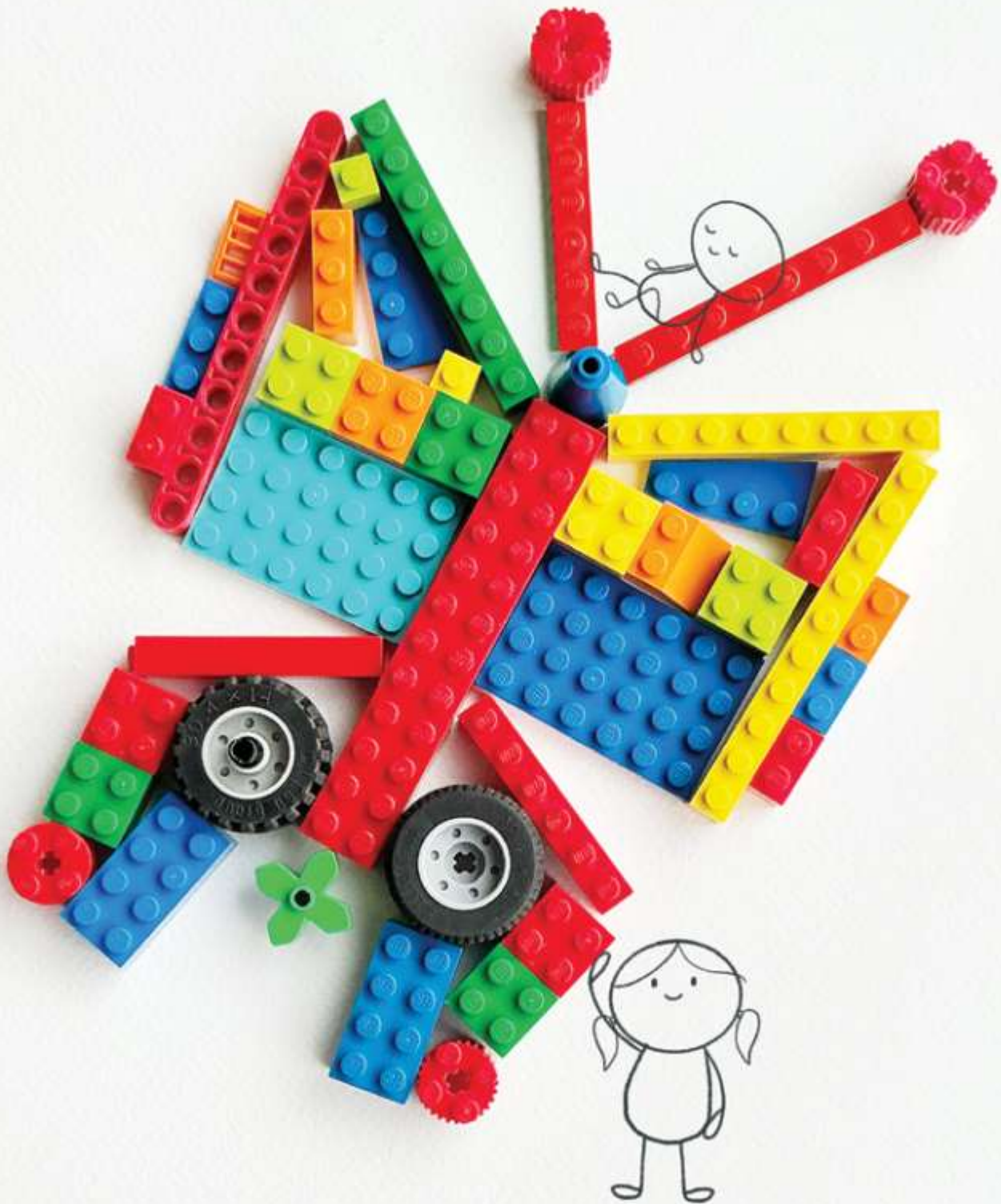


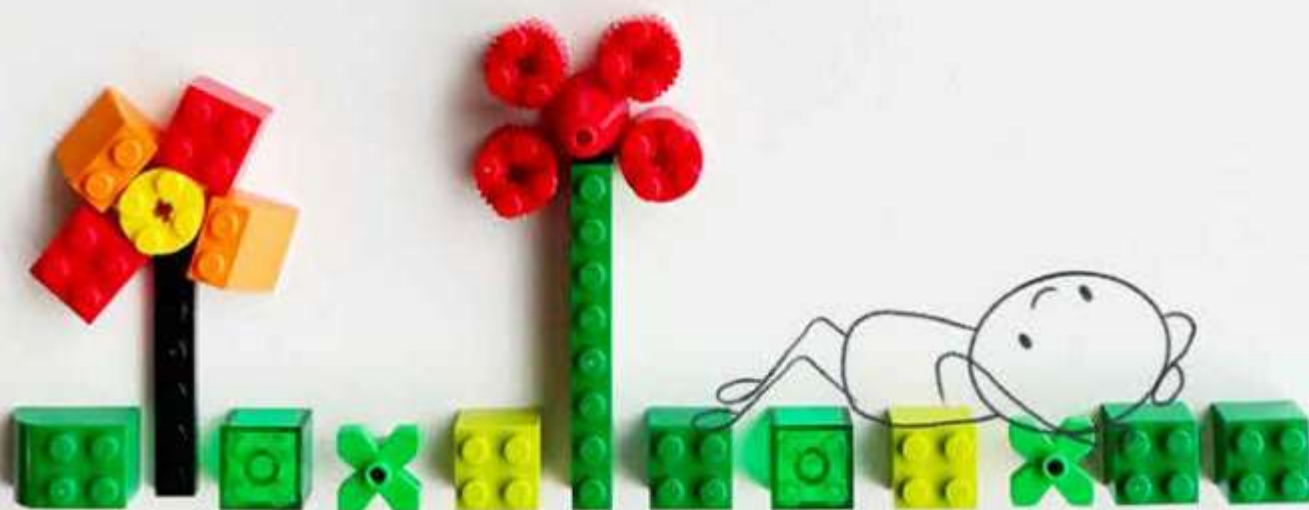


ANNUAL REPORT

2023-24

ANNUAL REPORT

2023-24



FOREWORD

CEO'S



POOJA TAPARIA

I am so pleased to share the 2023-24 Annual Report, which focuses on how we consolidated, strengthened and synthesised our work.

We truly strengthened our existing work and grew it at the same time. The Government Partnerships team was spun off as a dedicated team to work closely with all our government partners.

Our Support function teams grew, as did the Research, Monitoring and Evaluation, Content and Curriculum and Fundraising teams, to better support our Programmes. In the year, Arpan got ready for scale.

I am excited to see how well the School Health and Wellness Programme is reaching children at the last mile through the Central government's Ayushman Bharat Yojana and at what scale! It's very, very exciting to see Arpan's prevention curriculum reaching over 14 million children and adults across the country and 700,000 teachers and principals trained as per the data that has come in.

Arpan's multi-pronged approach to teacher training through numerous pathways is ensuring that children are being empowered in various ways:

- Direct teacher training at the block level by Arpan and Master teachers being trained for programs such as the School Health and Wellness Programme.
- Digital content is reaching children in rural areas through PM e-Vidya channels, both at national and state levels, which is heartening.
- Our healing work is scaling too with hundreds of counsellors and medical officers getting trained across the country on how to handle cases of Child Sexual Abuse.

We spent a significant amount of time building and reviewing our strategy, and consolidating our goals for the next 3 years and 10 years, to embark on a decade of impact at scale.

We had a number of challenges in the year, some through which we learnt to innovate, be more agile and some that just helped build more resilience. I saw our teams work hard to get through these tough phases and ensure that the work continues and our goals are met. And we did succeed!

I am proud of the year that has gone by and I am really looking forward to the year that's already started. A year of 3 Ms—building some more Momentum, Motivation and new Models for change—to grow our work.

A huge thank you to all our donors for your continuous support and faith in us, all our partners for working with us to safeguard our children and to all our Board members and Advisors for your continuous guidance. We really appreciate it.

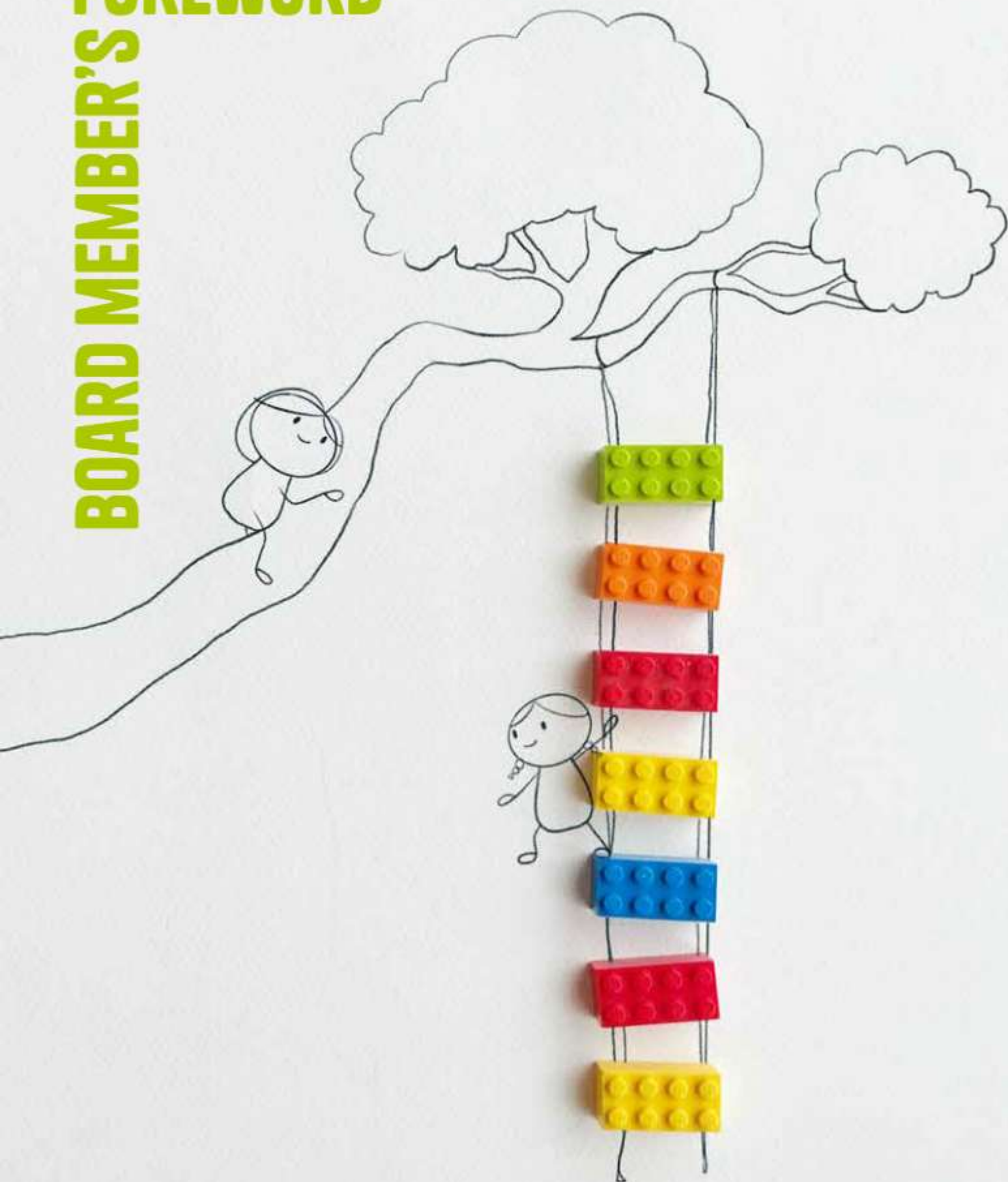


Pooja Taparia
Founder & Chief Executive
Arpan



FOREWORD

BOARD MEMBER'S





ACHAMA MATTHEW

It is a privilege to share my thoughts about Arpan, an organisation that has been an integral part of my life journey.

I have witnessed Arpan grow from a team of 2 to a team of 140 over 17 years!

Arpan began with a simple, yet ambitious vision: 'A World Free of Child Sexual Abuse' (CSA), and I have often thought that this vision is a daunting task to accomplish. What aided Arpan in steadily working towards its vision was the clarity and focus with which it set out in its initial years. Over the years, Arpan's ability to re-focus, set targets and seek clarity has been its strength in creating an organisation with a global presence.

In its early years, Arpan focused on creating awareness of the issue of Child Sexual Abuse and on implementing and consolidating the Personal Safety Education programme. Over the years, Arpan expanded the scope of its engagement to training, capacity building, public awareness and advocacy, extending the impact of the organisation into spaces that would make a difference in the lives of millions across the globe.

While these provide a new and improved foundation for addressing CSA, much needs to be done to scale these interventions and address other drivers that maintain the status quo. It is a timely decision for Arpan to embark on a decade of impact at scale, as this scale is not only needed but also the most promising pathway to eradicate CSA. This will help Arpan dismantle the normative framework and the risk factors that reinforce CSA, strengthen the protective factors that inhibit CSA and bring visibility to the prevention and intervention of CSA at a systemic level.

Responding to opportunities at all levels, reflecting on practices, researching, monitoring, consolidating learning, planning and paying attention to detail are Arpan's métiers and they will continue to do so with renewed vigour in the coming decade as well.

Pooja and the senior leadership team have, with great care and attention, created Team Arpan—a team of individuals who understand and are committed to the cause, who are passionate about their work, who support one another, who are willing to go the extra mile and who work really hard every day!

As you read through this report, the capacity and potential of Arpan become undeniably evident.

I extend my best wishes to Arpan for its continued success.

Achama Matthew
Advisor,
Bombay Cambridge Gurukul

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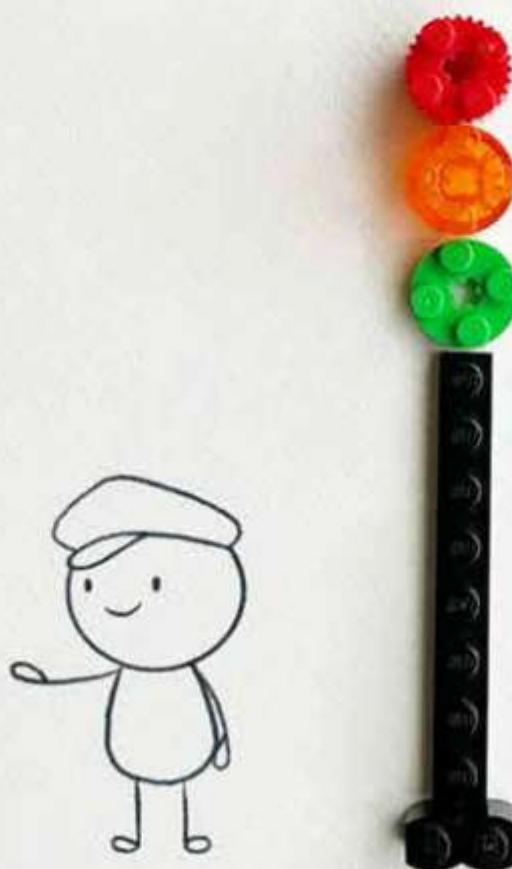
INTRODUCTION



When Arpan started its journey in 2007, we saw a world largely in denial of the reality of Child Sexual Abuse (CSA). We travelled an uncharted path and focussed on breaking the silence surrounding CSA. This involved developing unique models for the prevention and intervention of CSA. Over the years, Arpan has become one of the key players in moving the needle to create an ecosystem that is no longer in complete denial of CSA. However, the road ahead remains long and challenging. The complexity of CSA, with its nuances and consequences, calls for systemic change to achieve a more long-lasting, holistic impact.

