the child express complex emotions. In this process, the child was asked to visualise his anger, give it a shape and imagine that he is discarding this personified anger. Through careful listening and an awareness of non-verbal communication, the child was helped to feel relaxed. He found this resource useful to calm himself even outside the session. Later, the body-scanning activity was introduced, which helped the child pay attention to his body parts and bodily sensations and be aware of the locations of pain and discomfort.

The mother-son relationship was strained because of the abuse. The child was holding himself responsible for disclosing the abuse to his father, resulting in the strained family dynamics. Understanding that it was not his fault that he succumbed to the abuse and his mother's separation was critical in her recovery. Therefore, conducting the activity titled 'Circle of control' helped him realise that the abuse was not in his control. However, how he chose to respond to the abuse would depend on the choices he made. Often, the most simple messages and learnings can have a profound impact on someone's life; as was the case with this child. When the child realized that it was absolutely okay for him to disclose and seek help, there was an immediate impact on his feelings of anger, which subsided completely. In successive sessions, it was ensured that the child is safe, no longer blames himself for the dysfunctional parental relationship, is aware of safety precautions and recognises seeking help as his strength rather than a weakness.

2. PUBLIC AWARENESS

To develop a sustained community dialogue and awareness, Arpan participates in civil society events (NGO events, corporate events and college events), marks its presence on social media and participates in various exhibitions and conferences. The year 2021-2022 was filled with uncertainties, yet our determination and persistence helped us accomplish unprecedented outcomes. We faced many challenges that eventually helped build resilience and reinstated our confidence in our ecosystem to be the enablers in continuing dialogue and building awareness around the issue of CSA. The scope for exploring offline events was minimal. However, having the agility and systems in place allowed us to turn this challenge into an opportunity. We had a reach of 47,947,413 individuals through digital media, publications and partnerships.

In 2019, Arpan launched Child Safety Week from 14th to 20th November as an annual people-led movement towards collective action against CSA. The third edition of Child Safety Week in 2021 consisted of two campaign videos, one from Action-Aid, India and the other from Arpan. Through their unique storylines, each of the two videos emphasised the importance of parents and caretakers encouraging a culture of regular communication with their children on personal safety and being watchful in recognising signs and symptoms of abuse.

It was an action-packed week, with 167 organisations and 15 significant personalities from India and around the world coming together to raise their voices against CSA. This is especially commendable given that the world was not only still dealing with COVID-19 but also digitally exhausted. Despite all the limitations that the pandemic brought with it, several organisations excitedly held community-wide awareness seminars with adults and children, whereas others engaged their personnel and held training sessions for them. Some schools marked the week by holding art-based workshops to educate children about personal safety, whereas others held activities and workshops such as slogan-writing and pledge-taking. Tweet chats, Webinars, Facebook & Instagram Lives and frequent content sharing kept social media buzzing all week, generating millions of impressions. It also acquired the trust and support of some of the most well-known celebrities, artists and parenting influencers, who were important in getting our messages out to their millions-strong fan base. Celebrities like Ms Vidya Balan (Arpan's Goodwill ambassador), Mr Hiten Tejwani, Ms Tara Sharma Saluja, Mr Onir and Mr JD Matheja lent their voice to the campaign this year.

Apart from them, a number of other experts in critical positions in governmental, non-governmental and other businesses were fervent supporters who helped increase the decibel through their networks. Some of them were Dr Zoya Ali Rizvi (Deputy Commissioner, National Health Mission, Ministry of Health and Family Welfare, Government of India), Dr Nachiket Mor (Visiting Scientist, The Banyan Academy of Leadership in Mental Health), Dr Daniela Ligiero (ED & CEO at Together For Girls) and Dr Swati Papat Vats (President, Early Childhood Association).

Following a directive by the Ministry of Health and Family Welfare, Government of India, 12 Indian states, including Arunachal Pradesh, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Sikkim, Uttar Pradesh, Uttarakhand and West Bengal and Union Territories of Andaman & Nicobar Islands observed Child Safety Week in the field, where children, adolescents and families were educated on offline and online personal safety. The fact that survivor voices echoed the fundamental ideas of 'Personal Safety was especially encouraging. The media too was extremely receptive throughout the week, giving Child Safety Week and our partners' events the coverage they deserved. Around 12.5 million people heard our core messages and were made aware of the subject of CSA.

