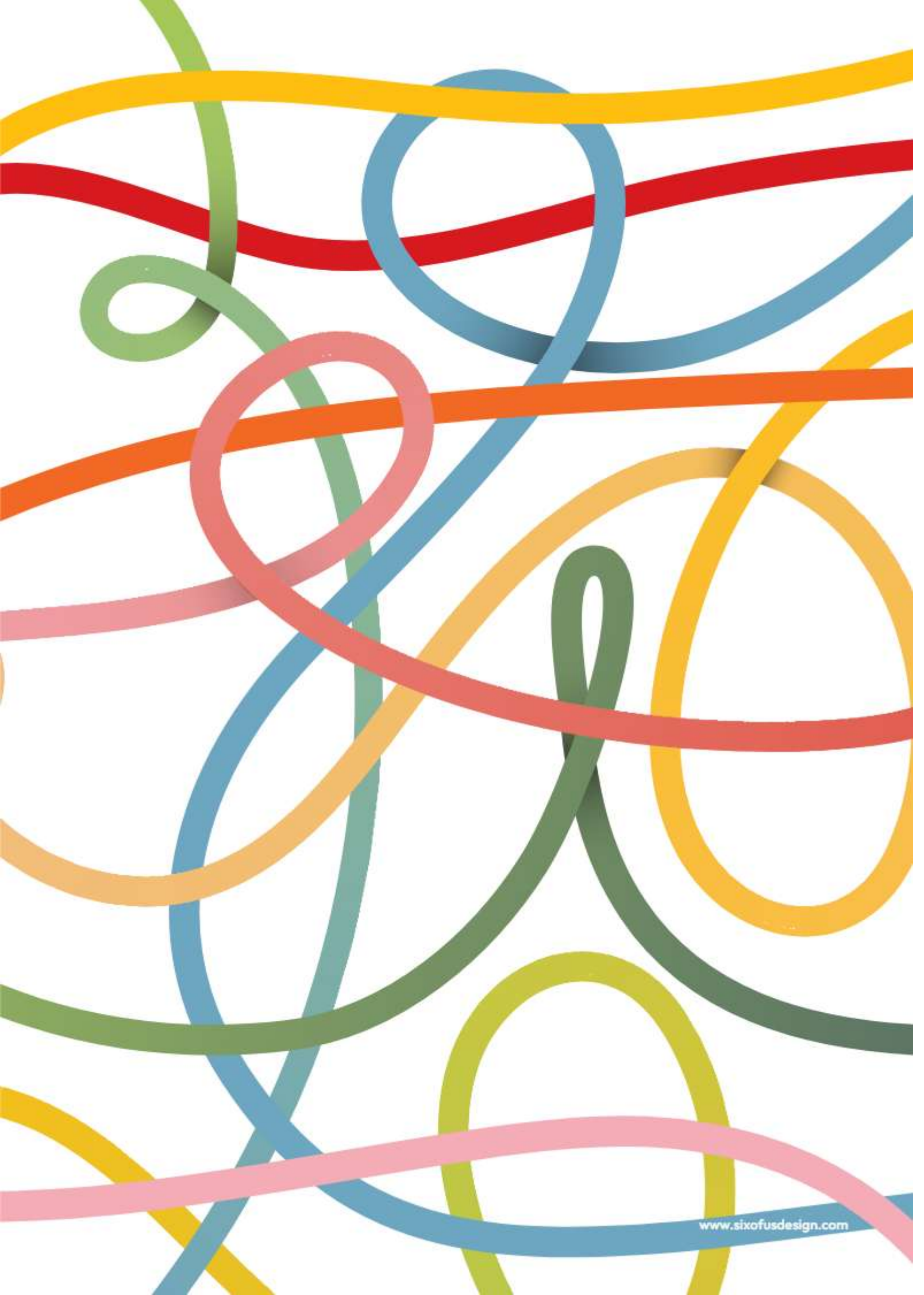


# Learning



Annual Report  
2022-2023





Annual Report  
2022-2023

# CEO's Foreword



Pooja Taparia

I am so pleased to share the Annual Report of 2022-23 which focuses on how we have unlearned, learnt and relearned during the year.

Apart from our regular work, I am very proud of the Restorative Justice practice we started to pilot in a school. Restorative Justice refers to "an approach to justice that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath of a crime." So we brought children who had been bullied and those who had bullied together in circles to communicate with each other and help them process what had happened and enable healing and justice. We learnt a lot through the process. After working with young offenders through a partner NGO for the last 3 years we decided to work directly in a remand home with young offenders and provide therapy to reduce chances of recidivism. I am hoping that in a few years Arpan will be able to create a model that can be used in remand homes across India and the world to work with young offenders. This is critical primary prevention work and must be done.

Another highlight has been our relentless pursuit to ensure prevention messages get incorporated in the National Curriculum Framework (NCF) that will form the basis of creating text books for children across all grades and within teacher training modules as well. I am very pleased to share that we were successful and Personal Safety Education messages are now a part of NCF.

After 2 years of working in online and then a hybrid mode because of Covid, Arpan took a plunge and went on to scale teacher training in offline mode by training 35,000 govt. teachers across 6 states of India which led to them training another 290,000 children and adults. Our continuous work with the Ministry of Education and Ministry of Health, Govt. of India has led to millions of children learning critical life skills such as prevention of violence and abuse and internet safety. We feel heartened by the pan India impact Arpan is making, thanks to a fabulous team and supportive Board members, Advisors and donors.

Our Research, Monitoring and Evaluation has strengthened significantly in the year and so has our infrastructure and technology enabling Digital Learning. Continuous innovation and agility, redesigning for scale and impact has been our focus throughout. I am also very proud that we got certified as a 'Great

Place to Work' at fifth time in a row. Whilst our programmatic goals are important, what's always been more important at Arpan is the how of achieving the goals. To continually take care of our employees, support them and create a space that we enjoy coming to work at everyday has been very important to us. To work with deep collaboration and with camaraderie has been key to Arpan reaching new heights. Looking forward to another such year!



Pooja Taparia

Founder & Chief Executive

Arpan



# Board Member's Foreword



Abhishek Mukherjee

The year 2022-23 has been a remarkable journey of new milestones, renewed vigor and drive towards Arpan's vision of a World Free of Child Sexual Abuse (CSA). The team has been guided excellently by CEO & Founder, Pooja and led ably by senior leaders running the programmes and critical functions at Arpan.

I personally had the privilege to spend time with the team in Mumbai and visit schools to witness the amazing work done for the Personal Safety Education (PSE) programme.

Our child-first holistic approach to the complex subject of CSA, has also ensured we have specific interventions like counselling, psychotherapeutic healing, as well as awareness and capability building.

On capacity building, the age wise curriculum work, training and advocacy of school teachers across all States of India and setting up the Research Advisory Committee were significant milestones. Our annual Child Safety Week, also saw significant reach of almost 13Mn. people with active participation from Government figures, stakeholders and the larger public.

The Research & Monitoring and Evaluation team is putting in place robust tools to ensure programme delivery is objectively evaluated. I am also pleased to see how the Digital and content creation team is evolving as our approach moves to hybrid delivery which requires strong digital capabilities in an ever-changing world.



Arpan continues to actively participate in public discourse on the topic of CSA, and it was a packed calendar on the Public Awareness front.

What gives me immense joy is to see the team grow and inculcate the values of Arpan, built on Respect, Excellence, Accountability and thriving in a culture of openness and continuous learning, unlearning and relearning.

None of the milestones would have been possible without the support of our co-travelers, our Funders, Donors and supporters along with advisors and key stakeholders.

Wishing the team at Arpan all success for the new tasks ahead of us in 2023-24.



Abhishek Mukherjee,  
Chief Business Officer,  
The Media Ant



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# Introduction

As an organisation working in the space of Child Sexual Abuse (CSA), Arpan cannot detach itself from the ever-changing social environment. As such, we need to pay sufficient attention to the changes in our environment and continuously adapt to them. To do so, we need to embark on a journey of learning, where we challenge our own best thinking, push ourselves to the limits, engage with our partners to learn new perspectives, question our existing approaches and continually upgrade the assumptions underpinning our mental maps. These practices often help us erase our earlier learnings and sketch out newer pathways with broader and more vibrant strokes than before. This 'learner mindset' prods us to embrace the natural discomfort of letting go of the old, mastering the new and engaging in an intentional cycle of learning–unlearning–re-learning. It is this cycle that helps us continuously innovate, re-design and stay afloat in addressing the prevention and intervention of CSA. It helps us to establish a model that is nuanced, embedded in ground realities, efficient and dynamic. It also helps us navigate across policies and sectors and work relentlessly with diverse stakeholders towards creating 'A World Free of Child Sexual Abuse'. This report will give you a glimpse of Arpan's learning journey of 2022–2023.

To learn and to grow  
Is the new norm  
To accept that you don't know  
Is how you change your form  
Accepting that there is still a lot to learn  
Only comes when you have a heart that yearns  
To make this world a safe place for children  
We relentlessly march on that mission!  
– Mercina Gomes, Asst. Manager, Arpan



# Our Interventions, Strategies and Programmes

## Our Vision

A World Free of Child Sexual Abuse

## 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 CSA calls for a multi-faceted response. Arpan is the largest non-governmental organisation (NGO) in India addressing this issue, with over 120 professionals providing prevention and intervention services to children and adults and scaling up Arpan's work through partnerships with government bodies, school chains and NGOs pan India.

Arpan's key project is educating children and adolescents (aged 4–18 years) about personal safety in schools so that they can identify and seek help in unsafe situations. We have also launched [www.arpanelearn.com](http://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 can now be accessed online. Alongside the Personal Safety Education (PSE) programme, Arpan also trains and empowers parents and teachers by imparting the 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

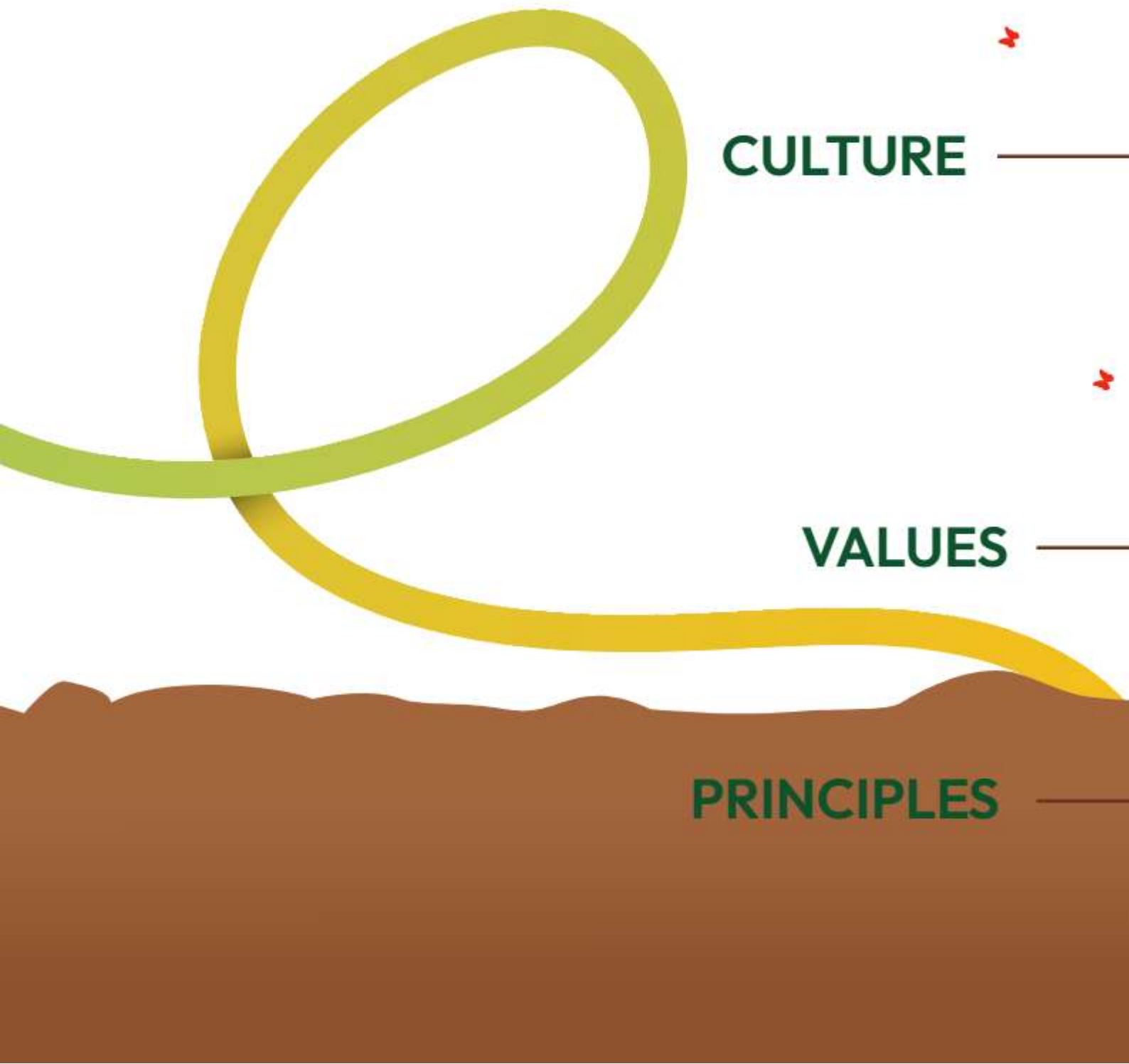
1. **Prevention and Healing Services** are provided to children and adults to prevent CSA and offer psychosocial support. These include building the appropriate pedagogy for new demographics and expanding our local and international reach through digital content and multi-language translation.
2. **Training 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. This strategy 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 of CSA and advocate for systemic change at the local, state and national levels to integrate PSE in school curricula and establish prevention and support services across India.