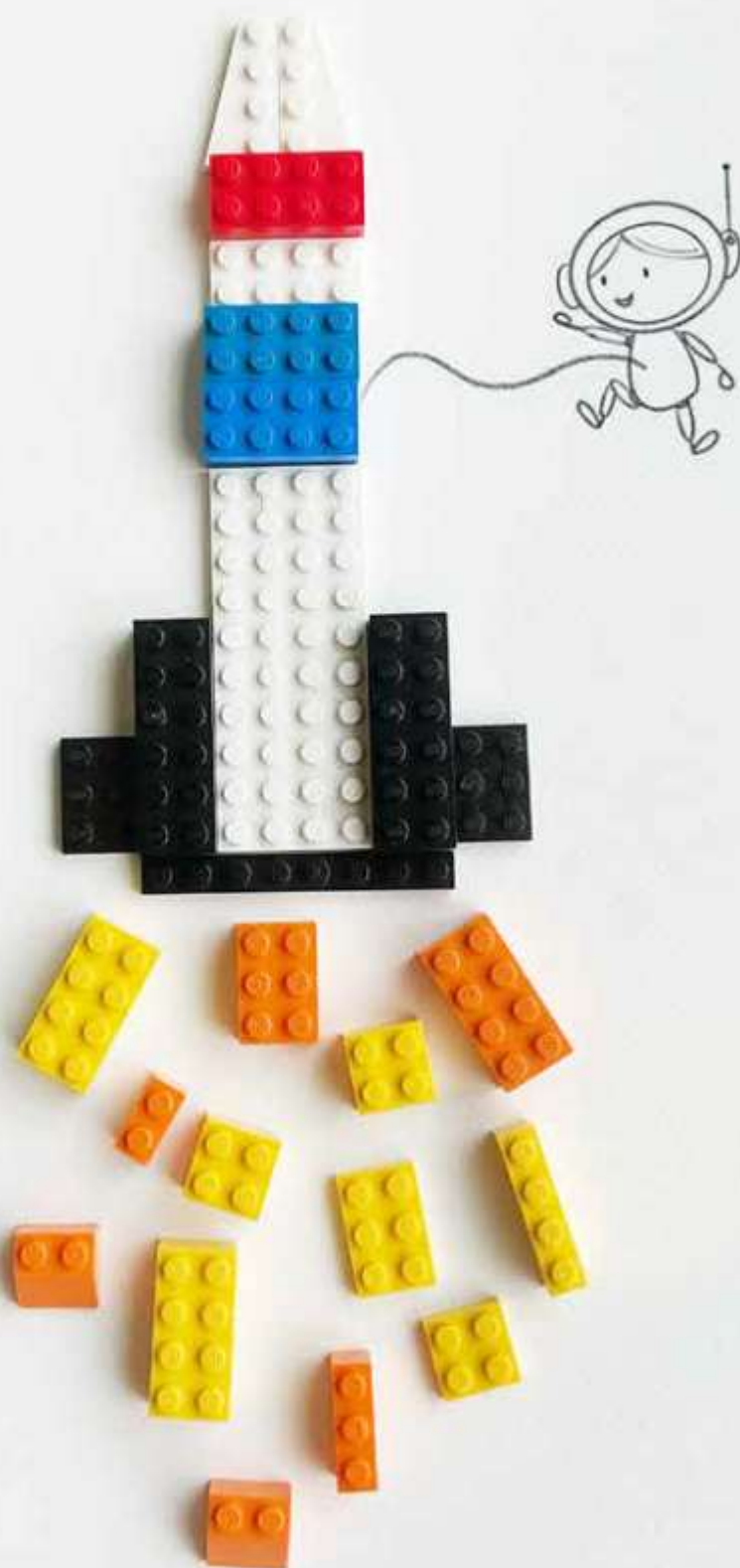
We see a huge possibility before us to create 'A World Free of Child Sexual Abuse' and amplify our influence on an unmatched scale, reaching every child and ensuring their safety. Organisations like Arpan, determined to eradicate CSA, have no choice but to continuously reinvent and pave the path for more significant innovation, positive outcomes and scale. To kickstart the process, we focussed on building a comprehensive 10-year strategy, mapping the pathway to scaling our impact, eradicating CSA and healing those affected by it. We identified that effective communication, shared goals, and alignment on priorities are enablers of seamless and effective delivery. These enablers can amplify change, improve our efficiency and effectiveness and bolster our resilience further. We understand that our choices today will determine how we shape the next decade and beyond. With this consciousness, we decided to embark on a decade of impact at scale. In 2023–24, we concentrated on preparing ourselves by building new capabilities, amalgamating our learnings, strengthening our processes and programmes and investing in our people, thus charting out a year of 'consolidation'.

This report provides a glimpse into our journey in **2023–2024—A YEAR OF CONSOLIDATION, STRENGTHENING AND SYNTHESIS.**



STRATEGIES AND PROGRAMMES

OUR INTERVENTIONS,



OUR VISION

A World Free of Child Sexual Abuse

OUR MISSION

To prevent Child Sexual Abuse and heal those affected by it.

Arpan is a globally recognised, award-winning non-profit working towards the elimination of Child Sexual Abuse (CSA) in India. Based in Mumbai, with a team of over 140 dedicated professionals, Arpan is India's largest non-profit providing CSA prevention and intervention services for children and adults. As a critical stakeholder for state and non-state actors, Arpan is a leading voice in the space of CSA prevention and intervention in India and uses advocacy and research to push for policy and systemic change at the local, state and national levels.

Arpan is a global thought leader in the space of CSA prevention and intervention, with innovative impact models that work with a range of stakeholders, from children and parents to state bodies and teachers. Arpan's key programme focusses on Personal Safety Education (PSE) in schools, teaching children and adolescents (ages 4 to 18) about personal safety so they can identify and seek help in unsafe situations. Arpan also trains and empowers teachers and parents with the knowledge, attitude and skills needed to prevent and deal with CSA.

OUR STRATEGIES

1. **PREVENTION AND HEALING SERVICES** are provided to children and adults to prevent CSA and offer psychosocial support. These services include building the appropriate curriculum and content for new demographics and expanding our local and international reach through digital content and multi-language translation.
2. **TRAINING OF STAKEHOLDERS** is carried out to enable them to replicate and scale the delivery of CSA prevention and healing services. This strategy also includes training stakeholders through digital content.
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 into 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 Capacity Building Programme**
- **Digital Learning Programme**
- **Mental Health Services**
- **Public Awareness**

AND PRINCIPLES AT ARPAN

VALUES, CULTURE



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. Therefore, they are intrinsic to Arpan.

CULTURE

Care & Support

Celebrating Success & Having Fun

Learning & Sharing

Motivation, Recognition & Appreciation

Nurturing talent & Creating Opportunities For Growth

Open & Honest Communication

Perseverance

Team Work

VALUES

Accountability

Excellence

Respect

PRINCIPLES

Agile & Innovative

Child Centric

Collaborative

Evidence Driven

Hope & Optimism

Integrity

Process & Policy Driven

Strategic

2023-2024

THE YEAR:



In 2023–2024, Arpan touched the lives of **155,563** adults and children directly.

This brings Arpan's overall outreach since inception to **18,342,819** individuals. This includes:

- Direct outreach of **951,634** individuals,
- **2,075,988** individuals through partnerships, and
- **15,315,197** through the integration of PSE into the National Curriculum.

This year, through public engagement initiatives, Arpan has had a reach of **16,735,977**.

Arpan has received two prestigious awards this year – the Mahatma Award for Social Good and Impact, 2023 and the Nexus Of Good Award, 2023. Both awards recognise Arpan's significant contributions to social good and considerable contribution towards CSA prevention and intervention. Ms Pooja Taparia, Arpan's Founder and CEO, was awarded the Angels of Mumbai Award by Free Press Journal for her leadership and commitment to addressing Child Sexual Abuse. It was a gratifying year in which we charted our strategic goals for the next decade, consolidated our learnings and took the first step towards the next decade of impact at scale.

A. ARPAN'S PROGRAMMES

1. PERSONAL SAFETY EDUCATION

The Personal Safety Education (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 settings with children from Grades 1 to 12 to provide them with the knowledge, attitude, and skills required to prevent CSA, seek support, and receive counselling 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 survivors to seek psychotherapeutic support to heal from the impact of the abuse.

The PSE programme was developed as a comprehensive school-based model for sexual abuse prevention and intervention in a space where there was hardly any understanding. As such, PSE has always gone beyond service delivery and prioritised the creation of a sexual abuse prevention model for building a safe school ecosystem and safe space for children. At this juncture, where Arpan's goal is to take PSE to every child in this country and scale it through diverse impact models, we are strategically limiting our direct PSE work with children and adults at a particular magnitude.

Having said that, we will always continue to work with children and adults directly at a certain level through the PSE programme so that we are connected to the field. We will do so by piloting the PSE programme for different new demographics and by going back to the children whom we have taught PSE at least thrice in their school years through our step-up PSE programme. This year, apart from working with children across school years from Grades 1 to 10, with whom we have worked before as part of our step-up strategy, we also rolled out the programme with Grades 11–12. This connectedness to the field will help us be agile and focus on consolidating and strengthening the model with continuous new learnings. These learnings will help us remain child-centric, embrace a culture of continuous improvement driven by feedback, data analysis and field trends, and make PSE more robust and adaptable to scale.

We have also taken a strategic decision to address cultural norms in a focussed manner, ensuring that we are addressing the mental models and normative frameworks that reinforce and perpetuate CSA, thus working towards structural and systemic change. Often unspoken, these norms set social standards of appropriate and inappropriate behaviour, governing what is and is not acceptable, and can thus be instrumental in preventing or amplifying abuse.

We also conducted an external evaluation by Sattva Media and Consulting Pvt. Ltd to assess the efficacy of the 'Personal Safety Education Model'. This step is also towards consolidating and enhancing the programme as we learn from data and feedback from the field. This effort will help us stay ahead of the curve, inform and strengthen the model, and deliver at scale.

Armed with these new learnings and renewed confidence, through **55** schools, **10** colleges and **1** community-based organisation, we reached out to:

- **13,010** children
- **5,159** parents
- **562** teachers
- **196** non-teaching staff
- In addition, **556** adults were made aware of CSA and the PSE programme. However, the programme is yet to be conducted with their children.

STORY OF CHANGE

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



This year, we started working with a new demographic—children from Grades 11 to 12 in colleges. We conducted our classroom-based lesson plans and informed them about individual sessions. Individual sessions help children interact with facilitators in a safe space after the classroom-based lesson plans. Considering this age group's developmental stage and ability to make life choices, we informed them that the individual sessions were optional. A girl student from Grade 11 observed the facilitator

with curiosity and hesitated before starting a conversation. She asked, 'How would you help anyone in an unsafe situation? Would you share it with teachers? Will anybody else in the college know?' The facilitator answered all her questions calmly; they told her about confidentiality and the child-centric approach to be followed in case any child needs help. This non-judgemental conversation gave her the courage and comfort to disclose the ongoing sexual abuse that she was experiencing and to seek help for the first time. With Arpan's support, the sexual abuse was stopped, and the child was supported with counselling to heal from the negative impact of the abuse. These incidents underscore the transformative power of PSE, which creates avenues for children to identify unsafe situations, understand that help is available and seek help to come out of it. It fosters an environment of support and safety where every child feels valued, heard and safe.



INDIVIDUAL SESSIONS WITH CHILDREN AFTER PERSONAL SAFETY LESSON PLAN

PSYCHOTHERAPEUTIC INTERVENTION

Psychotherapeutic intervention is an integral part of the PSE programme. This year, we continued to pilot a unique model of restorative justice in a school setting involving children who had indulged in sexual bullying and children impacted by such misbehaviour. Restorative justice is a process in which 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 worked with younger and older children. We also included adult stakeholders like parents and teachers in this process to strengthen the children's ecosystem. We sensitised parents and teachers about restorative justice processes and their role in restoring the ecosystem and ensuring safety going forward.

Initially, we worked with children who indulged in sexual bullying and children who were impacted, separately. This practice involved one-on-one conversations and restorative justice dialogue. Restorative justice dialogue uses a mindfulness-based approach to harm that is grounded in open-hearted, moment-by-moment, non-judgemental awareness. Once the groups had stabilised, we introduced circle work. A circle is a potent symbol implying connection, inclusion, fairness, equality, and wholeness. It is also 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, gaining an understanding of their behaviour and taking ownership of the same. We started by exploring the reasons behind engaging in sexual bullying behaviour, addressing the root cause and setting expectations. We simultaneously continued our therapeutic work with children who had been impacted and introduced the circle work once they were stabilised. For the children impacted, the circles focussed on values, feelings, empathy, assertiveness and handling unsafe situations. For the children who inflicted harm, the circles focussed on values, accountability, responsibility and empathy. When both circles achieved their desired goals, we took a step to merge the circles comprising the children who were impacted and those who had indulged. The merged circle aimed to provide a safe space for resolution, allowing both parties to discuss actions and consequences.

This was a unique, safe space where children communicated with each other. The objective was for the impacted children to feel heard and express themselves to those who inflicted harm, in a safe space. This also allowed the children who had indulged in the misconduct to take responsibility for their actions and understand how to stop the misbehaviour. One of the merged circles titled 'Re-build, Re-learn, and Repair' had a centrepiece of a nest symbolising a boundary and a bird talking piece, which prompted discussions about past incidents where boundaries were crossed. Questions such as 'What is that one thing you want to ask each other?' sparked dialogue. The impacted children questioned the children who inflicted harm on their behaviour, leading to apologies and reflections. This circle also



CENTRE PIECE USED FOR CIRCLE WORK DURING RESTORATIVE JUSTICE PROCESS WITH CHILDREN

facilitated discussions about future boundaries, ensuring mutual respect and preventing similar incidents. 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. This approach prioritised understanding and empathy over punishment, fostering healing, growth and restoration.

Through the restorative justice work and counselling intervention, we provided support to children who disclosed facing unsafe situations after the PSE programme. **1326** children (**13%**) sought help after the programme. Of these, **765** children (**8%**) indicated the need for therapeutic intervention. Of these, **758** children were referred to Arpan's in-house counsellors and seven children were referred to their school counsellors.

Arpan provided counselling services to —

- A total of **939** children through **4145** individual sessions and **438** group sessions.
- Of these **939** cases, **181** cases were continued from 2022–2023, **687** cases were closed and counselling services are ongoing with the remaining.
- Of the closed cases, **38%** were of CSA, **45%** were of Inappropriate Behaviour and **17%** were of Other Emotional Concerns.
- Psychoeducation was provided to **394** helpful adults through **372** individual and **48** group sessions.



PERSONAL SAFETY EDUCATION SESSION WITH CHILDREN



STORY OF CHANGE

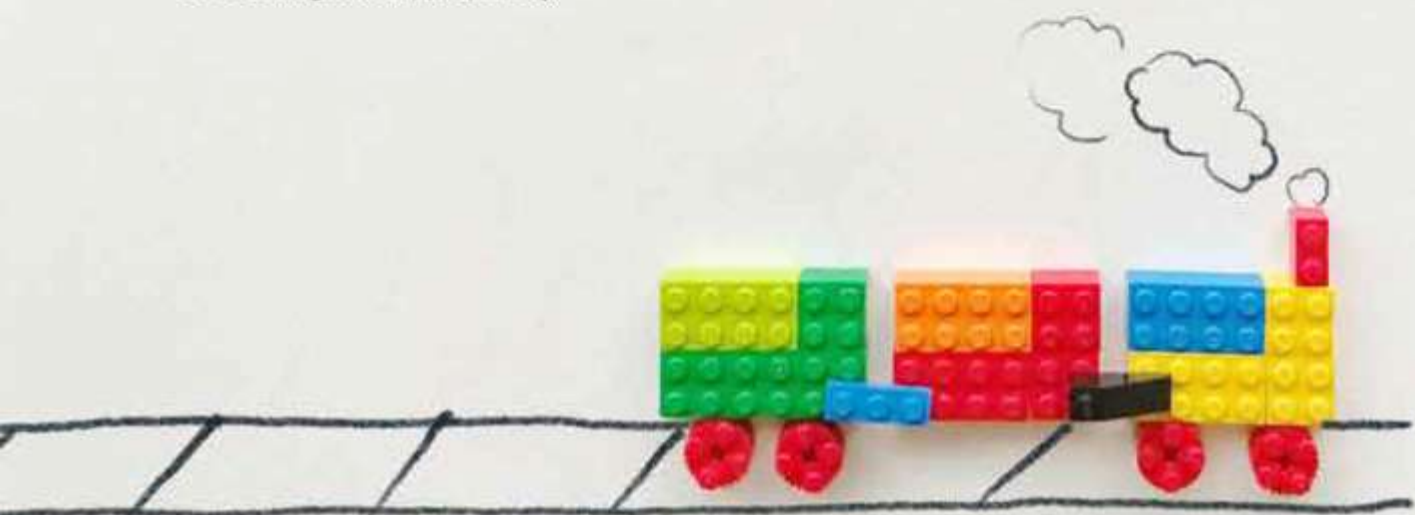
Identifiers in all stories of change have been withheld or changed to protect the children's identity.