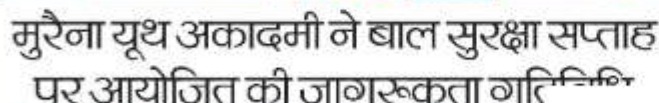
- Building public awareness on the issue of CSA to sensitise people on its impact and prevention is a crucial part of Arpan's work. We use multiple communications channels like social media, news publications, radio and digital platforms to achieve this. Arpan was covered in 50 such online and print articles and also got a radio spot on Big 92.7 FM, where RJ Rani interviewed Pooja Taparia, CEO and Founder, Arpan. Through all these channels, we have reached over 14 million individuals.
- We published a series on Personal Safety in RobinAge — a fortnightly newspaper for children aged between 4 and 15 years — and garnered a reach of over 800,000 individuals.
- We also conducted awareness sessions with parents of students registered with Lido Learning — an Ed-tech company revolutionising formal classroom education through a unique and immersive online classroom for every child in India.



'Child Safety Week' from toda

gone missing as a result of trafficked. He said that Wor for the Prevention of Child is on November 19, also fall in this week. Rammohan sa HELP and other organisat AP would conduct awa programmes on 'What is T of children?' 'Why are, most vulnerable and the v abilities leading to children victims of CSE & T?' 'W which perpetrators gain a potential minor victims of T & the physical/emotiona being of minor victims of C Prevention messaging for ch parents and caregivers with difc focus on digital safet Citizens Role in preventi T of children in the Child Week.

Child Rights Week to spotlight the need to end commercial sexual exploitation and trafficking of children

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मित्र तब उन्होंने कहा कि बच्चे को बेहतर 'बेकम' सामान, देखभाल, शिक्षा, खेल-क्रीड़ा आदि जैसी आवश्यकताएँ दी जाएँगी। तब सब 'हाँ' की और एक जगह बैठे। जो जैसी 'बेकम' चाहते। इस आशय पर बच्चों के बीच होने वाले मतभेदों का समाधान तब	सोफर पर भी बच्चे की तुलना सुनिश्चित रूप से अमूर्तता, अज्ञानता पर भी निश्चर हो न सके। जो सम्भावित है वह, तब ही उनसे सुना, सोफर ने देखभाल, शिक्षा, खेल आदि बातें विचारित किया। इस संकीर्ण विधि पर बच्चों की प्रतिक्रिया का बच्चे को ही मिलना पड़ा।	विचारित करने पर सोफर ने सोचा कि बच्चे को बेहतर 'बेकम' सामान, देखभाल, शिक्षा, खेल आदि बातें विचारित किया। इस संकीर्ण विधि पर बच्चों की प्रतिक्रिया का बच्चे को ही मिलना पड़ा।
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मुरैना यथ अकादमी ने बाल सुरक्षा सप्ताह पर आयोजित की जागरूकता गतिविधि

उत्तरितव्य सचिवों को उत्तरित्वित करने हेतु स्टीपेन सेनर द्वारा उन्हे पत्र, अधिसूचनों के द्वारा उन्हें जगमग विचार तथा उत्तरिते कह कि सचिवों को वैधान संकेत, व्यवस्था, पैदायन, विज्ञा क्षेत्र-मनोरित भवि उत्ते उत्तरितव्य करने की विमोक्षता हम साथ की है और यह उनका एक है व उन्हें नियमन करिगा। हम अद्यतन

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ACTIVITIES CONDUCTED DURING
CHILD SAFETY WEEK 2021



CHILDREN WERE EDUCATED ON OFFLINE & ONLINE PERSONAL SAFETY DURING CHILD SAFETY WEEK 2021

AS A PART OF
THE CHILD SAFETY
WEEK OBSERVANCE,
THANE GRAMIN
POLICE DEPARTMENT
TRAINED OVER 50
POLICE OFFICERS
ON CHILD SEXUAL
ABUSE, HANDLING
DISCLOSURES &
POCSO