These strategies are implemented through the following programmes and activities:

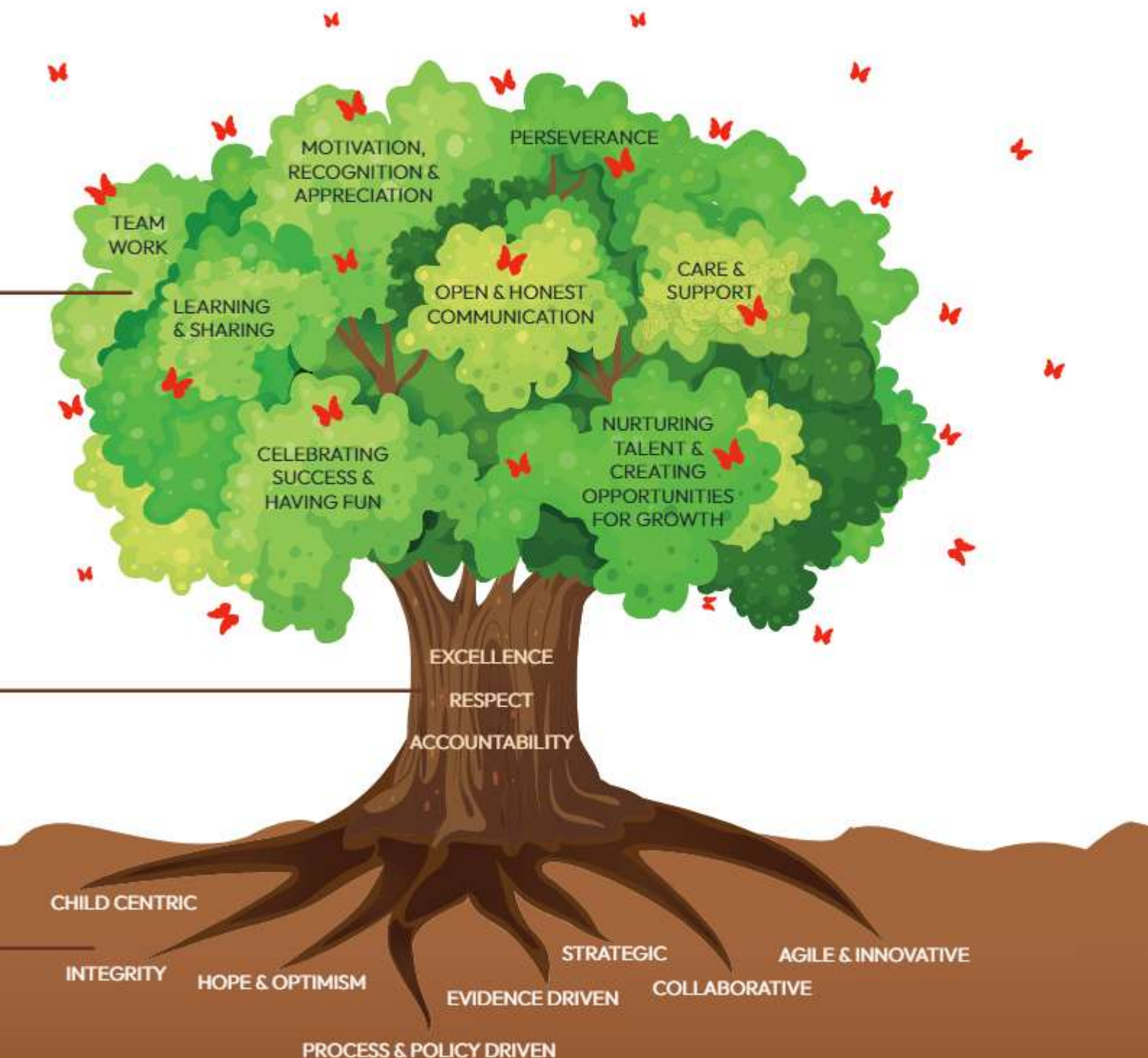
- Personal Safety Education Programme
- Training and Policy Advocacy Programme
- Digital Learning Programme
- Mental Health Services
- Public Awareness



# Values, Culture and Principles at Arpan



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



# The Year 2022-23

In 2022–2023, Arpan touched the lives of 1,67,699 adults and children and 3,19,183 individuals through its partnerships. This brings Arpan's overall outreach to 29,43,414 individuals since inception. Through public engagement initiatives, Arpan has an overall reach of 82,56,247. It was a gratifying year of self-discovery, reflection and learning.





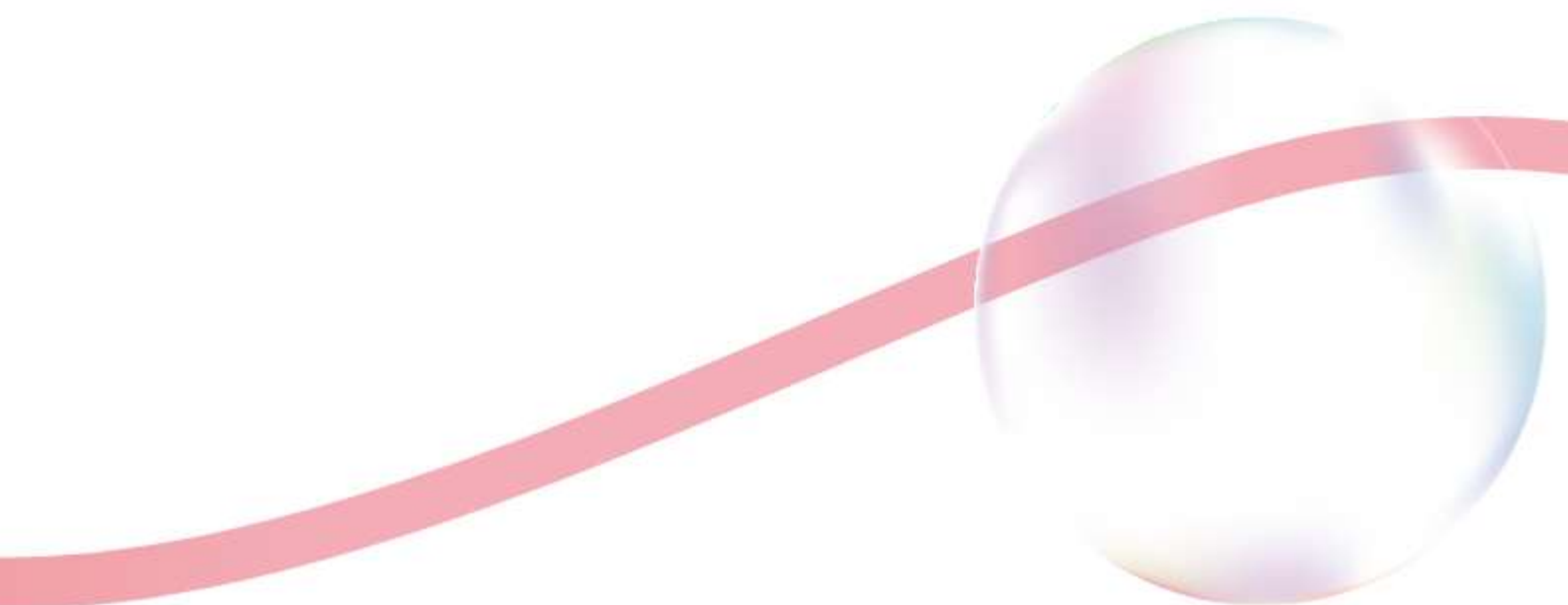
## A. Programmes of Arpan

### 1. Personal Safety Education

The PSE programme is a comprehensive life-skill education programme that approaches CSA through the lens of prevention and healing. It is conducted in schools, colleges and community set-ups with children from Grades 1 to 12 to provide them with the knowledge, attitude 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.

The last two years were unique in their own ways — the first year was about navigating online PSE due to school closure because of the ongoing pandemic, and last year was about harmonising with schools' continuous switching between offline and online modes of instruction based on the emergence and decline of COVID-19 waves. This year, 2022–2023, was unique in its own way; although we went offline completely as schools opened up, the expectation was to return to the ever-known, familiar and comfortable world of pre-COVID. However, the world post-COVID was new, and we needed to navigate it quickly to ensure that no child is left behind without an opportunity to be part of the programme.

Some schools did not permit the implementation of the PSE programme during the lockdown. Therefore, this year, we prioritised these schools to ensure that every child receives personal safety messages before they move out of the school system. However, when we faced challenges this year, we had to be creative and deploy newer strategies to persuade the school management to consider the programme. For example, in some schools where PSE was previously conducted, the schools did not permit re-implementation; therefore, we connected the new principal with the retired principal so that the latter could provide recommendations to allow the programme. If this did not work, we also went a step ahead to meet the school's trustees for their approval to ensure that the children are not deprived of this much-needed intervention.



We also witnessed that children have a reduced attention span post-COVID, as adapting to the immediate shift from online to offline schooling was challenging for them. We realised that we had to adjust our delivery style to the ever-changing and diverse needs of the children. We took this challenge head-on and explored creative ways of transacting the module while ensuring high-quality and child-centric ideals. Our research on 'Effects of the COVID-19 Lockdown on Child Sexual Abuse' and our experience during the offline classroom sessions provided insights into children's over-exposure to the online world during the pandemic and the continued increased risk of online sexual abuse. To respond to this, we created additional content on online safety, including concepts of cyberbullying, sextortion, morphing and sexting, along with existing content around being safe from and responding to online sexual abuse. Steered by Arpan's values and learnings from the field insights, unlearning old approaches and adapting innovative strategies helped us create safe spaces for children.

Armed with these new tools and renewed confidence, through 72 schools, 3 colleges and 3 community-based organisations, we reached out:

- 17,231 children
- 6,528 parents
- 520 teachers
- 204 non-teaching staff
- In addition, 730 adults were made aware of CSA and the PSE programme. However, the programme is yet to be conducted with their children.



Basic Training Session with Parents



# story of change



Identifiers in all stories of change have been withheld or changed to protect the children's identity.



During an individual session conducted after the classroom-based Personal Safety lesson plan, a child from Grade 5 shared an unsafe situation faced by a friend. The child narrated that their friend in a different school faced inappropriate behaviour by a boy in her class. The boy asked their friend to sit on his lap when no one was around them. It happened two or three times. The friend felt uncomfortable but was scared to share this with an adult and, hence, shared it with this child.

This child had undergone the Personal Safety Education lesson plans and learnt how to keep themselves safe from an unsafe situation; therefore, they applied the same learnings to help their friend. The child listened to their friend calmly and assured her they would help. They checked if their friend had shared the incident with her helpful adults. Realising that their friend was hesitant to reach out to an adult, they encouraged them, saying, 'You need to share the incident with a helpful adult' and helped her understand the rationale behind reaching out to an adult as it would keep her safe. She further assured her, saying, 'Remember, it is not your fault'. The friend felt confident due to the child's support, shared the incident with her parents and sought help from them. These testimonies from the field reaffirm our belief that prevention is possible, and with Personal Safety Education, we are raising a generation of children who are Personal Safety champions.



## Psychotherapeutic Intervention

Psychotherapeutic intervention is an integral part of the PSE programme. This year, we piloted a unique model of restorative justice practices in a school setting involving children who had indulged in sexual misbehaviour and children impacted by such misbehaviour. A restorative justice process is a process wherein the offender and victim involved in the misconduct, together with other individuals or community members affected by that misconduct, come together to actively resolve matters of the incident with the help of a facilitator. It is a practice of repairing harm and restoring relationships.

We contextualised and customised the process to suit the needs of our stakeholders and the setting as we were working with young children. Initially, we worked with two groups of children (age groups of 10–11 and 12–13 years) who indulged in sexual misbehaviour. Once the groups have stabilized, we introduced circle work. A circle is a potent symbol implying connection, inclusion, fairness, equality and wholeness and is one of the modalities often used in the restorative justice process.

The focus of the circle with the children indulging in sexual misbehaviour was inculcating respect and empathy and gaining an understanding of their behaviour. We simultaneously continued our therapeutic work with children who had been impacted and introduced the circle work once they were stabilized. When both circles achieved their desired goals, we took a step to merge the circles comprising of the children who were impacted and indulged. This was the first time we had created a safe space where we had both groups of children communicate with each other. The objective was that the impacted children feel heard and get to express themselves to the indulged children in a safe space. This step also allowed the indulged children to take responsibility for their actions and understand how they could stop the misbehaviour. This space became a valued space, where children who were harmed emerged as empowered and healed, and children who inflicted the harm were integrated back into society with the skills and awareness to make safe decisions in the future. A child from the group who indulged in sexual misbehaviour shared that after being part of restorative circles, he will always respect 'No' for an answer and never repeat his misbehaviour. In addition, a child from the impacted group stated that they felt comforted and relieved knowing that the



Restorative Justice Practice - Circle Work

misbehaviour had stopped. Our learning was that for young children, restorative questions (a sequence of prompts used by circle keepers/facilitators to guide dialogue around consequences of harmful behaviours and how to repair those harms) need to be simplified and directive. This process needs infrastructural support with a dedicated open space for children and circle keepers to engage on a weekly basis. This need often becomes a challenge in a school setting. Last but not least, since circle keepers serve as models and set the tone for circles, it is important that they undertake 'inner work' by regularly checking their thoughts and behaviours against the core values and circle principles and engaging in thoughtful reflection.