An 11-year-old male child was referred to counselling by a classmate 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 had inappropriately touched a girl's Private Parts and made her feel unsafe. Exploration about the child's sexual misbehaviour unfolded that that child had himself been sexually abused by an older female adolescent staying in his locality. The presenting concerns for the child were his feelings of anger and sadness for what he faced, his own re-enactment of the behaviour, his inability to identify helpful adults and experiencing severe pain in his Private Parts. He was encouraged to visit a doctor for pain relief, and he subsequently started with the medication.

In the counselling session, the focus was to stabilise the child using grounding techniques and strengthening his emotional resources. Grounding techniques such as deep breathing, box breathing, 5 sense technique, visualisation of safe space, tapping exercises and TIP technique ('T' means Tapping your face with cold water, 'I' means Intense exercise and 'P' means Paced exercise) were introduced. These grounding techniques helped the child feel calm and relaxed and thereby created a safe space for him. Anger management activities, including the 'Anger Iceberg' worksheet, were introduced to help the child manage his anger outbursts and impulsive behaviours. The Anger Iceberg represents the idea that although anger is displayed outwardly, other emotions may be hidden beneath the surface. These other feelings—such as sadness, fear or guilt—might cause a person to feel vulnerable, or they may not have the skills to manage them effectively. Through this, counsellors can gain deeper insights and connect the visible symptoms with the invisible psychological states. By uncovering these hidden psychological structures, more targeted and sustainable therapeutic approaches can be developed that not only help symptomatically but also address the root of the problem. These techniques helped the child win over his compulsive need to tease others and demonstrate power and dominance. With the help of psychoeducation, the child realised how he was crossing other people's personal boundaries. This helped him take responsibility for his actions.

The child identified his mother as his helpful adult. With the child's consent, the counsellor interacted with his mother and disclosed the child's sexual abuse experience and his misbehaviour. Her support during this challenging phase was comforting for the child. The child showed a distinct change in his behaviour—he grew empathetic, was confident in sharing his emotions safely, could manage his feelings using the coping skills learnt in the initial stages of therapy and took a proactive step to apologise to his classmate for touching her inappropriately.



CONTENT AND CURRICULUM

Content and curriculum development is an integral part of all programmes at Arpan. Our focus has been the timely integration of PSE into national and state curricula, the development of new content and the rapid iteration of existing content to suit emerging programmatic needs. Arpan's PSE curriculum has already been curated for Grades 1 to 10. This year, we finalised the content and design for 'Arpan's Personal Safety Education Lesson Plan Manual' (Grades 11 and 12) for 16 to 18-year-olds in Hindi and Marathi, which will be instrumental in conducting PSE with this age group. As mentioned above, we have initiated a pivotal effort to revisit our content and curriculum for adult stakeholders within the PSE programme. This ongoing content revision will focus on challenging those cultural and social norms that perpetuate and reinforce CSA. This added focus on changing cultural norms is a strategic change and will be vital in building a safe and supportive environment for children, free from sexual abuse.

This year, Arpan also instituted a 'Content and Curriculum Advisory Committee' to leverage the experience and knowledge of experts and gain strategic oversight in designing Arpan's curriculum and content. This will ensure that our content and curriculum are both standardised and localised to meet the needs of children and adult stakeholders across India.

The committee members are:

- Dr Lois Engelbrecht, Founder and Trustee, Centre for Prevention and Treatment of Child Sexual Abuse, Philippines
- Ms Achama Mathew, Advisor, Bombay Cambridge Gurukul
- Ms Sonali Saini, Founder and Executive Director of Sol's ARC



BASIC TRAINING SESSIONS WITH TEACHERS FOR PERSONAL SAFETY EDUCATION

RESEARCH, MONITORING AND EVALUATION

We recognise an urgent need to build an integrated and organised knowledge base to bring CSA prevention and intervention to the forefront of public and policy attention. To meet this need, Arpan is creating 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 completed an external evaluation conducted by Sattva Media and Consulting Pvt. Ltd. to assess the 'Personal Safety Education Model' and underwent a rich learning journey, encompassing the identification of a suitable partner, the meticulous design of research protocols, the intricacies of data collection and the engaging discourse around evaluating the domain of CSA prevention and intervention.

The study used a quasi-experimental, mixed methods design based on the Knowledge Attitude Practice (KAP) framework. The study aimed to evaluate the effectiveness of the PSE programme across several areas. It assessed how the programme impacted children's knowledge, attitudes, and practices in preventing unsafe situations and explored the outcomes of psychotherapeutic counselling for children affected by sexual abuse. Additionally, it looked at how the intervention influenced adult stakeholders in the child's ecosystem, enhancing their awareness of CSA and equipping them with the skills to prevent it and support disclosure. The study included 1,493 participants: 628 PSE-intervention children, 642 non-intervention comparison children, 104 Healing-intervention children, 100 adult stakeholders (parents, counsellors and school staff) and 19 Arpan team members. The data collection was conducted between November 2023 and February 2024, 4 years after the intervention.



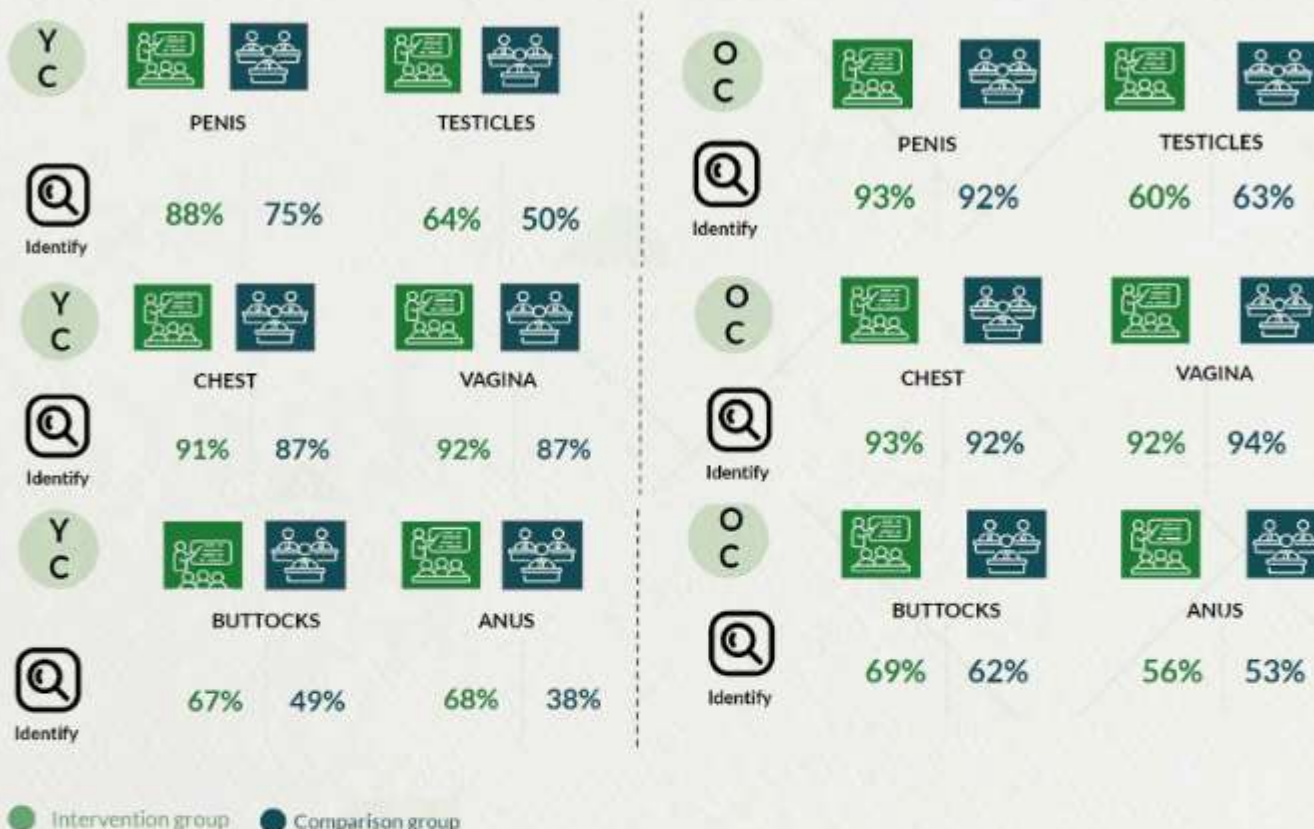
BASIC TRAINING SESSION WITH PARENTS FOR PERSONAL SAFETY EDUCATION

Key Findings

Impact of Preventive Support



- 87%** of intervention group students correctly identified Private Parts, compared to 64% in the comparison group, showing a **23%** better performance due to the PSE intervention. The tabular representation below shows the age-disaggregated findings indicating that both younger and older cohorts (YC and OC) demonstrated more potent abilities to identify Private Parts, showing consistent understanding across age groups.



Identification of Private Parts by children from intervention group and comparison group

- In the intervention group, **99%** understood that it's not OK for anyone to look at children's private body parts (compared to **94%** in the comparison group), and **81%** could identify unsafe situations (compared to **74%** in the comparison group).
- In various scenarios, intervention students showed a more robust understanding of safety boundaries, with **11%** more children identifying inappropriate behaviours as unsafe and **8%** higher awareness of accidental violations. The intervention's effectiveness is also demonstrated by a **13%** and **5%** higher ability of children in the intervention group to recognize that it is safe for parents and doctors to examine Private Parts in case of injury, indicating a better understanding of safe touches and exceptions for health reasons. They also demonstrated greater empathy in recognizing actions that could make others uncomfortable.
- 100%** of intervention students and **97%** of comparison students knew to inform a helpful adult if they felt uncomfortable. In a scenario, **58%** of intervention students would seek help from a helpful adult (compared to **44%** in the comparison group), while **42%** would assertively say no or get away from the situation.
- 84%** of intervention students, compared to **80%** in the comparison group, understood that it's not a child's fault if they are touched inappropriately, indicating a solid grasp of this key concept.

- **54%** of intervention students correctly chose to prioritise safety over secrecy if a friend discloses an unsafe situation, compared to **43%** in the comparison group, reflecting a **7%** higher understanding in the intervention group.
- Qualitative insights reveal that **12 OUT OF 23** intervention students do not follow friends blindly and assess safety before acting, showing critical thinking about peer pressure. Additionally, female students expressed concerns about the safety of friendships with boys, indicating an awareness of gender dynamics in peer interactions.
- **86%** of students found Arpan PSE sessions helpful or very helpful, and **93%** rated Arpan didi/bhaiya (Trainers referred to as 'sisters/brothers') as good or very good. The top 5 recall responses below show that students retain and can recall the core messages effectively.

Can you share something you remember from personal safety class?

35%	Knowledge of Private Body Parts
26%	Overall understanding of what is safe and what is unsafe when it comes your body
22%	You have the right to keep your body safe
17%	Saying No to unsafe situations
15%	Getting away from unsafe situations

In conclusion, the PSE program has significantly enhanced children's knowledge, attitudes, and practices regarding CSA prevention. Students show an improved understanding of personal safety, recognize that abuse is not their fault, and are more likely to seek help from helpful adults.

Impact of Healing Support

- 89% of students reported that they can now recognise and manage their emotions effectively due to the transformative healing process. Additionally, 67% of the children who received healing applied coping techniques which they had learned during their support from Arpan.
- 75% of students are aware of the support available if they feel unsafe or uncomfortable, while 60% feel confident sharing their feelings. This indicates that counselling has helped reduce the stigma around discussing sensitive topics and encouraged open communication.
- 78% of students reported a positive personal change after attending the sessions, 43% said they were no longer scared, and 81% felt optimistic about their future.
- 97% of students found Arpan counselling sessions useful for their healing and 57% valued their strong personal connection with Arpan Didi/Bhaiya (Arpan counsellors referred to as 'sisters/brothers'), appreciating their caring behaviour.

In conclusion, the data emphasises that the counselling provided by Arpan helped children heal from the effects of CSA. The counselling reduced its adverse effects, improved emotional awareness, fostered optimism, and boosted confidence to manage unsafe situations, resulting in better emotional well-being and a positive future outlook.

Impact on Other Stakeholders/Child's Ecosystem

- 95% of parents want Arpan to continue PSE sessions in schools, finding them informative and helpful for their child's safety. Qualitative feedback from 9 out of 11 parents observed improvements in their children's understanding of CSA after attending PSE sessions. Four parents noted increased awareness of unsafe situations, and two reported that their children gained the confidence to say no assertively and remove themselves from unsafe situations.
- 76% of parents agreed that disclosing unsafe experiences is difficult for children, showing increased sensitisation to CSA disclosures. After PSE sessions, 80% felt comfortable discussing personal safety with their child and felt better equipped to handle disclosures. Qualitative interactions revealed that 9 out of 11 parents now regularly talk to their children about personal safety, reflecting a proactive approach to preventing abuse.

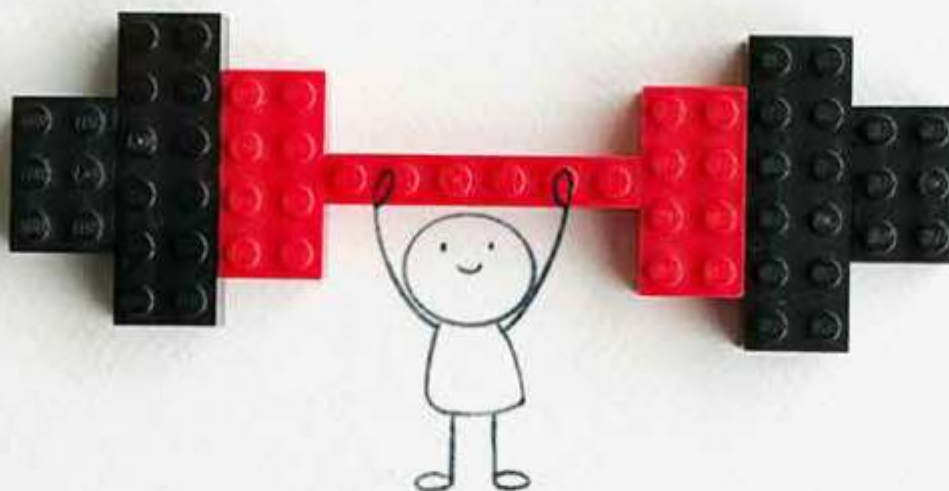
- Parents who participated in healing sessions observed positive changes in their children, noting improved emotional identification and communication. They felt their children were better equipped to protect themselves. They recognized the importance of paying attention to behavioural signs, understanding that it might be challenging for children to express their feelings.
- All teachers and principals reported increased awareness and sensitivity towards CSA after Arpan's PSE sessions, with 10 out of 12 feeling better equipped to handle disclosures and create a safe environment. All respondents also noted that support staff are now more aware and sensitive, enhancing child safety. School counsellors observed improved safety awareness among students. They reported that more students are seeking support due to enhanced confidentiality. 3 out of 7 counsellors reported that teachers actively monitor for signs of CSA and inform them.

