

arpan
Towards Freedom from
Child Sexual Abuse



IMPACT ASSESSMENT OF ARPAN'S PERSONAL SAFETY EDUCATION (PSE) MODEL IN REDUCING INCIDENCES OF CHILD SEXUAL ABUSE (CSA)

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CONTEXT SETTING: CSA IN INDIA

High Prevalence of CSA

- 53% of children surveyed reported experiencing sexual abuse. ¹
- 22% reported severe forms of abuse. ¹

Role of Schools

- CSA remains a silent topic, rarely discussed at home or in schools. ²
- Discussions surrounding CSA remain taboo ¹
- Schools can effectively deliver CSA prevention information. ²

Parental Awareness of CSA

- 25% believe child abuse equates to sexual violence. ³
- Only 2% of parents are informed about the Protection of Children from Sexual Offences (POCSO) Act. ³

Source:

1. Ministry of Women and Child Development, Government of India, 2007
2. Mathew M. et al., Effectiveness of health education on awareness of child sex abuse among school children. J Family Med Prim Care. 2021 Dec;10(12):4509-4513.
3. Shankar P. et al., Assessment of knowledge and attitude about child abuse amongst parents visiting a tertiary care hospital in Bengaluru, India. Int J Contemp Pediatr. 2020; 7(5):1105.



ARPAN'S PERSONAL SAFETY EDUCATION PROGRAMME



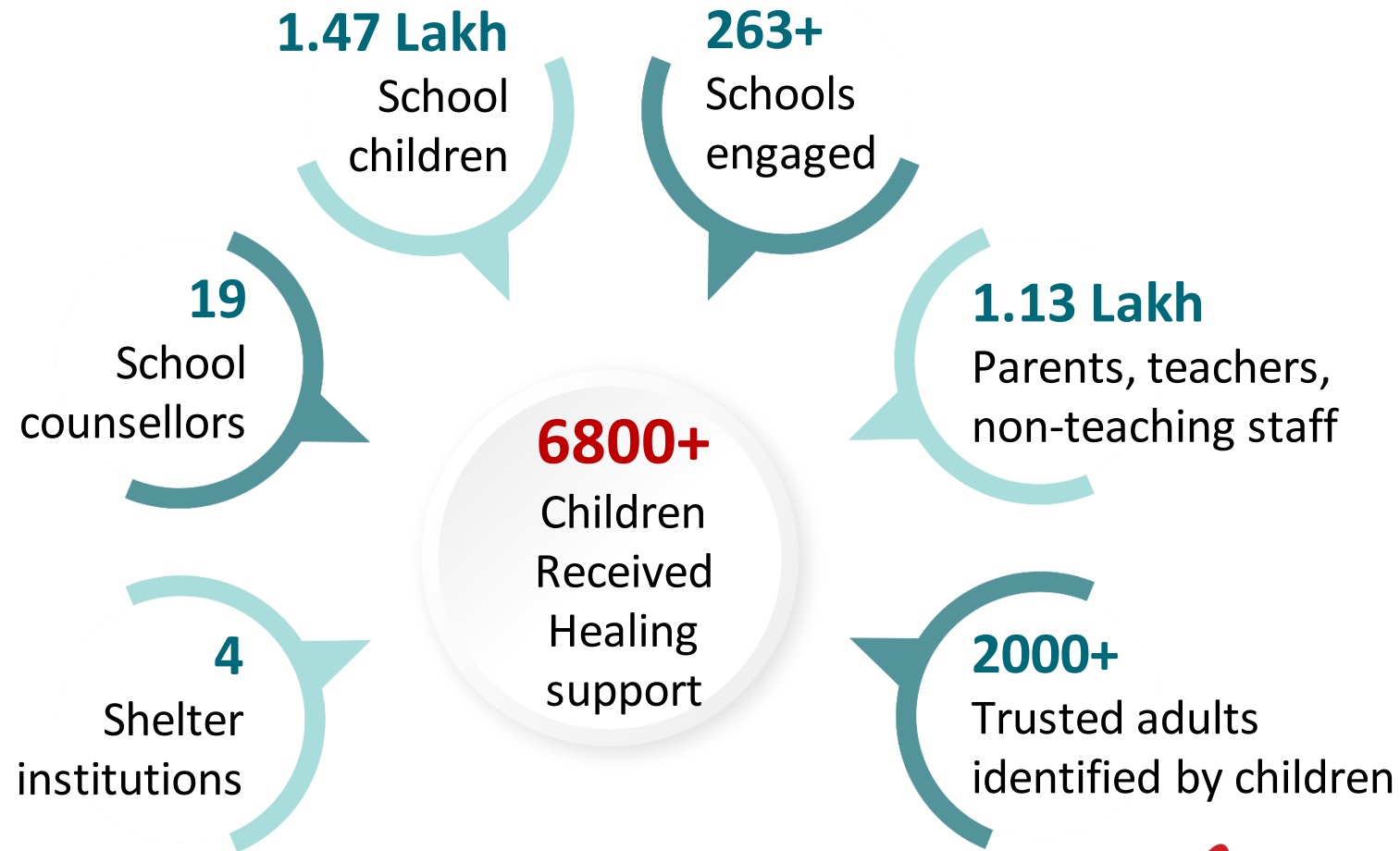
Provides age-appropriate knowledge and skills to prevent CSA