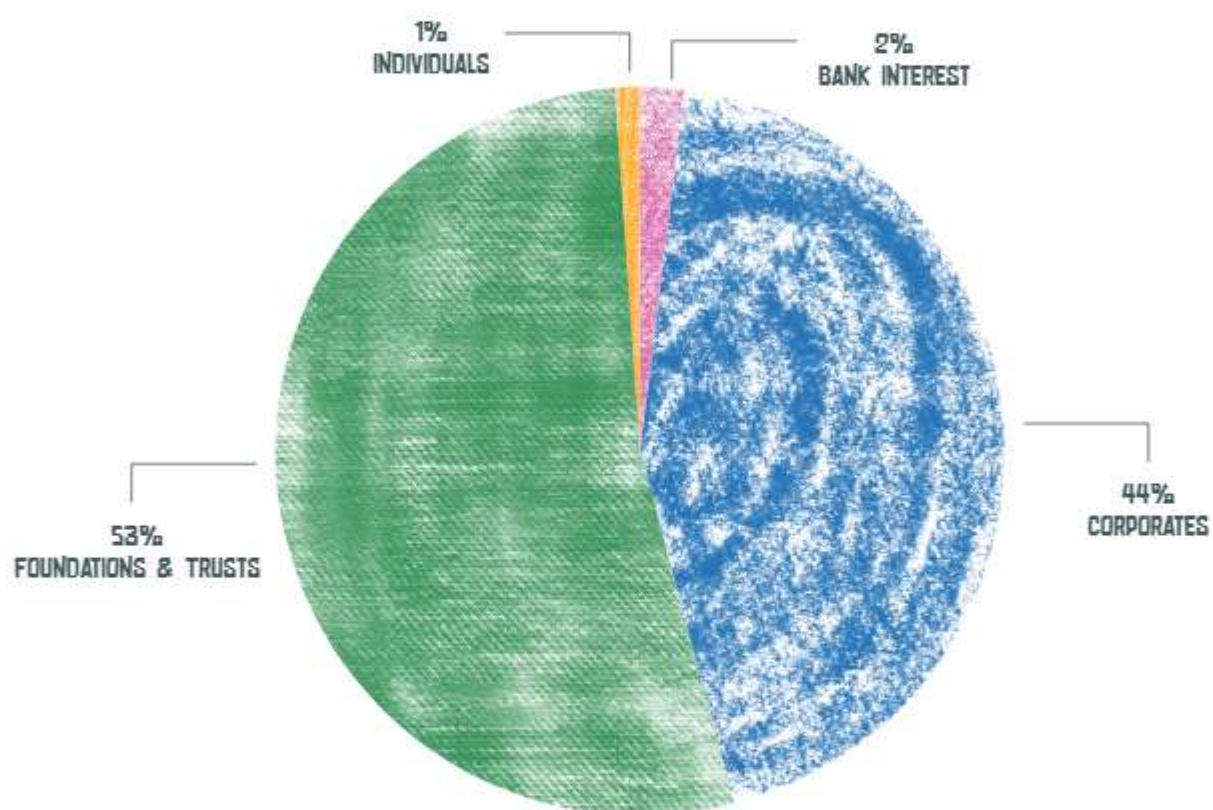
FINANCIAL

A stylized illustration of a woman with dark hair, wearing a blue dress, reaching upwards with her right arm towards the word 'FINANCIAL'. The word is written in a bold, green, sans-serif font and is curved along the edge of a large, textured grey sphere. The background features a large, textured grey sphere and a large, textured orange sphere. The entire scene is framed by a large, orange, hand-drawn star shape.

PERFORMANCE

The word 'PERFORMANCE' is written in a bold, purple, sans-serif font and is curved along the bottom edge of the large, orange, hand-drawn star shape. The star shape is drawn with thick, orange, hand-drawn lines. The background features a large, textured grey sphere and a large, textured orange sphere. The entire scene is framed by a large, orange, hand-drawn star shape.