Through the restorative justice work and counselling intervention, we provided support to children who disclosed facing unsafe situations after the PSE programme. 1,887 children (13%) sought help after the programme. Of these, 8% of the children (1,147) indicated the need for therapeutic intervention. Of these, 1,071 children were referred to Arpan's in-house counsellors and 76 children were referred to their school counsellors.

Arpan provided counselling services to —

- A total of 1,131 children through 4,926 individual sessions and 894 group sessions.
- Of these 1,131 cases, 60 cases were continued from 2021–2022, 950 cases were closed, and counselling services are ongoing with the remaining.
- Of the closed cases, 30% were of CSA, 52% were of Inappropriate Behaviour and 18% were of Other Emotional Concerns.
- Psychoeducation was provided to 303 trusted adults through 460 individual and 51 joint sessions.



Personal Safety Education Session with Children

# story of change



Identifiers in all stories of change have been withheld or changed to protect the children's identity.

A 13-year-old girl was referred for counselling after undergoing the Personal Safety Education (PSE) programme. The child had previously gone through PSE and was now attending a step-up PSE session, which is crafted towards re-visiting PSE messages and providing age-appropriate content. The child faced an unsafe incident where her paternal uncle filmed her while she was changing clothes, keeping his phone on the shelf and the camera in active mode. She realized that she was filmed, got scared and deleted the video on impulse. However, after that, she was more alert and always inspected the room. Soon enough, she found the camera again. She did not panic this time but sent the video to herself and her mother.

Keeping the personal safety lessons in mind, she disclosed the incident to her mother.

The presenting concerns for the child were her feelings of being betrayed, feeling scared about her safety (re-victimisation) and being triggered. In the counselling session, we focussed on stabilising the child using grounding techniques and strengthening her emotional resources. We conducted robust safety planning with her mother, so there was no contact with the abuser. Once we ensured the child's safety, we began impact work using the Eye Movement Desensitisation and Reprocessing (EMDR) therapeutic modality. EMDR is an evidence-based trauma-focussed therapeutic model that facilitates the accessing and processing of traumatic memories and brings these to an adaptive resolution. Through EMDR, affective distress was relieved, negative beliefs were re-formulated and physiological arousal was reduced. The child showed a distinct change in her behaviour—she grew confident in sharing her emotions out loud and could manage her feelings using the coping skills learnt in the initial stages of therapy. The most significant change was in her core belief about herself which changed from 'I am unsafe' to 'I am better' and finally to 'I am proud of myself'. Currently, the case is open and we are in the follow-up stage, where we will be in touch with the child over the next two to three months to ensure that the child is physically and emotionally safe.



## Content and Curriculum

Content and curriculum development is an integral part of all programmes at Arpan. Our focus has been timely integration of PSE into national and state curricula, development of new content and rapid iteration of the existing content to suit the emerging programmatic needs. Arpan's PSE curriculum has already been curated for Grades 1–10. This year, we finalised the content and design for the 'Arpan's Personal Safety Education Lesson Plan Manual (Grade 11 and 12)' for 16–18-year-olds. The focus is to empower adolescents to be equipped with personal safety messages and to make safe choices. For this, we had to explore our content dissemination and implementation style to cater to this new age group we'd never worked with. Since adolescents have a different learning style, our language, content and situation-based examples also needed to be contextualised to aid in the effective retention of concepts.

In addition, we developed specific tools to aid in the facilitation of classroom-based PSE lesson plans and individual sessions with children. These comprised a collection of key messages for Arpan's Personal Safety Lesson Plan Manual to be used by the PSE facilitator while conducting the lessons in the classroom. This will help the PSE facilitator to maintain the flow of the session and draw linkages between the situation-based stories and the PSE messages. We also developed a compendium of PSE recap messages for facilitators to use during the individual sessions with children and ensure no key message is left out. Furthermore, we created additional content on online safety to respond to the emerging needs of children's exposure to the online world.

## Research, Monitoring and Evaluation

To bring CSA prevention and intervention to the forefront of public and policy attention, we recognise that there is an urgent need to build an integrated and organised knowledge base. To meet this need, Arpan has been taking up a comprehensive, integrated, child-oriented research agenda that can inform practice, guide the development of programmes and policies and shape the narrative around the issue.

This year, Arpan finalised the study titled, 'Effects of the COVID-19 Lockdown on Child Sexual Abuse' with schoolchildren who are a part of Arpan's PSE programme to explore the incidence of CSA during the lockdown induced by COVID-19. The study sample consisted of 1,000 schoolchildren who had undergone the PSE intervention at least once. A short survey of 10 questions was administered by the facilitators of the PSE programme during their individual sessions with students when schools re-opened in Mumbai after the lockdown was lifted. The data was collected between October 2021 and March 2022. Data analysis included descriptive and inferential statistics.

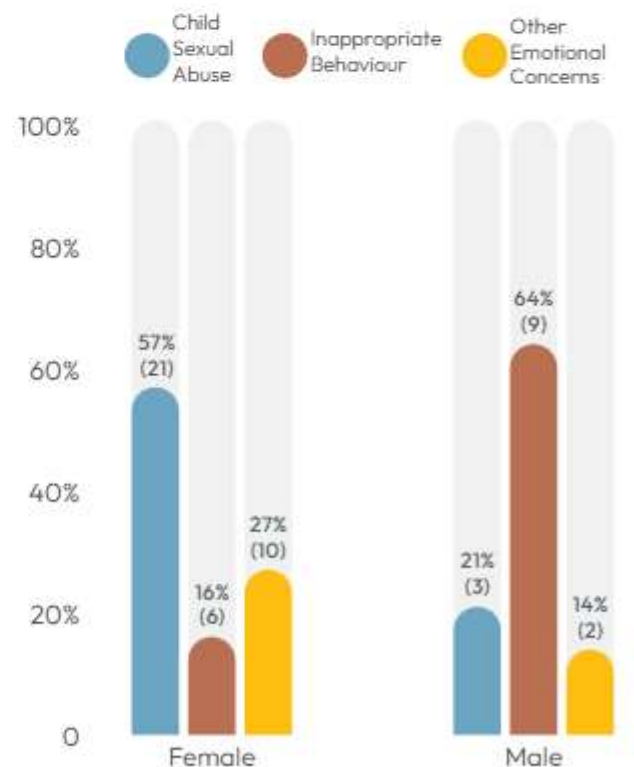
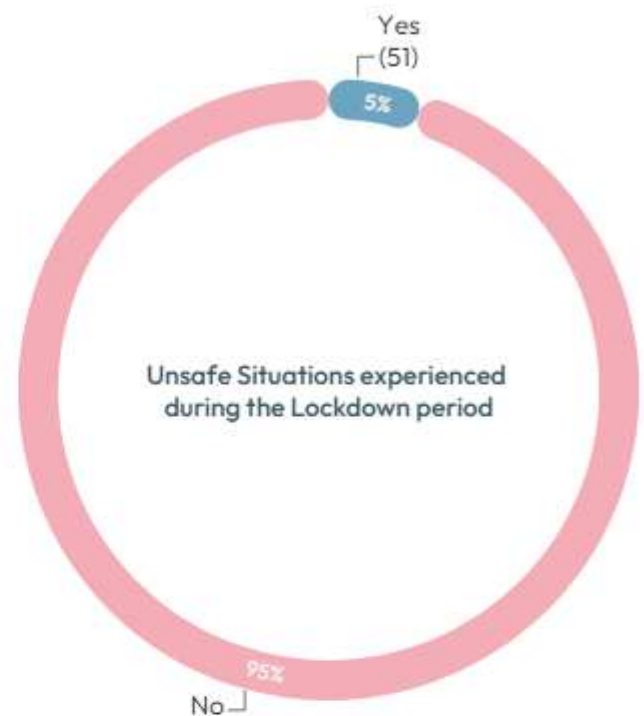


Basic Training Sessions with Teachers

The key findings of the study are as follows:

- 5% of the participants had faced an unsafe situation during the lockdown, whereas 3% disclosed experiencing an unsafe situation before the lockdown.
- The rate of CSA based on the disclosures was compared to the historical disclosure rates of children who had undergone the programme in the last 4 years, which ranged from ~2% to ~6%.
- Based on this comparison, there was no substantial increase in CSA cases during the lockdown.
- It was observed that the cases of online CSA increased from 7% before the lockdown to 43% during the lockdown.
- The offline unsafe situations, on the other hand, decreased from 90% before the lockdown to 53% during the lockdown.
- Among children who experienced an unsafe situation online, 50% of the children had increased internet and social media use during the lockdown.
- Of the 51 children who disclosed experiencing an unsafe situation during the lockdown, 73% were female students, whereas 27% were male students.
- Of these 37 female disclosures, 57% were of CSA, followed by 16% incidences of Inappropriate Behaviour and 27% cases of Other Emotional Concerns (OEC).
- Of the 14 male disclosures, 64% were of Inappropriate Behaviour, 21% were cases of CSA and 14% were cases of OEC during the lockdown.
- Almost equal percentages of males and females (approximately 64%) shared the incident or sought help from a helpful adult. In the majority of the cases (40%), help was sought from their mother.

The study concluded that the rate of CSA, as disclosed by the participants in this study, did not increase during the lockdown compared to disclosures from similar groups of intervention children prior to the lockdown. As far as the mode of abuse was concerned, there



Gender-wise bifurcation of Unsafe Situations faced during the Lockdown

was a sharp increase in online abuse cases, which could have resulted due to the increased usage of online applications or restrictions imposed on mobility during the lockdown. Furthermore, children reached out to their helpful adults for help when faced with an unsafe situation.

This year, Arpan has also instituted a 'Research Advisory Committee' to leverage the experience and expertise of experts to conduct research that is robust and grounded and that has methodological rigour and quality. The committee will guide Arpan to —

- Convert learnings from the research studies into knowledge products.
- Assess methodological fitness and rigour.
- Design cross-culturally appropriate designs, tools and processes.
- Ensure quality assurance and improvement measures.
- Adhere to ethical and technical standards.
- Formulate learning loops for the operationalisation of recommendations generated through research studies into programmes.

We are proud to announce that the members of the Research Advisory Committee are as follows:

1. Dr David Finkelhor, Director of the Crimes against Children Research Center and the Professor of Sociology at the University of New Hampshire
2. Dr Lois Engelbrecht, Founder and Trustee of the Center for the Prevention and Treatment of Child Sexual Abuse in the Philippines
3. Dr Nachiket Mor, Visiting Scientist at The Banyan Academy of Leadership in Mental Health, Senior Research Fellow at the Centre for Information Technology and Public Policy at IIT Bangalore, Commissioner on the Lancet Commission on Reimagining India's Health System
4. Dr Usha Ram, Professor and Head at the Department of Public Health and Mortality Studies at the International Institute for Population Sciences (IIPS), Mumbai



Individual Sessions with Children after Personal Safety Lesson Plan

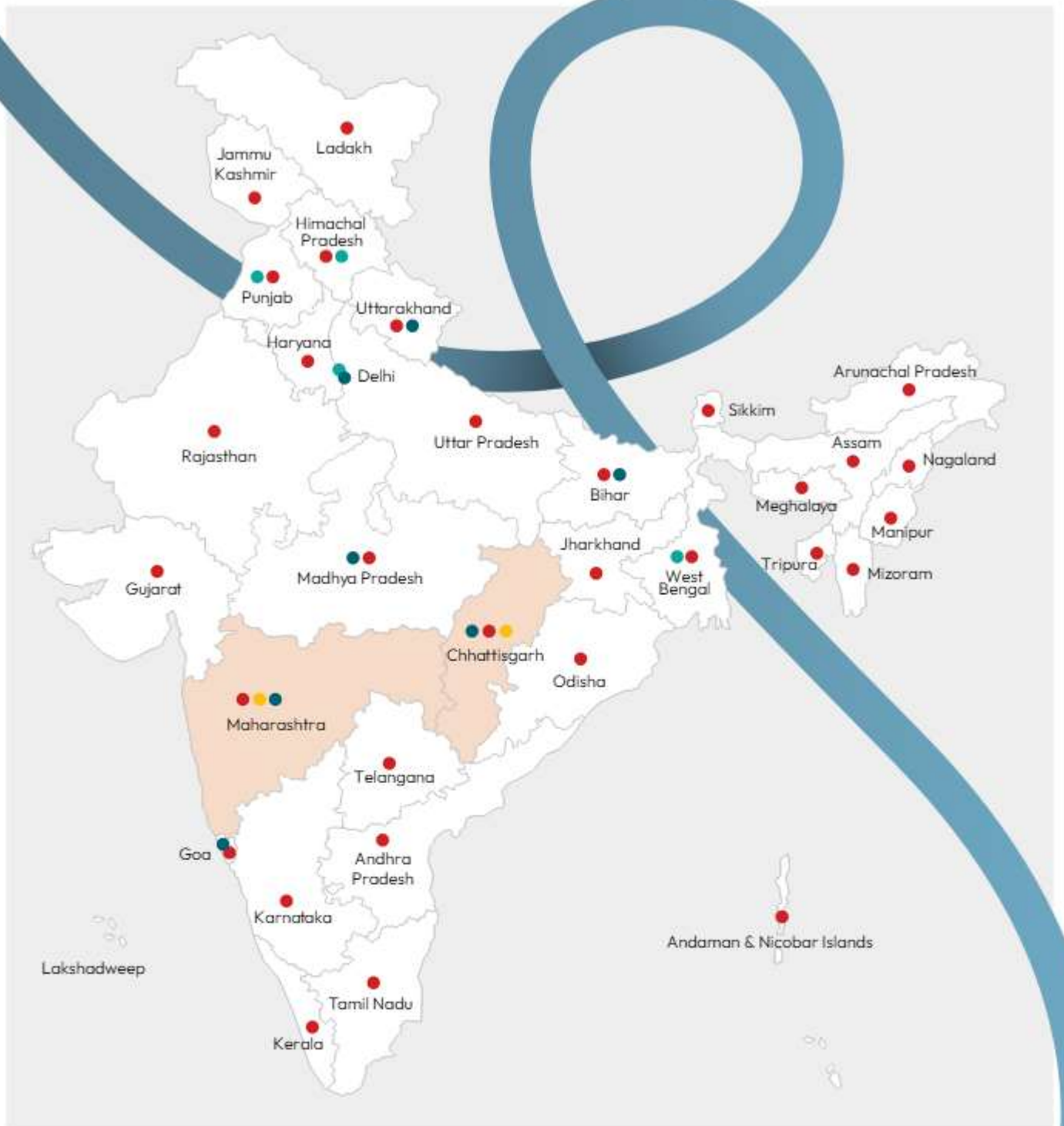
## 2. Training and Advocacy Programme

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 intervention in the field. Arpan focusses on training and building capacities of NGO professionals, schoolteachers, institutional staff, health and mental health professionals and government duty-bearers.