Provide safe space for disclosure of CSA/sexual misbehaviour

Provide counselling support to heal all children who disclose

Work with adult caregivers in the child's ecosystem (school) to sensitise and create a safe environment

Arpan's PSE Reach Since 2008



Implemented in Mumbai-Suburban, Maharashtra, India



OBJECTIVES OF THE IMPACT ASSESSMENT STUDY

1. Preventive Support

To what extent has the PSE programme improved children's KAP with respect to preventing unsafe situations?

2. Healing Support

What are the outcomes of psychotherapeutic counselling provided to children, affected by sexual abuse and other related concerns?

3. Understand Differential Impact

Does the programme have a differential impact by gender, age, number of exposures, and type of training module of the PSE programme?

4. Impact on Other Stakeholders

How has the engagement of parents, teachers, counsellors through the intervention influenced their awareness of CSA and their skills to prevent CSA and support disclosure of incidents?

This study was conducted by Sattva Media and Consulting Private Limited.



ASSESSMENT FRAMEWORK

The study evaluated the effectiveness of Arpan’s PSE programme and its healing engagement by using the Knowledge Attitude Practice (KAP) framework for the key indicators.

Framework	Key Areas of Inquiry	Indicators
Prevention	Knowledge	Detecting sexual abuse: Do the children know the difference between a safe and unsafe situation?
		Responding to sexual abuse: Do the children know how to remove themselves from a sexual abuse situation?
		Reporting/Seeking support: Do the children know where and how to report and seek support in case of a sexual abuse situation?
	Attitude	Gender bias: Do the children show gender related biases in their attitude towards sexual abuse?
		Not your fault: Do the children depict attitudes of blaming victims of sexual abuse?
		Self-esteem/Confidence: Do the children feel confident in their ability to remove themselves from a sexual abuse situation?
		Reporting/Seeking support: Do the children feel confident and motivated enough to report sexual abuse?
	Practice	Responding to abuse: Are the children able to remove themselves when they face a sexual abuse situations?
Reporting/seeking support: Are children reporting and seeking support when they face sexual abuse?		
Healing	Knowledge	Understanding : Do the survivors have knowledge about child sexual abuse, its causes, how to report it and recovery methods?
		Preventing further abuse: Do the survivors know how to respond to and report a sexual abuse situation?
	Attitude	Self esteem: Are there positive changes in the attitudes of survivors towards themselves and other relationships in their life?
		Not your fault: Do the survivors depict attitudes of blaming themselves for the sexual abuse?
	Practise	Handling trauma: Are the survivors able to handle the emotional trauma associated with the abuse they faced?
		Openly communicating: Are the survivors able to openly talk to counsellors/friends/families regarding the abuse they faced?
Creating future goals and aspirations: Are the survivors creating new goals/aspirations and relationships in their life?		



STUDY DESIGN



Study Design	Prevention Engagement			Healing Engagement	
Quant Surveys	Students: Intervention Group 628 children	Students: Comparison Group 642 children	Parents: Intervention 63 parents	104 children	
	Participated in Arpan's PSE Programme (4 yrs ago)	Have not availed PSE sessions	Have attended Arpan's PSE session	Students who have received Arpan's healing support	
Younger Cohort: Grade 5 to 8 Older Cohort: Grade 9 to 2nd yr. graduation			Cohorts same as in the prevention engagement		
Qual Surveys	Students: Intervention Group 23 children, 11 parents, 12 principals & teachers		Parents: Intervention	Students 23 children, 8 parents, 13 counsellors	Parents
	Intervention School: Principal and Teachers			School Counsellors	



EMPOWERED NARRATIVES FROM INTERVENTION

"I can tell about an unsafe touch and my physical boundaries because I know about PBP and I also learned about expressing and saying 'no' in such cases during my 1:1 session with Arpan sister/brother."



