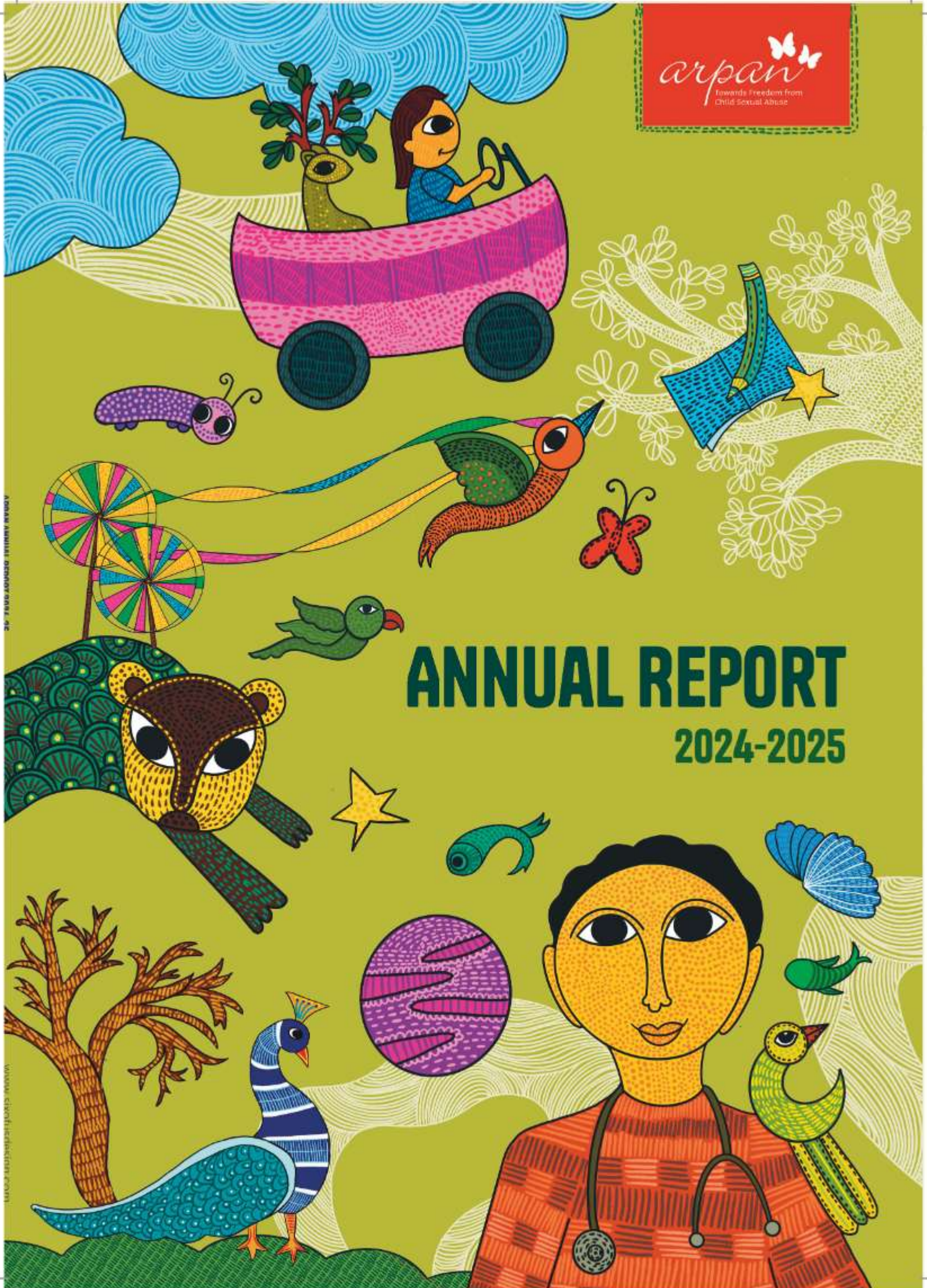


ANNUAL REPORT

2024-2025





ANNUAL REPORT

2024-2025

CEO'S FOREWORD





POOJA TAPARIA

Every year at Arpan is marked by new lessons, deeper resolve, and a growing sense of shared purpose. 2024–25 stands out to me as a year when our vision—a world free from Child Sexual Abuse—was not only reaffirmed but carried forward with unprecedented innovation and energy.

This year, we anchored ourselves in the "Power of the 3Ms": Models for Change, Motivation, and Momentum. From classrooms and communities to systemic change and digital frontiers, these three themes were not just words; they became the force propelling Arpan's journey. As we moved from a year of consolidation to one of expansion, the spark within our team and partners grew brighter, reminding us again and again of our 'why'—the right of every child to safety, dignity, and healing.

We reached nearly 1 million individuals through direct interventions, partnerships, and nationwide curriculum integration this year, while our public awareness efforts had a reach of 108 million—evidence that each step forward is magnified when courage, care, and collective action come together.

Our flagship Personal Safety Education programme continued to evolve—informed by research, grounded in field insights, and responsive to the shifting realities of children's lives. We saw personal stories of transformation: children who found their voice, parents and teachers who became pillars of support, and people with lived experiences who began to heal. Each person's journey reminded us that change is both deeply personal and powerfully systemic.

We invested in innovation—by piloting new trauma-informed models of care for children in conflict with the law, expanding our digital learning platform to new regions and languages, or integrating Personal Safety Education into national and state curricula, systems, and digital platforms. Recognition through national awards and global collaborations affirmed that our models for change are not only working, but inspiring action beyond borders.

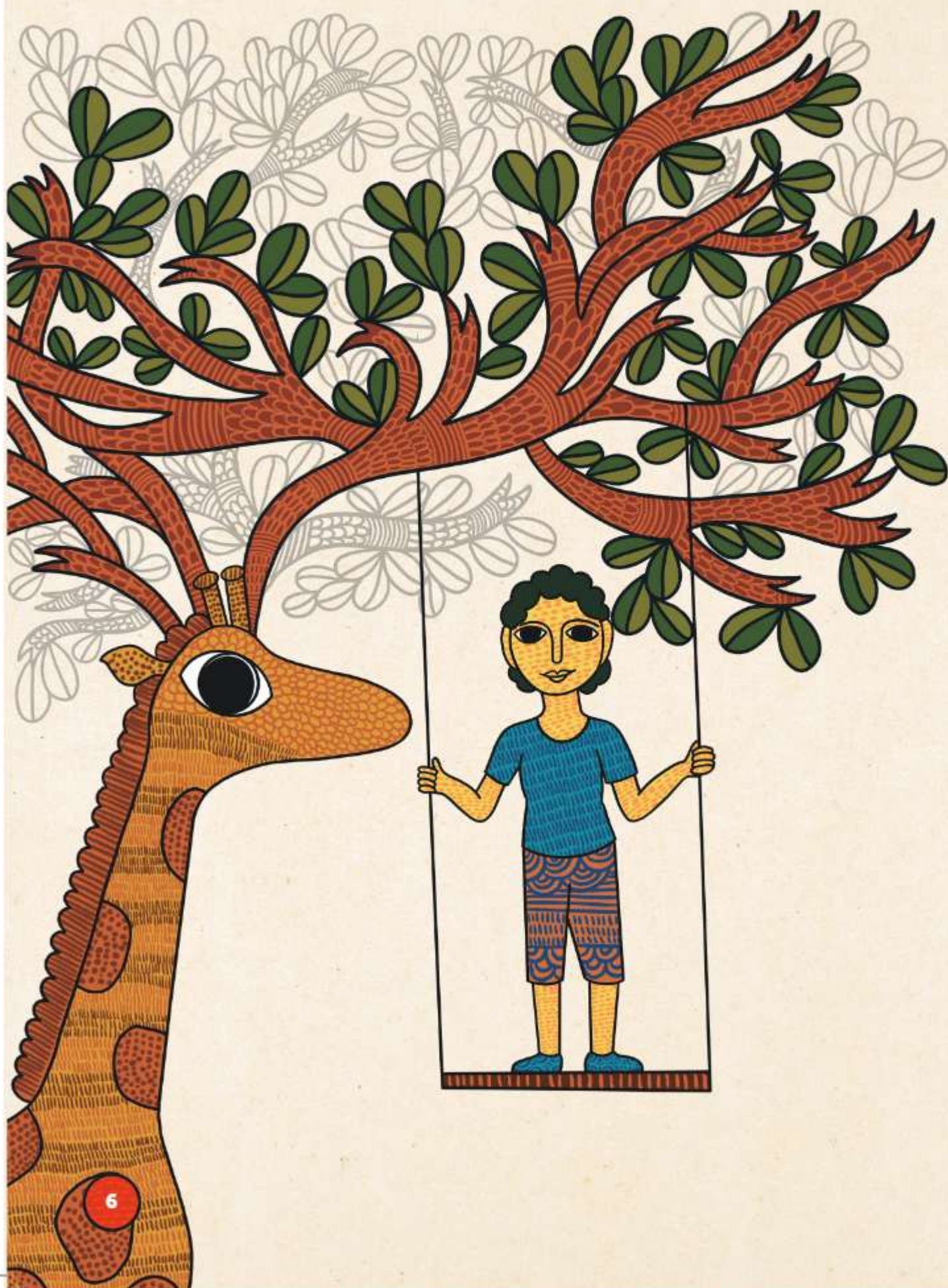
None of this would be possible without the unshakeable commitment of our team, the guidance of the Board, the trust of our partners and donors, and the resilience of the communities we walk alongside. Each one embodies the values of integrity, empathy, excellence, and hope. I am deeply grateful for your belief and commitment, and for the shared conviction that a safer world is not only possible, but within reach.

As we look to 2025–26, our journey continues—with humility, courage, and momentum. We will deepen our efforts, amplify our partnerships, and keep the well-being of children at the heart of all we do. Because every child deserves not just protection, but the chance to thrive.

With gratitude and hope,

Pooja Taparia
Founder & Chief Executive

BOARD MEMBER'S FOREWORD





ABHISHEK MUKHERJEE

It gives me immense pride to witness yet another remarkable year at Arpan in 2024–25. Guided by our unwavering vision of "A World Free of Child Sexual Abuse", the organisation has anchored its work with a steadfast commitment to children, ensuring they remain at the heart of every intervention and strategy.

Under Pooja's able leadership, the team has truly embodied the spirit of change agents, addressing the complex issue of Child Sexual Abuse through a comprehensive approach—direct interventions, digital innovations, and system strengthening. The breadth and depth of this work are both inspiring and impactful.

Across programs such as Personal Safety Education, Training, curriculum integration, government partnerships, and the development of digital content capabilities, I have been deeply impressed by the speed of innovation and execution excellence. The numbers speak volumes: nearly 1 million individuals have been directly impacted, and an overall reach of 100 million — a testament to Arpan's growing influence and effectiveness.

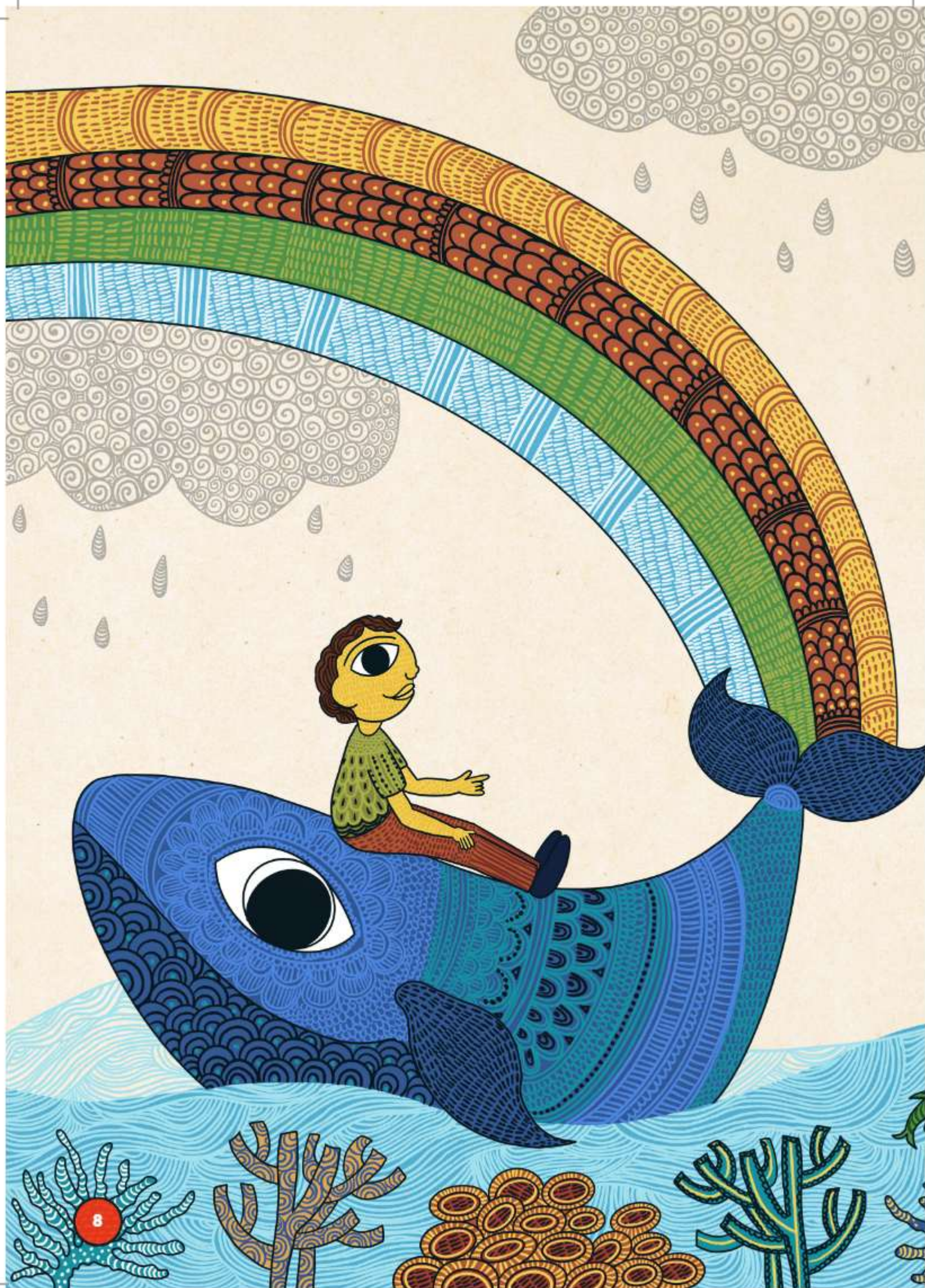
What I find most heartening is Arpan's steadfast "child-first" approach, ensuring that the dignity, safety, and well-being of children remain central. The organisation's holistic work—from prevention to healing—strengthened by research, continuous monitoring, and evidence-based practices, reinforces its leadership in this critical space.

I also deeply value the time spent with the team, especially during the Annual Day, when milestones are celebrated and heart-warming stories of change from across India are shared. These stories reflect not just the scale of Arpan's impact but also its humanity and compassion.

On behalf of the Board, I extend my deepest gratitude to our donors for their unwavering support and wish the team continued strength and success in 2025–26 and beyond.

Best Regards,

Abhishek Mukherjee
Board Member



CONTENTS

CEO's Foreword.....	2
Board Member's Foreword.....	4
Introduction.....	8
Our Interventions, Strategies and Programmes.....	10
Values, Culture and Principles at Arpan.....	12
The Year: 2024–2025.....	14
Financial Performance.....	57
Looking Forward to 2025–2026.....	61
Organisational Structure.....	63
Thank You.....	67
Team.....	68



INTRODUCTION



The Power of the 3Ms: Models for Change. Motivation. Momentum.

At Arpan, we believe every child deserves a safe and happy childhood. Yet the reality of Child Sexual Abuse (CSA) is complex and urgent. Preventing CSA and healing those affected is not just our mission—it is a responsibility we carry with care, courage, and conviction.

This work is emotionally demanding. It calls for consistent action, a compassionate approach and the courage to shine light on hidden realities. It also demands innovation to break harmful patterns and rigour to build what truly works, while always staying grounded in our purpose.