This year, the Training and Advocacy programme embarked on a new journey and took upon the daunting task of training 30,000 professionals. The focus was also to mentor the trained participants by providing post-training support to help them plan their sessions and observe mock sessions and on-field implementation. Arpan conducted large-scale outstation training sessions in the interiors of Chhattisgarh, Maharashtra, Rajasthan and Goa. These training sessions required the team to travel and stay back in the field, spanning over a week or two weeks. When we embarked on this journey, we thought we knew how this would unfold. However, when we were on the field, what we expected to find and what we ended up with was completely different. There were times when the training venue was not equipped with the necessities such as a screen or a projector or had a daylong power cut. Sometimes, the training location experienced sudden floods, and neither the participants nor the trainer could reach the venue. We faced these challenges head-on, and instead of feeling demotivated, we dealt with these challenges with rigour. In the face of such challenges, we showed great agility by quickly unlearning our existing methods and adapting to the changing situation. When we couldn't reach the venue, we held the training online and completed it. We insisted that we speak to senior officials and the Block Education Officers to ensure that necessary arrangements were made before the training. We also acquired portable speakers and microphones that could be used in a training session in case they were not available.

Our learnings were not only related to when we were implementing in the field; we also needed to find innovative ways to stay in touch with our training partners. The key was being flexible and actively engaging with our stakeholders, understanding their needs and supporting them in a way that they can replicate Arpan's model of prevention and intervention. We realised that to ensure that we are continuously available to support our participants, online calls were not sufficient. We created WhatsApp groups with a small group of participants where they could reach out to us with their challenges and update us regarding their implementation on a real-time basis. This helped us share timely information with partners and encourage them to implement the PSE programme in their respective schools. The need was also felt to conduct training sessions on Basic and Advanced Counselling Skills to create safe responders and equip them with the skills to provide trauma-informed services to support disclosures and provide healing in educational institutions.

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 also able to execute them. These steps helped us reach out to 35,005 professionals and outperform our target. This had a further cascade effect, and the participants trained by Arpan reached out to 3,19,183 children and adults through offline modules and 45,350 through the digital courses. This also ensured that through our Training and Advocacy initiatives, we could execute our initiative pan India.



- Personal Safety Education Through School Health And Wellness Programme
- Rasthriya Kishore Swasthya Karyakram (RKSK)
- Personal Safety Education Trainings For Teachers
- Personal Safety Education Module Integration

Geo-mapping of Arpan's presence through Training, Capacity Building and Advocacy Initiatives



This year, through the training sessions, we have been able to reach out to 35,005 participants. Of these —

- 32,464 participants were trained using the advanced training modules geared towards replicating Arpan's prevention and intervention modules in their settings. The training participants replicated the programme with 3, 19,183 children and adults through offline modules and 45,350 through the digital course.
- 2,415 participants were trained using the basic training module, which is geared towards building knowledge and skills on CSA.
- 126 participants were trained using Arpan's intervention model to provide counselling to children who disclose
- 87% of these participants hailed from government sectors, comprising Education, Health, Women and Child Development and Home Affairs (police).

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 of 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:

- Arpan continually engaged 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 the health and wellness of school-aged adolescents under the support of the school health programme of Ayushman Bharat. Arpan participated in the 'National Resource Group Workshop, School Health & Wellness Programme, Ayushman Bharat', which was an interactive workshop held on 21st November 2022 in New Delhi. The workshop focussed on deliberation to further strengthen the programme through constructive discussion and dialogues. Arpan also participated in the '2nd National Workshop on School Health Wellness Programme, Ayushman Bharat' held on 16th–17th January 2023. The workshop focussed on gathering learning based on implementation, understanding field-level challenges and assessing progress to strengthen the programme further. Arpan was invited for a plenary session focussing on the mental health of adolescence. We presented our views on the importance of the prevention of abuse, early detection of abuse and effective response in ensuring the emotional well-being of adolescents.



Training Sessions on Child Sexual Abuse and Personal Safety Education

- As a member of the National Resource Group for the Rashtriya Kishor Swasthya Karyakram (RKSK), Arpan actively supported the capacity building of 237 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'.
- The National Curriculum Framework (NCF) is based on the vision of the National Education Policy (NEP) 2020. To integrate Personal Safety Messages in the NCF, Arpan engaged in district-level consultations and contributed to the position papers in five states, namely, Delhi, Maharashtra, Chhattisgarh, Uttarakhand and Himachal Pradesh, on topics like Gender Issues, Health and Well-being, School Education, Adult Education and Early Childhood Care. Arpan presented its work and recommendation to the NCF steering committee. The recommendations and inputs focussed on the relevance of abuse-prevention programmes and the integration of programmes like PSE in the school curriculum. This has led to the inclusion of concepts of 'safe and unsafe situations and touches' in the NCF (Foundational Stage), 2022. The NCF Committee came up with the draft version of the 'National Curriculum Framework for School Education 2023' and made this process collaborative by sharing it in the public domain for input. Arpan recommended the integration of Personal Safety Messages across all grades, the use of inclusive language and a focus on both online and offline safety.
- The Civil20 (C20) Engagement Group is the civil society group under G20. Arpan contributed to two sub-themes — 'Safety and Security' and 'Engaging with Men and Boys' under the Working Group of 'Gender Equality and Disability' — and put forth its policy recommendation to integrate PSE into the curriculum.

#### At the State Level in Maharashtra:

- Arpan conducted PSE training in the Wardha, Jalgaon and Latur districts of Maharashtra, where Arpan trained 10,751 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.
- In collaboration with the Maharashtra State Council of Educational Research and Training (MSCERT), Arpan signed a Memorandum of Understanding (MoU) for the ADARSH (Model) School Project. Under this programme, Arpan would be training teachers of the 488 schools, and so far, we have trained 80 teachers and principals of the Thane district.
- The Maharashtra Commission for Protection of Child Rights (MCPCR) came up with a draft of their Child Protection Policy. Arpan reviewed the draft and gave suggestions based on its experience of working on this issue and Arpan's Child Protection Policy. The suggestions were well received by the MCPCR.



#### At the State Level In Goa:

- In association with Goa State Council of Educational Research and Training (GSCERT), Goa State Commission for Protection of Child Rights (GSCPCR) and Goa Education Development Corporation (GEDC) Arpan conducted training with 886 teachers, principals and counsellors.

#### At the State Level In Rajasthan:

- In association with Udaipur Zilla Prashasan, Rajasthan Education Department, Women and Child Development Department and Beti Bachao Beti Padhao, Arpan organised a Training of Trainers (TOT) on the PSE programme. Through this training, Arpan was able to reach out to 911 teachers and principals.

#### At the State Level in Chhattisgarh:

- In association with Chhattisgarh SCERT, Arpan conducted PSE training with 10,190 teachers and principals of the five aspirational districts of Chhattisgarh—Korba, Mahasamund, Rajnandgaon, Chowki and Mohalla District.

#### At the State Level in Delhi:

- The Delhi Commission for Protection of Child Rights (DCPCR) came up with a draft of their Child Protection Policy. Arpan reviewed the draft and gave suggestions based on its experience of working on this issue and Arpan's Child Protection Policy. The suggestions were well received by DCPCR.

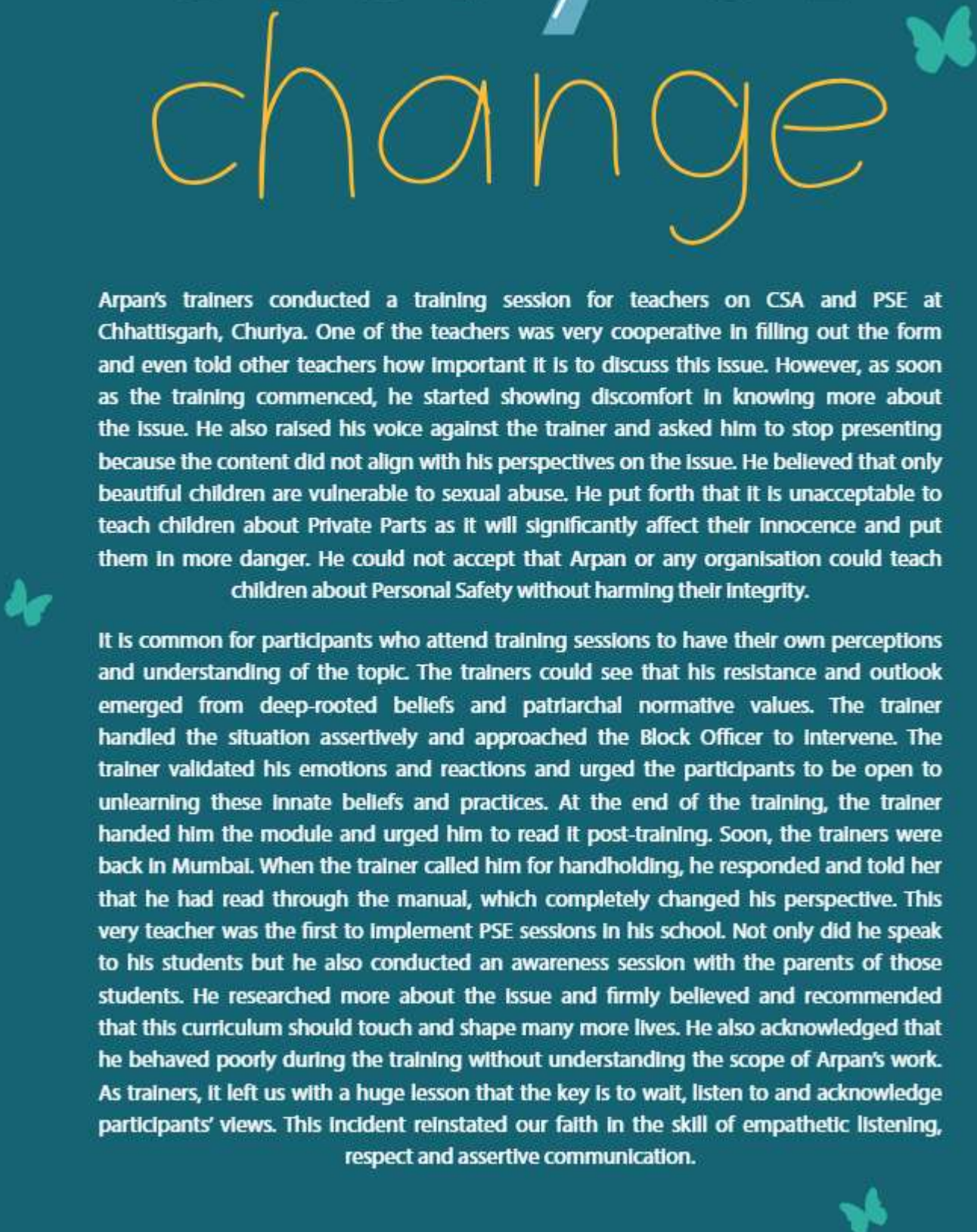
### Content and Curriculum Development

To advocate for the integration of personal safety content in the standard educational curricula, meet the needs of trainees, achieve the learning outcomes of training and support our partners to implement the PSE module in their settings, various resources were developed. We developed content that is simple and flexible and that appeals to various stakeholders. We created 'Arpan's Guide to Basic Training on Addressing Child Sexual Abuse' to support and build the capacities of facilitators to engage with adult stakeholders on the prevention and intervention of CSA. It is a handy resource comprising training content in the form of a structured PowerPoint presentation (PPT) and corresponding notes that will help facilitators conduct basic training with adults on CSA. We also developed 'Arpan's Guide to First-Level Intervention', which documents the process of individual sessions conducted with children through individual work post the implementation of lesson-plan-based group work in PSE. This guide also provides step-by-step directives to the PSE facilitators on providing first-level intervention to children impacted by sexual abuse and inappropriate behaviour. We finalised the 'Basic Counselling Skills Module' in English and Hindi, which will help build the capacities of paraprofessionals with the knowledge and skills to provide first-level intervention to children who have experienced CSA.