In conclusion, stakeholder insights reveal a significant shift in their approach to child safety, with better recognition of behavioural changes, a deeper understanding of CSA's impact, and enhanced communication skills, thus leading to a safer environment where children feel more confident in seeking support.

Recommendations

Key recommendations include developing more digital touchpoints for children to improve their retention of action-based messages and using technology to send reminders to parents about key PSE messages. This aims to address parents' cultural and societal inhibitions and encourage them to actively participate in CSA prevention.



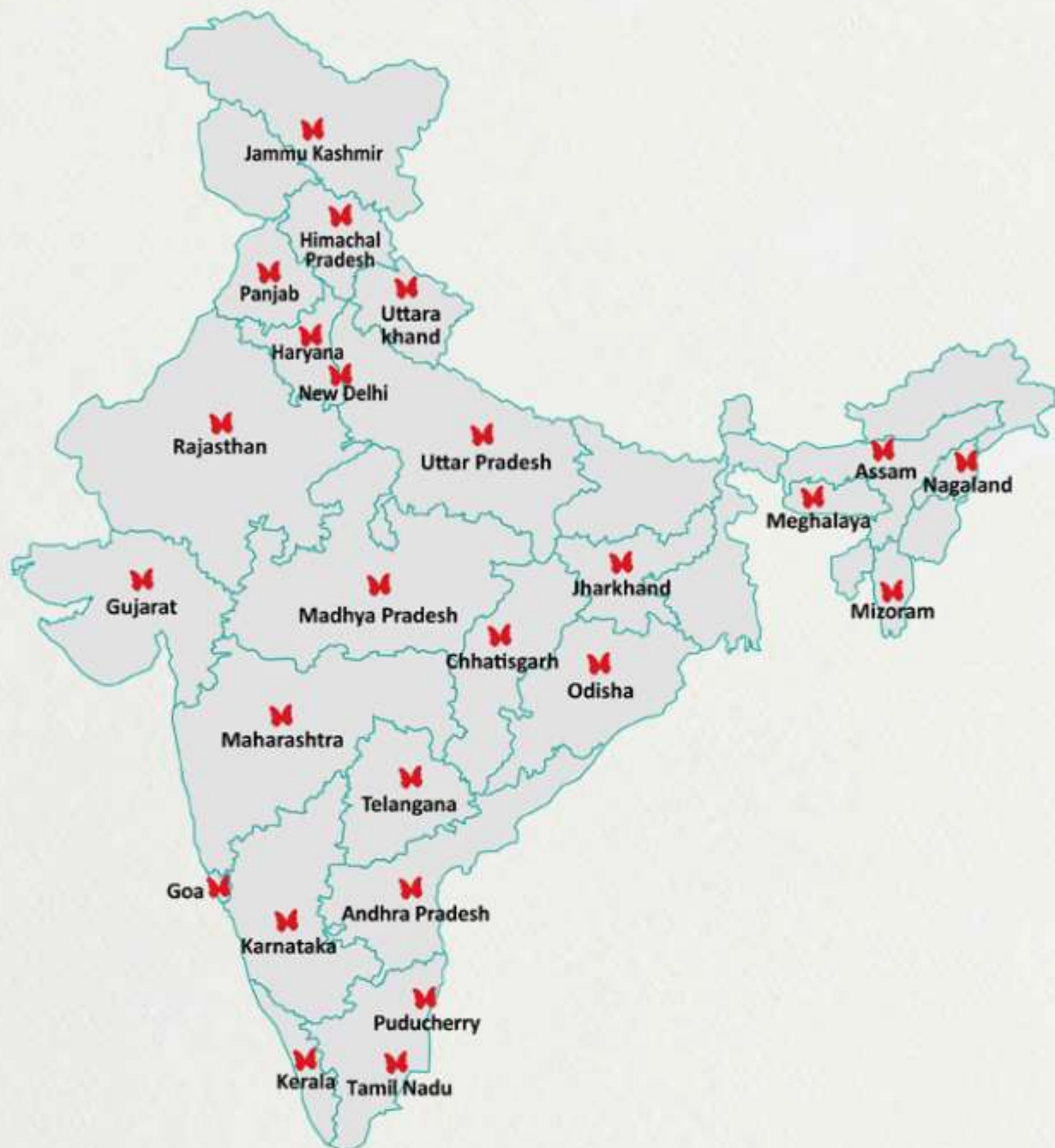


2. TRAINING AND ADVOCACY PROGRAMME

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

This year, the Training programme embarked on a new journey and took up the daunting task of training 35,000 professionals. However, one key strategic focus was to consolidate the training model and strengthen it as a critical pathway to scale for impact. Reflective exercises were undertaken to identify the key areas of focus. One of the key focus areas that emerged was re-visiting the training content to ensure that it is simple yet impactful and instrumental to give the training participants the skills and confidence to roll out the programme in their setting amidst challenges. Another related area that demanded undivided focus was the continuous capacity building of Arpan's facilitators to ensure quality implementation. While capacity building has always been an integral part of programme development, this year, there was an effort to restructure this process to ensure standardisation and streamlining. The third crucial area that called for attention was to strengthen post-training engagement with participants. The impact of training sessions lies in whether training participants could take the prevention and intervention model of CSA ahead in their settings. To ensure continued motivation of training participants and ensure that they play their part in child protection, one-time interaction is not enough. To help build confidence, there were dedicated efforts to mentor the participants. Personalised mentoring calls, group discussions, mock sessions and on-field observations were instrumental in providing ongoing support and encouragement to our partners. Along with that, focused group discussions and in-person field observation also became pathways to assess the quality of implementation by the partners and provide additional support as required.

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 them. These steps helped us reach out to **35,264** professionals. This further had a cascade effect, and the participants trained by Arpan reached out to **428,892** children and adults through offline modules and digital courses. This shows a conversion ratio of **1:11**, implying that if Arpan trains one stakeholder, they reach out to 11 children and adults on average. This also ensured that through our Training initiatives, we could reach out to children and adults across India.

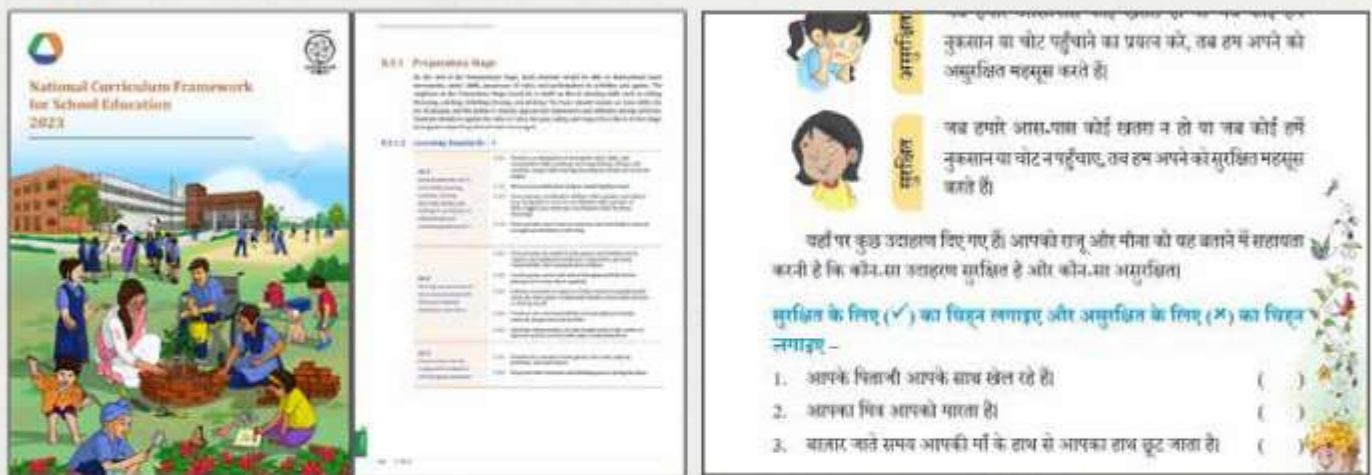


This year, through the training sessions, we have been able to reach out to **35,264** participants. Of these —

- **31,559** 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 **336,242** children and adults through offline modules and **92,650** through the digital course.
- **3,705** participants were trained using the basic training module, which is geared towards building knowledge and skills to prevent CSA and intervene effectively.
- **90%** of these participants hail from government sectors, including Education, Health, Women and Child Development and Home Affairs (police).

Arpan also advocates replicating 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 prioritising CSA in the government mandate, integrating the PSE programme in the prescribed curriculum, and enhancing and strengthening child safeguarding policies in government bodies and government-run institutions. Some of the critical advocacy initiatives for this year at the National Level have been as follows:

- Arpan has been engaging with the National Council of Educational Research and Training (NCERT) and the Ministry of Health and Family Welfare (MoHFW) 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. PSE concepts were integrated into this programme under 'Module 10: Safety and Security against Violence and Injuries' and 'Module 11: Promotion of Safe Use of Internet, Gadgets and Media'. The programme was launched in 2020 and based on data received by Arpan, so far, **14 MILLION CHILDREN** and **OVER 400,000 TEACHERS AND PRINCIPALS** have undergone this programme.
- The National Curriculum Framework (NCF) is based on the vision of the National Education Policy (NEP) 2020. The NCF Committee developed 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. We are ecstatic to share that Arpan's **RECOMMENDATIONS FOR INTEGRATING KEY PERSONAL SAFETY CONCEPTS** into the national curriculum have been accepted and **INTEGRATED INTO THE NCF FOR SCHOOL EDUCATION 2023**. This inclusion at the policy level has also paved the way for incorporating content on 'safe and unsafe situations' in **NCERT'S GRADE 2 HINDI TEXTBOOK**. This concept is the stepping stone for children to identify unsafe situations, refuse them and seek help.



INTEGRATION OF PERSONAL SAFETY CONTENT IN NCERT'S GRADE 2 HINDI TEXTBOOK

- Arpan has also engaged with Rashtriya Kishor Swasthya Karyakram (RKSK) to mainstream child protection in their curriculum. We initiated work on integrating CSA prevention as a sub-theme in the RKSK training module for peer educators and submitted our recommendations for the same.
- Dr Manjeer Mukherjee, Senior Director at Arpan, contributed to the C20 white papers on 'Safety and Security' and 'Engaging with Men and Boys' under the Working Group on 'Gender Equality and Disability' and made policy recommendations to strengthen child protection systems and integrate PSE into the national curriculum.
- Ms Pooja Taparia, Founder and CEO of Arpan, was invited by the MoHFW to the G20 Event on 'Health and Well-being of Adolescents and Youth', which was organized in collaboration with the Partnership for Maternal, Newborn and Child Health (PMNCH), Geneva.

At the State Level in Maharashtra:

- Arpan has engaged with the 'GABHA Committee', Maharashtra State Council of Educational Research and Training (MSCERT) for a long-term partnership. The 'GABHA Committee', established under MSCERT, consists of various government and non-government officials who aim to improve and sustain the overall quality of education in Maharashtra. The role of the GABHA Committee is to plan action-based capacity-building initiatives and seek appropriate content, teaching methodology and other educational aid from NGO experts. We have received permission to implement training sessions with teachers in the next three years in seven districts: Pune, Amravati, Dhule, Latur, Jalana, Nandurbar and Nanded.

- In collaboration with the MSCERT, Arpan signed a Memorandum of Understanding (MoU) for the ADARSH (Model) School Project. Under this programme, Arpan has conducted PSE training in 33 districts.
- In collaboration with the Education Department, Zilla Parishad (District Council) and Nagar Parishad (Municipal Council), Arpan also conducted PSE training in Jalgaon, Yavatmal and Aurangabad districts of Maharashtra, where Arpan trained 10,403 teachers in the PSE programme.
- Arpan also conducted training on 'Basic Counselling Skills' in the Buldhana, Yavatmal and Aurangabad districts of Maharashtra to build the capacities of 104 professionals who work closely with children who have experienced CSA. This training will help them handle disclosure and support children in their journey towards healing from the impact.
- Arpan is also closely working with the MSCERT on integrating PSE training metrics into the state dashboard. This will allow us to access live data and analyse it to understand the impact of the PSE training and rollout of the PSE programme.
- We launched a teacher training initiative in partnership with the Ministry of Women and Child Development for the schools of the Thane district called 'सक्षम बालक अभियान – "माझा देश, माझे हक्क"' (Empowered Children Campaign – My Country, My Rights) in Maharashtra.
- In collaboration with the Police Department, Maharashtra, Arpan has built the capacities of 118 police officials in Buldhana District to engage with children who have faced CSA. We also trained 46 senior police officials on the prevention and intervention of CSA at the Centre for Police Research, Pune.
- Arpan also collaborated with the Brihanmumbai Electricity Supply and Transport (BEST) initiative and trained 708 drivers and conductors in handling cases of CSA on buses. The training focussed on the prevention of CSA and inculcating skills to respond to children if they face an unsafe situation while using public transport. We also provided suggestions on the 'Guidelines for Reporting Protocol' for BEST employees and included protocols for handling disclosures of sexual abuse by children on the bus. This initiative is geared towards creating a safe public transport system. It is a fallout of the Child Safety Week campaign, which is a collaborative movement initiated by Arpan to raise awareness, initiate conversations and encourage collective action on the issue of CSA.

At the State Level in Goa, Chhattisgarh, Delhi and Sikkim:

- In association with the Goa State Council of Educational Research and Training (GSCERT), the Goa State Commission for Protection of Child Rights (GSCPCR) and the Goa Education Development Corporation (GEDC), Arpan has trained 1,582 teachers in 12 blocks.
- In association with Chhattisgarh SCERT, Arpan conducted PSE training in four districts: Kanker, Kondagaon, Narayanpur, and Bastar. We trained 10,884 teachers and principals on PSE.
- Arpan collaborated with the Municipal Corporation of Delhi to conduct training with 1,339 teachers on PSE.
- We hosted Dr Rabin Chhetri, SCERT Director, Sikkim, at Arpan and discussed opportunities for collaboration. Arpan had an opportunity to review Grade 3–5 Sikkim SCERT textbooks and give recommendations towards the integration of Personal Safety Messages.
- Mr Dravindra More, Madhya Pradesh-State Commission for Protection of Child Rights (MP-SCPCR) Chairperson, also visited Arpan to deliberate on the implementation strategies for fostering a safer environment for the children of Madhya Pradesh. These interactions will pave the way for mainstreaming child protection and effective response mechanisms in the state of Madhya Pradesh.



STORY OF CHANGE



Following the training session, participants were given the opportunity to share their thoughts on the training session content, facilitation and the programme. One of the teachers mentioned that several months ago, she had read Kamala Bhasin's book 'Wish Someone Had Told Me' and felt a strong urge to educate students about safe and unsafe touches and relationships. However, when she approached the school management committee, they rejected the idea. A positive turn took place when she received a letter about this training from the school management. The fact that she will have support to create a safe school for the children made her look forward to the training. In expressing her gratitude, she specifically thanked Arpan and our initiative for shedding light on such a sensitive issue. She now stands committed to leaving no stone unturned in ensuring that children receive Personal Safety Education and are safe from sexual abuse. During the post-training follow-up, she mentioned that she had organised a Basic Training session for the teachers in her school. As a strategic move, she wanted all the teachers to be trained on the prevention and intervention of CSA to ensure there is a cascade effect and that many more individuals can be reached through this group of teachers in a short span. However, the path was not easy. While there was enthusiasm among the teachers to attend the session initially, there were some teachers, especially male teachers, who expressed discomfort in discussing this with other adults and children. But the teacher was not disheartened by this. She reiterated the importance of empowering children on personal safety and the need to handle disclosures effectively. Her conviction was magical, which, in turn, helped others to overcome their inhibitions. To boost the confidence of her colleagues, she even offered to support them in facilitating the sessions and became the perfect role model for others in her ecosystem, encouraging them to play their part in child protection.