In 2024–25, we moved from a year of reflection and consolidation to a year of renewed energy and expanded impact; it was a journey defined by the 3Ms:

Models for Change — creating, strengthening, and refining pathways for lasting change. Whether through new approaches, partnerships, systems, or innovations, we stayed focused on what makes a real difference in children's lives.

Motivation — nurturing the spark within us and those around us. From frontline teams to partners and allies, we kept reminding ourselves of the 'why' behind every effort: safer childhoods, healthier futures.

Momentum — carrying forward the rhythm and energy of our work. Every step, every story, every success became the fuel to keep moving—faster, further, and with greater purpose.

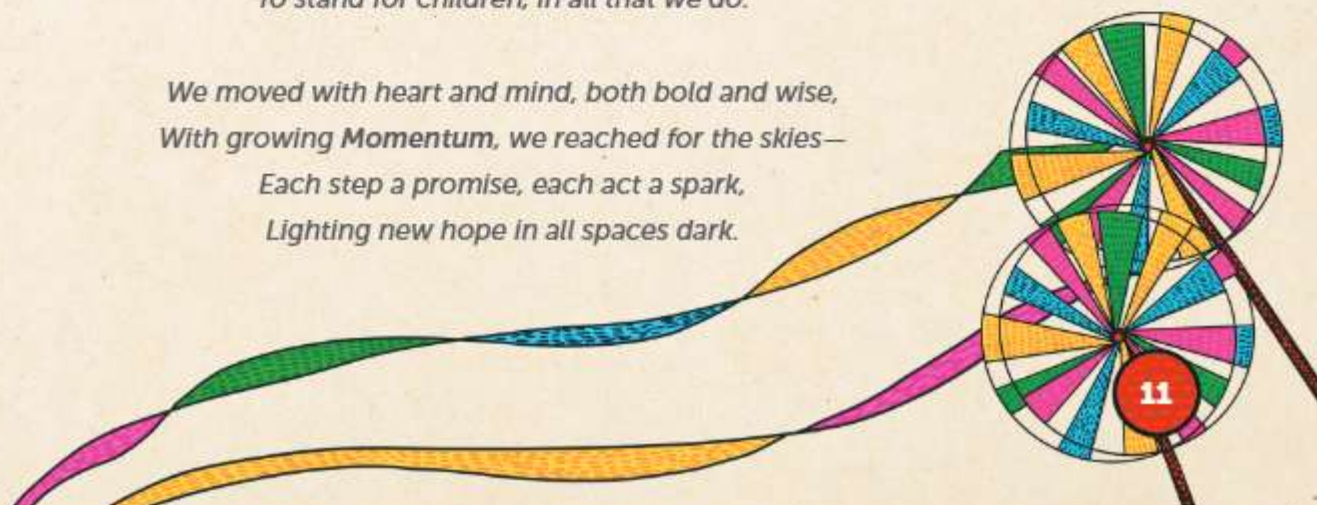
Guided by the power of the 3Ms, we moved forward, deepening programme delivery in schools and communities along with healing children and adults with lived experience of CSA, scaling digital learning solutions, building government partnerships, and investing in team capacity and systems.

What follows in this report are not just numbers or achievements— they are windows into a shared journey. It captures how the 3Ms translated into action in 2024–2025, and how Arpan continued to build a future where children are protected, empowered, and heard.

*We grew, we dared to rearrange,
New pathways — new Models for change,
'A World Free of Child Sexual Abuse' in mind,
We are shaping a future that's safe and kind.*

*In moments of doubt, we held our flame,
With our partners beside us, stronger we became,
Our Motivation always stayed true—
To stand for children, in all that we do.*

*We moved with heart and mind, both bold and wise,
With growing Momentum, we reached for the skies—
Each step a promise, each act a spark,
Lighting new hope in all spaces dark.*



OUR INTERVENTIONS, STRATEGIES AND PROGRAMMES



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 150 dedicated professionals, it 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 uses advocacy and research to push for policy and systemic change at the local, state and national levels.

A global thought leader, Arpan has pioneered innovative impact models that work with children, parents, state bodies and teachers. Its flagship Personal Safety Education (PSE) programme equips children and adolescents (ages 6–18) with the knowledge, attitude and skills to recognise and respond to unsafe situations, while also training adults to prevent CSA and handle disclosures effectively.

OUR STRATEGIES

1. **Prevention and Healing Services** for children and adults help prevent CSA and offer psychosocial support. This includes building 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** enables them to replicate and scale the delivery of CSA prevention and healing services. This includes training stakeholders through digital content.
3. **Public and Systems Change**, 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

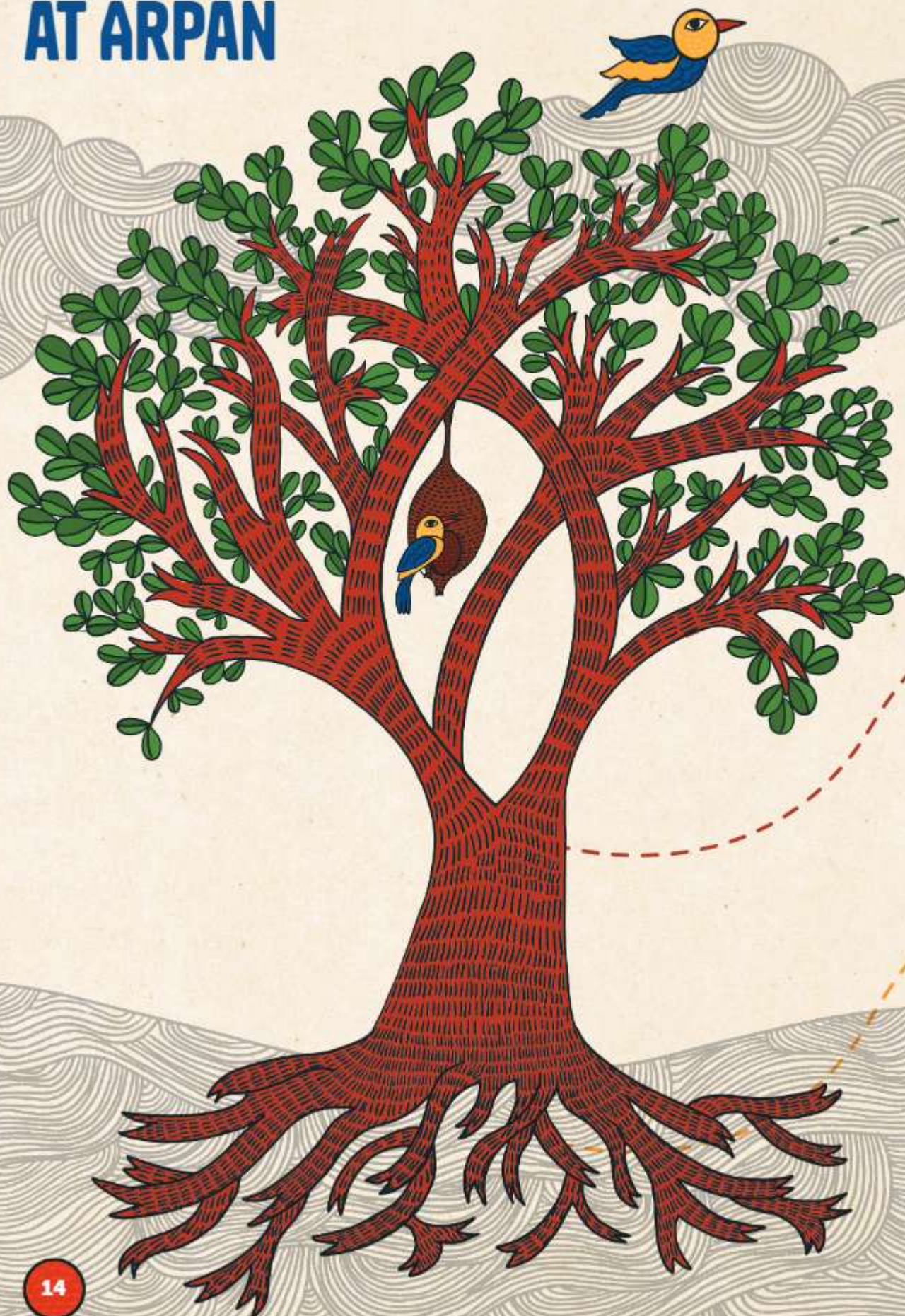
Training and Capacity Building Programme

Digital Learning Programme

Mental Health Services

Public Awareness

VALUES, CULTURE AND PRINCIPLES AT ARPAN





Arpan's Values, Culture and Principles have always guided us 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

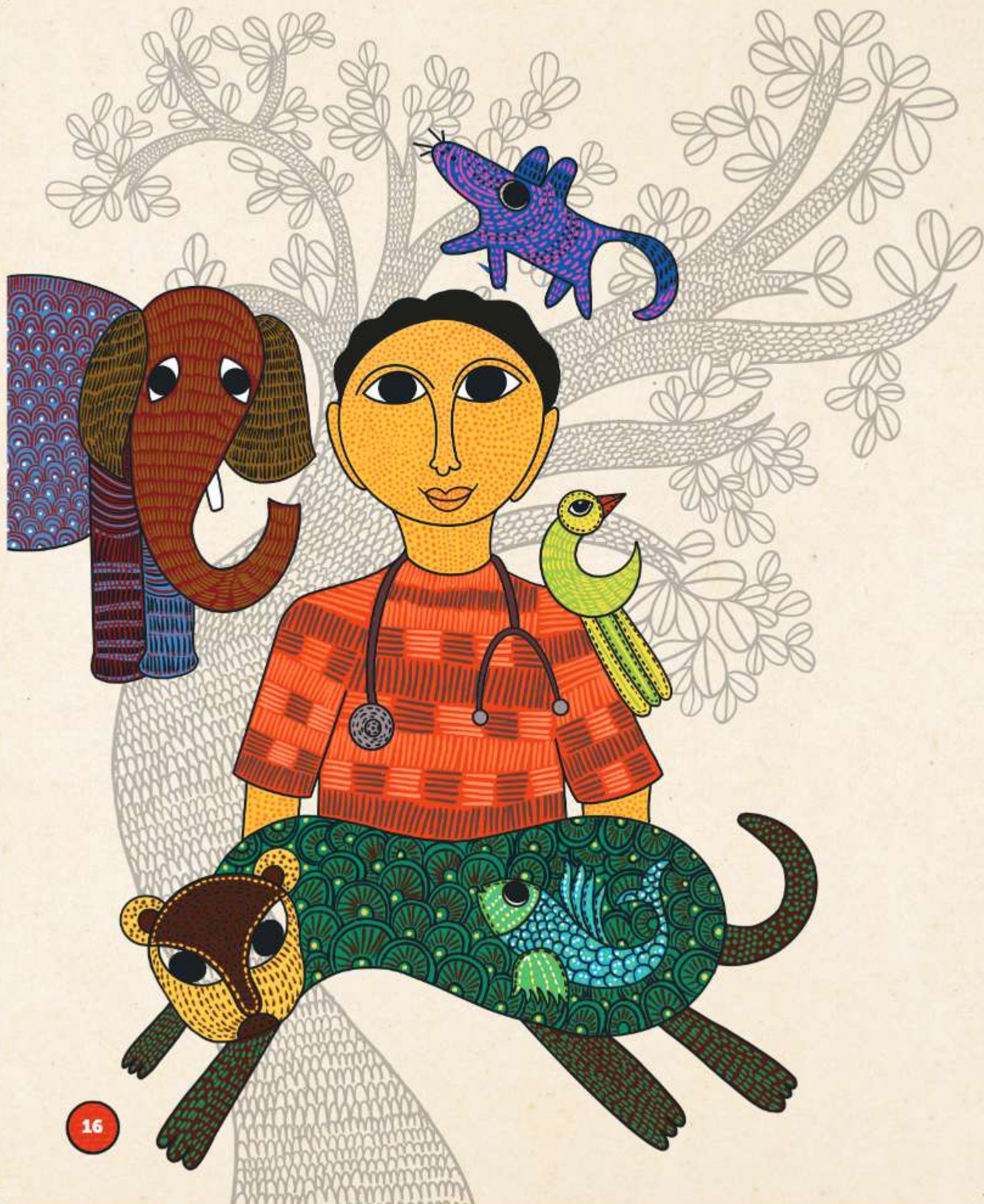
VALUES

- Excellence
- Respect
- Accountability

PRINCIPLES

- Agile & Innovative
- Child Centric
- Collaborative
- Evidence Driven
- Hope & Optimism
- Integrity
- Process & Policy Driven
- Strategic

THE YEAR: 2024-2025



In 2024–2025, Arpan touched the lives of **966,321** adults and children across the country through its prevention and intervention services:

- **94,175** individuals reached directly,
- **779,256** individuals reached through the strength of partnerships with schools, NGOs, and government bodies,
- **92,890** individuals reached by integration of Personal Safety Education into the National Curriculum, embedding protection into everyday learning.

These steady, determined steps have built a movement that has now touched **19,290,383** individuals since inception:

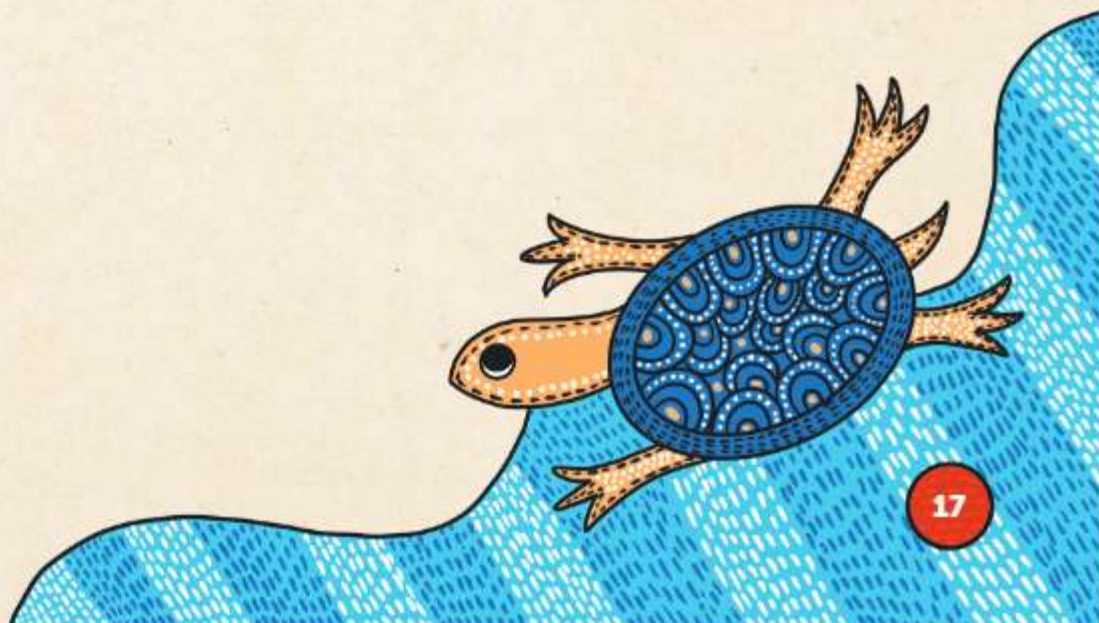
- **922,448** through direct outreach,
- **2,914,848** individuals through partnerships, and
- **15,453,087** through national level curriculum integration.

Beyond these our public engagement initiatives carried our message of child safety to the wider society with a reach of **108,751,356** this year.

Our work was recognised with two prestigious awards this year.

- The Fortune Leadership Award - in the category of '10 Trusted NGOs', celebrating our contribution, credibility and commitment.
- The Healthcare Heroes Award, 2025 - in the category of 'Breaking Barriers in Sexual Health', acknowledging our role in addressing one of the most difficult and urgent issues of our time.

These numbers and milestones are not just achievements – they are affirmations that our models for change are working, our motivation is unshaken, and our momentum is stronger than ever.