Advocacy meetings at National and State Level

# story of change

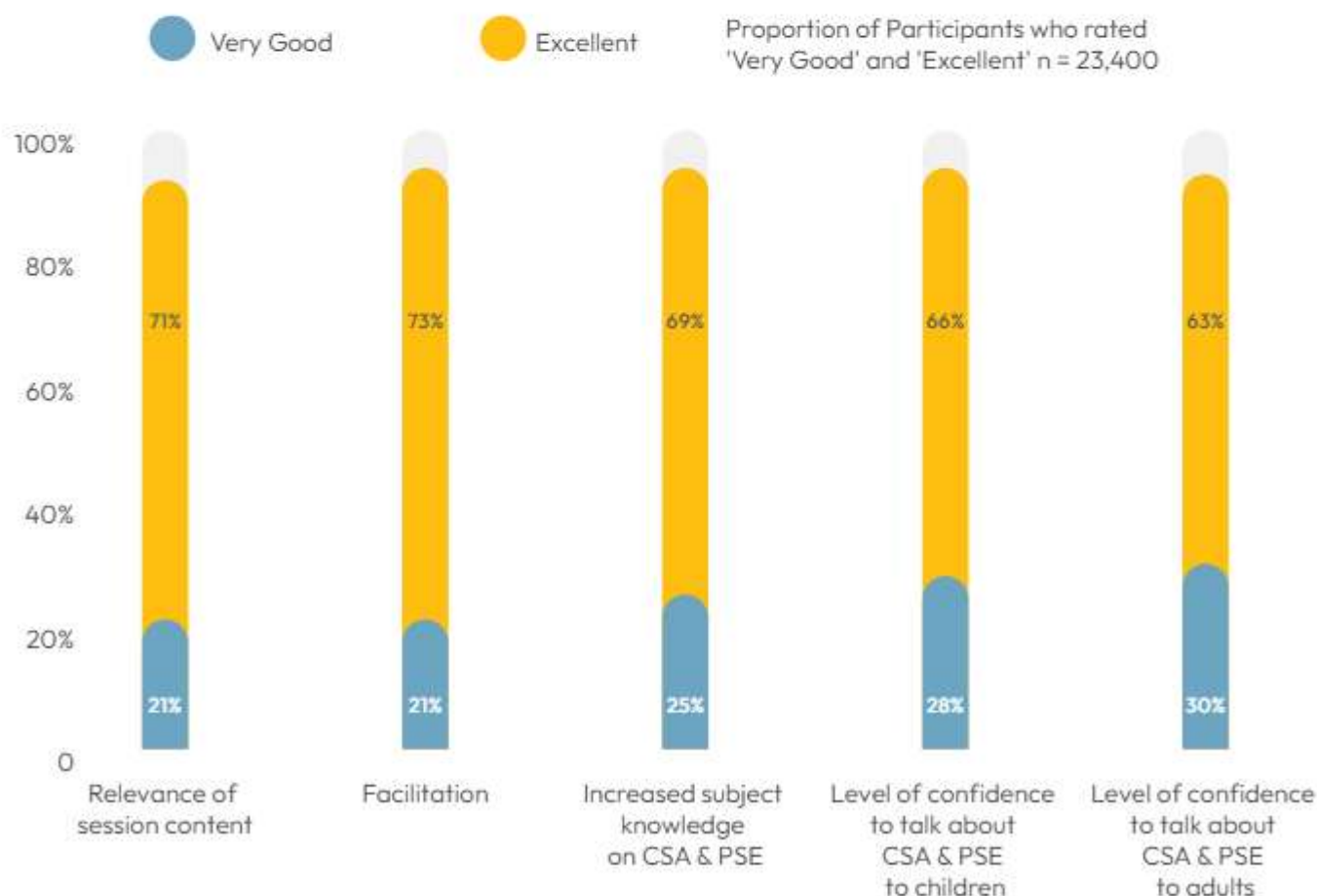
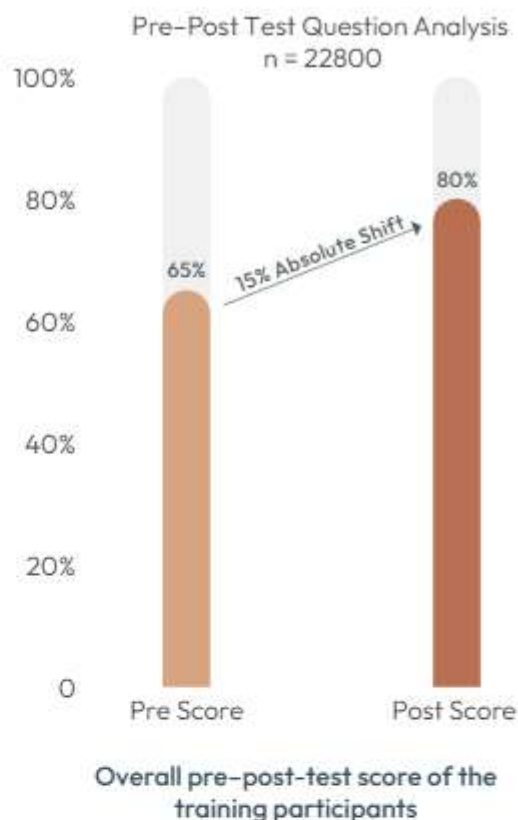


Arpan's trainers conducted a training session for teachers on CSA and PSE at Chhattisgarh, Churiya. One of the teachers was very cooperative in filling out the form and even told other teachers how important it is to discuss this issue. However, as soon as the training commenced, he started showing discomfort in knowing more about the issue. He also raised his voice against the trainer and asked him to stop presenting because the content did not align with his perspectives on the issue. He believed that only beautiful children are vulnerable to sexual abuse. He put forth that it is unacceptable to teach children about Private Parts as it will significantly affect their innocence and put them in more danger. He could not accept that Arpan or any organisation could teach children about Personal Safety without harming their integrity.

It is common for participants who attend training sessions to have their own perceptions and understanding of the topic. The trainers could see that his resistance and outlook emerged from deep-rooted beliefs and patriarchal normative values. The trainer handled the situation assertively and approached the Block Officer to intervene. The trainer validated his emotions and reactions and urged the participants to be open to unlearning these innate beliefs and practices. At the end of the training, the trainer handed him the module and urged him to read it post-training. Soon, the trainers were back in Mumbai. When the trainer called him for handholding, he responded and told her that he had read through the manual, which completely changed his perspective. This very teacher was the first to implement PSE sessions in his school. Not only did he speak to his students but he also conducted an awareness session with the parents of those students. He researched more about the issue and firmly believed and recommended that this curriculum should touch and shape many more lives. He also acknowledged that he behaved poorly during the training without understanding the scope of Arpan's work. As trainers, it left us with a huge lesson that the key is to wait, listen to and acknowledge participants' views. This incident reinstated our faith in the skill of empathetic listening, respect and assertive communication.

## 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 focusses on participants' reactions, learning and behavioural changes 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 tool consists of questions about three key topics covered in the training—basic understanding of CSA, handling disclosures of CSA and PSE concepts. A total of 22,800 training participants completed the pre-post-assessment. A moderate shift in knowledge (15%) was observed among the participants post the training session. More than 92% of the participants rated the training sessions as 'Very Good' and 'Excellent' on the five parameters—content, facilitation, increased subject knowledge, increased confidence to work with children and increased confidence to work with adults.



Proportion of Participants who rated 'Very Good' and 'Excellent'

This year we also conducted a geo-prioritisation analysis to inform our Training and Advocacy strategy, which will help intervention design for scale and policy advocacy. The geo-prioritisation tool has collated data from available, appropriate, relevant and national-level panel studies on primary indicators of interest to Arpan and its correlation with CSA. The core indicators include reach, vulnerability and current intervention outreach. It is primarily a database created for scoring and ranking geographies and prioritising states based on the combination of the following data points:

- National-level data on 38 quantitative indicators
- Indicators from 4 different themes: demography, education, crime and economy
- Indicators were collated for all 29 states and 8 union territories
- Qualitative data for some indicators



Training Session on Child Sexual Abuse and Personal Safety Education

### 3. Digital Learning Programme

The pervasiveness and ubiquity of all things digital has accelerated over the last few years and continues to grow exponentially. Arpan is working towards digitalising its content and modules as a strategy to reach the unreached. With the underlying philosophy to ensure that our content is scalable, consumable and user-friendly, this year, the focus was on developing a range of digital courses and modules.

- Children love stories, animations and illustrations. It engages them, makes learning fun and captures their interest. Thus, to enable the absorption and retention of sensitive Personal Safety Information by children of this age group, we came up with an audio-visual animated video, 'Personal Safety for 4–7 Year Olds'. This video utilises a mixture of captivating animations, standout characters and creative storytelling to create an engaging learning experience. This audio-visual aid is supported by a facilitator's video, which is made with the objective of helping parents, teachers and caregivers to start a conversation with children aged four and above on Personal Safety. It also provides helpful tips on handling a child's disclosure. We are privileged that Ms Tara Sharma Saluja, Actor and Entrepreneur, anchored and narrated the story. This was a completely new endeavour and a learning experience as we collaborated with well-known industry experts to make this project a success.
- With an aim to reach out to every child and adolescent across the country, we collaborated with Pratham. Pratham is an NGO in India that works towards the provision of quality education to underprivileged children. The scope of this collaboration extends to Pratham translating Personal Safety e-Courses for 8–10 and 11–13 year olds in regional languages. We completed translating the courses into Bengali, Punjabi and Gujarati, and these courses will be made available on the Pratham open school portal.
- 'Personal Safety E-Course for 14–18 Year Olds' was initiated with the intent to expand our boundaries beyond a single city, district, state or country. The course, which was originally meant for the 14–16-year-old demographic, is now being created for children from 14–18 years of age to educate them on Arpan's Personal Safety messages. While analysing the scope and Inclusivity of our project, we realised that it could cater to a larger demographic and has, thus, expanded the age group to include 18-year-olds. We initiated the development of this course in 2021, where we collaborated with a production house to script stories and shoot live-action videos. We have developed eight short videos on personal safety, focussing on understanding CSA offline and online, refusal skills and help-seeking behaviour. We finalised the development of these videos in 2022. In 2022, we also finalised the storyboards for the narration videos, translated them and shot the videos. The narration videos and the story videos have been interwoven along with assessments that include MCQs, drag-and-drop exercises and the like so that these elements come together as one practical and interactive course. This year, we also came up with a new approach of creating a 'Tech Framework' for our e-learn courses. This framework helped us in analysing the flow and friction points of the course from a learner's perspective and helped us develop a more robust e-learn course. We aim to pilot this course in English and Hindi in the next year.





Recording of Personal Safety E-Course for 14–18 Year Olds

- We have been building the capacity of adults on the transaction of Personal Safety Education with children through offline training sessions. The logical progression was to create a digital module for adult learners that would be attractive, self-sustaining and informative. Arpan's 'Digital Module on Child Safety for Educators' proposes to be an engaging self-driven course where adults are expected to learn by themselves using their personal electronic devices. This course will build their knowledge of CSA and enhance their skills in the transaction of digital e-learn courses with children and handling disclosures. In the year 2021, we worked on constructing a design guide and an overview of the course. This year, we developed all the proofs-of-concept and have developed learning management system (LMS) prototypes for five of them.
- We created two short videos on PSE and Internet Safety based on our e-learn courses for NCERT. One of these videos was for the primary section, and the other was for the secondary section. These videos have been finalised and uploaded by NCERT for children to view and learn PSE messages.

Another crucial aspect of the Digital Learning programme is to create partnerships and integrate these courses with the partners' LMS. This year, we focussed on structuring the format of course integration, the course-reviewing process and analysing and tracking the data as per our existing partnerships, which has given us a clearer idea about the action points to keep in mind while working with future partners. The existing digital resources for teaching children personal safety, as well as other adult resources, have been incorporated into different platforms, including the DIKSHA platform. This platform has been launched by the Ministry of Human Resource Development (MHRD) 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.

- In 2022–2023, 67,846 individuals accessed the courses through the online platform [www.arpanearn.com](http://www.arpanearn.com), our digital partnerships with DIKSHA, TFI-Firki, TCSion, Periwinkle, Inner Wheel and our training partners.
- In 2022–2023, 6,853 individuals accessed the e-books on CSA and Personal Safety.