SESSION ON TRAINING OF TRAINERS FOR PERSONAL SAFETY EDUCATION



CONTENT AND CURRICULUM DEVELOPMENT

To advocate for the integration of personal safety content in standard educational curricula, meet the needs of trainees, achieve the learning outcomes of trainings and support our partners in implementing the PSE module in their settings, various simple and flexible resources that appeal to multiple stakeholders were developed.

As mentioned above, to design for scale, we revisited our training curriculum for facilitators to implement PSE and effectively handle CSA disclosure from children. The objective was to make the curriculum engaging and motivating for teachers as well as to ensure it is delivered to create impact. To consolidate our learnings from the field, we invested in on-field observations, engaged with the Arpan facilitators, and connected with experts in the field of teacher training and education. This soul-searching exercise helped us brainstorm and ideate about not only enhancing PSE training content, design and delivery methods but also strengthening the scaling strategies for implementing PSE training. Based on this brainstorming, the training content is being revised and piloted in the field.

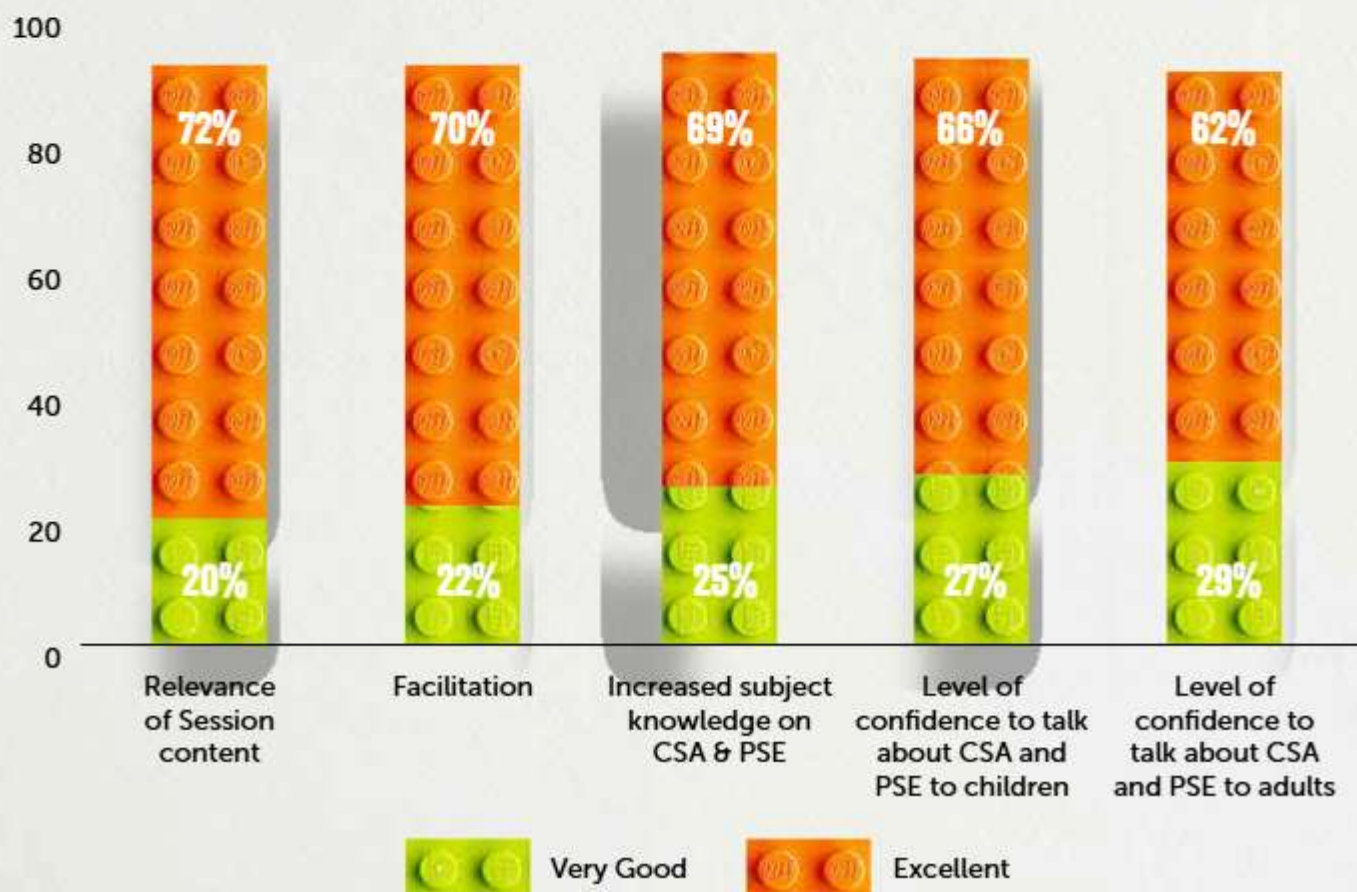
To strengthen and support the scaling of Arpan's healing model, we have finalised the Advanced Counselling Skills module designed to train mental health professionals in trauma-focused work related to cases of CSA. This training module will help mental health professionals follow standard procedures and guidelines in dealing with various cases of CSA. 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

Since its inception, Arpan has believed that prevention investment needs to include a substantial provision for monitoring and scientifically rigorous research and evaluation studies that will help us continuously learn and update our programmes and strategies.

Decoding feedback: an analysis of participants opinion on Arpan's training programme.

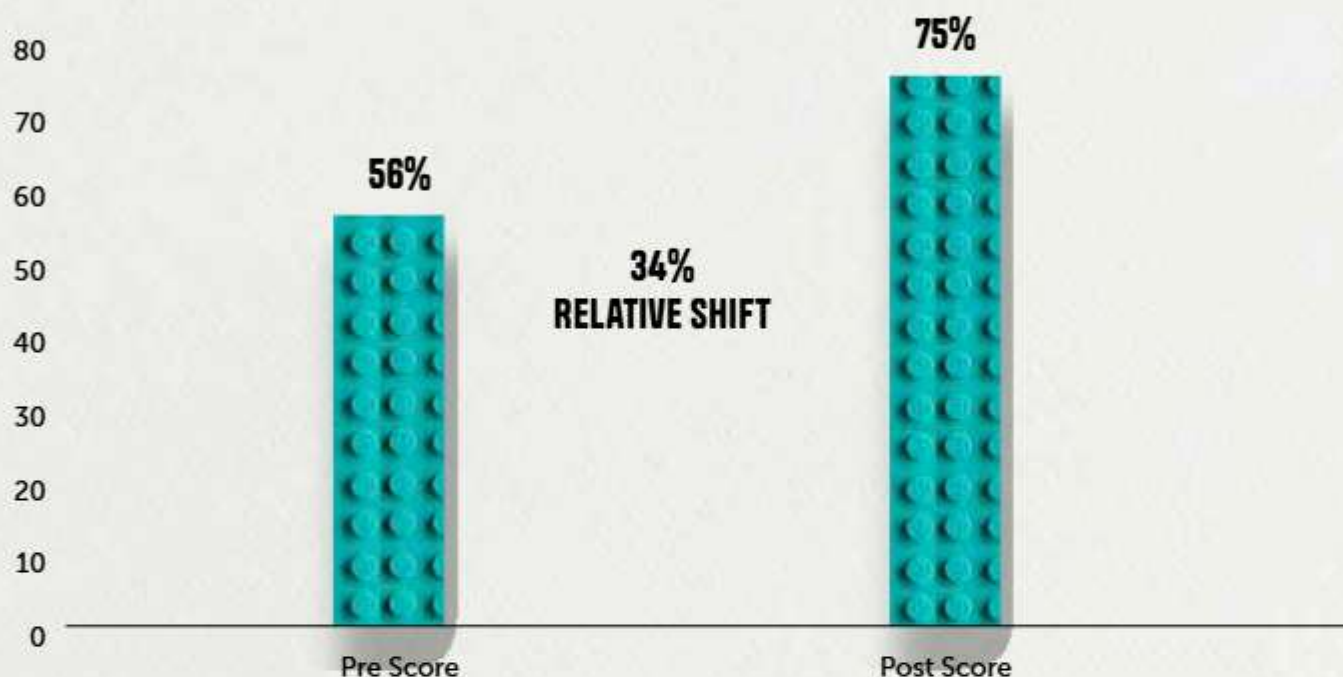
Proportion of participants who rated the training a 'Very good' & 'Excellent'. n=22,642



Arpan monitors its Training programme based on the Kirkpatrick Model (Kirkpatrick, James D. and Wendy Kayser Kirkpatrick, 2016), which focuses on participants' reactions, learning and behavioural changes and overall results. The graph below shows that 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.

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 18,012 training participants completed the pre-post-assessment. 34% relative shift was observed among the participants post the training session.

Mapping the shift: knowledge growth among participants
Pre-Post Test Question Analysis n=18,012



To create an effective scale strategy for training adults on CSA and PSE so that they can implement PSE with children in their settings, it is critical to understand and assess the existing knowledge among school-going children regarding abuse prevention.

Arpan has conducted a 'Rural Baseline Study to Assess the Knowledge, Attitudes, and Practices on Child Sexual Abuse Prevention'. This study aimed to assess the existing knowledge and attitudes among children, parents and other stakeholders in the community regarding personal safety and the prevention of CSA. Arpan conducted a mixed methods study in Ajmer, Dausha and Sirohi districts of Rajasthan through an external agency called Basic Paradigm. Data was collected from 822 children aged between 6 to 16 for the quantitative survey. In-depth interviews were conducted with 220 adult stakeholders, comprising 53 teachers and 39 non-teaching staff from schools, 53 parents and caregivers of children, 24 Panchayati Raj Institution (PRI) members and 24 frontline health workers from the community. The study followed a cross-sectional study design, and the data was collected in January–February 2024. The final analysis and the report are awaited for this study. We are sure it will reveal critical findings about the current state of knowledge, attitudes, and skills related to CSA and PSE in rural areas of the country and inform our training scaling strategy.

We have also put in dedicated efforts to anchor our work in best practices from existing literature while enriching the body of literature with insights gathered from our fieldwork. To that effect, we conducted secondary research on 'Comparative Analysis on the Efficacy of Online and Offline (In-person) Training'.

In response to the unprecedented challenges posed by the global COVID-19 pandemic, particularly in the education sector, Arpan shifted its PSE training from in-person sessions to online delivery modes during the lockdown period. This prompted us to understand the effectiveness of both online and in-person training methods, aiming to inform Arpan's programme content and delivery strategies. To accomplish this, we conducted a comprehensive desk review,



IMPLEMENTATION IN THE COMMUNITY

examining 46 articles sourced from Scopus, Google Scholar and other databases. Our review identified comparative studies published in peer-reviewed journals worldwide, comparing the learning outcomes, effectiveness and challenges of online and in-person or offline learning methods. From the initial pool of articles, 21 were considered based on the inclusion criteria. Two other national-level study reports from India were also included. Arpan's programme data and implementation experiences were considered to arrive at holistic recommendations.

Synthesis of Evidence

Globally, 58.8% of students and 63.19% of teachers prefer in-person education, highlighting a strong inclination for offline learning. In India, 54.8% of students favour in-person education, while 38.3% prefer virtual learning, indicating a predominant preference for traditional modes of learning. It emerges that 75% of rural India has access to smartphones. Smartphone access to children above the age of 12 years is increasing, and children who are less than 12 years old are highly dependent on their parents' mobile phones. Research suggests that during the COVID-19 lockdown, more than 60% of children in India were using their or their parents' smartphones for educational purposes.

The analysis revealed significant obstacles associated with online education in India. These included unequal and inconsistent access to the internet, reduced engagement, challenges related to self-discipline, computer proficiency and health issues. Additionally, online instruction requires more preparation time and effort, leading to a preference among teachers for traditional teaching methods. Although conventional methods of education are commonly believed to be effective, teachers and institutions could recognise the nature of resources differently required while adopting traditional vs modern methods of digital mediums. It is concluded that online teaching could be cost-effective if teaching resources and programmes are carefully designed for participant engagement, not requiring the instructors to figure out ways of teaching on their own. In the current scenario, it emerges that there is limited capacity and skill among teachers in India to prepare, design, and deliver online classes.

Recommendations

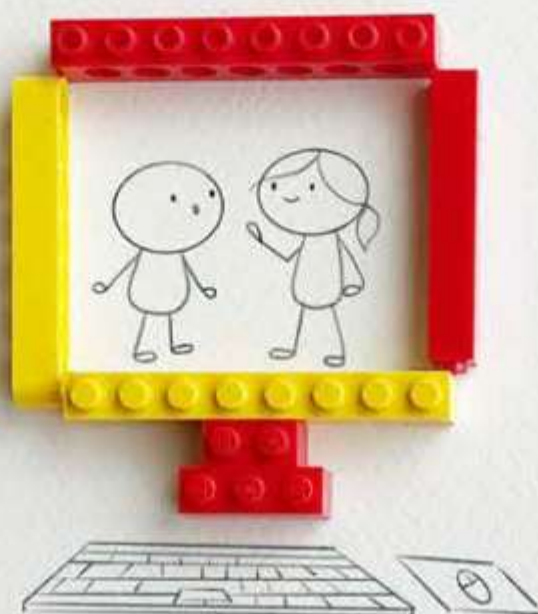
Based on our secondary research findings and the emerging reality of the increased availability of smartphones post-COVID, there is a pressing need to adopt a balanced approach to training and learning programmes. The future approach needs to integrate learning platforms and strategies that offer both synchronous live sessions and asynchronous self-paced modules. The study recommended that integrating online programmes alongside in-person training sessions would enhance Arpan's efforts towards CSA prevention by providing a more personalised, culturally sensitive and interactive learning experience through two-way communication channels.

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 to reach the unreached. This year, the Digital Learning Programme undertook several strategic initiatives that will serve as pivotal stepping stones for achieving impact at scale. This meant a focused effort on refining and strengthening our existing processes and creating new ones. This included the creation of new standardised processes, templatisation of courses, implementation of data analytics procedures and the development of a strategic roadmap for scaling.

To address challenges such as data reporting and effective user experience, we undertook a comprehensive re-design of the user interface of the Arpan e-learning website, aiming to enhance the user experience from start to finish. Furthermore, we collaborated successfully with Rippleworks, an organisation that focuses on the needs of social ventures and provides support to impactful social entrepreneurs and their teams. This collaboration bolstered our efforts toward making our e-learning website easy to access, even in areas with low internet bandwidth. In envisioning a decade of impact at scale, we realised that our dependency on external service providers and the time-consuming nature of course-building and partner-onboarding came as challenges. To address service provider dependency, we diversified vendor options and have started creating project charters for every vendor-dependent project. This helps us record detailed and measurable timelines, outreach data, and other critical aspects. With the underlying philosophy to ensure that our content is scalable, consumable and user-friendly, this year, we focused on developing various digital courses and modules.

- **Revamp of the Personal Safety Course for 8–10-year-olds:** We revamped our Personal Safety Course for 8–10-year-olds in English, Hindi and Marathi to enhance its relevance and effectiveness. We began by analysing the monitoring and evaluation data and brainstormed ways to integrate stakeholder feedback while adhering to Arpan's brand guidelines. After careful consideration, we identified the necessary content and design changes. Simultaneously, for the production phase, we conducted auditions for adults and children for voiceovers, ensuring that the content's tonality, voice modulation and overall feel were appropriate. The English version of the course has been completed and is now live on the Arpan E-learn platform. We are in the final stages of completing the Hindi and Marathi versions, with a target release by the first quarter of 2024–25.
- **Personal Safety for 4–7-year-olds in Hindi:** This year, we also focussed on creating accessible resources for 4–7-year-old children. For this, we dubbed the existing audio-visual tool 'Personal Safety for 4–7-year-olds' in Hindi. This tool is designed to engage younger audiences through interactive and age-appropriate content, ensuring that even the youngest learners can benefit from personal safety messages. We are pleased to announce that this Hindi audio-visual tool is now published and available on the Arpan e-learn platform.