A. ARPAN'S PROGRAMMES

1. PERSONAL SAFETY EDUCATION



Personal Safety Education Session with Children



Personal Safety Education Session with Children

The Personal Safety Education (PSE) programme is a comprehensive life-skill education programme that addresses CSA through prevention and healing. Delivered in schools, colleges, and community settings, it equips children from Grades 1 to 12 with the knowledge, attitude, and skills required to prevent abuse, seek help, and heal from trauma. Arpan also works with adult caregivers to help create a safe environment for children.

Our direct work focuses on two key aspects: first, piloting Personal Safety Education (PSE) with new demographics experiencing it for the first time, and second, through our Step-Up PSE program, revisiting children who have previously undertaken PSE. This approach ensures that children acquire personal safety skills at least thrice throughout their school years, from grades 1 to 12. Over the years, we have continuously refined our approach by developing scalable and adaptable models that respond to field insights and the evolving needs of children and caregivers. In keeping with this commitment, 2024–25 was marked by deliberate steps to strengthen the model further, including the integration of content focused on online safety for younger children.

Along with learning from the field, our model strengthening has also always been informed by evidence. In the year 2023–24, we had conducted an external evaluation with Sattva Media and Consulting Pvt. Ltd. to assess the efficacy of our PSE Model. This year, we began using insights from the study. We revised our PSE sessions to improve content relevance and increase adult participation. This included more contextualised content and use of audiovisual tools to make sessions for adults more engaging and culturally responsive. These enhancements energised both adult participants as well as Arpan's trainers, further strengthening our efforts towards a scalable and sustainable version of PSE.

We continued to generate evidence this year, too, through research and pilot evaluations. This year we focused on understanding the factors that influence 'assertive refusal' which is a core message in our PSE programme that enables children to 'Say No' to and 'Get Away' from unsafe situations. Our study 'Unpacking Assertive Refusal' offered valuable insights into how children and caregivers interpret and apply the message. The findings are helping us refine our model to ensure the message is not only understood but also practised in real-life situations.

Arpan's PSE programme continues to evolve as a model for change, working towards building a movement where every child is safe, informed, and empowered.

This year, through 72 schools and one community-based organisation, we reached out to:

- 15,912 children,
- 7,722 parents,
- 633 teachers,
- 211 non-teaching staff.

In addition, 335 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.

A significant part of Arpan's work focuses on engaging adult caregivers, as evidence shows that children need the support of adults in their ecosystem to recognise and respond to unsafe situations and also to feel safe, heard, and supported in their journey of healing from CSA.

Arpan conducts training sessions with parents or caregivers before and after implementing the PSE programme with their children. In one of the schools where Arpan implemented the PSE programme, the parents of one child who are daily wage workers could not participate in the sessions conducted for parents. The child's grandmother attended instead. During the session, the grandmother recalled an incident that had happened to her niece a few years ago. The niece was in an abusive relationship with a boy. When the family found out, they reacted very harshly, imposed restrictions on the girl and even beat her. Before attending Arpan's session, the grandmother was unaware that disclosures about unsafe relationships could be handled differently and the usual reaction of adults to blame the child for any unsafe situations was 'normal' to her.

However, after attending Arpan's session, the grandmother realised that the family's response had been inappropriate. Instead, they should have made her understand how to identify safe and unsafe relationships and supported her in getting out of the situation. It became clear to her that if children are empowered from an early age it helps to initiate open communication between the children and parents and children have the required personal safety skills to make safe choices. She was so impressed by the impact and potential of PSE that she sought permission from the school principal and started conducting activities for the children to respond to unsafe behaviours and situations.



Individual Sessions with Children after Personal Safety Lesson Plan

This was a proactive and responsible step taken by the grandmother and is a powerful reminder of how Arpan's PSE programme can empower adults to take responsibility for child safety.

STORY OF CHANGE

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

During an individual session following a PSE step-up session with 9th graders, a child opened up about something that had happened a few years ago. He shared that when he was in the 3rd grade, a neighbour would often playfully lift him up and touch him inappropriately under the pretext of pampering him. While it seemed playful at first, it soon made him feel uncomfortable. It was only after a PSE session that took place around that time that he understood what he'd experienced. The session helped him recognise unsafe touches and trust his feelings.

The next time the neighbour behaved inappropriately, he pushed him away and ran to his father — who, to his relief, believed him immediately. Having attended Arpan's parent awareness session, he understood the importance of acting promptly. He warned the man, ensuring his son was never approached again.

But the child's courage didn't stop there. When he noticed the same neighbour getting close to a friend, he informed his father again. The boy's father spoke to the friend's father, and together, both men gently reassured their sons and raised the issue with the building authorities. The behaviour stopped and the man subsequently was denied any contact with the children.

This story is a powerful example of what happens when awareness, trust, and timely action come together. A classroom lesson empowered the child with the knowledge, skills and confidence to refuse abuse, get away and seek help. It gave him the courage to speak — not just for himself, but for another child too. A parent session equipped his father to respond and handle the disclosure effectively.

It reminds us that protecting children doesn't always require grand interventions — sometimes, it begins with one classroom session and one adult who chooses to listen.



PSYCHOTHERAPEUTIC INTERVENTION

Psychotherapeutic intervention is an integral part of the PSE programme offering counselling support to children who disclose unsafe experiences. It also supports children and adolescents who violate other children's personal boundaries. The programme also works with helpful adults and caregivers of these children to psychoeducate them so that they can support children's healing journey.

- This year, **2,074** children (**16%**) sought help after the PSE programme.
- Of these, **1,048** children did not need therapeutic intervention and were supported by PSE facilitators themselves.
- **1,026** children (**8%**) indicated the need for therapeutic intervention.
- Out of those that required therapeutic intervention, **1,025** children were referred to Arpan's in-house counsellors and one child was referred to their school counsellor.

Arpan provided counselling services to:

- **1,277** children through **6,393** individual sessions and **587** group sessions. Of these, **252** cases were continued from 2023–2024.
- Of the **1,277** cases, counselling is ongoing for **275** and **1,002** have been closed.
- Of the 1,002 closed cases:
 - **38%** were of CSA,
 - **45%** were of Inappropriate Behaviour, and
 - **17%** were of Other Emotional Concerns.
- Psychoeducation was provided to **399** helpful adults through **416** individual and **142** group sessions.

A few schools approached Arpan seeking support to engage entire classrooms of adolescent students on issues related to teasing, misbehaviour and bullying. In two such schools, we conducted classroom-based intervention focusing on:

- Safe behaviours
- Boundaries and empathy
- Understanding healthy v/s harmful behaviours



STORY OF CHANGE

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

Disclosures about unsafe touches and situations can be very difficult for children, especially when the abuser is a family member, because of fear, confusion, shame, or cultural and social stigma. After attending Arpan's step-up PSE session, something shifted for a 14-year-old girl. The child had gone through PSE before and knew what was happening to her was wrong. However, it was during this age-appropriate refresher session that she finally found the courage to speak to an Arpan counsellor, and subsequently to her mother, about the ongoing abuse by her uncle. Her mother confronted the uncle and eventually ensured he had no contact with the child.

In the child's counselling sessions, activities like "Feelings in a Box" helped her name and process emotions such as fear, anger, grief. These sessions helped in working through the emotions by building safety plans, trying different coping strategies and activities, like creating a character named "Vulture" to represent her anger, separating it from her identity. Over time, the fear and rage softened, though sadness remained.

One day, almost in passing, she mentioned to the counsellor, "I have a twin." The counsellor paused and wondered if her sister had a story to share, too. The child mentioned that the uncle was affectionate with both sisters, but she was unaware if he ever touched her sister inappropriately. When the counsellor first met the twin, she was quiet and withdrawn. But with gentle, consistent presence, the counsellor gradually built trust and rapport. Eventually, the twin disclosed her own history of abuse by the same uncle, describing a lingering sadness she couldn't explain. Her counselling sessions included grounding and breathing techniques, and journaling.

Each child moved at their own pace—one ready to involve her mother in the healing journey, the other needing more time and reassurance. Across 16 sessions with the first child, 13 with the second, and three joint circles, two paths to healing slowly emerged.

Identical twins. Same home. Same abuse. But only one of them spoke first, while the other waited —quiet, unsure—until someone truly saw her. Because not every story unfolds identically.

This case reminds us that true change often begins quietly and can take time. It can look very different for different individuals. It also affirms the power of step-up PSE sessions, which give children a second, at times third, opportunity to find their voice and speak up when they are ready.

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 is available for Grades 1 to 12. As part of our continuous effort to adapt to children's changing realities and with more young children now using the internet, we introduced online safety content this year for Grades 1 to 4. While older students have had this content earlier, it became essential to create age-appropriate lessons for younger children as well. Using examples from their daily lives, we developed action-oriented, illustrated modules that guide them on identifying safe and unsafe online situations, taking steps to protect themselves, and seeking help when needed. The new content was piloted in schools to test its relevance, and insights from field observations have been carefully documented for future refinement.

RESEARCH, MONITORING AND EVALUATION

We recognise the need to build a rigorous 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.

A core pillar of Arpan's PSE programme is the message of 'assertive refusal'—empowering children to respond confidently to unsafe situations. However, assertiveness is not a commonly encouraged or practised trait within many Indian cultural contexts, especially for children. This makes it crucial to understand how children internalise and apply this concept while participating in their safety. Given the limited literature in this area, deeper exploration is needed to assess the role of 'assertive refusal' in CSA prevention, how effectively our PSE programme is supporting it, and where it may need strengthening to reinforce the understanding and application of this concept by children.

This year, Arpan completed a qualitative research research with 66 stakeholders (experts, implementers, and child and adult beneficiaries) through in-depth interviews, along with a literature review. The objective of the study was to define 'assertive refusal', identify influencing factors using the Social-Ecological Model, and strengthen Arpan's PSE program. The Social-Ecological Model helps us understand how different layers of a child's environment—individual, interpersonal, community, and societal levels—influence behaviours like assertive refusal.





Basic Training Sessions with Parents on Personal Safety Education

Key Findings:

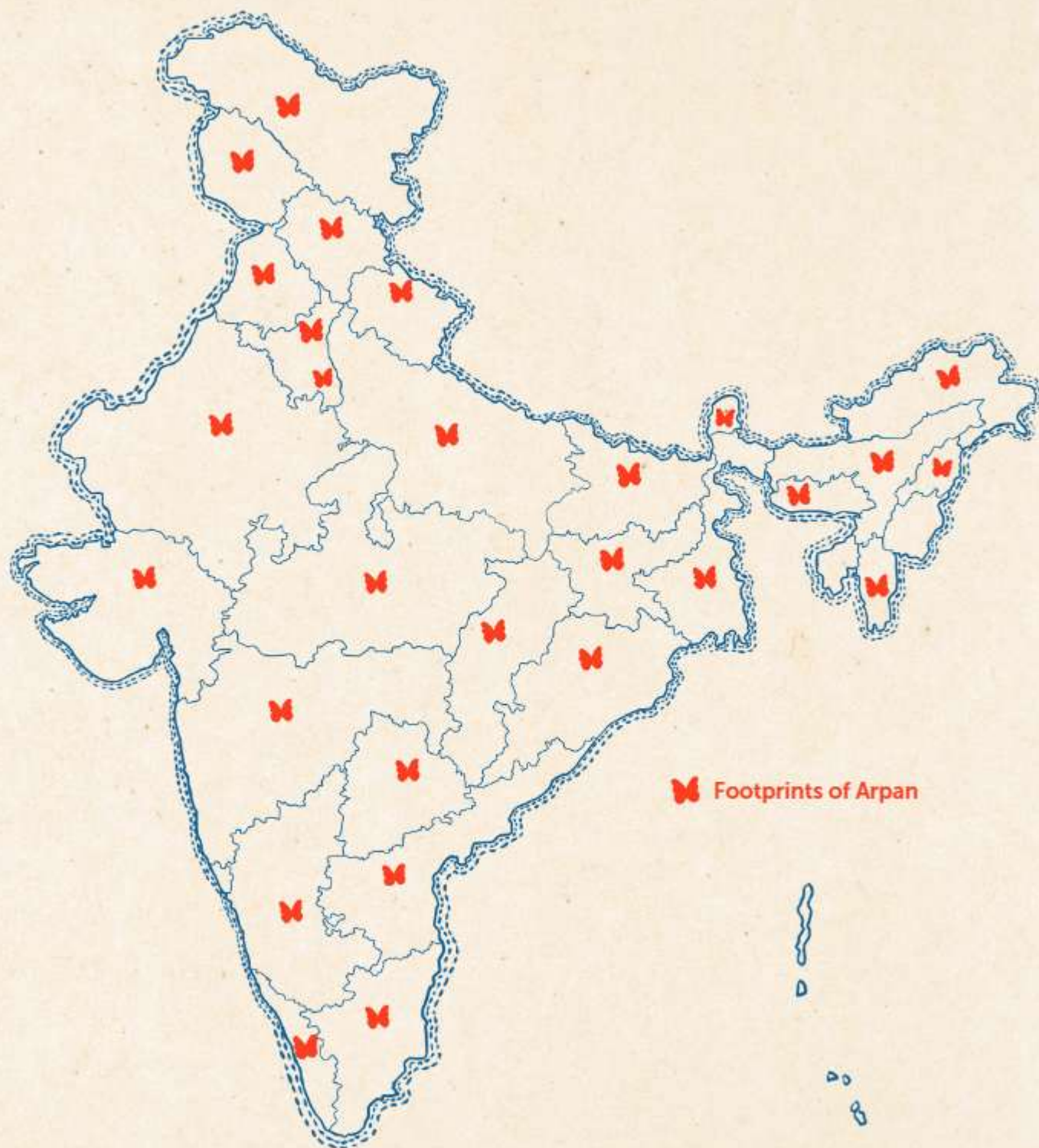
Both, the literature review and in-depth interviews, affirmed that the training on assertiveness is effective in preventing CSA. Literature states that it is most effective when integrated with rights-based education, strong family-school-community support, and child-friendly approaches that communicate the concepts clearly. Experts and implementers recognised assertive refusal as a confidence-building and deterrent strategy in CSA prevention. While children often preferred avoiding the abuser over saying 'No' due to fear of harm or disbelief, they found refusal somewhat easier with known abusers. Parents and teachers noted that threats, blackmail, community exclusion, manipulation, and lack of family support make refusal difficult and potentially risky.

The key enablers for children to practice assertive refusal were confidence-building in children, supportive family communication, school-based training, and reinforcing that abuse is never the child's fault.

Key recommendations for strengthening children's use of assertive refusal in unsafe situations include:

- Integration of age- and gender-responsive Personal Safety Education across homes and schools, supported by interactive methods like roleplay,
- Reinforcement of key messages,
- Ensuring consistent support from adults to help children overcome fear, stigma, and power imbalances.

2. TRAINING AND ADVOCACY PROGRAMME



At the heart of Arpan's Training and Advocacy programme is the belief that systemic change begins with people and when capacity-building and policy change come together, child protection is embedded into systems for lasting impact.

This programme builds the professional capacities of school teachers, institutional staff, NGO professionals, health and mental health practitioners, and government duty-bearers, through training to replicate and scale Arpan's prevention and intervention models. It also advocates for robust child protection mechanisms to address critical policy, curriculum and field-level gaps.

Our 'Personal Safety Education Training of Trainers (PSE ToT)' equips professionals to implement Arpan's prevention model in their own settings—schools, communities, and institutions. Our 'Counselling Skills' training prepares social workers and mental health professionals to handle disclosures of CSA and support healing journeys of individuals with lived experience of CSA in line with Arpan's intervention model.

This year, the programme became a powerful reflection of the 3Ms. We strengthened our training model for wider replication and built momentum for scale by deepening public-private partnerships, creating a dedicated structure for post-training engagement, and integrating digital solutions. We sustained and deepened motivation, not just among our internal teams but among thousands of trained professionals who carried the work forward in their own communities and ensured that training translated into action and creating a safe ecosystem for children.

This year, we trained **51,456** professionals far exceeding our target of **45,000**. Of the total participants:

- **41,138** received advanced training to replicate Arpan's model of prevention and intervention.
- **93%** of these participants were from government sectors, including Education, Health, Women and Child Development, Home Affairs (Police), and Brihanmumbai Municipal Corporation.
- These participants reached **779,256** children and adults through offline replication, and another **5,552** via digital modules.
- **10,318** participants were trained through the basic training module, designed to build foundational knowledge and intervention skills.