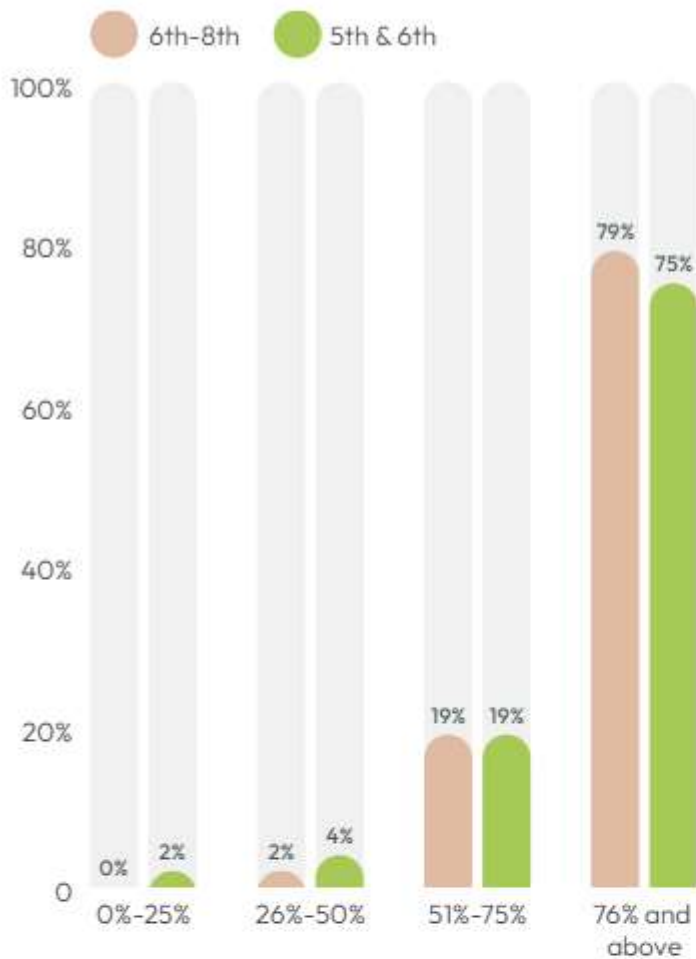
### Research, Monitoring and Evaluation

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, we finalised a study to assess the retention of key PSE concepts among 11–13 year olds after a 1-year gap of taking the digital course for this age group available on [www.arpanearn.com](http://www.arpanearn.com). The research objectives of the study were as follows:

- To assess retention of individual key PSE concepts among 11–13 year olds
- To compare and understand the retention of key PSE concepts among two different age groups

The course was shared with children by their respective teachers, and the convenient sampling method was employed to invite 63 students who had finished the course from Grades 6–8 as participants of the study. However, only 42 students finally formed the final sample. While there was equal gender-wise representation, there was unequal grade-wise representation as the number of students from Grade 8 was higher. A structured tool that included questions on the key concepts was administered to the participants, and data collection was conducted on the school premises. The programmatic expectation was determined as a score of 76% or above for at least 70% of the children. The score was analysed using descriptive statistics, and the results were compared to a similar study that was conducted earlier with a lower age and grade group (Grades 5 and 6). The findings were interpreted keeping in mind that the course was administered to a captive audience. Furthermore, restricted access to a larger number of children due to the lockdown induced by COVID-19 led to a higher non-response rate and a lower sample size than planned. The study is also limited by the fact that it is dependent upon the self-reports of the children on whether they completed the PSE course.

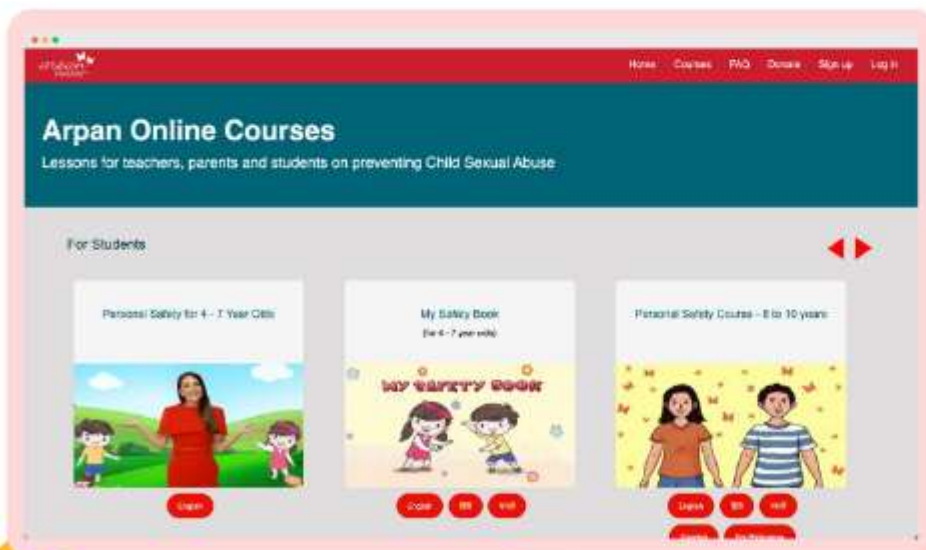




Comparison of the overall retention score between grades

The key findings of the study are as follows:

- The module met the programmatic expectation, with both the groups. 79% of the 6th to 8th graders and 75% of 5th to 6th graders scoring 76% and above respectively.
- From a gender-based lens, 75% of boys from the 6th to 8th grades scored 76% and above in key PSE concepts compared to 72% of boys from the 5th and 6th grades. In the case of girls, 82% of girls from the 6th to 8th grades scored 76% and above compared to 79% of girls from the 5th and 6th grades. Comparatively, girls from both groups performed better than boys as far as retention of key PSE concepts was concerned.
- The study concluded that the Personal Safety online course for 11–13 year olds meets the programmatic expectation for success in the retention of concepts with both the 6th to 8th and 5th to 6th grades. Recommendations were to focus on low-performing concepts with both age groups.



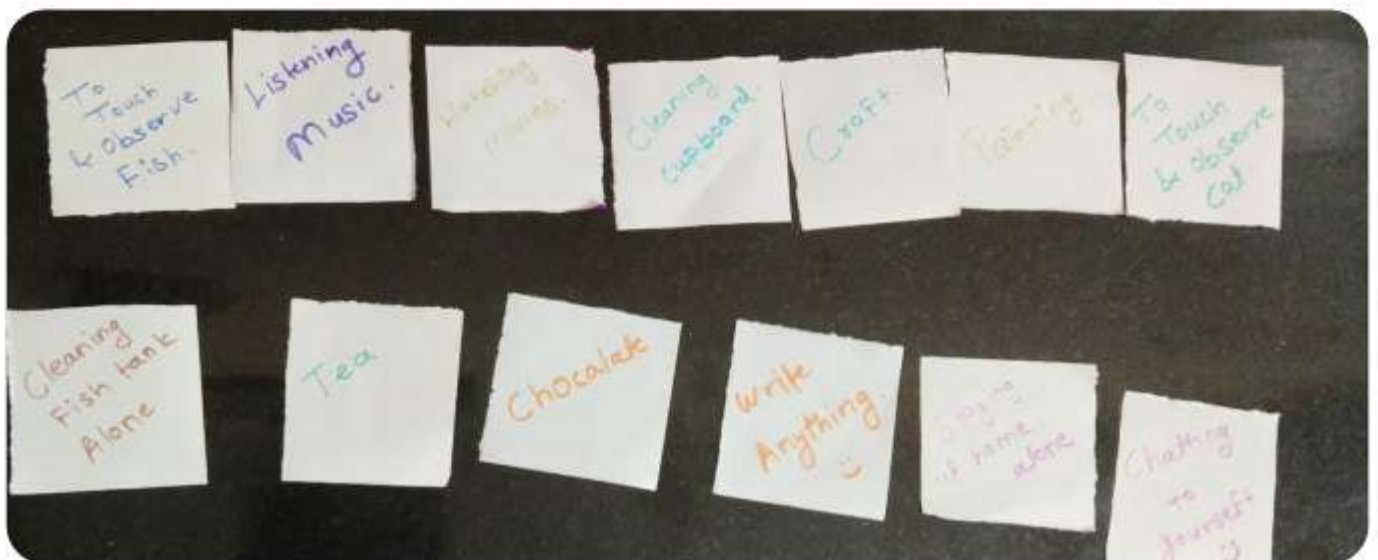
[www.arpanelearn.com](http://www.arpanelearn.com)

## B. 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. Counselling and psychotherapeutic services are 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 has also been providing psychotherapeutic intervention in institutions housing rescued minors and adult survivors. This year, Arpan plunged into learning about and piloting a unique model of providing psychotherapeutic services to young offenders living in institutions.

Arpan has been providing therapeutic services to Children in Conflict with Law (CCL). However, this year we started working with young offenders in an institutional set-up. The objective of working with children who indulge in sexual misbehaviour is to inculcate a sense of empathy and respect for others' personal boundaries and to support them in taking responsibility for their actions and, in turn, reduce recidivism. It also includes working with them on their victimisation, if any, and helping them heal. The challenges that we faced were that children were often expected to stay for a short tenure in a particular institution, and there was a high probability of children being inaccessible post their release. Keeping this in mind, we devised 3 different session plans, ranging from 12–16 sessions, 8 sessions and 6 sessions. The 6 sessions plan was designed to address children who have been registered under the Protection of Children from Sexual Offences (POCSO) Act but with a history of teenage consensual relationships leading to elopement. These were not cases of sexual misbehaviour and had to be treated differently. We started our work with a detailed orientation for the Juvenile Justice Board (JJB) members, the superintendent, the probation officers and other organisations who work in the institution. In spite of that, there were challenges in referral. At times, children were in the institution for a considerable time but were not referred. In some cases, the same child was referred to two different organisations. We learnt to navigate through these administrative challenges by being in regular touch and creating communication channels with the respective authorities. Another challenge that we faced because of this erratic referral process was that we could not implement group sessions with children but had to go ahead with individual sessions only. As this was a new initiative, we focussed on training counsellors and providing them with continuous guidance, supervision, care and support. The culture of perseverance, an attitude to learn and re-learn and being innovative in crises helped us immensely in this journey.



Resource Building Activity with Children

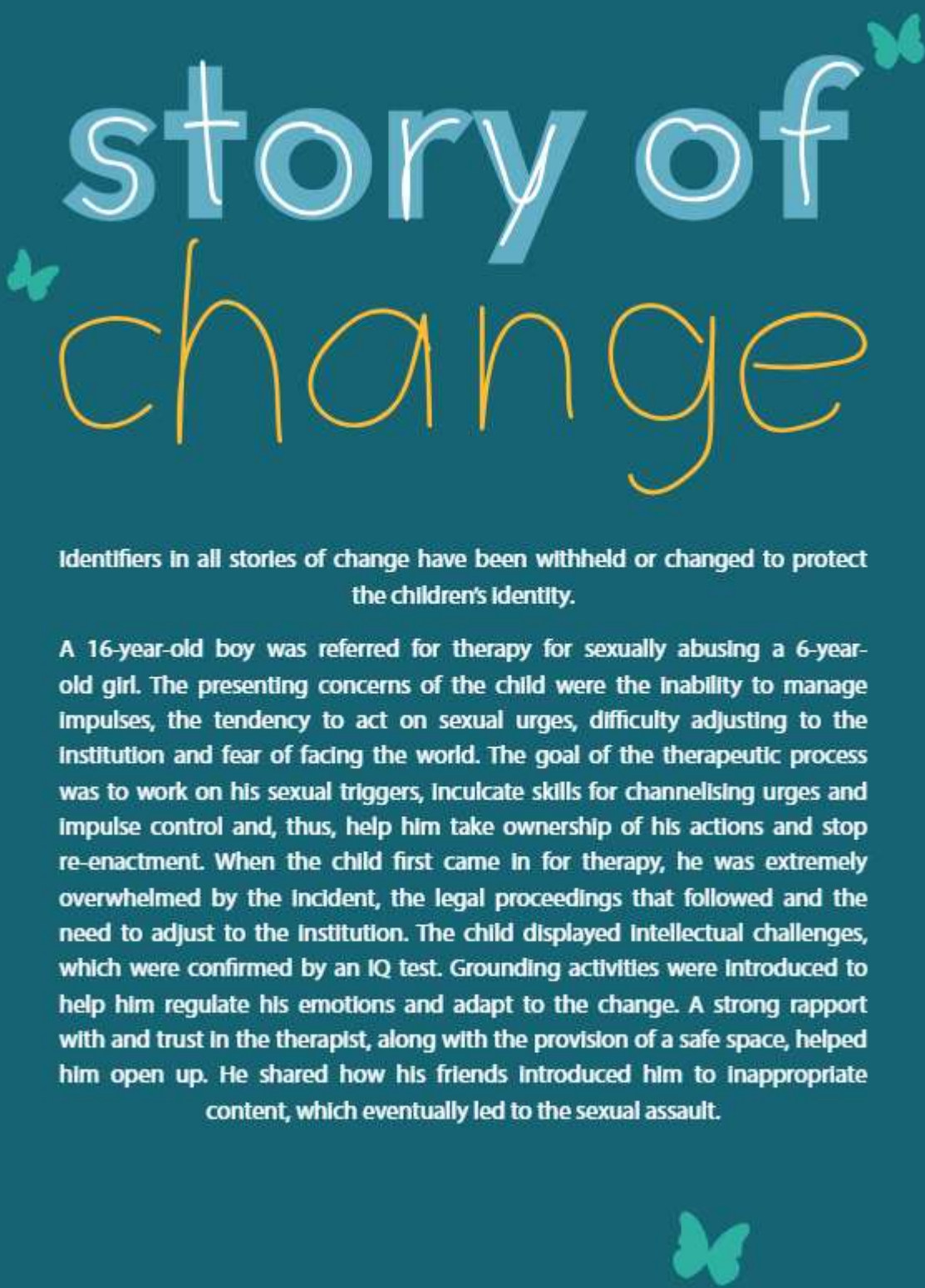
### Armed with continuous learning:

- 7 boys were placed in the institution for being in conflict with the law for sexual offending and were provided therapy through 32 individual sessions.
- 5 boys were placed in the institution for elopement and were provided therapy through 15 individual sessions.
- 48 girls in need of care and protection living in the institution were provided therapy through 5 group sessions.
- 162 children were provided therapy to heal from CSA through 434 individual sessions and 16 group sessions. Of these, 46 children were carried forward from last year.
- 115 trusted adults of these children were provided psychoeducation through 176 sessions. Three joint sessions were conducted with children and their trusted adults.
- 175 adult survivors of CSA were provided therapy through 913 individual sessions. Of these, 65 adults were carried forward from last year.
- Self-care sessions were facilitated with 171 individuals through 12 organisations and institutions. These sessions were designed to help individuals regulate their emotions and associated actions through various grounding techniques.