"A trusted adult should be able to help and protect me without judgment and trust me. Sometimes talking to parents is difficult so I talk to some trusted sister/brother."

"Knowing a trusted adult and understanding safe and unsafe situations makes me feel confident to deal with any situation."

"I do not go to places in the community where substance abuse is done, I feel even that is unsafe and even my parents keep an eye on me for this."



INSIGHTS FROM CHILDREN OF THE PREVENTION INTERVENTION



- 87% of IG (Intervention Group) students correctly **identified Private Body Parts**, compared to 64% in the CG (Comparison Group). 23% better performance due to the PSE intervention.
- In the IG, 99% understood that it's **not OK for anyone to look at children's Private Body Parts** (compared to 94% in the CG), and 81% could **identify unsafe situations** (compared to 74% in the CG).



INSIGHTS FROM CHILDREN OF THE PREVENTION INTERVENTION (CONTD.)

- 13% and 5% higher ability in IG, to recognise that it is safe for parents and doctors to examine Private Body Parts in case of injury, indicating a better understanding of **exceptions for health reasons**. IG also demonstrated **greater empathy** in recognising actions that could make others uncomfortable.
- In various scenarios, IG students showed a stronger understanding of safety boundaries, with 11% more **identifying inappropriate behaviours as unsafe** and 8% higher awareness of **accidental violations** compared to CG.
- 100% of IG and 97% of CG students knew to **inform a helpful adult** if they felt uncomfortable. In a vignette scenario, 58% of IG would **seek help from a helpful adult** (compared to 44% in the CG), while 42% would **assertively say no or get away** from the situation.



INSIGHTS FROM CHILDREN OF THE PREVENTION INTERVENTION (CONTD.)

- 84% of IG, compared to 80% in the CG, understood that it's not a child's fault if they are touched inappropriately, indicating a strong grasp of this key concept.
- 54% of IG correctly chose to **prioritise safety over secrecy** if a friend discloses an unsafe situation, compared to 43% in the CG, reflecting a 7% higher understanding in IG.
- Qualitative insights: 12/23 IG **do not follow friends blindly** and assess safety before acting, showing critical thinking about peer pressure. Additionally, female students expressed concerns about the safety of friendships with boys, indicating an awareness of gender dynamics in peer interactions.
- 86% of students found Arpan PSE sessions **helpful or very helpful**, and 93% rated Arpan *didi/bhaiya* (Sister/brother) as **good or very good**.



INSIGHTS FROM CHILDREN OF THE HEALING INTERVENTION

- 89% reported the ability to **recognise and manage their emotions** effectively due to the transformative healing process. 67% of the healing cohort applied **coping techniques** learned during their support from Arpan.
- 75% were aware of the **support available** if they feel unsafe or uncomfortable, while 60% **feel confident** sharing their feelings. Counselling has helped reduce the stigma around discussing sensitive topics and encouraged **open communication**.



INSIGHTS FROM CHILDREN OF THE HEALING INTERVENTION (CONTD.)

- 78% reported a **positive personal change** post the sessions, and 43% said they are **no longer scared**. Additionally, 81% feel **optimistic** about their future.
- 97% of students found Arpan counselling sessions **useful for their healing** and 57% valued their strong **personal connection** with Arpan didi/bhaiya, appreciating their **caring behaviour**.



Parents Attended Prevention Session

- 95% of parents want Arpan to **continue PSE sessions** in schools, finding them informative and helpful for their child's safety.
- 9 out of 11 parents observed **improvements in their children's understanding** of CSA, after attending PSE sessions.
- Four parents noted increased awareness of unsafe situations, and two reported that their **children gained confidence** to assertively say no and remove themselves from unsafe situations.



Parents Attended Healing Session

- Observed **positive changes** in their children, noting improved **emotional identification and communication**.
- They expressed their children were **better equipped to protect** themselves and recognised the importance of **paying attention** to behavioural signs, understanding that it might be challenging for the child to express their feelings.



INSIGHTS FROM SCHOOL STAFF

- All teachers and principals reported increased **awareness and sensitivity** towards CSA after Arpan's PSE sessions.
- 10 out of 12 feel **better equipped to handle disclosures** and create a **safe environment**. 100% noted that support staff are now more aware and sensitive, **enhancing child safety**.
- All School Counsellors observed **improved safety awareness** among students and more students **seeking support** due to enhanced **confidentiality**, with 3 out of 7 counsellors reporting that **teachers actively monitor** for signs of CSA and inform them.