The Training Support Unit: Enabling the Journey from Intent to Action

To enhance the impact of Arpan's training efforts, we introduced the Training Support Unit (TSU)—a dedicated structure that offers ongoing handholding to and follow-up with teachers and stakeholders after the training sessions. By bridging the gap between knowledge and action, the TSU enables trained professionals to translate their learning into consistent practice. Our field associates, with their local presence, build strong relationships of trust and offer real-time insights and guidance to the teachers and block officials following the training.

The TSU marked a shift from one-time training sessions to sustained support through observation of and feedback on their implementation, and regular engagement post training. This marked a significant evolution in how we enable change on the ground thus strengthening our programme model. The TSU also kept the purpose alive for those implementing it and ensured they didn't feel alone or unsure as they navigated sensitive topics like CSA. Partners shared that gentle nudges and personalised check-ins by the TSU helped them stay motivated and accountable. This steady support creates momentum across geographies—turning knowledge and intent into real on-ground implementation, helping us build a more responsive and scalable approach to child protection training.

To strengthen the foundation for scale, this year we also invested in improving technology and infrastructure, such as introduction of a calling and messaging application, to enable seamless communication with training participants and data collection from them.

These helped us achieve a stronger ripple effect: with each trained stakeholder reaching an average of 15 others, as compared to 11 stakeholders in the past few years.

Proactive Training for Mental Health Professionals

This year, we also took a strategic step forward in scaling our healing intervention by proactively offering structured training programmes in trauma informed care and counselling. We expanded our reach beyond responding to training requests, by initiating engagements with colleges and government stakeholders to build capacity for safe and effective psychosocial support for children. By offering this training as well as adapting our content to different contexts and audiences, we are laying the groundwork for a wider, more sustainable network of trained trauma informed professionals. These efforts are essential to embedding healing practices within existing child protection and education systems.

The scale and ambition of the Training programme reflect our unwavering belief that training is not an endpoint but a powerful pathway to scale. Each trained individual becomes a multiplier, carrying forward Arpan's mission in their own circles and communities.



Arpan's Training Support Unit At Work



Training of Professionals on Basic Counselling Skills

SYSTEMS CHANGE

Alongside training, Arpan's advocacy efforts focus on strengthening child protection mechanisms at institutional and policy levels. Our goal is to ensure that CSA prevention and intervention are not peripheral but central to government priorities, school curricula, and institutional practices, and child safety gains more momentum as a national priority.

Over the years, we have worked to create and showcase models for systems change, through curriculum integration, resource and expertise sharing, and cross-sectoral partnerships.

These models help Arpan scale efforts nationally, deepen engagement with state-level education and child protection systems, and influence policy for long-term and systemic impact.

Some of the new and continuing advocacy initiatives for this year have been as follows:

At the National Level:

- Under the Ayushman Bharat School Health and Wellness Programme (SHWP) of the Ministry of Health and Family Welfare's (MoHFW), Arpan's PSE curriculum was integrated under 'Module 10: Safety and Security against Violence and Injuries' and 'Module 11: Promotion of Safe Use of Internet, Gadgets and Media' in 2020. A continuing effort for Arpan has been engaging with the National Council of Educational Research and Training (NCERT) and the MoHFW to support the implementation of the SHWP. Based on the data received by Arpan so far for 2024-25, about **1 million** children and **75,000** teachers have undergone this programme. Through these collaborations and embedding of PSE within national curricula, Arpan is currently reaching **15.4 million** children since the launch of SHWP, with potential to reach 260 million, driving systemic change.
- A key success for this year was the integration of Arpan's Personal Safety Education curriculum into the NCERT Grade 4 Environmental Studies (EVS) textbook. This integration is another significant step towards systemic, sustainable change in how we equip millions of children to stay safe, starting in classrooms through textbooks.

At the State level in Maharashtra:

- Arpan participated in a two-day workshop by Maharashtra State Council of Educational Research and Training (MSCERT) to revise the Training Manual on Child Rights and Prevention, aligned with the learning stages of National Education Policy (NEP). Our inputs emphasised children's mental and emotional wellbeing, role of NGOs in child safety, and the need for age-appropriate, actionable content.
- We were also invited to review the Online Safety Module for teacher training developed by Maharashtra State Commission for Protection of Child Rights (MSCPCR) and Child Fund India.



In Other States:

- In collaboration with the Andhra Pradesh State Institute of Educational Management and Training (SIEMAT) department, Arpan trained over 250 State-Level Master Trainers (MTs), who then cascaded the training to other MTs, significantly amplifying our reach.
- We continued to advocate for the integration of PSE into state official resources through our engagement in Government committees, or as expert invitees to such committees. Some of the Government committees we engaged with include the Chhattisgarh State Technical Working Group (called 'State-Level Subject Expert under Textbook Development and Training') and Delhi and Bihar State Committees for State Curriculum Framework (SCF).
- Himachal Pradesh invited Arpan as a National Resource Person to conduct refresher training for the School Health and Wellness Programme SHWP, reinforcing that Arpan's expertise can contribute to broader child protection topics, along with CSA.
- We continued deepening our engagements with SCERTs in Assam, Delhi, Sikkim, Andhra Pradesh, Karnataka, and Telangana—each at a different stage of development. Through a mix of content support, consultations, and resource sharing, we are working towards the gradual integration of PSE curriculum into primary grade textbooks across subjects like English, Hindi, and EVS.



Integration of Personal Safety Curriculum in NCERT's Grade 4 EVS textbook





Basic Training Sessions with Teachers For Personal Safety Education



Personal Safety Education Session by Teacher Trained by Arpan

STORY OF CHANGE

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

Arpan's Training Support Unit (TSU) visited a Zilla Parishad Primary School in a district of Maharashtra, to observe Personal Safety Education (PSE) sessions being conducted by teachers trained by Arpan.

During the visit, the school principal shared an inspiring account of the impact of Arpan's training. He described how he had observed a Grade 9 student, involved in a romantic relationship with an 18-year-old and planning to elope. After the training, the principal felt compelled to apply his learnings and organised PSE sessions for students in Grades 9 and 10. In these sessions, along with safe and unsafe touches, he addressed safe and unsafe relationships, the importance of decision-making and its consequences, and the provisions of the Protection of Children from Sexual Offences (POCSO) Act based on Arpan's age-appropriate curriculum.

During the session, the student reflected about her initial choices and reached out to the principal, expressing her confusion and concern. Their conversation helped her consider the emotional, legal and safety implications of her choices. In the days that followed, she changed her mind about elopement, started attending school regularly, and began showing remarkable improvement in her academic performance.

The principal felt proud and empowered—not just because he helped a child in a vulnerable situation, but because he now had the tools to do so constructively. He credited Arpan for enabling him to address such sensitive topics with confidence and care, even in a semi-urban setting where such conversations are often taboo. The school principal described Arpan's PSE Training of Teachers (ToT) as the most meaningful professional development experience of his career.

This story illustrates how meaningful training and sustained motivation can create safe spaces for change. It also underscores the importance of equipping educators to respond to real-life situations with sensitivity, knowledge, and courage especially in contexts where silence is often the norm.



CONTENT AND CURRICULUM

Curriculum development is at the heart of Arpan's Training Programme, continually evolving in response to the questions and realities that the field presents. It is not just about creating content, but about listening, reflecting, and adapting. We ask ourselves:

- How can sessions be designed to be engaging and accessible for teachers across diverse contexts?
- How can age-appropriate material be designed to remain effective even in multi-grade classrooms?

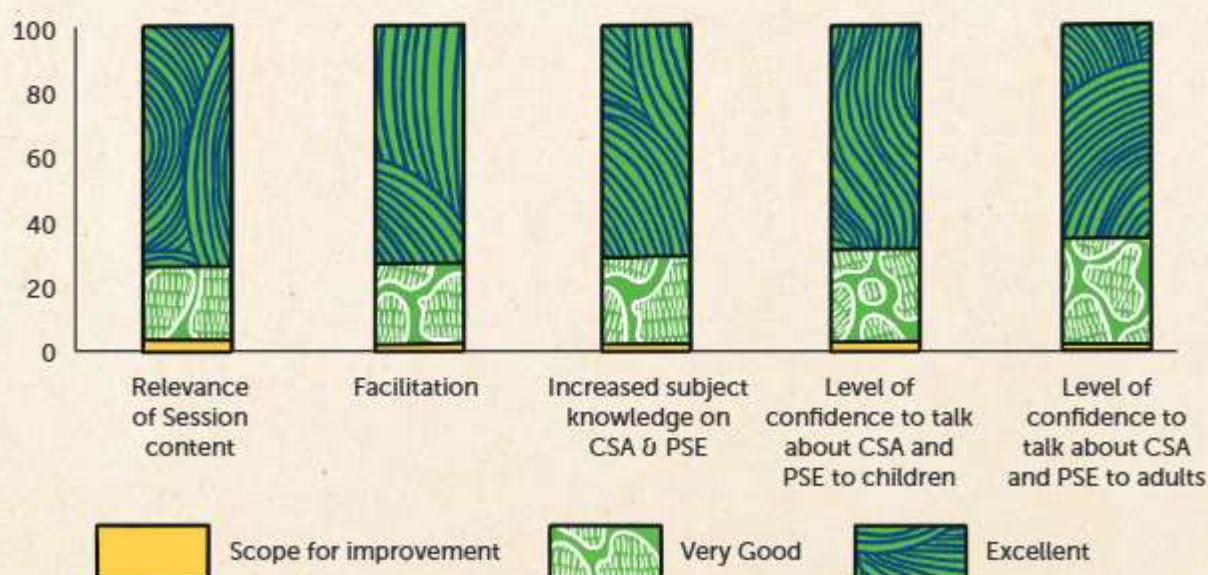
By responding to such questions, our curriculum remains rooted in real classroom experiences, making PSE practical, relevant, and impactful at scale. One outcome of this reflective process was the development of a flipchart-based, illustration-rich module designed for two grade stages—Primary (Grades 1–5) and Secondary (Grades 6–10). The flipchart uses age-appropriate, visually engaging illustrations to support teachers, especially those who may feel hesitant discussing sensitive topics. This visual aid serves both as a learning tool for children and a confidence-booster for educators. Once finalised, this module will enable teachers to deliver PSE to children in a shorter and more engaging way. It represents building a true model for change which is scalable and sustainable and will allow Arpan's PSE programme to reach further and equip millions of children across India with essential Personal Safety skills.

RESEARCH, MONITORING AND EVALUATION

At Arpan, we believe that prevention efforts must be grounded in continuous learning. Since our inception, we have invested in robust monitoring and rigorous research and evaluation studies to strengthen our programmes and strategies.

Our Training Programme is monitored using the Kirkpatrick Model (James D. Kirkpatrick and Wendy Kayser Kirkpatrick, 2016), which evaluates four key levels: participants' reactions, learning, behaviour change, and overall results.

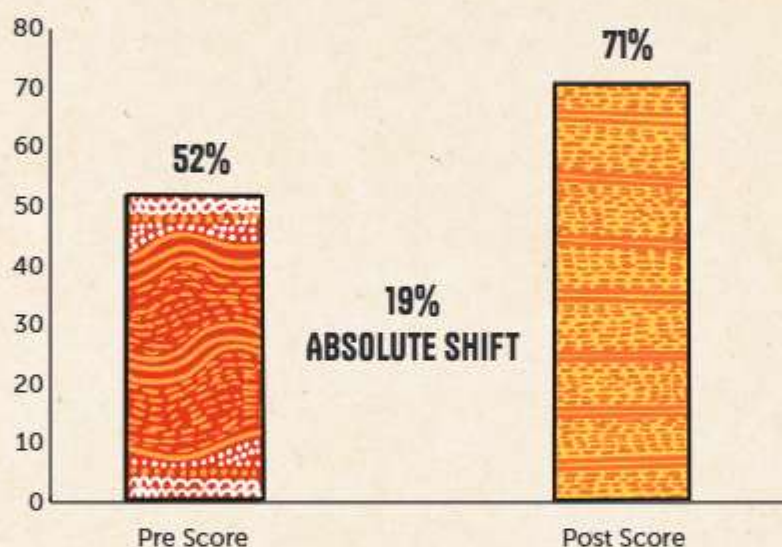
Proportion of participants who rated the training as
'Good-Very Good' and 'Excellent' (N = 30,762)



The graph in the previous page shows that between 97-98% of the participants rated the training sessions as 'Excellent', 'Very Good' and 'Good' on five parameters—with the highest rating for relevance of session content (74% rated Excellent), and lowest for increased confidence to work with adults (65% rated Excellent). Only between 2-3% of the participants rated the training sessions as having 'Scope for Improvement' across the 5 parameters.

To assess the impact of the training, a pre- and post-assessment is conducted with participants, covering three key areas: Understanding CSA, handling disclosures, and PSE. This year, out of 30,762 participants, 26,413 participants completed both the assessments. The results revealed a 37% relative shift in knowledge levels post-training, indicating a clear learning gain.

Pre-Post Analysis (N = 26,413)





RURAL BASELINE STUDY

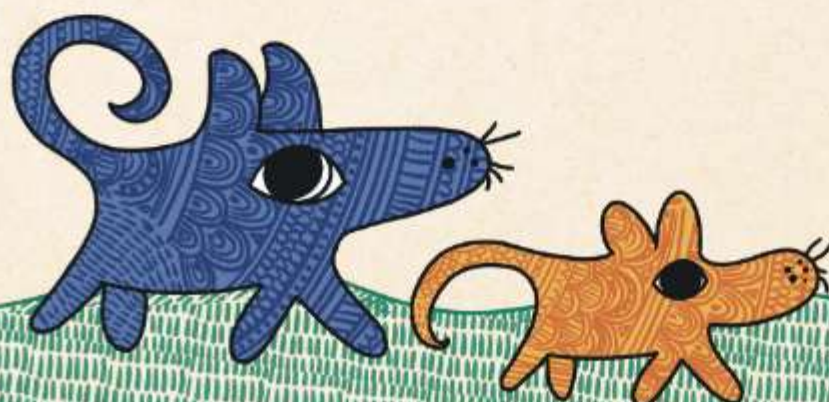
To strengthen our scaling strategy for training adults on CSA and PSE and enabling them to implement PSE with children, it is essential to understand and assess children's existing knowledge of abuse prevention.

In 2024-2025, Arpan conducted a 'Rural Baseline Study to Assess the Knowledge, Attitudes, and Practices on Child Sexual Abuse Prevention' among school-going children. The findings from the study are helping inform more contextually relevant training and intervention strategies in rural settings.

The study aimed to assess the existing knowledge, attitudes and practices among children, parents and other stakeholders in the community in Rajasthan, regarding personal safety and the prevention of CSA. This was a mixed methods study conducted 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 Front-Line health Workers (FLWs) from the community.

Key findings related to children are:

- There are significant gaps in children's awareness of Private Parts. **53%** were aware of Private Parts, but this awareness was lower among younger children. Overall, only **17%** could correctly identify all the Private Parts.
- While a significant number of children across various age groups were able to identify unsafe touches and situations, **85%** showed a limited understanding that a known person could also sexually abuse children.
- **40%** acknowledged that unsafe situations could happen 'anywhere', but only **7.6%** identified online spaces as unsafe.
- Furthermore, **70%** did not know how to keep themselves safe, and the awareness was lower among younger children. **13.5%** of all children and **25.2%** of younger children (ages 6-10) did not know how to respond to unsafe situations.
- When faced with unsafe situations, preferred actions included talking to a trusted adult. Although **74.1%** could identify a trusted adult as their go-to option, **15.4%** were unable to do so.
- When faced with unsafe situations online, passive rather than proactive responses were preferred, with 50% deleting their profiles and **33.3%** simply ignoring the situation.



Key findings related to adults are:

Significant gaps exist in adults' perceptions of CSA.