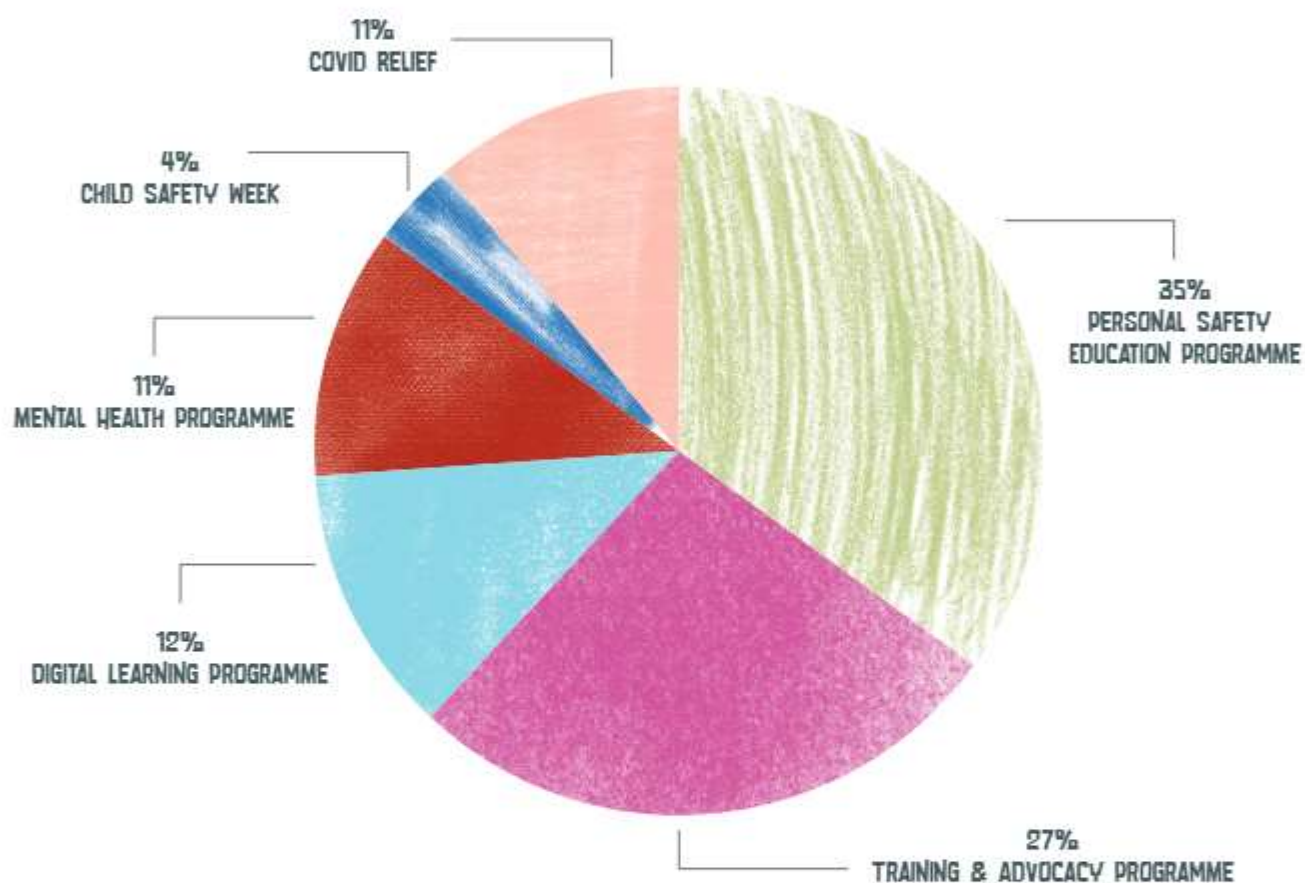
ARPAN HAS RECEIVED AN INCOME OF ₹11,38,23,818 IN THE FY 2021-22.



INCOME PATTERN FY 21-22

INCOME SOURCE	AMOUNT IN INR	% CONTRIBUTION
Bank Interest	26,14,271	2%
Corporates	4,96,50,624	44%
Foundations/ Trusts	6,01,19,012	53%
Individuals	14,39,911	1%
Grand Total	11,38,23,818	100%

ARPAN'S TOTAL EXPENSES AMOUNTED TO ₹10,00,64,185 IN THE FY 2021-22.