PREVENTION

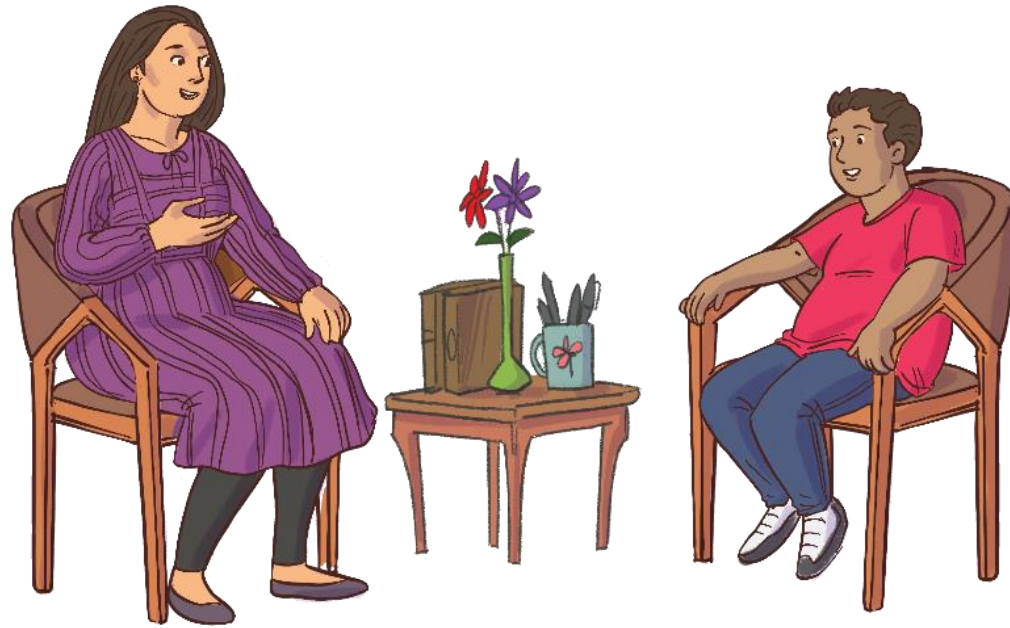
- The PSE programme has significantly **improved children's KAP** on CSA prevention. IG demonstrated improved understanding of personal safety, recognized that abuse is not their fault, and were more likely to seek help from trusted adults, highlighting the **programme's effectiveness in raising safety awareness.**



CONSOLIDATED STUDY FINDINGS

HEALING

- Arpan's psychotherapeutic support has greatly benefited children who faced abuse, improving trauma processing. Outcomes show that 70% of those who experienced contact abuse now use emotion regulation techniques and understand that the abuse is not their fault. Students have built support systems by identifying helpful adults and learning how to seek help. Overall, **Arpan's engagement has facilitated healing, enhanced coping skills, and increased confidence.**



CONSOLIDATED STUDY FINDINGS (CONTD.)

ECO-SYSTEM

- Data from parents highlights the PSE programme's effectiveness in raising awareness of CSA. Most parents recognise the need to support children healing from abuse and understand that it can affect any gender, aligning with Arpan's key messages. Teachers and principals also acknowledge Arpan's positive influence on students and see them as vital partners in creating safe school environments.



RECOMMENDATIONS FROM THE STUDY

STUDENTS

- Creating digital touch points like mobile messages and newsletters can enhance students' recall of PSE messages and support their real-life application, fostering a sense of safety and trust in Arpan.
- Enhancing messaging on communication strategies can help older students overcome fears of judgment and disciplinary actions, fostering stronger support systems with their parents.



RECOMMENDATIONS FROM THE STUDY

PARENTS

- Incorporating interactive, activity-based approaches and revised content focused on CSA can enhance parental engagement and understanding, empowering them to support their children effectively.
- Regular digital nudges with key messages and tips can enhance parents' understanding of CSA and encourage their active involvement in prevention efforts, reinforcing their role as protectors of their children.



RECOMMENDATIONS FROM THE STUDY (CONTD.)

SCHOOLS

- Conducting attitude and skill sessions for school counsellors, alongside strategically involving them in PSE project planning, will enhance their understanding of CSA and improve support for affected children.
- Individualised training sessions for school principals on CSA prevention and management will enhance their ability to handle disclosures effectively and create supportive environments for children in distress.



Thank You



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