- **35.8% - 40.7%** of adults (parents, FLWs, PRIs) incorrectly believe that only girls are vulnerable to sexual abuse, and **17.9% - 32.1%** believe that only older children are vulnerable.
- FLWs (**40.7%**) and PRIs (**54.2%**) incorrectly believe that CSA always involves physical force and visible injuries. Teachers (**73.6%**) and school staff (**76.9%**) have a better understanding of the situation.
- **20.6%** of adults incorrectly believe that only strangers can sexually abuse a child, **27.7%** of adults incorrectly believe that a child's family members can never sexually abuse a child, and **38.3%** of adults incorrectly believe that nobody from their community can ever sexually abuse a child.
- While most adults (**84.4%**) recognise that CSA can occur anywhere, understanding of online risks is less prevalent at
- **44.4%-50%** of parents, FLWs, PRIs believe that children must obey adults, even in unsafe situations.
- **48%-70%** of PRIs, FLWs, parents, and teachers and non-teaching staff incorrectly believe that sometimes it is the child's fault if they get sexually abused.
- **23.6%** of adults underestimate the long-term impact of CSA and believe that children will 'get over it (CSA)' without support.
- **19.6%** of adults do not believe that disclosure is difficult for children, and **19.8%** do not believe that parents need to be supportive when their child shares an experience of abuse.

Key recommendations are:

- Implement PSE programmes for children aged 6-16 through teachers, focusing on the knowledge, skills and attitude to identify unsafe situations, refuse them, and seek help in both offline and digital spaces.
- Train all school teachers on preventing and responding to CSA and implementing PSE. This needs to include sessions on inculcating knowledge and skills in parents on CSA and Handling disclosures effectively and teaching children about personal safety.
- Equip parents and community members with the knowledge and skills to be aware of CSA, initiate conversations on Personal Safety with children and handle disclosures effectively.
- Conduct targeted campaigns that engage teachers, parents and community members on myths that perpetuate and reinforce CSA.

By understanding the current situation, the study seeks to collaborate with the state government to co-design effective interventions for the prevention of CSA, thereby supporting the government's efforts and priorities in ensuring child safety.

3. DIGITAL LEARNING PROGRAMME

With the pervasiveness of all things digital, Arpan's Digital Learning programme continues to evolve with purpose and momentum. At Arpan, digital learning is not just about delivering content—it is about building connections, shaping meaningful experiences, and responding to real-world needs to create a safer world for children.

This year, we focused on refining the model, expanding resources, diversifying formats, strengthening delivery systems and advancing with steady momentum to make PSE more accessible than ever. In accordance with our ethos of continuous learning and to make our content accessible to children and adults across demographics and geographies, we undertook several projects to ensure our content continues to be relevant, inclusive and scalable. These initiatives align with our broader goal of making our model inclusive, comprehensive, and accessible for children and adults across different age groups and linguistic backgrounds.

Revision of Arpan's Personal Safety Courses:

- Arpan's Personal Safety Course for 8–10-year-olds provides children with the knowledge, attitude and skills to identify safe and unsafe situations, refuse assertively and seek help in unsafe situations. This year, we launched the revised version in Hindi and Marathi to enhance the relevance and effectiveness of the course based on our learning from data and stakeholder feedback.
- The Personal Safety Courses for 11–13-year-olds are now live in Punjabi, Gujarati and Bengali. By making these resources available in different languages, we have taken a significant step towards ensuring that language is not a barrier for children to learn personal safety.
- Keeping in mind Arpan's legacy of launching tried and tested assets for users, we conducted a qualitative pilot of the Personal Safety Course for 14–18-year-old adolescents. This pilot helped us assess delivery formats to improve engagement for older learners navigating complex issues around safety, relationships, and online safety.

Digital Training Course on PSE for Trainers:

- We initiated the development of a digital course to train adults on CSA and build their skills to conduct PSE. This year, we focused on audio-video recordings, developing animations, and illustrations for the course. We also conducted surveys with facilitators which helped us understand their preferences and create prototypes to eventually launch an effective and user-friendly course. We have arrived at a close-to-final version of the eight topics or proofs-of-concept in both English and Hindi.

Use of AI to strengthen our services

- We began building an AI-powered chatbot, in collaboration with Centre for Digital Public Infrastructure (CDPI), to offer real-time information and support to individuals who visit Arpan websites, especially to access therapy and healing. While visiting our websites, users may feel the need to connect with a counsellor. The AI-powered chatbot can provide immediate, introductory-level information and guidance on personal safety and will eventually redirect the user to a counsellor, as needed.

To scale Arpan's digital outreach and reach new user bases, the Digital Learning programme builds strategic partnerships for content integration into diverse Learning Management Systems and portals. Our Personal Safety content for 4–7, 8–10, and 11–13 age groups was integrated into multiple apps and platforms such as AAS Vidyalaya, EdIndia's Teachable, Adhyayan Foundation's Abhyaas. We also built collaborations with Avanti Fellows and HubbleHox Technologies Pvt. Ltd. to integrate Arpan's content onto their systems, which would further enhance the visibility of our digital courses among learners and facilitators across diverse geographies.

On the systemic front, Arpan's educational videos for children are being broadcasted on the PM eVidya platform in Maharashtra and Chhattisgarh, helping us reach more children through government digital channels.

Our international reach continues to expand, with more than **11,000** users across approximately 93 countries now accessing Arpan's digital resources. The United States, Philippines, Canada, China, and the United Kingdom are among the top countries engaging with our content. We are especially pleased to highlight our continued collaboration with Asociación Pop No'j in Guatemala, Central America, an organisation that offers psychosocial, physical, educational, and legal support to children and their families based in the most remote areas of the country. They continue to use Arpan's Personal Safety Course for 8–10-year-olds to educate children about personal safety.

In 2024–2025,

The digital learning programme has achieved **4,357** completions through Arpan eLearn, our key partners like DIKSHA, TFI-Firki, TCSion, Periwinkle, Inner Wheel, Pop Noj and our training partners.

2,178 individuals accessed our e-books on CSA and personal safety.

As we continue to listen, learn, and adapt, each new partnership and product brings us closer to our vision of creating a world free from CSA. The path ahead is expansive, and we move forward with clarity in our purpose and confidence in the model we've built.



Implementation of Arpan's Elearn course

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. As part of its efforts to create age-appropriate digital courses based on PSE, Arpan developed a digital course for 14-18-year-olds to teach children about safe and unsafe situations, relationships, and internet safety.

Following initial insights from last year's pilot, the course was revised and refined. This year, we conducted a second pilot study to further evaluate its effectiveness. The primary objectives of this evaluation were to assess:

- Student engagement and comprehension
- Navigation and accessibility challenges
- Learning preferences of adolescents

The study was conducted with 324 students across two schools and two junior colleges and combined both quantitative data (from quizzes and tests) and qualitative insights (from focused group discussions and in-depth interviews).

Key Findings:

- Students showed strong recall of key messages, especially around recognising unsafe situations, saying 'No', getting away, and seeking help. The "Get Away" concept was particularly well understood, and more students recognised that abuse is never the child's fault.
- They preferred self-paced, mobile-friendly learning within school settings.

However, challenges included long modules, complex language, technical issues, and discomfort with certain video scenes—particularly among Grades 9 and 10.

Key Recommendations:

- To improve accessibility and engagement, the digital course needs content and product revisions—simplifying language, refining assessments, improving navigation, shortening modules, and adding interactive elements.
- Addressing discomfort and using alternative formats like animation for sensitive content can create a more supportive, emotionally safe learning environment.

These insights will guide the next phase of development, making the course more responsive to adolescents and scalable for wider reach.



B. ACTIVITIES OF ARPAN

1. MENTAL HEALTH SERVICES



While the mental health impact of CSA has begun gaining recognition, there remains a significant gap in the availability of trauma-informed, child-centric care and support. Arpan provides counselling and psychotherapeutic services to children and adults with lived experiences of CSA as well as to children indulging in sexual misbehaviour - at its office, in institutions, and in communities through partner NGOs.

This year marked a pivotal step forward as the focus was on developing replicable, context-responsive models for long-term impact.

A New Therapeutic Model at a Child Care Institution (CCI)

Arpan has been providing therapeutic services to Children in Conflict with Law (CICL) in an institutional setup. In the CCI, we worked with CICL under the Protection of Children from Sexual Offences Act (POCSO), 2012 (Amended 2019). Building on insights from previous work, this year we piloted a new therapeutic model at the CCI to overcome persistent challenges, particularly short duration of stay, unplanned exits and inaccessibility of children once they were out of the CCI, leading to discontinuation of therapy.

The new therapeutic model is designed to have more frequent, shorter, more effective sessions to overcome challenges. While the earlier model comprised of individual sessions, the new model leverages the strengths of both individual therapy (for deep, personalised processing) and group sessions (to foster peer connection, shared learning, and accountability). Key concepts like boundaries, empathy, legal awareness, developmental changes, and rights and responsibilities were introduced in group settings to enhance collective understanding. Individual sessions focused on complex themes such as accountability, emotional regulation, and managing sexual urges, while integrating learnings from the group sessions. It uses regulation checklists as practical tools for guidance and reflection. This model addresses the emotional and behavioural needs of children involved in sexual misbehaviours and shows strong potential for replication. We will continue to review and refine it in the upcoming years.





Centre piece used during Restorative Justice Circle with children



Centre piece used during Restorative Justice Circle with children



Counselling Session with an Adult with lived experience of CSA

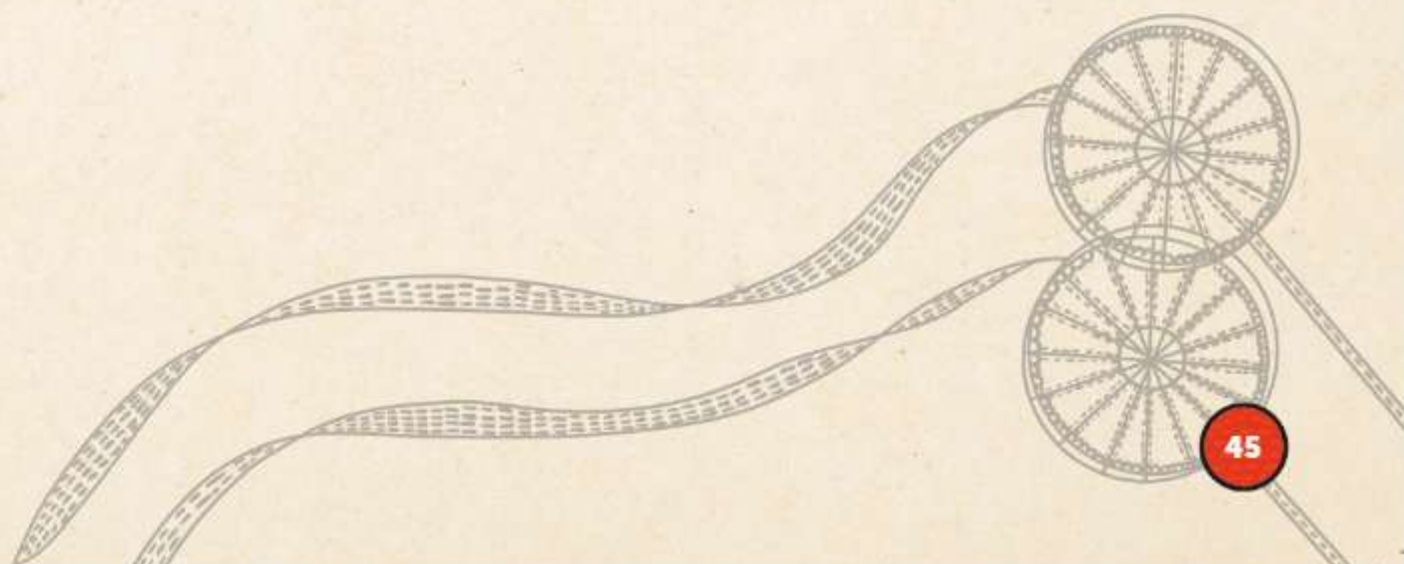
Deepening Restorative Justice (RJ) work

Over the past two years, Arpan has been piloting and building a unique model of restorative justice – a process where the children involved in harmful behaviour, along with those impacted, engage in facilitated dialogues and activities to resolve the issue, repair harm, and restore relationships. We customise the process to suit the needs of younger and older children. We also include adult stakeholders like parents and teachers in this process to sensitise them about restorative justice practices and their role in supporting children.

This year, we worked with **27** children through RJ practices, focusing on deepening engagement and strengthening the model. While we have been using RJ practices in schools as part of our PSE programme, this year we decided to apply them while working with children in a CCI. The model has also been honed to address complex concerns such as sexual bullying and sexual misbehaviour by children and help them recognise, repair such behaviours early and restore the harm caused. The deepening of the RJ practice also included circle-based sessions with teachers and parents to help them identify early signs of sexual bullying, and promote responses grounded in restorative practices over punitive ones. This helps build a supportive ecosystem around children.

In 2024–25,

- Therapy was provided to **103** children through **751** individual sessions to heal from the impact of CSA. In parallel, 95 helpful adults of these children were psychoeducated. Of the **103** children, **77** completed their therapeutic journey through **631** individual sessions. **65** helpful adults of these children have been psychoeducated through **123** sessions and **10** joint sessions.
- **69** adults with lived experiences of CSA were provided therapy through **752** individual sessions. Of these, **44** completed their therapy. Moreover, **13** individuals identified as support systems to these survivors were psychoeducated through **18** individual and four joint sessions.
- **258** boys in conflict with the law residing in the CCI, were provided therapeutic support through **1,213** individual sessions. Out of the **258** cases, **115** were cases of sexual misbehaviour, whereas **143** were cases involving consensual sexual relationships.



RESEARCH, MONITORING AND EVALUATION

Measuring Therapeutic Outcomes

To strengthen our healing services, improve case planning, internal reflection and external reporting on therapeutic outcomes, we have initiated the pilot of a therapeutic scale that allows counsellors to track a child's healing journey. Previously, we used a scale developed organically through practice; however, there was a recognised need to build, test, and standardise a scale specifically tailored to Arpan's intervention contexts. Given the diversity of the cases, the tool needed to be simple, efficient and easy to interpret. The primary objective was to effectively measure the current state of the client and their shift over the course of therapy, client's behavioural and emotional response or progress.

In partnership with the Juvenile Justice Board (JJB) Mumbai, Arpan provides counselling support to Children in Conflict with Law (CICL), focusing on those involved in sexual misbehaviour or consensual relationships. The intervention aims to support their emotional wellbeing, promote accountability, and build understanding of personal boundaries and safe behaviour. A qualitative study was conducted to assess the effectiveness of the counselling intervention, based on in-depth interviews with 21 children and their counsellors.

Key Findings

- Children appreciated the non-judgmental, supportive approach of the counsellors, and mentioned use of humour by the counsellors as a helpful element in building comfort.
- The intervention improved emotional regulation and coping strategies, with children expressing more confidence in managing their emotions.
- There was increased understanding of safe and unsafe situations, personal boundaries, and the need to respect others' boundaries.
- Children demonstrated greater responsibility and recognition of the impact of their actions on others, while learning to manage sexual impulses.
- While some children said that their families were unaware of or had minimal expectations from the counselling, others reported that their families noticed positive changes in them after the intervention and expressed pride and relief. Children felt encouraged and motivated when they heard their parents speak positively about them and acknowledge their progress which reinforced and accelerated progress in counselling.
- While there were several positive outcomes, many children struggled to envision a clear and optimistic view of their future.
- Counsellors felt a sense of fulfilment by the children's growth, positive engagement, and progress, but faced challenges completing the intervention plans due to the uncertain duration of children's stay in the institution, and the inaccessibility of the children once they were out of the institution.



Key Recommendations

- Strengthen goal setting to support children in building a clearer, more hopeful outlook of their future.
- Increase family involvement to reinforce emotional and behavioural progress made through counselling.
- Ensure continuity of counselling by optimising the timing and duration of the intervention, while retaining the current structure and focus.



STORY OF CHANGE

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

In a corner of a Child Care Institution (CCI), a quiet 15-year-old kept to himself—arms crossed, eyes avoiding contact. He had been charged under POCSO for sexual misbehaviour with a younger child and he insisted he had been falsely accused. Although he spoke less, his resistance was loud. Despite that, he showed up for his sessions, and so did we—with persistence and patience.