PROGRAMME-WISE EXPENDITURE FY 21-22

PROGRAMMES	AMOUNT IN INR	% CONTRIBUTION
Personal Safety Education Programme	3,45,37,039	35%
Training & Advocacy Programme	2,70,23,930	27%
Digital Learning Programme	1,23,71,629	12%
Mental Health Programme	1,13,01,587	11%
Child Safety Week	38,00,361	4%
Covid Relief	1,10,29,637	11%
Total	10,00,64,185	100%

SIGNIFICANT ACCOUNTING POLICIES AND NOTES ON ACCOUNTS

i. 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.

ii. 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.

iii. 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.

iv. 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.

v. 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.

vi. 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.

vii. Provision, Contingent Liabilities & Contingent Assest

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.

viii. Taxes on Income

The Charitable Trust is exempt from income tax under Section 12A of the Income Tax Act, 1961.

ix. Retirement benefits

As informed the provisions of Provident Fund Act are not applicable for the charitable trust. In case of other retirement benefits like Gratuity, leave encashment, etc, the charitable trust follows 'pay as you go method.

x. Reserve fund

During the year the trust has transferred an amount of ₹10,45,011/- 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.

xi. Remuneration to trustees

Child Sexual Abuse fund utilised includes Remuneration to trustees of ₹48,87,960/-.



LOOKING

FORWARD

TO

2022-
2023



We look back at 2021-2022 as a year which brought forth huge challenges, chaos and uncertainty. Nevertheless, it has left us with a sense of pride and gratitude for being able to rise and shine in the VUCA world by upholding a collective vision and sticking to it. It has reinstated our confidence in our ecosystem to be the enablers in continuing the work on child protection.

The targets we set ourselves for FY 22-23 are outlined below. However, we understand that the current climate may require us to be agile in our approach, and we are prepared to face it head on like we did this year while staying aligned to our strategies and the vision of 'A World Free of Child Sexual Abuse'.

- We will work with 18,000 children through the **PERSONAL SAFETY EDUCATION PROGRAMME**.
- We will train 30,000 adults through the **TRAINING AND ADVOCACY** programme and sustain our advocacy efforts to mainstream child protection mandates and integrate our PSE curriculum 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. We will continue to integrate our digital learning modules onto other platforms to reach approximately 50,000 children and adults.
- We will continue our **MENTAL HEALTH SERVICES** and activities for children and adult survivors of CSA and will initiate work on restorative justice.
- We will work towards developing Child Safety Week into a bigger movement this year and engage with more movement builders and influencers as part of our **PUBLIC AWARENESS ACTIVITY**.
- **CONTENT AND CURRICULUM** development will support all of the above programmes and activities.
- **RESEARCH, MONITORING AND EVALUATIONS** will be conducted to generate meaningful evidence and inform strategies and programmes.