Counselling Sessions with Children

# story of change



Identifiers in all stories of change have been withheld or changed to protect the children's identity.

A 16-year-old boy was referred for therapy for sexually abusing a 6-year-old girl. The presenting concerns of the child were the inability to manage impulses, the tendency to act on sexual urges, difficulty adjusting to the institution and fear of facing the world. The goal of the therapeutic process was to work on his sexual triggers, inculcate skills for channelling urges and impulse control and, thus, help him take ownership of his actions and stop re-enactment. When the child first came in for therapy, he was extremely overwhelmed by the incident, the legal proceedings that followed and the need to adjust to the institution. The child displayed intellectual challenges, which were confirmed by an IQ test. Grounding activities were introduced to help him regulate his emotions and adapt to the change. A strong rapport with and trust in the therapist, along with the provision of a safe space, helped him open up. He shared how his friends introduced him to inappropriate content, which eventually led to the sexual assault.





Through psychoeducation about CSA, safe and unsafe touches, personal boundaries and Imbibing empathy and respect, the child realised the inappropriateness of his actions. To combat the behavioural issues, we focussed on relationship-building and problem-solving skills using projective ways to understand emotions from his own life experiences. Emphasis was also given to safety planning to ensure that the child feels safe and can reach out to the caretakers for support when needed. In the latest session, the child drew about his life journey. The drawing highlighted a glimpse of empathy towards the survivor as well as the child's ability to understand how the incident impacted himself and his family. A session was conducted with the child's mother, and she was psychoeducated on safe and unsafe behaviours, sexual triggers and re-enactment. Initially, she was resistant to the idea of adolescents being sexually aroused, but through the process, she understood it was normal sexual development as long as the child has the skills to handle these urges in a safe manner without violating others' personal boundaries.



As the session progressed, significant changes were noticed. There was acceptance of separating from his family and adjusting to the institution. He was able to manage his sexual triggers by using the learnt skills for impulse control. There was a change in his perspective towards girls and women. He was now aware of how breaking someone else's boundaries would have consequences for him. He was empowered to take care of his safety, and he went to the superintendent and assertively reported when he was being harassed and bullied by other housemates. He developed an understanding of empathy, boundaries and skills to identify triggers. Currently, the case is open, and there is much work ahead. However, this has been a challenging, learning and rewarding experience not only for the child but for us as well—it has pushed us closer towards being non-judgmental and has reinstated our faith in the power of healing.



## Content and Curriculum

In order to strengthen and support mental health initiatives, we have finalised and launched 'Arpan's Handbook on Trauma-Informed Therapy for CSA Cases'. This handbook will help mental health professionals follow standard procedures and guidelines in dealing with various cases of CSA. It is a step-by-step process guide intended to share theoretically sound, empirically supported and clinically acceptable therapeutic interventions that Arpan has been using while working in the area of CSA. This handbook provides a comprehensive understanding of CSA and its treatment. It covers the entire spectrum of the therapeutic process—right from identifying abuse to creating a safe space for children to disclose, conducting safety assessments and ensuring safety, creating a support system for the child, helping them recover from the trauma and empowering them to thrive.

## Research Monitoring and Evaluation

In the past, Arpan had carried out psychotherapeutic interventions with 21 children in conflict with the law. This work was done through Prayas—a social work demonstration project working with children in conflict with the law. A qualitative research study was conducted to understand the effectiveness of the counselling intervention in addressing the rehabilitation needs of children who have indulged in sexual misbehaviour. It took a person-centred approach, with weighting given to the uniqueness of each stakeholder's location, perspective and experience. The research objectives included the following:

- To evaluate the intervention's approach to the rehabilitation needs of juvenile sex offenders
- To understand the experience of the intervention from the perspective of the children and counsellors
- To provide recommendations for planning and implementation of similar future interventions

The study sample consisted of 10 male children between the ages of 15 and 17 years from various low-income neighbourhoods across Mumbai, 3 Arpan counsellors who were involved in the intervention and 2 key informants belonging to Arpan and Prayas. Structured interviews were conducted face-to-face or telephonically with all participants. Data analysis included an iterative process of data management, descriptive analysis and explanatory analysis. A thematic approach was used, allowing researchers to explore patterns between themes. The scope of the study was reduced due to limitations in the sample acquisition of younger children and parents of participating children. Additionally, interview settings were not conducive enough for deeper sharing of sensitive and confidential information, leading to a potential loss of data.



A literature review on juvenile sex offending was conducted to arrive at the relevant premises that inform rehabilitation practices with juvenile sex offenders. Additionally, aspects that were found to be consistent pre-indicators of juvenile sex offending were also established. The literature review suggested that a contextual and personalised approach is required to identify the best mode of intervention between the individual, group and family. It also flagged that group therapy has demonstrated considerable success among juvenile delinquents and in preventing recidivism among adult sex offenders. In alignment with these, Arpan's intervention has chosen group therapy as the mode of counselling. It helped in developing a space of understanding, empathy and learning among adolescents, with intra-group interactions expected to aid the effectiveness of the psychotherapeutic intervention significantly.

The key findings of the study are as follows:

- Children entered the programme with significant, existing trauma caused by the events and legal procedures that led to their placement in the institution. This was exacerbated by the anxiety of separation from their family and uncertainty of the future.
- Group sessions worked remarkably well to build rapport and cohesion, forge inclusiveness and create safe spaces. The children cited, 'In a group, we learn new things from one another' and 'We get help from others in the group'.
- Structured group sessions and co-creation of ground rules and boundaries helped the children internalise key concepts, practices and methods. These were remembered and described vividly.
- While values and decision-making were connected to incidences of sexual misbehaviour to an extent, acknowledgement of their own misconduct was not found. A few notable statements made by the children included, 'Take decisions and actions which you feel are right' and 'Helping others by being kind and thoughtful'.
- The children showed a considerable understanding of how to identify basic emotions and healthy strategies to express negative emotions. They said that they learnt '...how to control anger' and 'If you feel angry or sad, then do things you like—play games or sleep'.

The report concluded that the intervention was successful in several aspects and most of the primary goals set at the beginning were achieved. The inherent and logistic challenges encountered during the intervention led to a reduction in scope and, therefore, the success of the desired outcomes. The study recommended the continued use of group therapy with an emphasis on co-creation and structured sessions for psychotherapeutic interventions with CCL to stabilise them emotionally. A focus on acknowledgement of the misconduct can aid the prevention of recidivism. It also suggested the inclusion of parents in the intervention for improved and sustainable outcomes. Further, the report recommends that as much as possible, interventions should be in-person sessions, which were more effective in achieving the set goals.



## 2. Public Awareness

To develop a sustained community dialogue and awareness, Arpan participates in civil society events, marks its presence on social media and participates in various exhibitions and conferences. The year 2022–23 was a year of learning in navigating successfully between online and offline strategies of communication and strengthening them. We undertook new initiatives, created strong awareness campaigns to bust myths around CSA and connected with newer audiences. The team took risks, tried new things in spite of uncertain outcomes and demonstrated a willingness to accept failure as a learning opportunity and a commitment to move on with improvement and innovation. We also adopted a more minimalist and sustainable approach towards event organising, focussing on creating meaningful experiences that prioritise impact. We built a culture of experimenting and learning and had a reach of 49,020,117 individuals through digital media, publications and partnerships while transforming our slips into learnings.

In 2019, Arpan launched Child Safety Week from 14<sup>th</sup> to 20<sup>th</sup> November as an annual people-led movement towards collective action against CSA. It has constantly been striving for a change in the mindset, behaviour and actions of individuals by creating awareness about CSA, taking preventive measures and ensuring a safe and fruitful healing journey for survivors of CSA. Taking this movement a step forward, the fourth edition of Child Safety Week experienced positive support and efforts from the government, various organisations, renowned personalities and the community at large towards raising awareness about CSA. The week was highly engaging, with over 170 organisations and 16 eminent personalities joining hands to initiate dialogues around prevention and intervention of CSA.

Hon. Dr Zoya Ali Rizvi, Deputy Commissioner, National Health Mission, Ministry of Health and Family Welfare, Government of India and Hon. Mr Eknath Shinde, Chief Minister, State Government of Maharashtra provided steadfast support, giving it a massive boost through their networks. While Child Safety Week 2022 saw an overwhelming response all over India, some states like Maharashtra, Gujarat, Chhattisgarh, Uttarakhand, Meghalaya, Haryana, Uttar Pradesh, Mizoram, Madhya Pradesh, Sikkim, Bihar and Himachal Pradesh outshone the rest through their efforts, following a directive by the Ministry of Health and Family Welfare (MoHFW). Various organisations conducted a range of activities, from awareness sessions with adults in their communities and employee engagements through training sessions to schools empowering children through Personal Safety workshops. Social media hustled and bustled with tweet chats, Facebook and Instagram live sessions, video messages and informative CSA content.



**Nukkad Natak (Street play) at Railway Stations during Child Safety Week**

Distinguished personalities lent their powerful voices to propel the CSW campaign, which was imprinted on the hearts of the masses. Western and Central Railways' (Mumbai Division) provided excellent support through platform announcements and banners as well as by permitting Arpan to perform 'Nukkad Natak' (Street Play) at multiple stations, which acted as a catalyst in the success of reaching out to millions of people with child safety messages. At the same time, the print and digital news media helped us reach far and wide, with news networks covering us 97 times. With this massive effort, Arpan had a reach of over 13.7 million and created awareness about CSA.

Apart from Child Safety Week, other public awareness activities also had a massive reach of 12,707,158. We also created awareness among 38,952 individuals. 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 launched 'Arpan's Handbook on Trauma-Informed Therapy for CSA Cases' on 17<sup>th</sup> October 2022. The event was graced by Dr Zoya Ali Rizvi, Deputy Commissioner, Ministry of Health & Family Welfare, Government of India. The handbook is one of its kind, with the culmination of over a decade's work of Arpan providing trauma-informed therapeutic interventions to children and adult survivors of Child Sexual Abuse.



Arpan's Handbook on Trauma-Informed Therapy for CSA Cases Launch Event

- Arpan's founder and CEO, Pooja Taparla, spoke at TEDxCRCE to unwind a story of choice, a story of a quest, a story of bending the rules. She talked about Arpan's journey, her choice to walk down the road less travelled and how she broke conventional norms and believed in her conviction to work towards a vision of 'A World Free of Child Sexual Abuse'. The talk centred around the prevalence and ground reality of CSA, the need for creating awareness, Arpan's preventive efforts and perspectives on survivors' mental health and healing journey. This poignant sharing of experiences and learnings inspired many.
- Pooja Taparla and Dr Neha Sharma, Sr. Manager, Content and Curriculum, held an interactive webinar on 'Empowering Children for Personal Safety in Association with ISPCAN'. The webinar focussed on the PSE programme and its utilisation in and impact on keeping children safe. It also gave a glimpse into how PSE can be digitalised and transacted through the digital interface, retaining its core concepts and essence of impacting children's lives. Participants from 60 countries attended the session.

- More than 50 Arpan employees participated in the 'Dream Run' of Tata Mumbai Marathon 2023 to raise awareness on the issue of CSA in society and spread the message that 'Prevention is Possible'. The run, filled with high energy, enthusiasm, slogans and team spirit, marked a wonderful step towards sensitising people about CSA. A remarkable highlight of this year's Dream Run was the involvement of two adolescents in supporting the cause. As students of Grade 8 and Grade 9, respectively, Vivaan Taparia and Dhanya Sharma participated in the marathon and raised funds for Arpan. They truly displayed a sense of purpose and sensitivity towards this critical social issue.



Arpan employees at the Tata Mumbai Marathon

- Arpan participated in the 8th edition of the 'International Suicide Prevention Day Conference' organised by Sisters Living Works. Arpan was a part of the panel discussion on 'Taking Care of Mental Health in Day-To-Day Life'.
- By efficiently utilising the potential of various communication channels like social media, print and online publications, the radio and digital platforms, the team was able to expand Arpan's reach to a broader audience. The constant analytics-based self-evaluation helped us modify our social media approaches to strengthen engagement across platforms. Arpan got covered in 92 online and print articles and was also featured at Radio Mirchi 93.1 FM, Big FM 92.7 and on a podcast with 'The Shape of Work'.
- We published a series on personal safety in RobinAge—a fortnightly newspaper for children aged between 4 and 15 years.