In the early sessions, we didn't talk about the case or legal consequences. We spoke about cricket, his favourite food, memories from home, till slowly, trust began to form. Then we introduced simple tools for him to gain an understanding of concepts such as boundaries, empathy, rights, and responsibilities of every child to be safe. Once rapport was built, he was invited to group sessions where upfront setting of some ground rules helped create a safe space for learning and sharing.

During a group session in which we spoke about 'boundaries' using metaphors like "Your body is like a house, you decide who enters", he listened quietly. Later, in an individual session, he reflected, "I did cross the line, I broke that child's boundary. But mine was broken too." His words were conflicted – part confusion, part guilt. When he said, "For the world I'm lying, because I'm scared. If I tell the truth, what will everyone think of me?" The counsellor told him gently, "It's okay to feel scared. It takes strength to be this honest." That moment marked the slight lifting of a burden and the beginning of self-awareness.

We explored the understanding of consent through simple questions like "If someone freezes and says nothing, is that a yes?" He paused, then replied, "No, that means they're not okay." It was the first time he truly understood the harm. To help him understand the consequences, we used the "Consequence Chain" activity, a visual activity where the child maps out how one small decision can have a ripple effect and lead to larger impact. After this activity, he said, "I get it, Didi. You mean a small mistake can become a big one." That spark of insight was his first step toward motivation for change.

We worked on emotion regulation using tools like the 5-4-3-2-1 grounding technique, a technique that uses the five senses to bring attention to the present moment and reduce anxiety, and the five-finger breathing, a technique where each finger is traced while synchronising breath, helping build a tangible strategy for distress tolerance. We discussed urges and attraction and offered strategies like exercise and journaling for normalising feelings and guiding behaviour. We talked about personal safety, body autonomy, and naming body parts. Through role play and visual tools, he learned to recognise and say "no" to unsafe touch. "No one ever explained this to me before. Now I know better," he said. His behaviour began to shift, he started helping peers, encouraged them to speak, and reflected before acting, and was no longer impulsive.

In just eight individual and two group sessions, we witnessed the early phases of transformation—from resistance to reflection, from shame to understanding. This case reaffirms that real change often begins with patience, presence, and non-judgementally holding space. In helping this child find his voice and agency, the counsellor too found deeper empathy, clarity, and intention, proof that healing is never one-sided.

2. PUBLIC AWARENESS

Transforming social and behavioural norms around CSA requires more than isolated efforts. The silence, stigma, and lack of awareness that perpetuate CSA are deeply rooted in the societal fabric. Meaningful change demands large-scale, sustained public dialogue, and strategic communications and campaigns are central to this transformation.

With this conviction, Arpan has always invested in communication as a core strategy for impact. In 2024–25, we strengthened our approach to be even more targeted and outcome-oriented, with a focus on:

- Building public discourse through campaigns and events
- Deepening stakeholder engagement
- Maximising reach across platforms and languages

Through digital, print, outdoor media, and on-ground activations, our communications reach for the year was **108,751,356**.

Child Safety Week 2024: Speaking Directly to Offenders

In 2019, Arpan initiated the 'Child Safety Week' (CSW) campaign as a collaborative movement to raise awareness, amplify conversations, and encourage collective action on the issue of CSA. Since then, 14th to 20th November has been dedicated to highlighting the importance of child safety through conversations and events.

This year, Arpan spearheaded the sixth edition of CSW with the bold theme **#ProtectedByPOCSO**, directly addressing offenders. The campaign focused on raising awareness about the legal and social consequences for offenders under the Protection of Children from Sexual Offences (POCSO) Act. The campaign message—"Child Sexual Abuse is a punishable offence. All children in India are **#ProtectedByPOCSO**. Stop Right Now or Get Caught."—aimed to shift public narrative from passive awareness to active deterrence.

The campaign used a multi-channel approach:

- Branding on public transport, including buses, bus stops, and metro trains, through partnerships with local authorities, posters in local trains, and autorickshaws.
- Outdoor advertising on Billboards in high-traffic locations.
- Screening of the campaign video in movie theatres and on major Over-The-Top (OTT) platforms.
- Social media engagement with support from celebrities and influencers.
- Participation of over **160** schools across four states by displaying school uniforms with campaign messages, sparking critical conversations within communities.



Arpan Team with CSW 2024 Billboard



Campaign Message in Mumbai Metro



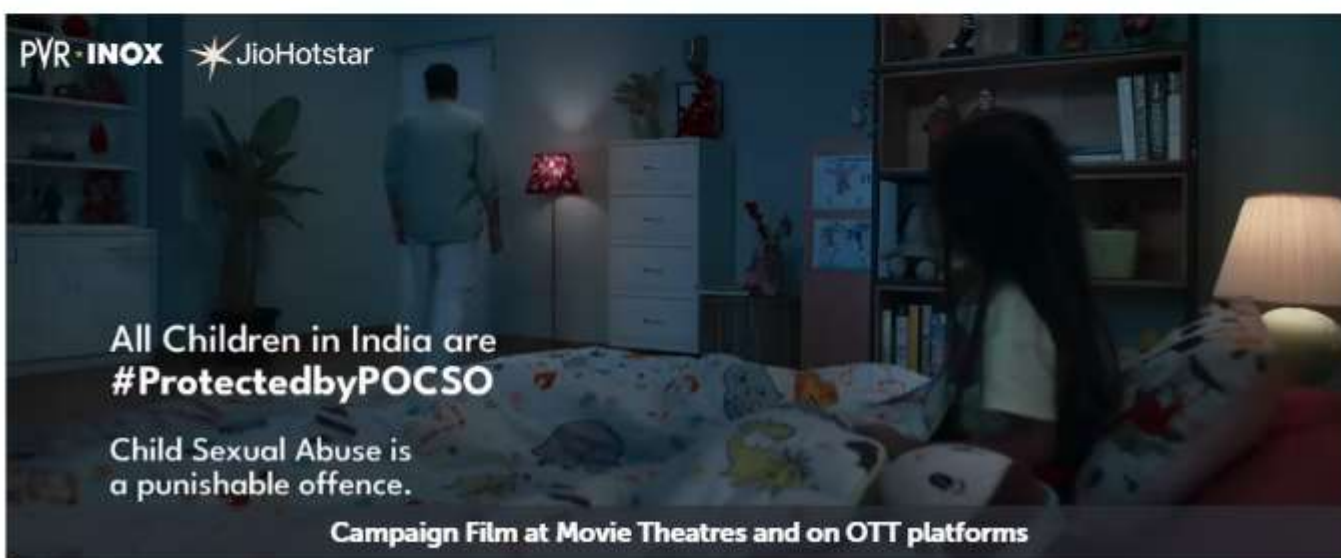
Campaign Message in Mumbai Metro



Campaign Message on the Outside Panel of a BEST Bus



School Uniform Installation





Influencer Collaboration during CSW 2024

CSW 2024 had a reach of **69,708,076**, supported by key partnerships for public transport branding with Thane Municipal Corporation, Women and Child Development (Thane), Brihanmumbai Electric Supply and transport (BEST), Mumbai Metropolitan Region Development Authority (MMRDA), Maha Mumbai Metro Operation Corporation Limited (MMMOCL). Corporates like Signpost India, Forbes Marshall, NGOs including Aas Vidyalaya, EDINDIA, Mudita Foundation, Faith Foundation, Sol's Arc, and others, and over 160 schools across Maharashtra, Goa, Chhattisgarh, and Andhra Pradesh joined the campaign. They contributed to the campaign by actively disseminating the campaign messages on public transport, outside schools or on social media platforms. Endorsements from Vidya Balan, Arpan's Goodwill Ambassador, and other public figures like Kalki Koechlin, Tisca Chopra, Tara Sharma, Tara Alisha Berry, Neerja Birla, Shweta Kawaatra and Manav Gohil, helped amplify the message. Media coverage by national and regional outlets such as The Free Press Journal, Mid-Day, Indian Express, Deccan Herald, Maharashtra Times, Pudari, and others further boosted visibility.

Beyond CSW: Creative Campaigns and Innovative Formats for Engagement

Arpan believes in the transformative power of communication not only to bring CSA into the public domain but also to drive both widespread and targeted behaviour change among key stakeholders. Towards these objectives, apart from CSW, other communication activities conducted during the year include:

- Sexual Assault Awareness Month (SAAM) has turned into a global movement emphasising prevention, healing and accountability. In April 2024, during SAAM, Arpan led a digital campaign, spotlighting the need for early intervention and collective responsibility towards prevention and healing from CSA.
- In a notable partnership, Shivdutt, a biker from Vadodara, rode 13,000 km across India and raised awareness about CSA and PSE in remote parts of the country.

- We piloted a targeted motivation and engagement campaign for the teachers trained by us through our PSE TOT programme. This campaign was run via WhatsApp in select districts of Maharashtra and Chhattisgarh to encourage the teachers to implement PSE in their classrooms and communities. This pilot resulted in an overall increase in implementation by 4.64% and its success has paved way for similar campaigns in the coming year.
- We participated in the 20th edition of the iconic Tata Mumbai Marathon 2025, in the Dream Run to amplify the message of child safety through our bold #ProtectedByPOCSO campaign among the large number of marathon runners and audience. We also took the opportunity to participate in the Motivation Zone category for the first time, where we put up a stage presentation on the #ProtectedByPOCSO theme and engaged with the marathon runners to create awareness about the issue. We were awarded second runner-up which is a testimony to the relevance of our campaign.

Innovative Formats for Engagement

To broaden child safety conversations, Arpan explored creative and age-appropriate platforms:

- Empower. Protect. Heal., a podcast series with Suno India, spotlighted Arpan's work in CSA prevention and healing.
- CEO Pooja Taparia on GirlUp UN Foundation's podcast delved into the necessity of addressing CSA on a global scale and shared insights on Arpan's impactful journey in combating this issue.
- Not Your Fault: Pinky's Story, a comic style story teaching children about personal safety and how to reach out to a helpful adult in case of unsafe situations, appeared in the Gold Edition of Amar Chitra Katha's iconic children's magazine, Tinkle Comics.

Together, the reach of all of these was over **39,043,280**.

Arpan remains deeply committed to using communication to shift narratives, break silence, and build collective responsibility. By driving awareness through powerful storytelling, strategic collaborations, and innovative formats, we move closer to creating a world free of Child Sexual Abuse.



Arpan's Personal Safety Content in Tinkle Comics

STORY OF CHANGE

During the Tata Mumbai Marathon, some of us were holding a school uniform with our campaign message, #ProtectedByPOCSO, when a child walked up and asked, "Didi, what is POCSO?" That simple question, arising out of a child's curiosity, sparked a conversation about child safety, rights and responsibilities, and about hope. It was a strong reminder that events such as the marathon aren't just about participating or broadcasting our messages or holding up our posters and banners, they are about initiating conversations and change.



Arpan Employees at Tata Mumbai Marathon



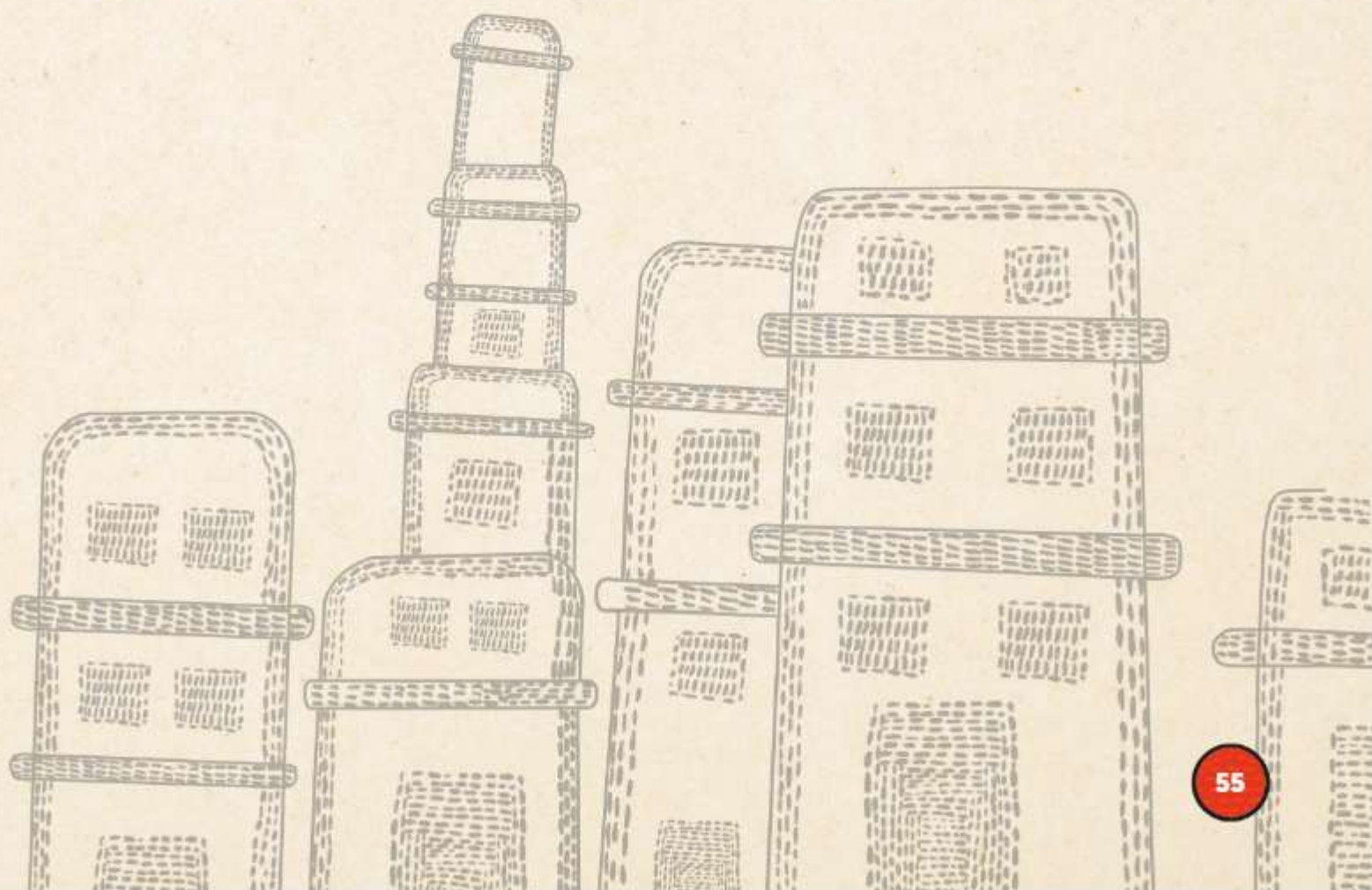
Arpan's Stage at Tata Mumbai Marathon

RESEARCH, MONITORING AND EVALUATION

A Pre-and-Post survey was designed to measure the impact of the CSW 2024 campaign through key campaign locations (public spaces namely bus stops, metro stations, railway stations, and movie theatres). The respondents included daily commuters over the age of **18** likely to be exposed to the campaign. Pre surveys were conducted one week prior the campaign, and Post surveys ten days post-campaign at each location, during peak commuting hours. Using an on-the-spot survey method based on availability and willingness, we reached **556** respondents for the Pre survey and **498** respondents for the Post survey.

The pre-and-post survey demonstrated a significant shift in public awareness.

- **82%** of respondents said the campaign messages were new to them, highlighting the lack of information about CSA in society, despite it being a pervasive issue in India.
- Compared to **14%** before the campaign, **66%** correctly identified POCSO as the law supporting children in cases of sexual abuse.
- Recognition that CSA is punishable by imprisonment rose to **99%**, an increase of **8%** compared to before the campaign.
- **78%** of respondents said that awareness of the POCSO Act could deter potential offenders and thereby prevent abuse.
- Brand awareness about Arpan rose to **49%**, up from **9%** before the campaign.
- The campaign left a strong imprint on its audience, with **89%** respondents being able to recall campaign messages.



THOUGHT LEADERSHIP



Participation in SVRI Forum 2024, South Africa



Presenting at the 'Do Good Convening' in Sweden.