IMPLEMENTATION OF ARPAN'S E-LEARN COURSE IN GUATEMALA, CENTRAL AMERICA

- Digital Learning Courses in Regional Languages:** To reach out to as many individuals as possible, we initiated the translation of the Personal Safety courses for 8–10-year-olds and 11–13-year-olds in various regional languages. In the year 2023–24, we finalised this in Punjabi, Gujarati and Bengali in collaboration with our partner, Pratham. The Personal Safety course for 8–10-year-olds in these languages is now live on their portal as well as on the Arpan e-learn platform. We also initiated the translations of these courses into Tamil, Telugu and Kannada. By making these resources available in different languages, we are taking a significant step towards ensuring that language is not a barrier for children to learn about personal safety. This initiative aligns with our broader goal to provide inclusive, comprehensive, and accessible resources to children across different age groups and linguistic backgrounds.
- Personal Safety Course for 14–18-Year-Olds:** This course was initiated in the year 2021–22 and originally meant for the 14–16-year-old demographic. However, after analysing the scope and inclusivity of our project, we realised that it could cater to a larger demography and have, thus, increased the age group up to 18-year-olds. This year, we finalised the design of this course in English and Hindi. To evaluate the efficacy of the course, we conducted a qualitative pilot with children within the target age group. This pilot provided us with first-hand feedback and valuable insights, which we are currently incorporating into the course. We are committed to finalising and launching the updated course at the earliest, thereby extending our reach and impact within this crucial age group.
- Digital Training Course for Trainers on PSE:** We have initiated the development of a digital course to train adults on Child Sexual Abuse and build skills to transact Personal Safety Education. However, this has been a learning experience. Retaining the interest of adult participants in an online course requires the content to be engaging, self-sustaining, and informative. At no point should learners feel disinterested or left out. The course must serve as a clear guide, providing straightforward answers on the subject matter and building skills for stakeholders to have the confidence to implement PSE. With this commitment in mind, we focused on learning new skills and unlearning redundant processes to create a robust and effective resource. After much deliberation, learning and unlearning we have arrived at a close to final version of the eight topics or proofs-of-concepts in both English and Hindi. This year, we also completed the production, that is, voice recording, video recording, animations, and illustrations, which

will be included in the course. We hope this course will not only educate but also inspire confidence in facilitators enabling them to deliver PSE effectively and with ease.

Along with the development of courses and revising them, another key area of focus has been the integration of courses into diverse portals. We onboarded a new digital partner, Kompkin, a YouTube channel created by the organisation SumConcepts. Kompkin's vision is to provide technology-led quality education at an affordable cost to the masses. As part of this collaboration, we integrated our personal safety videos for children aged 4–7 years in English and Hindi on their YouTube channel. Additionally, we continued our ongoing partnerships with TCSion and Diksha eVidyaDaan. Through these collaborations, we integrated our personal safety videos and facilitator's videos for ages 4–7 on their respective platforms. We also shared our long-format videos for the courses aimed to educate 8–10-year old and 11–13-year old children, with the Rajasthan SCERT and Maharashtra SCERT. These videos are now broadcast on the PM eVidya channels, ensuring our educational content reaches students in multiple ways.

Our international footprint is also increasing, with over 5,000 users in about 65 countries accessing Arpan's digital resources. The US, Philippines, Canada, China and the UK are the top countries accessing our content. We are also delighted to share that Asociación Pop No'j, our partner in Guatemala, Central America, is reaching out to children in the remotest areas of their country with tablets hosting the Spanish version of our PSE courses. This experience prompts us to realise the global relevance of our initiatives and the importance of tailoring our content to address the specific needs and contexts of diverse communities worldwide.

- In 2023–2024, **94,826** individuals accessed the courses through the online platform www.arpanlearn.com, our digital partnerships with DIKSHA, TFI-Firki, TCSion, Periwinkle, Inner Wheel, Pop Noj and our training partners.
- In 2023–2024, **3,581** individuals accessed the e-books on CSA and personal safety.

RESEARCH, MONITORING AND EVALUATION

Since its inception, Arpan has been testing all online and offline content to ensure that it remains tailored to the stakeholders' needs and the goals of the organisation. This year, we conducted a pilot study for the Personal Safety Course for 14–18 year-olds using qualitative and quantitative research methods. The objective was to understand the knowledge performance, acceptance, likeability, and overall product experiences. The quiz responses that were part of the product's in-built design and the pre-test and post-test survey data were also analysed to measure the effectiveness of the online course. Group discussions with users were conducted to grasp what students liked, disliked, and experienced while doing the course. In this study, we interacted with 173 users in Mumbai, comprising 96 school students (Grades 9–10) and 77 junior college students (Grade 11–12).

Key Findings

Group discussions revealed that students generally found the course easy and engaging, though some learning modules of the course were identified to be lengthy. Content was identified as age-appropriate and beneficial. However certain aspects of the course content made a few students uncomfortable, and called for revision. The quiz results were not very encouraging and showed that only 7% scored above 75%, while 56% scored between 26%–50%. In general, older children in junior colleges performed better, with 60% scoring above 50%. The overall relative average shift from pre-test to post-test scores was 10%, whereas 46.9% demonstrated a positive knowledge shift.

Key Recommendations

It is important to focus on addressing the discomfort of users regarding certain concepts and improving understanding of concepts like relationships, boundaries and 'Not My Fault'. Research suggests that shortening the course, reducing the number of quiz questions and tests, and addressing bias in quiz question design can make the product more objective-driven. This pilot concluded with the need for product revisions and another pilot with revised content and product design.



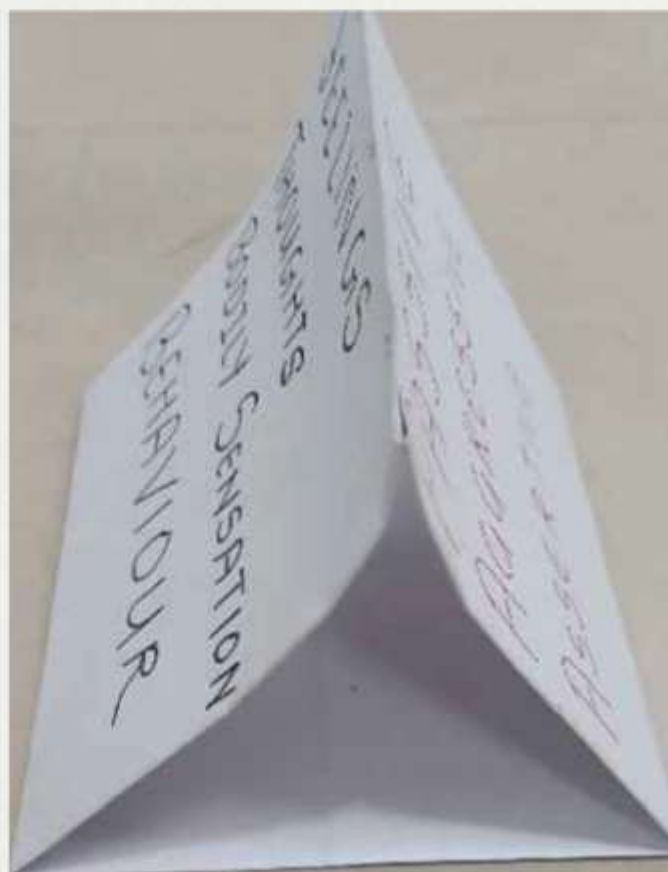
B. ACTIVITIES OF ARPAN

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 in the Arpan office 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 continues to pilot a unique model of providing psychotherapeutic services to young offenders living in institutions.

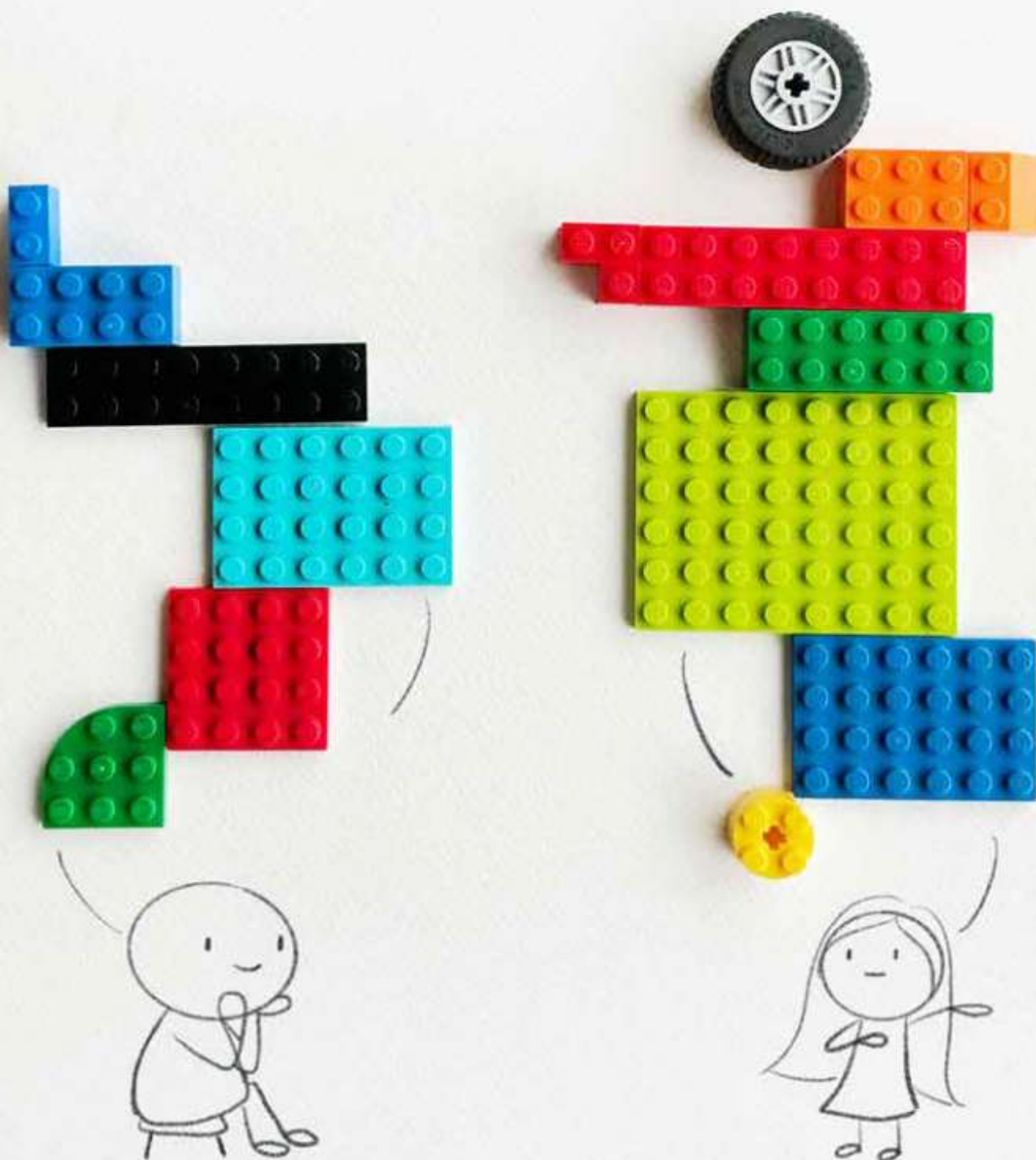
Arpan has been providing therapeutic services to Children in Conflict with Law (CCL). However, since last year, we have started working with young offenders in an institutional setup. In the Child Care Institution (CCI), we worked with CICL under the Protection of Children from Sexual Offences Act (POCSO), 2012 (Amended 2019). While our primary focus was to work with children indulging in offending sexual behaviour, the group also included children with a history of teenage consensual relationships leading to elopement. These were not cases of sexual misbehaviour and had to be treated differently. The sessions with children, engaging in consensual relationships, focused on respecting other people's boundaries, understanding the existence of rights and their role in following the law and emphasising the importance of taking responsibility for their actions. These sessions also addressed how to channel sexual urges in healthy ways, make safe decisions and consider the consequences of their actions.

The focus of working with children who indulge in sexual misbehaviour was to inculcate a sense of empathy and respect for others' personal boundaries and to support them in taking responsibility for their actions, in turn, reducing recidivism. It also included working with them on their victimisation, if any, and helping them heal. Sessions with children indulging in sexual misbehaviour focussed on ways in which the offence can be prevented by fostering the understanding of safety, boundaries, management of sexual urges and consequences of one's act and taking accountability for the same.



ACTIVITIES TO UNDERSTAND SAFETY AND BOUNDARIES

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 after their release. Keeping this in mind, we employed a two-pronged strategy. First, we started our work with a detailed orientation for the Juvenile Justice Board (JJB) members, lawyers, police officers, superintendents and probation officers. We sensitised them about the needs of the children, educating and creating awareness on the counselling needs. This helped streamline the counselling sessions. Second, we introduced an assessment checklist process in our individual therapy work with children. This included domains that will need focussed attention—empathy, respect, taking ownership/accountability, understanding boundaries and managing sexual urges, to name a few. This provided a structured approach, ensuring no important aspects were missed during the assessment process, maintaining consistency across sessions, and tracking progress over time. This also helped prioritise key concern areas during therapy and respond to the challenge of children's sudden exit.



In 2023–24,

- **127** boys in conflict with the law for sexual offending and residing in the institution were provided therapeutic support through **786** individual sessions.
- **48** girls exhibiting sexual misbehaviour while living in the institution received therapeutic support. Therapy was facilitated through **9** group sessions.
- Therapy was provided to **95** children through **886** individual sessions and **16*** group sessions to heal from the impact of CSA. In parallel, **102** helpful adults of these children were provided with psychoeducation.
- Of the **95** children who received therapy, **48** completed their therapeutic journey through **473** individual sessions. **46** helpful adults of these children have been provided psychoeducation through **97** sessions and **7** joint sessions.
- **103** adult survivors of Child Sexual Abuse (CSA) were provided therapy. Of the **103 ADULT SURVIVORS**, 56 completed their therapy through 1,254 individual sessions. Moreover, eight individuals identified as support systems to these survivors were provided psychoeducation through 25 individual and six joint sessions.

* Group session data is included only for closed cases



COUNSELLING SESSION WITH A CHILD

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 counselling for sexually abusing a 4-year-old girl. The presenting concerns of the child were the inability to manage impulses, the tendency to act on sexual urges and boundary issues. 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 sessions began with establishing trust and confidentiality, allowing the child to share his experiences freely. Through structured exercises and discussions, the counsellor helped the child understand concepts like boundaries, safety, rights and responsibilities.

A pivotal aspect of the counselling process was the focus on managing the child's sexual urges more healthily. The counsellor introduced an impulse control list, which helps in habit reversal by helping the person pinpoint when an impulsive action is about to occur and replace the behaviour with a less harmful one. The impulse control list provided a structured approach for the child to manage his sexual urges in a safe manner as it provided alternatives for the child to derive the same level of excitement and joy without resorting to unsafe behaviour. By redirecting his focus towards activities that brought genuine happiness, the child could navigate and control his impulses effectively. Over time, the child showed significant progress in this area, reporting a better understanding of his impulses and actively engaging in healthier alternatives. Furthermore, the counselling sessions addressed misconceptions surrounding masturbation, emphasising its normalcy and providing reassurance. Open communication was encouraged, fostering a supportive environment for the child to ask questions and seek guidance without fear of judgement.