ORGANISATIONAL

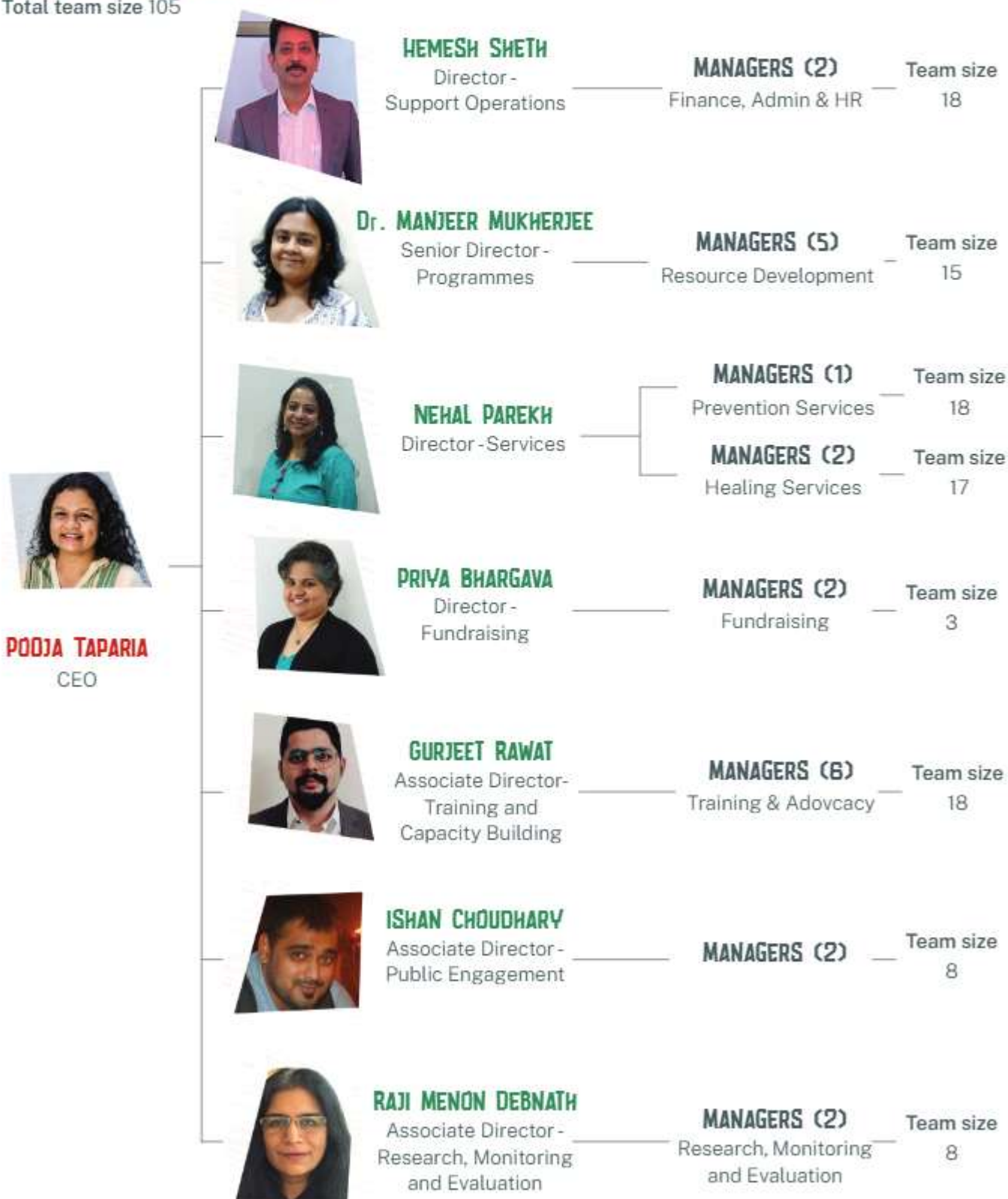
STRUCTURE



Arpan has a robust and experienced team that is aligned with the values and vision of the organisation. They are empowered to participate in decision-making and problem-solving. In this difficult year, Arpan was focussed on going the extra mile in taking care of its team. This meant helping the team to operate in a hybrid mode, taking care of employees' mental well-being through regular healing and fun activities, vaccination for employees, ensuring availability of oxygen concentrators when needed and providing a group health insurance policy for employees and immediate family members. To support team members who were battling COVID-19 and those who had lost family members, a special sick leave policy for COVID-19 and bereavement leave were continued from last year. Salary advances and financial support were given to employees who faced a financial crisis.