Presentation to EMBA cohort of Saïd Business School in Mumbai

Arpan continues to be recognised as a thought leader in CSA prevention and intervention, both nationally and globally. With nearly two decades of practitioner experience, a long-term strategy to end CSA, and scalable models of impact, Arpan is shaping national and international discourse on the issue.

National Influence

- During Child Safety Week 2024, alongside a large scale mass media campaign, Arpan's senior leadership contributed to multiple high profile forums:
 - Ms Pooja Taparia, Founder and CEO of Arpan, was the chief guest at The Cathedral and John Connon Senior School event on the theme 'Abuse- A Psychosocial Approach'. She spoke about the profound impact of trauma, the stages of healing, and Arpan's therapeutic work.
 - Dr Manjeer Mukherjee, Senior Director – Strategy, addressed the CII-YI Masoom Summit 2024 in Guwahati, highlighting that 60% of online sexual abuse cases involve someone known to the child, and called for stronger protective systems.
 - Ms Nehal Parekh, Senior Director – Programmes, spoke at the National Consultation on 'Child Sexual Abuse: Contemporary Realities and Challenges', held at TISS Mumbai. She emphasised the importance of multi-stakeholder collaboration and post-abuse support for children.
- Ms Anupriya Das Singh, Senior Knowledge Manager at Arpan, joined a Women's Indian Chamber of Commerce & Industry's panel, advocating for intergenerational responsibility in creating safe, non-judgmental spaces for children.
- Dr Neha Sharma, Senior Manager at Arpan, participated in a Teach for India panel in Hyderabad on 'Child Safety' sharing Arpan's insights on CSA prevention and healing.

Global Leadership

Arpan's voice also shaped global conversations on ending CSA:

- Ms Pooja Taparia, as part of the Champions Group of the 'To Zero' initiative, along with other world leaders in the field, brainstormed on the process, framework and contributed to building a roadmap to end Child Sexual Violence (CSV). 'To Zero' brings together individuals and organisations worldwide around a shared vision to end CSV and introduces a global strategy to eradicate CSV. This actionable guide empowers governments, organisations, and communities to take swift, effective steps to protect children from sexual violence.
- Dr Manjeer Mukherjee served on three Global Advisory groups:
 - Collaborative Research Priority Setting to define a shared research agenda for ending CSV in low- and middle-income countries (led by Sexual Violence Research Initiative -SVRI, Together for Girls, WeProtect Global Alliance and The Brave Movement)

- Building Safe Futures initiative to identify successful approaches and gaps, and provide actionable recommendations to address CSV in low- and middle-income countries (led by SVRI, Together for Girls, WeProtect)
- Developing Advocacy Messages for the Violence Against Children (VAC) Ministerial Meeting in Bogota, Columbia, as part of Global Fund for Children's Advisory Group
- Ms Pooja Taparia also spoke at the Bold Solutions to End CSV webinar hosted by 'To Zero' and Safe Futures Hub, continuing Arpan's engagement with 'To Zero', a global initiative working towards ending CSV.
- At the global launch of the CSV Shared Research Agenda, Dr Manjeer Mukherjee showcased Arpan's evidence-led approach to programme design, highlighting the importance of data.
- Dr Bhuvaneswari Sunil, Director – Research, Monitoring and Evaluation, presented learnings from 'Efficacy of Arpan's Personal Safety Education (PSE) Model in Reducing Personal Incidences of Child Sexual Abuse in Mumbai' at the SVRI Forum 2024 in Cape Town.
- Ms Anupriya Das Singh also presented findings from the above study at the International Society for the Prevention of Child Abuse & Neglect (ISPCAN) Sweden Congress.
- At the Maging Solusyon International Conference on Child Sexual Abuse, organised by the Centre for the Prevention and Treatment of Child Sexual Abuse (CPTCSA), Philippines, Ms Namrata Joshi, Senior Manager at Arpan, spoke about addressing sexually harmful behaviour among children and the importance of empathy, consent, and boundary-setting for boys as a form of prevention.

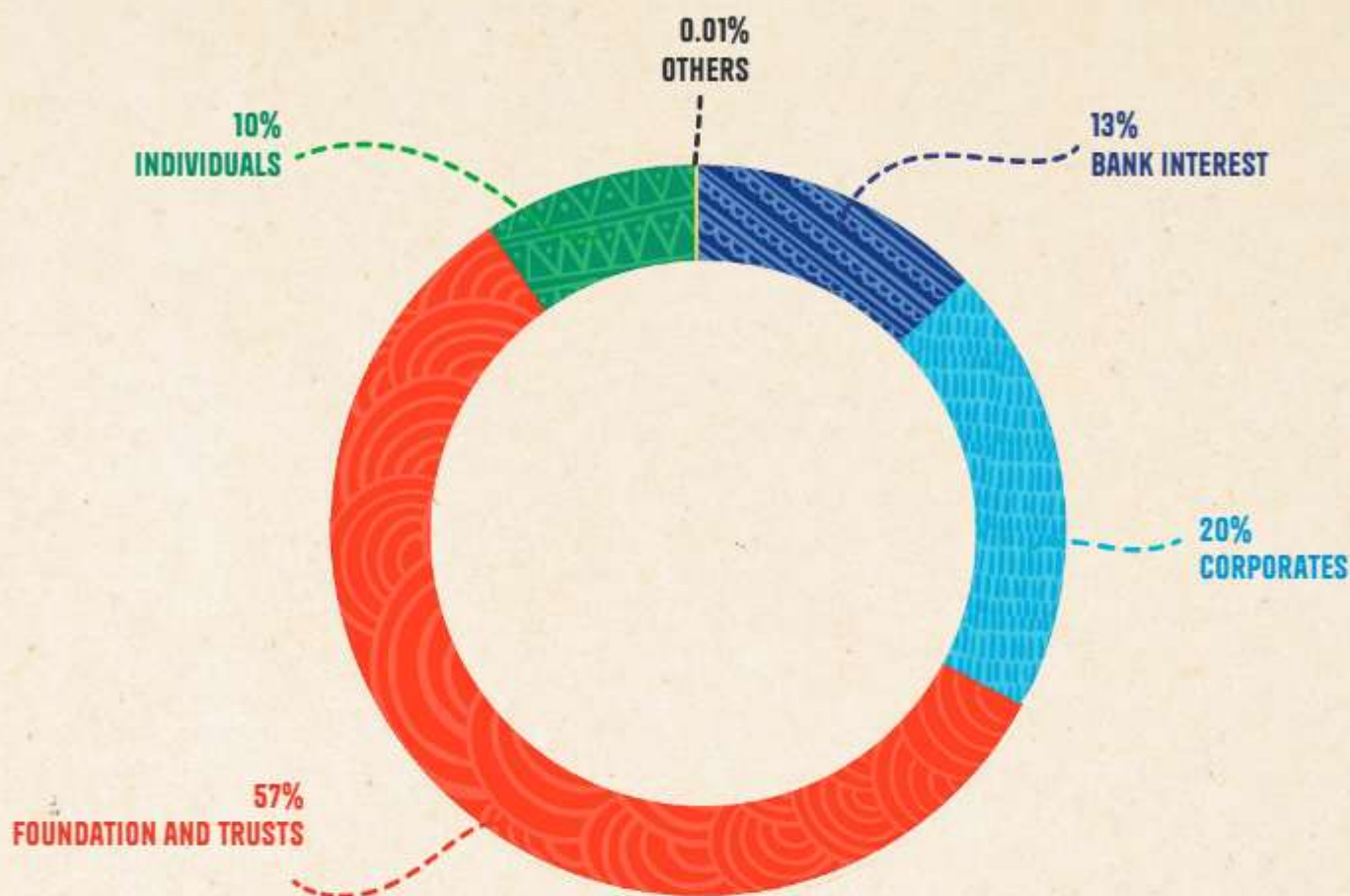
Strengthening the Social Impact Sector

Arpan also contributes to building leadership and knowledge across the social impact sector in India:

- Ms Pooja Taparia engaged in leadership dialogues on social change at the Do Good Fellows convening in Stockholm.
- She addressed Executive MBA students at Saïd Business School, Oxford University, sharing Arpan's journey and the Indian social sector landscape.
- As a speaker at the Dasra Social Impact Leadership Program 2024-2025, she spoke about 'Investing in Yourself', highlighting how self-development is central to organisational leadership.
- At an ILSS – India Leaders for Social Sector session, she shared reflections from her personal journey of starting and growing Arpan with a cohort of professionals looking to join the social sector. She reflected on the need for emotional readiness and collaborative spirit required to work in the social sector.
- With decades of experience in the field of child protection, Arpan is also advising organisations and schools on developing and implementing their Child Protection Policies, to strengthen the ecosystem.

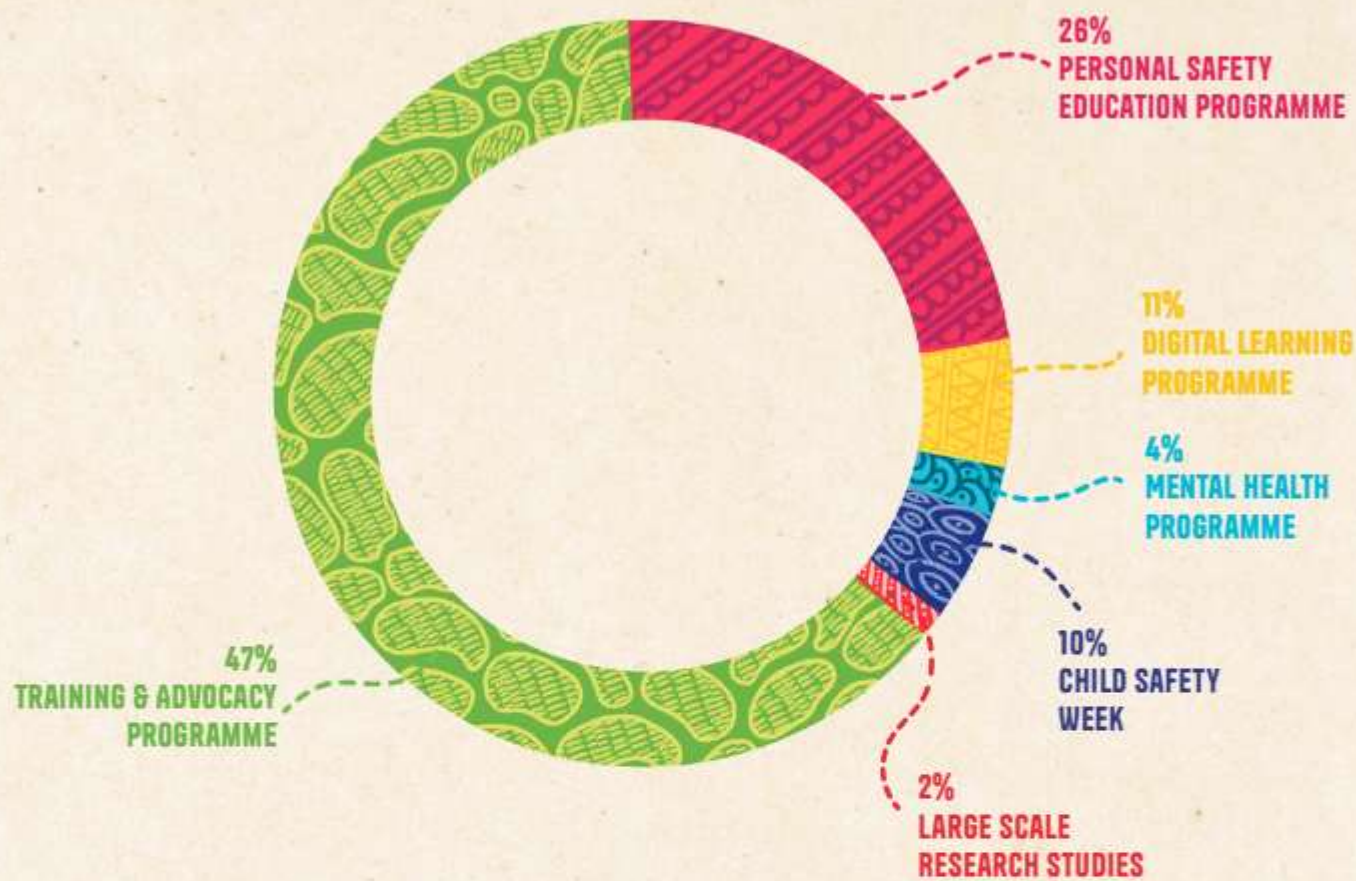
FINANCIAL PERFORMANCE

ARPAN HAS RECEIVED AN INCOME OF ₹18,41,57,455 IN THE FY 2024-25



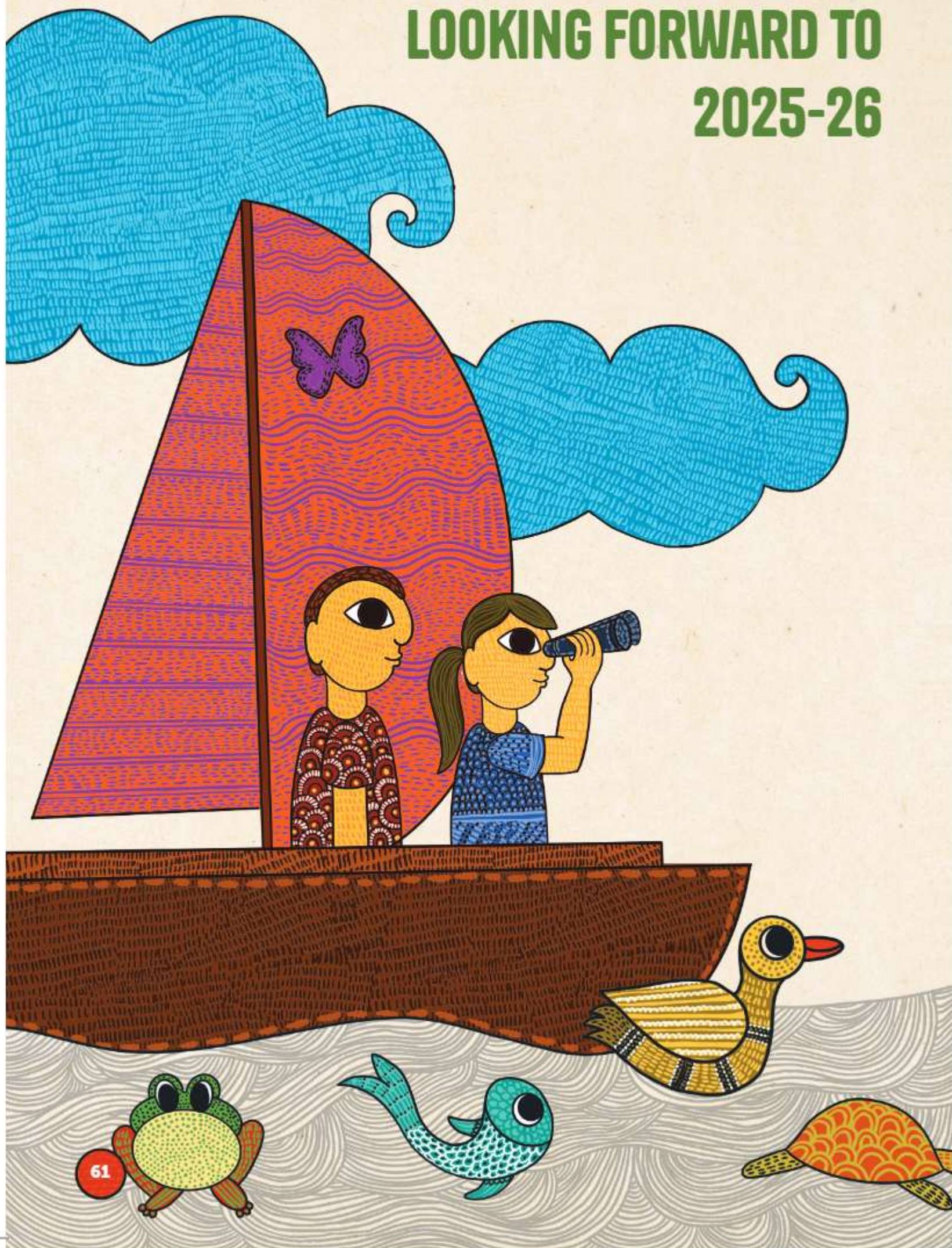
Total Income FY 24-25	Amount In INR	% Contribution
Bank Interest	2,45,35,175	13%
Corporates	3,61,91,925	20%
Foundations/Trusts	10,56,29,945	57%
Individuals	1,76,87,113	10%
Others	1,13,297	0.01%
Total	18,41,57,455	100%

ARPAN'S TOTAL EXPENSES AMOUNTED TO **19,21,14,295** IN THE FY 2024-25



Program wise expenditure	Amount In INR	% Contribution
Personal Safety Education Programme	4,96,27,102	26%
Training & Advocacy Programme	8,95,66,195	47%
Digital Learning Programme	2,14,54,613	11%
Mental Health Programme	81,57,183	4%
Child Safety Week	1,84,39,759	10%
Large Scale Research Studies	48,69,442	2%
Total	19,21,14,295	100%

LOOKING FORWARD TO 2025-26



We look back at 2024–25 as a year that laid strong foundations — by shaping models for change, deepening our motivation to protect children, and building the momentum needed for impact at scale in the years ahead.