Through psychoeducation about CSA, safe and unsafe touches, personal boundaries and imbining empathy and respect, the child realised the inappropriateness of his actions. He also learnt to recognise signs of non-verbal consent. As the session progressed, significant changes were noticed. He was able to manage his sexual triggers by using the learnt skills for impulse control. There was a change in his perspective about personal boundaries. He was now aware of how breaking someone else's boundaries would have consequences for him. One notable outcome of the counselling was the child being able to take accountability for his past actions and share an intense sense of guilt. Currently, the case is open, and there is much work ahead. However, cases like these are challenging but they do offer immense learning not only for children but for us as well.



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. In today's rapidly changing digital landscape, new platforms emerge constantly, and innovative technologies re-shape how we connect and amplify conversations around the prevention and intervention of CSA. Hence, an agile organisation like Arpan needs to be dynamic in identifying existing gaps, consolidating learning to inform strategy and staying ahead of the curve. And we did just that. Through strengthened collaboration, partnerships and diversification of communication channels via digital media and publications, we had a reach of **16.7 MILLION!**

Arpan spearheaded the fifth edition of Child Safety Week in November 2023, with the theme 'It's Okay to Say No', which challenges societal norms that often silence children. In 2019, Arpan initiated the 'Child Safety Week' campaign as a collaborative movement to raise awareness, initiate conversations and encourage collective action on the issue of CSA. A week, from 14 to 20 November, is dedicated to highlighting the importance of child safety through conversations and events. This year, in alignment with Arpan's strategic focus to challenge cultural norms that reinforce and perpetuate CSA, Child Safety Week focussed on the importance of assertive refusal skills in unsafe situations. The campaign empowered both children and adults to prioritise safety, respect boundaries and aimed at saying 'Yes' to children's safety by accepting that it's okay for children to say 'No'. Through a multi-faceted approach, Arpan engaged in various activities during Child Safety Week, including a robust social media campaign, celebrity endorsements and partnerships with governmental and non-governmental organisations. Through these efforts, we had a reach of over **7.3 MILLION!**

The campaign was kicked off by Arpan's goodwill ambassador, Ms Vidya Balan. Along with her, we had voices like Ms Tara Alisha Berry, Mr Nirmal Soni, Mr Mrunal Shetty, Ms Shweta Kawaatra and Mr Pujya Bhaishri Rameshbhai Oza join us this year. Our donors, schools, and government partners also lent their voices and discussed the need to bring about a cultural shift. The states of Chhattisgarh, Maharashtra, Goa, Assam, and Andhra Pradesh came forward to join us for Child Safety Week. The Goa State Commission for Protection of Child Rights (GSPCR) endorsed Child Safety Week, where they addressed the issue of CSA along with Arpan and conducted various activities across the state.

One of the most impactful collaborations was with the BEST, Mumbai's lifeline and government-aided bus transport system, to create safe public transport for children. At the launch event, we had Kumari Aditi Varda Sunil Tatkare, Minister of Women and Child Development, Maharashtra, and Mr Vijay Singhal, General Manager BEST, join the campaign with their powerful messages on the prevention of CSA. We branded the outside of 10 buses across Mumbai with messages on child safety and Child Safety Week. Along with this, around 1,200 buses carried posters on child safety messages meant to educate adults and create awareness on the issue. Similar posters were displayed in 27 bus depots across Mumbai. Many people across the city identified these posters and communicated the safety messages to the children around them.

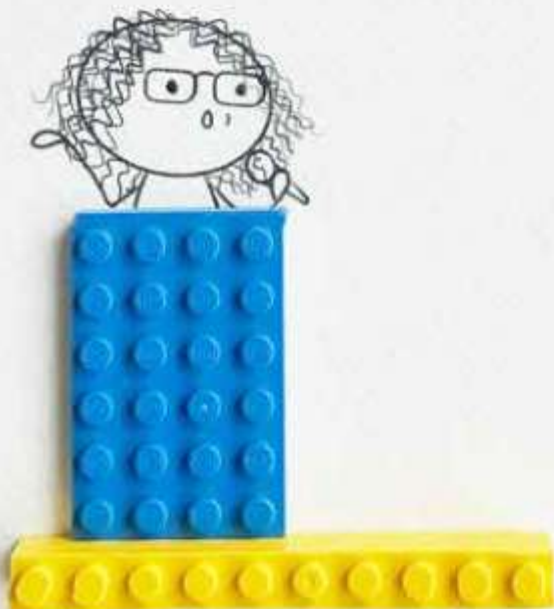
Apart from Child Safety Week, other communication activities conducted during the year also had a reach of **93,58,815**. We also created awareness among **5,518** individuals. Building public awareness on the issue of CSA to sensitise people on its impact and prevention is a crucial part of Arpan's work:

- We collaborated with iDare, Agatsu Foundation, Ambrosian, Teachers Help Teachers, UNIMO (Universe of Moms) and celebrity actress Ms Shweta Kawaatra to initiate discussions on the role of teachers and parents in creating safe spaces for children in schools and at home.
- By efficiently utilising the potential of various communication channels, such as social media, print and online publications, and radio and digital platforms, we have been able to expand Arpan's reach to a broader audience. Constant analytics-based self-evaluation helped us modify our social media approaches to strengthen engagement across platforms. Arpan was featured in 86 online and print articles through CSW and otherwise. We were also featured on Radio Puneri Awaaz and Radio Vikas Bharti to initiate conversations on CSA prevention.
- We published a series on personal safety in RobinAge, a fortnightly newspaper for children aged 4 to 15.
- An article titled 'Getting Non-Profit Talent Management Right' was published in IDR. It talks about Arpan's insights on various strategies for talent acquisition, employee development and retention.

MEDIA COVERAGE



ARPAN AND BEST LAUNCH A YEAR-LONG CHILD SAFETY INITIATIVE WITH KUMARI ADITI VARDA SUNIL TATKARE, WOMEN AND CHILD DEVELOPMENT MINISTER, SHRI VIJAY SINGHAL, GENERAL MANAGER OF BEST, AND POOJA TAPARIA, FOUNDER AND CEO OF ARPAN



3. THOUGHT LEADERSHIP

Arpan is being recognized as a thought leader in CSA prevention and intervention, both nationally and globally. With a long-term strategy to end CSA, and innovative impact models that work with a range of stakeholders, Arpan is informing national and global strategies on the issue.

At the national level:

- Dr Manjeer Mukherjee, Senior Director at Arpan, attended the C20 (official engagement group of G20) Gender Equality & Disability Working Group Summit. She was a discussant for the sub-theme 'Safety and Security'. She contributed to the C20 white papers on 'Safety and Security' and 'Engaging with Men and Boys' under the Working Group on 'Gender Equality and Disability' and made policy recommendations to strengthen child protection systems and integrate PSE into the national curriculum.
- Ms Pooja Taparia, Founder and CEO of Arpan, was invited by the MHFW to the G20 Event on 'Health and Well-being of Adolescents and Youth', which was organized in collaboration with the Partnership for Maternal, Newborn and Child Health (PMNCH), Geneva.

At the global level:

- Ms Pooja Taparia, Arpan's Founder and CEO, was invited to join the leadership group for a global initiative called 'To Zero' to end childhood sexual violence. To Zero is a timebound initiative led by a diverse representative group of Civil Society Organisation (CSO) leaders, including survivors, practitioners, researchers and campaigners,



PRESENTING ABOUT ARPAN'S WORK AT EVENTS IN LONDON AND BOSTON

and is working towards creating a global vision to end Childhood Sexual Violence and a roadmap that charts the journey ahead. She shared her insights from Arpan's experience at To Zero's global convening in the UK.

- Ms Pooja Taparia was also invited to share Arpan's scale and impact journey with the students of Entrepreneurship in the Education Marketplace at the Harvard Graduate School of Education in Boston and with students and faculty at The Fletcher School, Tufts University in Boston. She spoke about how Arpan has scaled its work, generated evidence, and demonstrated impact. She also spoke at other events in London and Boston and met individuals from different walks of life, including philanthropists. At the Draper Richard Kaplan Retreat in Menlo Park, she had the opportunity to meet nearly 100 entrepreneurs and shared her insights on fundraising for the Prevention and Healing of CSA.
- Dr Manjeer Mukherjee, Senior Director at Arpan, is contributing towards providing strategic inputs on developing the shared research agenda for ending Child Sexual Violence (CSV) in low- and middle-income countries as part of the Global Advisory Group. The SVRI, Together for Girls, WeProtect Global Alliance and the Brave Movement are collaborating to facilitate this initiative.