THE SENIOR LEADERSHIP

Total team size 105



OUR BOARD MEMBERS

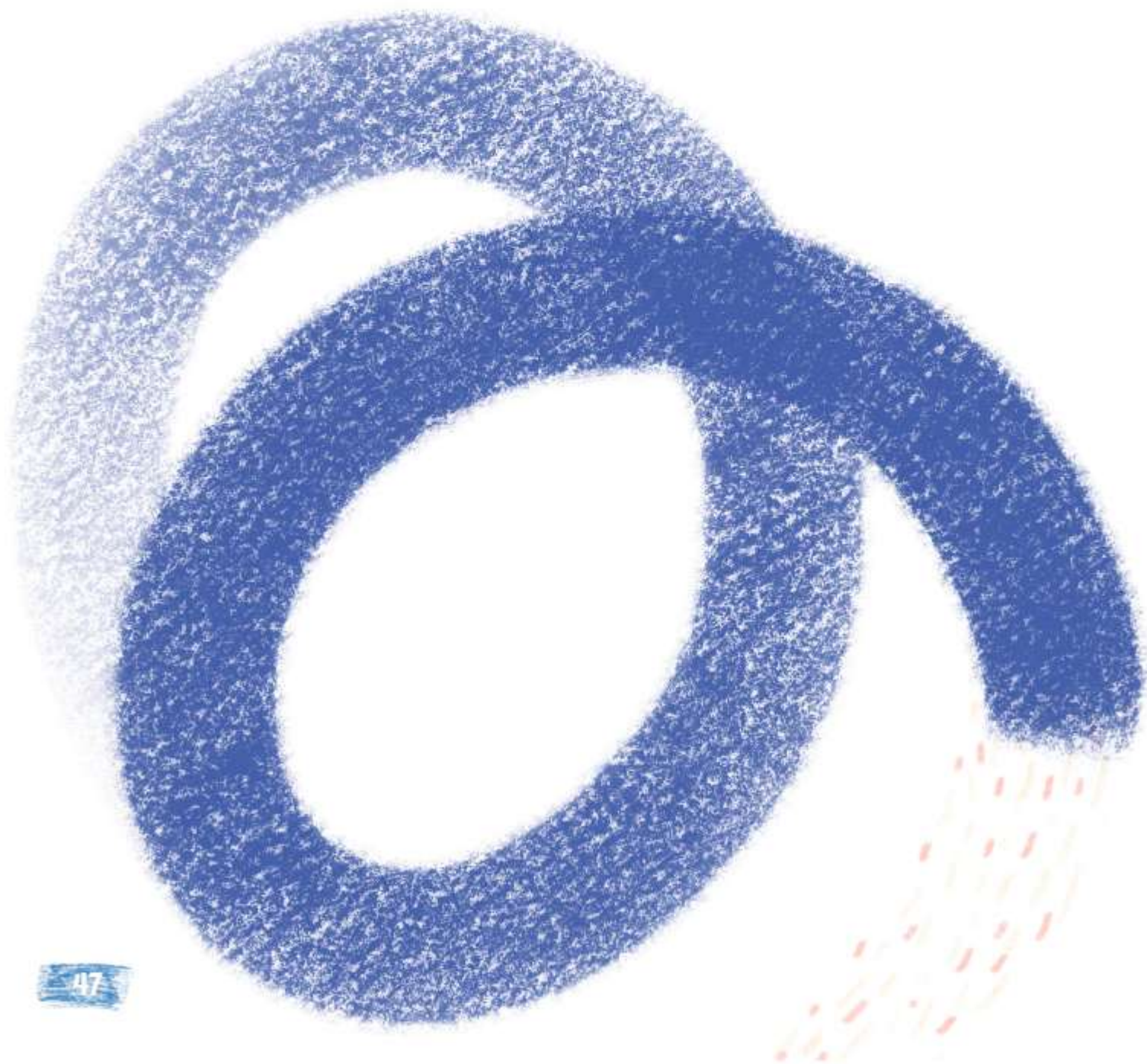
An esteemed and highly skilled board of trustees guides the management and staff at Arpan. The details of the trustees are as follows:

NAME	PROFESSION	DESIGNATION IN THE BOARD	AREA OF COMPETENCY
Achama Mathew	CEO, Bombay Cambridge Gurukul schools	Trustee	Strategic Direction, Programme Development
Arjun Raychaudhuri	Operating Advisor, Apollo Global Management Inc.	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 are related to each other.
- No other Board Members have received any remuneration from the organisation.

In 2021-2022, five board meetings were conducted.



OUR ADVISORS

SR. NO.	NAME	DESIGNATION
1	Abhishek Mukherjee	COO — New Business and Innovations, Hector Beverages
2	Anil Swarup	Founder Chairman, Nexus of Good; former Secretary, Government of India
3	Dr David Finkelhor	Director, Crimes against Children Research Center; Professor of Sociology, University of New Hampshire
4	Kiran Khalap	Co-founder and Managing Director, Chlorophyll
5	Dr Lois Engelbrecht	Founder Trustee, Centre for Prevention and Treatment of Child Sexual Abuse
6	Nachiket Mor, PhD	Visiting Scientist, The Banyan Academy of Leadership in Mental Health
7	Rizwan Tayabali	Founder and Director, FRAKTAL
8	Sarath Divella	India Country Head, Lionbridge Technologies
9	Shireen Vakil	Head of Safety Policy — South Asia, Facebook
10	Dr Usha Ram	Professor and Head, Department of Public Health & Mortality Studies, International Institute for Population Sciences (IIPS)
11	Lisa Jordan	Managing Director, Draper Richards Kaplan Foundation

THANK
YOU



We thank all our partners, allies, interns, volunteers, supporters and donors for being co-travellers in this journey. It is only with their support that we can continue on our path to create 'A World Free of Child Sexual Abuse'.