Child Safety Week Activities and Coverage



Wall Painting Activity by Volunteers

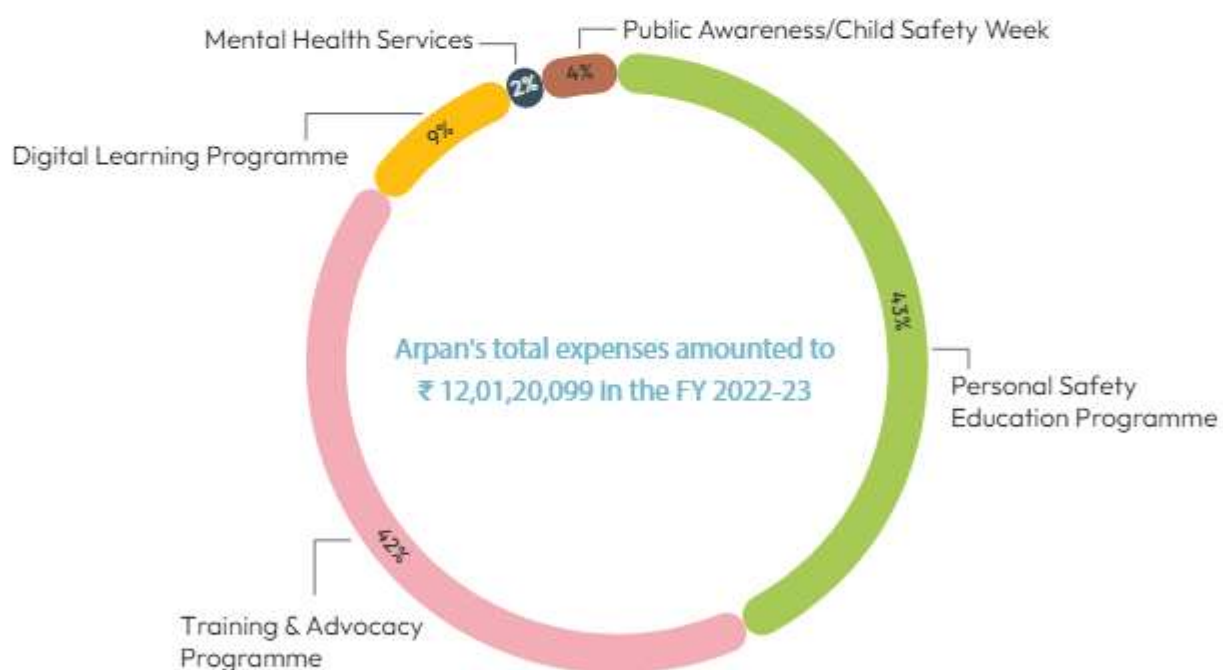


World Suicide Prevention Day Event

# Financial Performance



| INCOME SOURCE      | AMOUNT IN INR | % CONTRIBUTION |
|--------------------|---------------|----------------|
| Bank Interest      | 32,40,951     | 3%             |
| Corporates         | 3,81,77,816   | 30%            |
| Foundations/Trusts | 6,50,81,812   | 51%            |
| Individuals        | 2,07,23,170   | 16%            |
| TOTAL              | 12,72,23,749  | 100%           |



| PROGRAMMES AND ACTIVITIES           | AMOUNT IN INR | % CONTRIBUTION |
|-------------------------------------|---------------|----------------|
| Personal Safety Education Programme | 5,10,55,500   | 43%            |
| Training & Advocacy Programme       | 5,08,98,159   | 42%            |
| Digital Learning Programme          | 1,13,25,514   | 9%             |
| Mental Health Services              | 26,45,252     | 2%             |
| Public Awareness/Child Safety Week  | 41,95,674     | 4%             |
| TOTAL                               | 12,01,20,099  | 100%           |

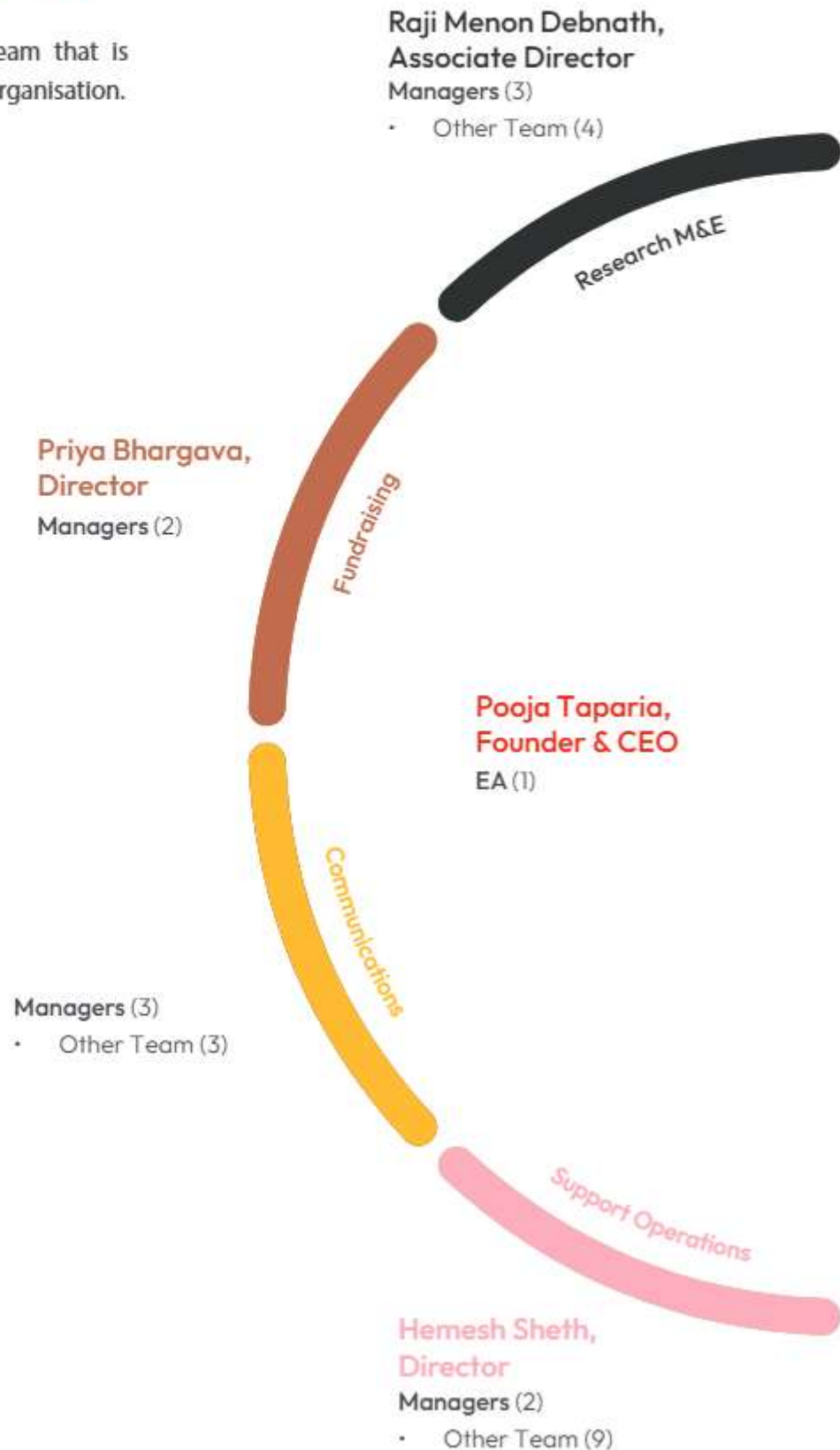
# Looking Forward to 2023-24

We look back at 2022–2023 as a year that has helped challenge our assumptions, unlearn obsolete pathways and be innovative and agile. The targets we set for FY 23–24 are outlined below. However, we understand the need to be agile in our approach, and we are prepared to face it head-on while staying aligned with our strategies and our vision of ‘A World Free of Child Sexual Abuse’.

- We will work with **15,000 children** through the Personal Safety Education programme.
- We will **train 35,000 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 levels.
- 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 into other platforms to reach approximately **40,000 children and adults**.
- We will continue our Mental Health Services and activities for child and adult survivors of CSA and will continue to work on **restorative justice**.
- **Child Safety Week** will draw sustained attention towards the issue as part of our Public Awareness Activity.
- **Content and Curriculum development** will support all of the above programmes and activities.
- **Research, Monitoring and Evaluation** 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.





**Nehal Parekh,  
Senior Director**

1. **Manager** (1) Prevention Services
  - Other Team (22)
2. **Managers** (2) Healing Services
  - Other Team (13)
3. **Managers** (6) Training & Advocacy
  - Other Team (13)

Services - Prevention, Healing, Training & Advocacy

Total Team size: 103

Content & Curriculum

**Dr Manjeer Mukherjee,  
Senior Director**

- Managers** (5)
- Other Team (4)

Digital Learning

**Suman Daw,  
Associate Director**

- Other Team (3)

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 the Board | Area Of Competency                                                            |
|--------------------|-----------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------|
| Abhishek Mukherjee | Chief Business Officer, The Media Ant, Ex-Ola, Myntra, Unilever | Trustee                  | Strategic Direction                                                           |
| 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

1. None of the Board Members are related to each other.
2. No other Board Members have received any remuneration from the organisation.

In 2022–2023, nine (9) board meetings were conducted.

## Our Advisors

| Sr. No. | Name                 | Designation                                                                                                                                  |
|---------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Lisa Jordan          | Managing Director, Draper Richards Kaplan Foundation                                                                                         |
| 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 Brand Consultancy                                                                              |
| 5       | Dr Lois Engelbrecht  | Founder and Trustee, Center for the Prevention and Treatment of Child Sexual Abuse, Philippines                                              |
| 6       | Dr 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 Wakil        | 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), Mumbai (India). |

# 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 and Trusts



- Sonya K Jain Foundation
- Fidelity Asia Pacific Foundation
- Meher & Pheroze Pudumjee Family Discretionary Trust

## Corporates



- Astaguru Auction House Pvt. Ltd.
- Shubhamangal Credit Capitals Pvt. Ltd.
- Trimco India Pvt. Ltd.

## Individuals

KARL-JOHAN  
PERSSON

- Sanjeev Jyotiprasad Taparia

## Other Donors Who Supported Arpan's Programmes

- Western Consolidated Pvt. Ltd
- Skyline Reality Pvt. Ltd
- Rachna Club
- Nividous Software Solutions Pvt. Ltd
- Jatania Property Ltd.

## Individuals who Raised Funds through Tata Mumbai Marathon

- Vivaan Taparia
- Dhharya Sharma
- Shaurya Jain
- Rahul Jain
- Dinkar Venkat Dwivedi

## Our Team

Aarti Shinde, Adarsh Agrahari, Aishwarya Desai, Ajay Yadav, Akash Ahire, Akash Prabhu, Aleesha Bijliwala, Alisha Khilare, Amey Korgaonkar, Aniket Joshi, Anjana Salunkhe, Ankita Satose, Anupriya Das Singh, Anushka Bhat, Anushree Bose, Apurva Kamble, Asha Khadkar, Bijal Baria, Blossom Lopes, Chandrika Rambiya, Charu Chaturvedi, Dakshata Karekar, Deepali Panchal, Dhwani Sheth, Dilata Randive, Dipali Kadam, Divya Kotiyan, Drushtant Bhosle, Ekta Khaire, Fahim Ansari, Farha Shaikh, Heena Baig, Hemesh Sheth, Hina Mansoori, Hiral Bhatt, Ishan Choudhary, Jasmine D'silva, Jefina Elsa Thomas, Jitendra Awhad, Kaushik Karmakar, Kavita Vishwakarma, Ketaki Jadhav, Komal Madhe, Komal Sutar, Kunjan Sheth, Kusum Naik, Lakshmi Priya Menon, Mahesh More, Dr Manjeer Mukherjee, Mayur Barve, Mayur Patel, Melissa Alva, Mercina Gomes, Minal Kadam, Namrata Joshi, Nargis Halai, Neelam Parab, Dr Neha Sharma, Nehal Parekh, Nidhi Choudhari, Nidhi Shah, Nilesh Rathod, Nishita Shetty, Olina Almeida, Pankit Dave, Piyali Sen, Pooja Taparia, Prachee Kamble, Prathamesh Dhuri, Pratibha Punde, Preeti Humbe, Priya Bhargava, Priyanka Bramhane, Priyanka Dhanu, Raji Menon Debnath, Rajnarayan Maurya, Rasika Shirsat, Rehea Quadros, Rohan Bandre, Rohit Dhobale, Safina Shaikh, Sanju Tamang, Sanket Agre, Seanna Rodrigues, Shailesh Parsai, Shaista Shaikh, Shalet Lopes, Shamal Suryavashi, Shraddha Jadhav, Shubhangi Shinde, Shubhashree Karmakar, Sneha Pimpodkar, Sneha Shimpi, Snehalata Burute, Sonali Parab, Suman Daw, Sumit Chavan, Supriya Pai, Suraj Saple, Sushant Shinde, Suvidha Gaikwad, Swati Khanderao, Sweta Mitta, Tanaya Wagh, Tupti Kalra, Vanita Rajput, Veena Joshi, Vijayalaxmi Surgane, Vikas Kaginkar, Vimla Prajapati, Vishal Bodhare, Wafa Sheikh, Yash Chokshi, Yogesh Pandit, Yoshita Shah



## Our Consultants and Partner Counsellors

Chetan Kumar, Devkishan Parmar, Dnyaneshwari Tandy, Falguni Thakka, Lara Cherian, Nidhi Dubey, Ragini Lal, Rama Rao, Saloni Sawnani, Shakeel Ahmad and Sophia Peermohideen





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