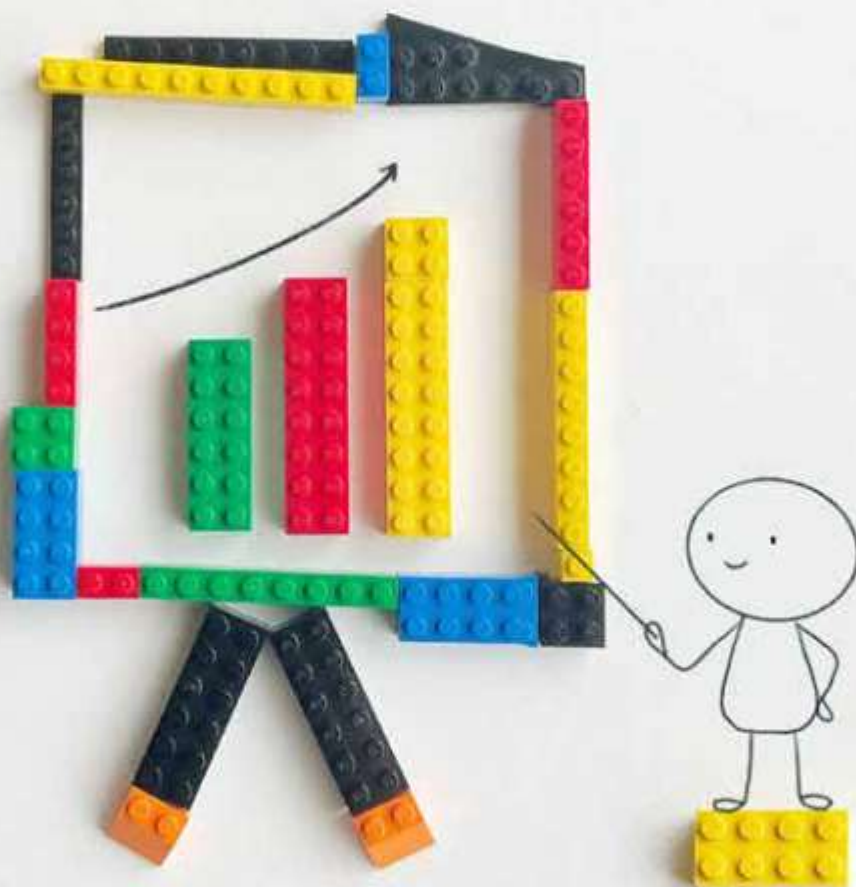


POOJA TAPARIA SPEAKING AT HARVARD GRADUATE SCHOOL OF EDUCATION AND THE FLETCHER SCHOOL, TUFTS UNIVERSITY IN BOSTON

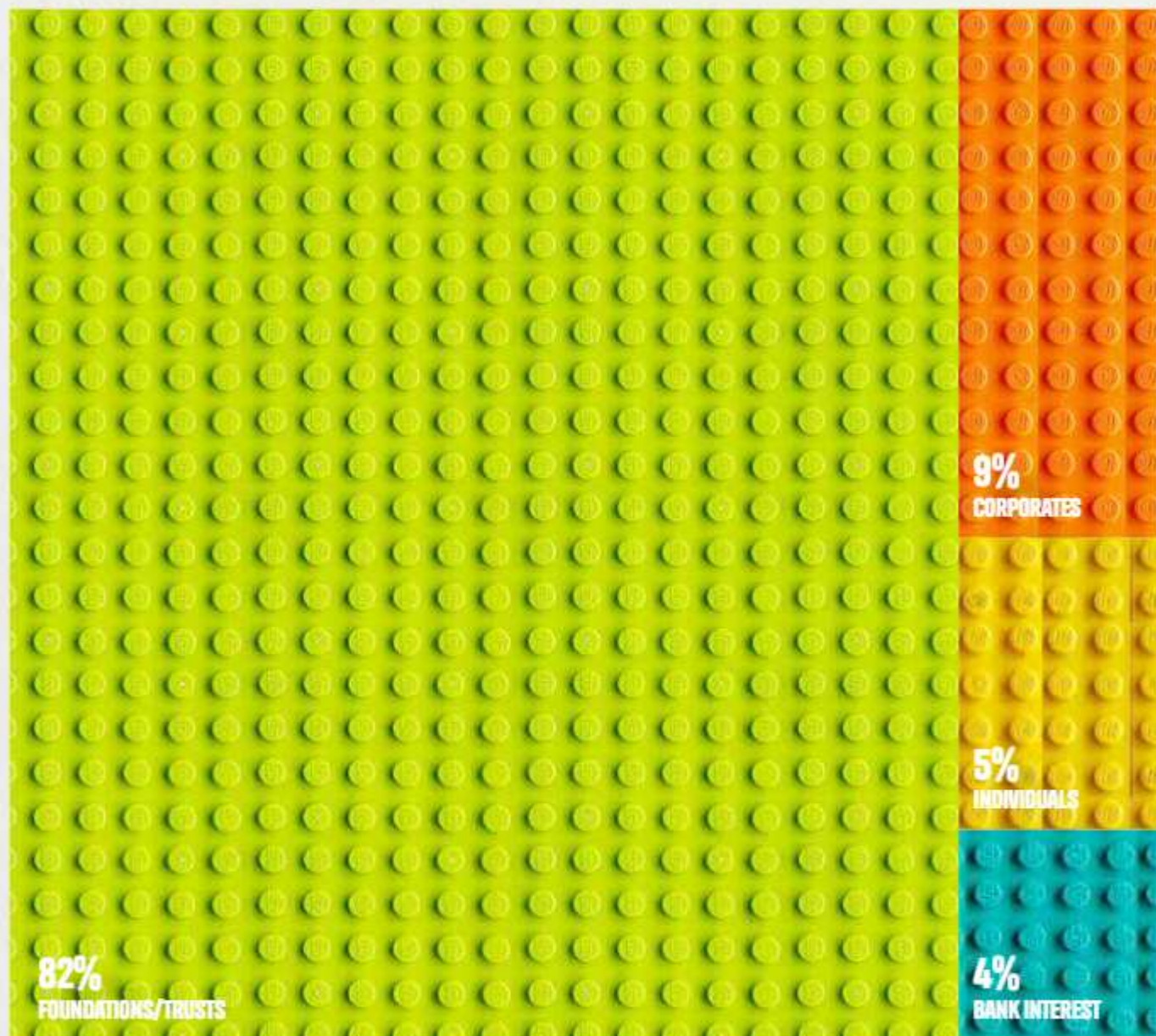


PRESENTING AT THE 'TO ZERO' WORKSHOP, A GLOBAL LEADERSHIP GROUP TO END CHILDHOOD SEXUAL VIOLENCE

FINANCIAL PERFORMANCE

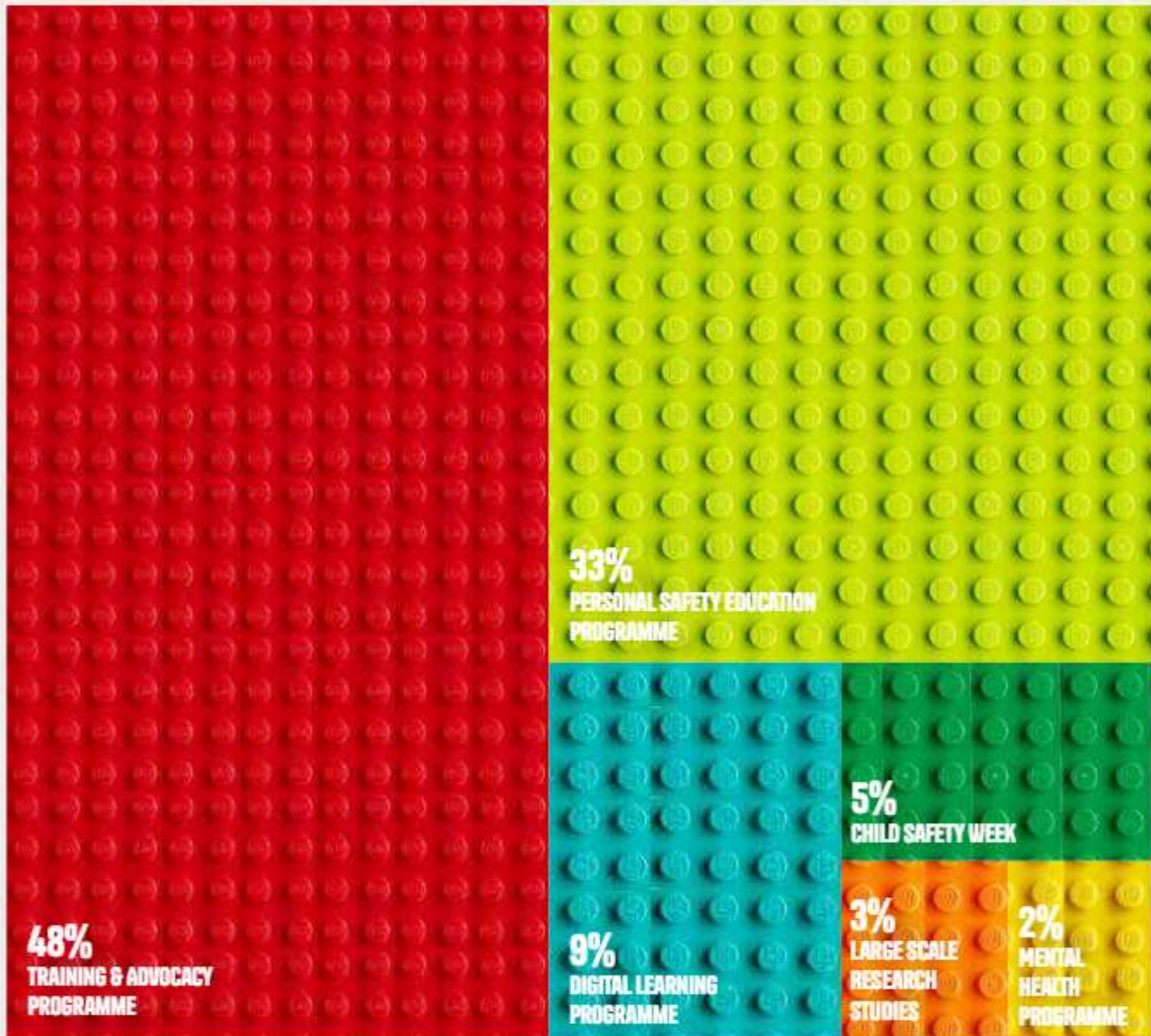


Arpan has received an income of
₹41,45,21,415 in the FY 2023-24



Income Source	Amount In INR	% Contribution
Bank Interest	1,51,58,984	4%
Corporates	3,82,32,094	9%
Foundations/Trusts	34,04,31,712	82%
Individuals	2,06,98,625	5%
Total	41,45,21,415	100%

Arpan's total expenses amounted to
₹ 14,38,63,524 in the FY 2023-24



Programmes And Activities	Amount In INR	% Contribution
Personal Safety Education Programme	4,74,05,118	33%
Training & Advocacy Programme	6,86,84,647	48%
Digital Learning Programme	1,33,85,904	9%
Mental Health Programme	31,41,320	2%
Child Safety Week	75,71,917	5%
Large Scale Research Studies	36,74,618	3%
Total	14,38,63,524	100%

FORWARD TO 2024-25

LOOKING

PERSONAL SAFETY EDUCATION

We will work with 15,000 children through the Personal Safety Education programme.

CHILD SAFETY WEEK

Child Safety Week will draw sustained attention towards the issue as part of our Public Awareness Activity.

RESEARCH, MONITORING & EVALUATION

Research, Monitoring and Evaluation will be conducted to generate meaningful evidence and inform strategies and programmes.

CONTENT & CURRICULUM DEVELOPEMENT

Content and Curriculum development will support all the above programmes and activities.



We look back at 2023–2024 as a year that has helped us consolidate our learnings, strengthen our processes and programmes and make us future-ready to embark on a decade-long journey for impact at scale. The targets we set for FY 2024–2025 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'.

TRAINING PROGRAMME

We will train 45,000 adults through the Training programme, sustain our efforts to mainstream child protection mandates and integrate our PSE curriculum at the local, state and national levels.



DIGITAL LEARNING

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 100,000 children and adults.

MENTAL HEALTH SERVICES

We will continue our Mental Health Services and activities for child and adult survivors of CSA and will continue to work with young offenders and on restorative justice.





SUMAN DAW

Associate Director

DIGITAL LEARNING

Senior Manager	1
Manager	1
Other team members	2
Team Size	5

INFORMATION TECHNOLOGY

IT Executive	2
Team Size	2



NEHAL PAREKH

Senior Director

PREVENTION

Senior Manager	1
Other team members	25
Team Size	27

TRAINING

Manager	3
Other team members	14
Team Size	17

HEALING

Manager	2
Other team members	17
Team Size	19

ORGANISATIONAL STRUCTURE



DR. MANJEER MUKHERJEE

Senior Director

CONTENT AND CURRICULUM

Senior Manager	2
Manager	2
Other team members	3
Team Size	8



PALLAVI WAGLE

Associate Director

COMMUNICATIONS

Manager	3
Other team members	3
Team Size	6

PEOPLE & CULTURE

Manager	1
Other team members	2
Team Size	4



HEMESH SHETH

Senior Director

FINANCE

Senior Manager	1
Other team members	2
Team Size	4

ADMIN

Manager	1
Other team members	6
Team Size	7



POOJA TAPARIA

Founder & CEO

Executive Assistant	1
Team Size	2

GOVERNMENT PARTNERSHIP

Senior Manager	2
Manager	1
Other team members	2
Team Size	5



PRIYA BHARGAVA

Director-Fundraising

FUNDRAISING

Manager	2
Team Size	3



RAJI MENON DEBNATH

Associate Director

RESEARCH, MONITORING & EVALUATION

Senior Manager	1
Manager	3
Other team members	6
Team Size	11

Arpan has a robust and experienced team that is aligned with the values and vision of the organisation. Our sixth consecutive Great Place to Work certification affirms our commitment to making Arpan a great workplace. Arpan has been recognised as one of India's Top 20 Best NGOs to Work For in 2023 by the Great Place to Work® Institute (India). We also emerged as India's Top 100 Best Workplaces for Women 2023 (Mid-size) by the Great Place to Work® Institute (India).

We attribute our status as a Great Place to Work to the unique combination of the meaningful work we engage in, our culture, and the positive environment we foster at Arpan. Our team exhibits remarkable dedication and enthusiasm for our cause, fuelled by a clear understanding of the impact their work has. This awareness serves as a powerful motivator. There's a profound sense of pride in being integral part of Arpan, recognized as one of the pioneers in our field. We acknowledge the potentially stressful nature of our work and place a strong emphasis on the mental well-being of our employees. These qualities define our workplace and contribute to its greatness.

Together, we have built this organization, and at Arpan, our employees are seen as invaluable contributors to our growth and sustainability. We deeply believe in the uniqueness of each individual associated with the organization.



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

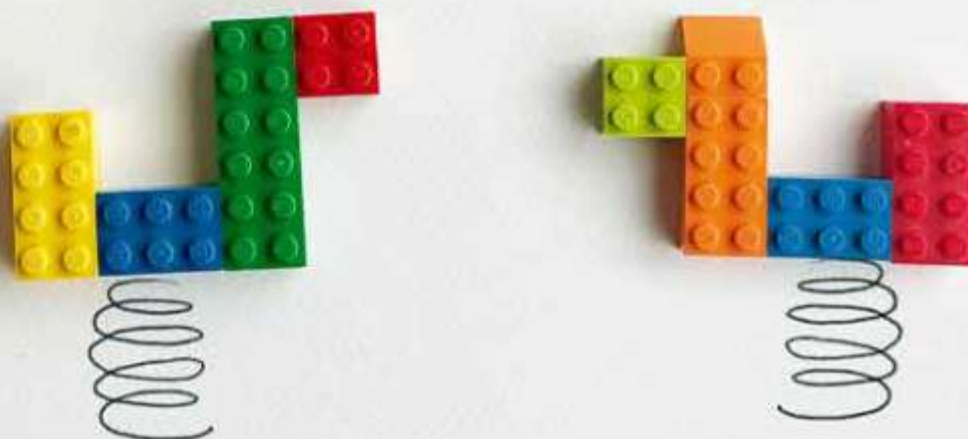
Name	Profession	Designation in the Board	Area Of Competency
Abhishek Mukherjee	Independent Consultant, Ex-Unilever, Myntra, Ola	Trustee	Strategic Direction
Achama Mathew	Advisor, Bombay Cambridge Gurukul	Trustee	Strategic Direction, Programme Development
Pooja Taparia	CEO, Arpan	Trustee	Administration, 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 2023-24, six (6) board meetings were conducted.

Sr. No.	Name	Designation
1	Anil Swarup	Founder Chairman, Nexus of Good; Former Secretary, Government of India
2	Arjun Raychaudhuri	Operating Advisor at Apollo Global Management Inc.
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, Centre for Prevention and Treatment of Child Sexual Abuse, Philippines
6	Lisa Jordan	Managing Director, Draper Richards Kaplan Foundation
7	Nachiket Mor, PhD	Visiting Scientist, The Banyan Academy of Leadership in Mental Health
8	Rizwan Tayabali	Founder and Director, FRAKTAL
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), Mumbai (India).



THANK YOU



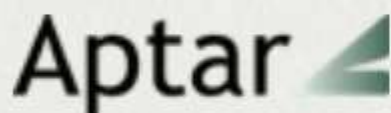
We thank all our partners, allies, interns, volunteers, supporters and donors for being co-travellers in this journey. It is only with their support that we can continue on our path to create 'A World Free of Child Sexual Abuse'.

Trust and Foundations



- Shree Bhumi Sporting Club Sharadotsav Committee

Corporates



- Atos Global IT Solutions and Services Private Limited
- D L Shah Trust

- Vijay Sales (India) PVT LTD
- Sunjewels Pvt. Ltd.

Individuals



KARL-JOHAN
PERSSON

- National Philanthropic trust
- Aga & Pudumjee Family
- Marshall Foundation

Tata Mumbai Marathon

- Shreshth Kanoria
- Rohit Kilam
- Vishal Patil

- Saloni Lakhia
- Ketan Chandaria



TEAM



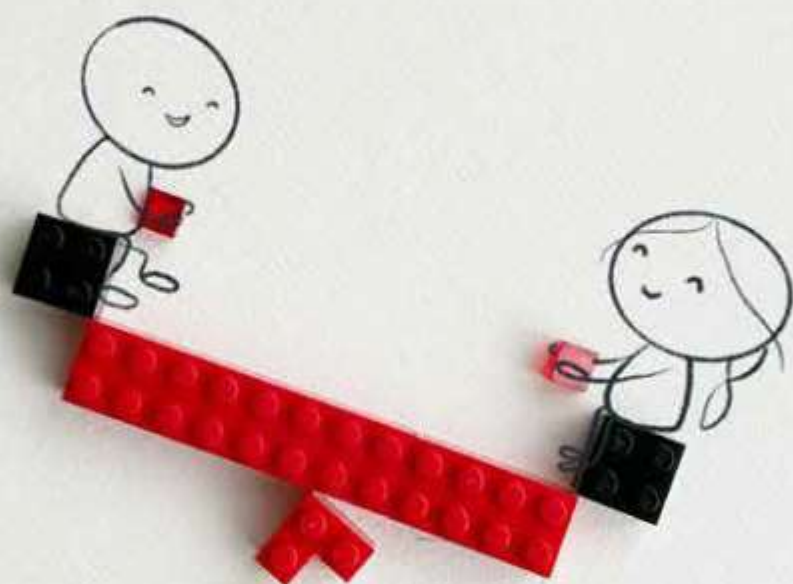


OUR TEAM

Aarti Shinde, Adarsh Agrahari, Aishwarya Desai, Ajay Yadav, Akash Ahire, Akash Dhamane, Aleesha Bijliwala, Amey Korgaonkar, Amrutha, Aniket Joshi, Anjana Chaudhari, Anjana Salunkhe, Ankit Rastogi, Ankita Satose, Anupriya Das Singh, Anushka Bhat, Anushree Bose, Asha Khadkar, Brijesh Mishra, Chandrika Rambiya, Charu Chaturvedi, Dakshata Karekar, Dattatray Telore, Deepali Panchal, Dhvani Sheth, Dipali Kadam, Divesh Wagh, Divianna Dcosta, Divya Puneth Kotiyan Bangera, Drushtant Bhosle, Farha Shaikh, Farhat Shaikh, Gauri Thange, Hemakshi Chheda, Hemesh Sheth, Himanshu Chaurasia, Hina Mansoori, Jasmine Joel Dcunha, Jeenal Lopes, Jitendra Awhad, Kalyani Bhuwaneshwar Hambire, Kaushik Karmakar, Kavita Vishwakarma, Komal Madhe, Kunjan Sheth, Kusum Naik, Mahesh More, Dr Manjeer Mukherjee, Mansi Ashok Naik, Mansi Wagh, Mayur Barve, Mercina Gomes, Millind Murudkar, Minal Kadam, Mukti Gada, Mustafa Attarwala, Namrata Joshi, Nargis Halai, Neelam Parab, Dr Neha Sharma, Nehal Parekh, Nidhi Choudhari, Nishita Shetty, Pallavi Wagle, Pankit Dave, Piyali Sen, Pooja Taparia, Prajкта Sanap, Prajwal Surgane, Pranay Gamare, Prathamesh Dhuri, Preeti Humbe, Priya Bhargava, Priyadarshini Mohanty, Priyanka Bramhane, Priyanka Dhanu, Rajnarayan Maurya, Rasika Aniket Patankar, Rehea Quadros, Sakshi Rajeshri Subhash Dhaigude, Sanju Tamang, Sanket Agre, Sayali Jadhav, Shaibaaz Baig, Shailesh Parsai, Shaista Shaikh, Shalet Lopes, Shamal Suryawanshi, Shankar Dnyaneshwar Gawas, Shantilal Ratan Rikibe, Sharmishtha Bhosale, Shubhangi Shinde, Shubhashree Karmakar, Siddhi Kamlesh Panchal, Simone Morarka, Sneha Pimpodkar, Snehal Uttekar, Snehanshu Shome, Sonali Parab, Stuti Gaikwad, Suman Daw, Sumit Chavan, Supriya Pai, Suraj Egade, Sushant Shinde, Sushil Mohite, Suvidha Gaikwad, Swati Khanderao, Sweta Mitta, Trupti Kalra, Tushar Sagvekar, Vanita Rajput, Vijayalaxmi Surgane, Vikas Kaginkar, Vimla Prajapati, Vishal Bodhare, Wafa Sheikh, Yash Chokshi, Yogesh Pandit

OUR INTERNS, CONSULTANTS, VOLUNTEERS AND PARTNER COUNSELLORS

Aaroh Mahimkar, Aayushi Taparia, Ananya Manojkumar, Disha Srivastava, Kenneth Lean, Krish Oza, Lara Cherian, Manasi Kshirsagar, Nidhi Sharma, Nisha Solanki, Priyanka Bhaumik, Rama Rao, Saloni Sawnani, Shubham Gaikwad, Sophia Peermohideen, Tosha Nagarkar





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