FOUNDATIONS / TRUSTS



CORPORATES



- Price Pumps Pvt. Ltd.
- Roy Kapur Productions Private Limited

- Solidarity Advisors Pvt. Ltd.

INDIVIDUALS / CROWDFUNDING



- Sonya K Jain Foundation

OTHER DONORS WHO SUPPORTED ARPAN'S PROGRAMMES/COVID-19 RELIEF WORK

- Chhaganlal Velji Charitable Trust
- Freny Jal Wadia Foundation
- K R Real Estate Pvt. Ltd.
- Meher & Pheroz Pudumjee Family Discretionary Trust
- Meta Infotech Pvt. Ltd.
- Nirmal Mishrilal Bang Charity Trust
- Pooja Taparia
- Prakash Tulsidas Gandhi
- Rakesh Biyani
- Rehea Quadros
- Venkatesh Investment and Trading Co. Pvt. Ltd.
- Vikas Khattar



OUR TEAM

Aarathi Ajayakumar, Aarti Shinde, Abhishek Salvankar, Adarsh Agrahari, Aditi Ray, Aishwarya Desai, Ajay Yadav, Akash Ahire, Akshada Shinde, Amey Korgaonkar, Amish Patel, Aniket Joshi, Anjana Salunkhe, Ankita Satose, Anupriya Das Singh, Anushka Bhat, Apoorva Shukla, Asha Khadkar, Barkha Patel, Bijal Baria, Blossom Lopes, Chandrika Rambiya, Charu Chaturvedi, Dakshata Karekar, Deepali Panchal, Dhvani Shah, Dilata Randive, Dipali Kadam, Divya Kotiyan, Fahim Ansari, Giselle Braggs, Gurjeet Rawat, Heena Baig, Hemesh Sheth, Hina Mansoori, Hiral Kishor Bhatt, Ishan Choudhary, Jasmine D'silva, Jitendra Awhad, Juanita Kakoty, Kavita Vishwakarma, Komal Madhe, Kulsum Baig, Kusum Naik, Lakshmi Priya Menon, Mahesh More, Manasi Gupta, Manisha Vala, Dr Manjeer Mukherjee, Mayur Barve, Medha Shitut, Mercina Gomes, Minal Kadam, Mohd. Imran Hashmi, Namrata Joshi, Nargis Halai, Neelam Parab, Neha Gabru, Neha Kerkar, Dr Neha Sharma, Nehal Parekh, Nidhi Shah, Nishita Shetty, Nitesh Udyawar, Niyati Pandya, Olina Almeida, Pankit Dave, Pooja Shetty, Pooja Taparia, Prachee Kamble, Prashant Mane, Prathamesh Dhuri, Pratibha Punde, Pratibha Tilak, Preeti Humbe, Priya Bhargava, Priyanka Bramhane, Priyanka Sawant, Rajesh Kumar, Raji Menon Debnath, Rajnarayan Maurya, Raksha Chauhan, Rasika Shirsat, Rehea Quadros, Revathi R. Cherukada, Rohan Bandre, Safina Shaikh, Sakina Patanwala, Saloni Sawanani, Sanju Tamang, Sanket Agre, Seanna Rodrigues, Shaista Shaikh, Shalet Lopes, Shamal Suryavashi, Shanu Yadav, Sharalene Moonjely, Sheetal Sawant, Shraddha Jadhav, Shubhangi Shinde, Shubhashree Karmakar, Sneha Pimpodkar, Sneha Shimpi, Snehalata Burute, Sonali Maheshwari, Sonali Parab, Subramanian Ramanathan, Sujata Dhoble, Sumit Chavan, Supriya Bandekar, Supriya Pai, Suraj Sable, Sushant Shinde, Suvidha Gaikwad, Swati Khanderao, Swati Sable, Swati Sonawane, Sweta Mitta, Trupti Kalra, Vijayalaxmi Surgane, Yash Chokshi, Yogesh Pandit, Yoshita Shah.

OUR CONSULTANTS AND PARTNER COUNSELLORS

Chetan Kumar, Devkishan Parmar, Dnyanwshwari Tandy, Falguni Thakkar, Lara Cherian, Nidhi Dubey, Ragini Lal, Rama Rao, Saloni Sawanani, Saquib Salim, Sophia Peermohideen





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