The targets we set for FY 2025–2026 are outlined below. As we move forward, we remain committed to staying responsive and adaptable — ready to meet emerging needs without losing sight of our strategies or our vision of ‘A world free of Child Sexual Abuse.’

Personal Safety Education Programme

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

Training Programme

We will train 45,500 adults through the Training programme, and sustain our efforts to mainstream child protection mandates and integrate our PSE curriculum at the local, state and national levels.

Digital Learning Programme

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 20,000 children and adults.

Mental Health Services

We will continue to provide Mental Health Services and activities for children and adult survivors of CSA. Additionally, we will maintain our focus on restorative justice practices and engagement with children indulging in sexual misbehaviour.

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 Development

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



ORGANISATIONAL STRUCTURE

NEHAL PAREKH

Senior Director

Prevention

Manager	1
Other team members	22
Team Size	24

Training

Senior Manager	1
Assistant Manager	1
Other team members	35
Team Size	37

Healing

Senior Manager	2
Other team members	23
Team Size	25

SUMAN DAW

Associate Director

Digital Learning

Senior Manager	1
Assistant Manager	1
Other team members	4
Team Size	7

Information Technology

Other team members	2
Team Size	2

Fundraising Team

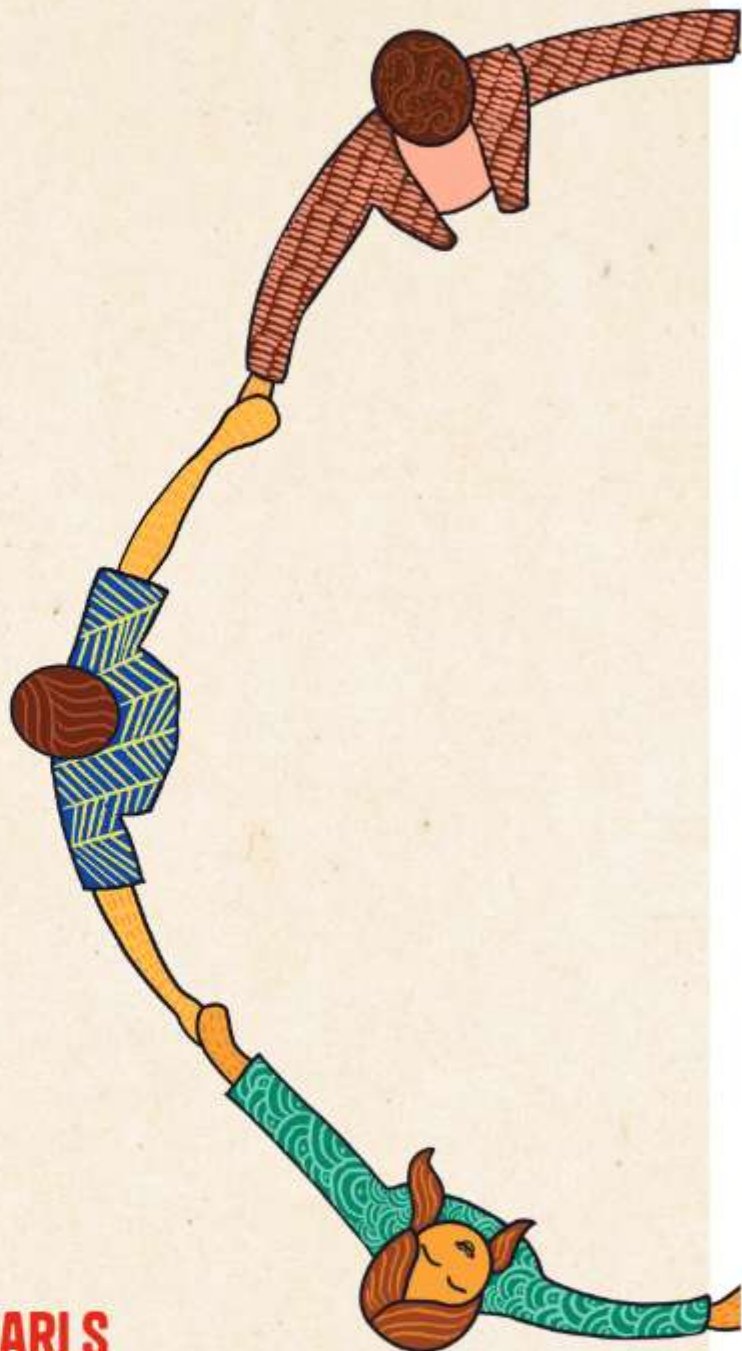
Managers	2
Team Size	2

DR. BHUVANESWARI S

Director

Research, Monitoring and Evaluation

Senior Manager	1
Manager	3
Other team members	11
Team Size	15



POOJA TAPARIA

Founder & CEO

Executive Assistant	1
Senior Director - Strategy	1
Team Size	3

HEMESH SHETH

Senior Director

Finance

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

Admin

Manager (Shared with People & Culture)	
Other team members	7
Team Size	7

Government Partnership

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

PALLAVI WAGLE

Associate Director

Communications

Assistant Manager	3
Other team members	3
Team Size	6

People & Culture

Manager	1
Other team members	2
Team Size	4

PAYAL SHAH KARWA

Associate Director

Content & Curriculum

Senior Manager	2
Manager	4
Other team members	4
Team Size	11

Arpan is proud to have a committed and experienced team, deeply aligned with our values and vision. Earning the **Great Place to Work® Certification** for the seventh consecutive year reflects our continued focus on building an exceptional workplace. This recognition is rooted in the meaningful work we do, the supportive culture we foster, and the positive environment we create. Our team's motivation comes from a deep understanding of the impact of their work, and a shared pride in being part of a pioneering organisation in child protection.

We also recognise the emotional demands of our work and prioritise mental wellbeing and care for our employees. Purpose, culture, care, and pride are the foundations of what makes Arpan a truly great place to work. Together, we have built this organisation – valuing each individual's contribution and the diversity they bring to our journey.



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

Name	Profession	Designation in the Board	Area Of Competency
Abhishek Mukherjee	Chief Business Officer – The Media Ant	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

Our Board Members

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 2024-25, six (6) board meetings were conducted.

Advisory Council

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	Nachiket Mor, PhD	Visiting Scientist, The Banyan Academy of Leadership in Mental Health
7	Rizwan Tayabali	Founder and Director, FRAKTAL
8	Shireen Wakil	Head of Safety Policy - South Asia, Facebook
9	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 journey to create 'A World Free of Child Sexual Abuse'.

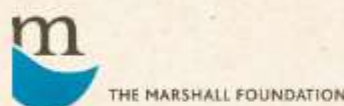
Trusts and Foundations



PORTICUS

Vitol Foundation

SCHOONER CAPITAL



- Shri S.K. Somani Memorial Trust
- D L Shah Trust

Corporates



- Sunjewels Pvt. Ltd
- Morgan Stanley Advantage Services Pvt. Ltd.
- Desynova Digital Pvt. Ltd.

Individuals



KARL-JOHAN
PERSSON

AGA AND PUDUMJEE
FAMILY

- Sanjeev Jyotiprasad Taparia
- Manish Anant Shah
- Anjali Keshav Biyani
- Stella Bhagwat
- Anand Sajjan Singhania

TEAM



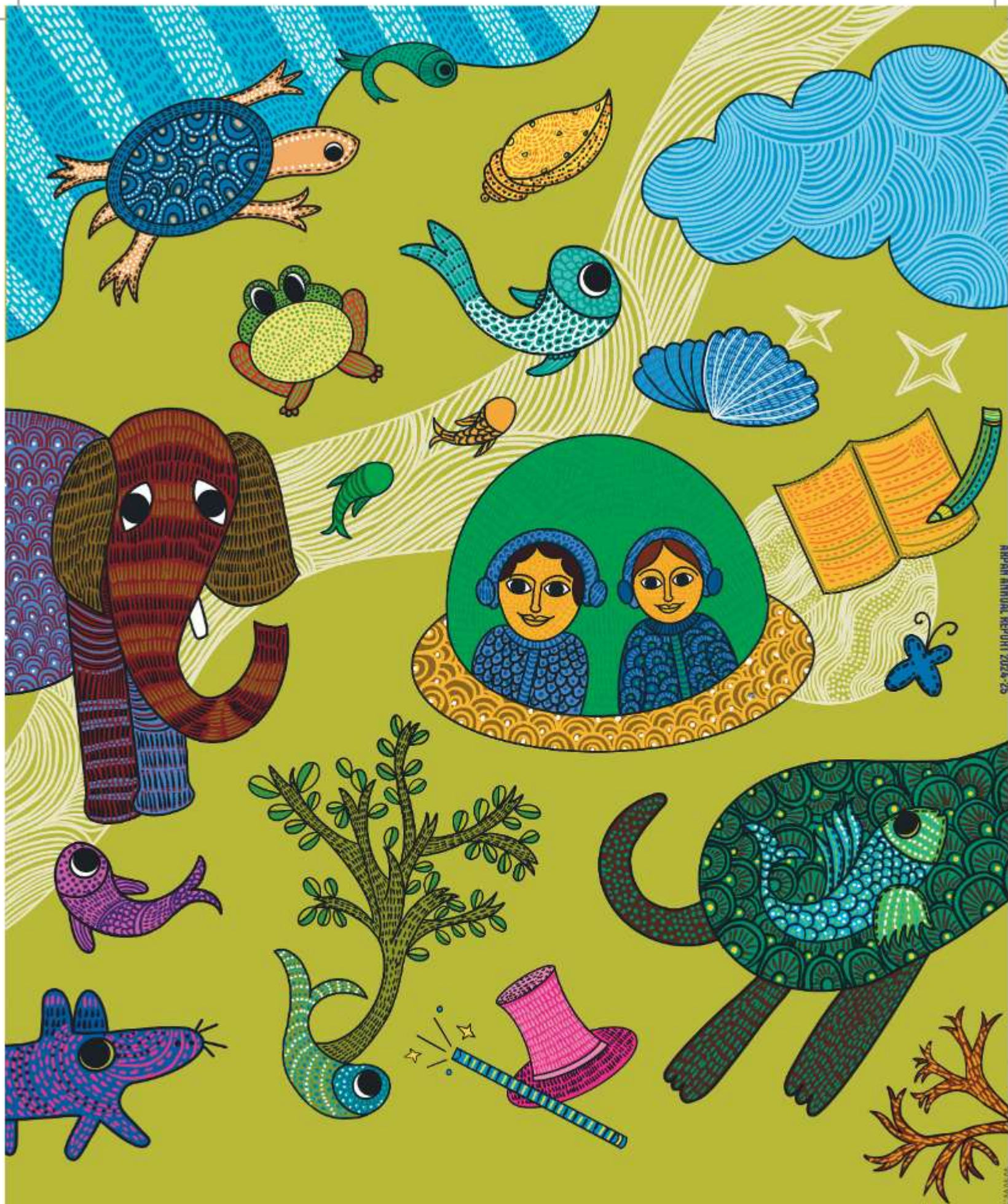
Our Team

Aarti Shinde, Adarsh Agrahari, Aditya Singh, Aishwarya Desai, Ajay Yadav, Akash Dhamane, Aleesha Bijliwala, Amey Korgaonkar, Amit Jadhav, Angelica Cardoza, Aniket Joshi, Anjana Chaudhari, Anjana Salunkhe, Ankit Rastogi, Ankita Satose, Anupriya Das Singh, Anushka Bhat, Anushka Kundu, Arjita Singh, Arva Kankroliwala, Asha Khadkar, Avinash Raut, Bhagyoday Khandare, Bhavika Pore, Bikram K Sahoo, Boishali Saikia, Chandrika Rambiya, Charu Chaturvedi, Dakshata Karekar, Deepali Panchal, Devangshi Haria, Dhvani Mehta, Dinesh Regmi, Dipali Kadam, Disha Salekar, Divianna Dcosta, Divya Kotiyan Bangera, Elee Kajar, Farha Shaikh, Farhat Shaikh, Gauri Thange, Gayatri Nalawade, Hemakshi Chheda, Hemesh Sheth, Hina Mansoori, Jasmine Dcunha, Jeenal Lopes, Jitendra Awhad, Kalyani Hambire, Kanak Mishra, Kavita Lahane, Kavita Vishwakarma, Kavya Joshi, Komal Madhe, Kunjan Sheth, Kusum Naik, Mahadev Patil, Mahesh More, Maithili Redkar, Malhar Powar, Manasvi Kundu, Manjeer Mukherjee, Mansi Naik, Mansi Wagh, Mayur Barve, Mercina Gomes, Milind Padyar, Millind Murudkar, Minal Kadam, Mukti Gada, Mustafa Attarwala, Namrata Joshi, Nandini Mazumdar, Nargis Halai, Neelam Parab, Neha Maru, Neha Sharma, Nehal Parekh, Nilay Aglave, Nishita Shetty, Nitesh Agre, Nupur Landge, Pallavi Wagle, Pankit Dave, Payal Shah Karwa, Piyali Sen, Pooja Taparia, Poornima Josyula, Prajwal Surgane, Pranav Murudkar, Pranay Gamare, Prashant Gite, Prathamesh Dhuri, Pravin Mahar, Preeti Humbe, Priyadarshini Mohanty, Priyanka Bramhane, Priyanka Dhanu, Radhika Bandodkar, Rajnarayan Maurya, Rakesh Parmar, Rasika Patankar, Rehea Quadros, Resham Panikar, Riya Tiwari, Rutika Chavan, Sagar Bhalerao, Sahil Shaikh, Sakshi Kanoje, Sakshi Khedekar, Sanju Tamang, Sanket Agre, Sankita Shinde, Sayali Jadhav, Shaibaaz Baig, Shailesh Parsai, Shaista Shaikh, Shalet Lopes, Shalvina Nigrel, Shamal Suryawanshi, Shankar Gawas, Shantilal Rikibe, Shradha Gupta, Shubham Gaikwad, Shubhangi Shinde, Shubhashree Karmakar, Siddhi Panchal, Sneha Pimpodkar, Snehal Uttekar, Snehalata Burute, Snehanshu Shome, Sofiya Motani, Sonali Parab, Sudakshina Mukherjee, Suman Daw, Sumit Chavan, Sumit Raykar, Supriya Pai, Sushil Mohite, Suvidha Gaikwad, Swapnil Gaikwad, Swati Khanderao, Sweta Mitta, Tupti Kalra, Vanita Rajput, Vijayalaxmi Surgane, Vikas Kaginkar, Vikas Modhave, Vimla Prajapati, Vishal Bodhare, Yash Chokshi, Yogesh Jawale, Yogesh Pandit

Our Interns, Consultants, Volunteers and Partner Counsellors

Amitabh Kumar, Amrita Purkayastha, Kenneth Lean, Krishna Shah, Lara Cherian, Manasi Kshirsagar, Nisha Solanki, Ragini Lall, Rama Rao, Saloni Sawani





FOR INFORMATION

info@arpan.org.in
www.arpan.org.in

FOR COUNSELLING

+91 9819086444
support@arpan.org.in