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List of Acronyms

List of Acronyms	
AI	Artificial Intelligence
CSAM	Child Sexual Abuse Material
HM	Headmaster
LMS	Learning management Systems
MASSp	The Missing Awareness and School Safety Program
MLT	Missing Link Trust
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NCRB	National crime Records Bureau
NEP	National Education Policy
NGOs	Non-Governmental Organisations
NSE	National Stock Exchange
POCSO	Protection of Children from Sexual Offences
SEL	Social and Emotional Learning
SSE	Social Stock Exchange
STDs	Sexually Transmitted Diseases
UNICEF	United Nations Children's Fund
WHO	World Health Organisation
ZCZP	Zero Coupon Zero Principal

Executive Summary

The Missing Awareness and School Safety Program (MASSp), a flagship initiative by Missing Link Trust (MLT), is a pioneering intervention designed to educate vulnerable adolescents on issues of sexual abuse, exploitation, and trafficking. Built on the pillars of experiential learning, the program delivers content through audio-visuals, narratives, and creative tools such as art and technology. MASSp is structured into five modules—three critical thinking modules (Awareness 101, Cyber Safety, and Adolescent Education) and two creative thinking modules (Create Your Own Board Game and Launch Your Own Awareness Campaign). Implemented in government and low-income private schools, including deeply vulnerable regions like the Sundarbans in West Bengal, the program reaches students from some of India's most socio-economically disadvantaged communities.

Missing Link Trust (MLT) collaborated with META for disseminating our safety school program for adolescents. We believe that Education and Safety are mutually inclusive, and hence our Missing awareness & safety school program for all children is the pressing need to create a safer world, both online and offline. With our mutually aligned vision with META of keeping the youth safe, we looked at a collaboration to implement our awareness & safety program in government schools of **Kolkata district in West Bengal to reach 9500 children.** The collaboration included three main project deliverables - (I) Awareness sessions in schools of Kolkata; (II) Conduct training workshop & capacity building in the North-east in partnership with Impulse NGO and; (II) Roundtable conference with experts & stakeholders. META supported MLT with a total funding of Rs 4,000,000 inclusive of all the project deliverables across completion & progress through five phases.

This report captures the outreach, methodology, findings, and impact of the Missing awareness & safety school program implementation project in Kolkata. The analysis of the impact of the project has been done by Dr Roselent Joseph, an external independent consultant based on as per the Monitoring and Evaluation framework of the project.

The intervention effectively enhanced adolescents' awareness and understanding of critical issues related to cyber safety, adolescence, and personal well-being. The project's impact was assessed through a pre-post-test design, which revealed statistically significant improvements across all thematic areas at a 95% confidence level ($p < 0.05$).

In terms of **cyber safety**, students demonstrated strong awareness about online threats and protective practices. A significant proportion of 66% students understood digital boundaries, such as the importance of not sharing others' images or videos without consent. About 71% were aware of general cyber safety norms like using secure passwords and trustworthy websites, while 79% exhibited strong awareness of digital

privacy concerns, including the risks of sharing personal information like images, geotagged locations, and credit card details.

Further analysis showed that 68% of students recognized the importance of not trusting or interacting with strangers online. A higher percentage of 77% students knew about the availability of support systems such as parents, friends, and helplines, and 79% understood the dangers of sharing pictures or engaging in conversations with unknown individuals. These findings underscored the success of the program in strengthening digital and personal safety among adolescents.

With respect to **awareness about puberty and adolescence**, 66% of students understood the difference between sex and gender, reflecting sensitivity toward gender identity and diversity. About 67% were familiar with the concept of consent, and 71% showed awareness of physical and emotional changes linked to puberty. These outcomes indicated a growing foundation of knowledge among students on key developmental topics.

The **pre-post test results** revealed statistically significant improvements in students' awareness across multiple dimensions. The most substantial gain was a 46% increase in awareness about puberty-related changes. Awareness about the difference between pornography and sex improved by 18%, and knowledge of traffickers' characteristics rose by 19%. There was also a 15% increase in understanding the need for secure internet networks, and a 10% improvement in recognizing social media boundaries.

Overall, the intervention led to marked and meaningful enhancements in students' awareness of cyber safety, adolescence, and personal protection, validating the impact and relevance of the program content.

Chapter 1: Background and Introduction

1.1 Context: The Need for Child Safety Education

Sexual exploitation and abuse of children constitute one of the most reprehensible forms of violence, resulting in severe and long-lasting consequences for victims. They often experience psychological trauma, anxiety, depression, and even suicidal thoughts on a personal level. Beyond individual suffering, the broader impact extends to significant social and economic repercussions, including higher healthcare costs, lost productivity, and diminished economic opportunities. These effects extend beyond the individual child, deeply affecting families, communities, and society.

Sexual violence against children in India is an escalating crisis, marked by deeply troubling trends. According to the *National Crime Records Bureau* (NCRB), over 1.6 lakh cases were registered under the *Protection of Children from Sexual Offences (POCSO) Act* between 2019 and 2022, with a 9.5% rise in 2022 alone[1]. In the same year India also reported more than 56 lakh cases of Child Sexual Abuse Material (CSAM), reflecting a 400% surge in cybercrimes against children since 2019. Additionally, a study by the *Ministry of Women and Child Development* found that nearly 53% of children had experienced some form of sexual abuse[2], underscoring the urgent need for comprehensive protection mechanisms and stronger enforcement.

[1] National Crime Records Bureau (NCRB), *Crime in India 2022*. *[https://www.ncrb.gov.in/uploads/nationalcrimerecordsbureau/custom/1701607577CrimeinIndia2022Book1.pdf]*

[2] Kacker, L., Varadan, S., & Kumar, P. (2007). *Study on Child Abuse: India 2007*. Ministry of Women and Child Development, Government of India. *[https://resourcecentre.savethechildren.net/pdf/4978.pdf]*

Education and awareness among school-going children play a critical role in preventing sexual exploitation. Comprehensive sexuality education and child safety programs equip children with the knowledge to recognize, resist, and report abuse. Studies have shown that school-based awareness initiatives, significantly improve children's ability to identify unsafe situations and seek help. According to a 2019 UNICEF report, life skills and safety education in schools can reduce the risk of abuse by up to 50%, especially when combined with teacher training and parental involvement[3]. Investing in age-appropriate, rights-based education is therefore essential to building a safer environment for children.

1.2 About the MISSING LINK TRUST

1.3

MISSING Link Trust is one of India's leading organizations founded in 2015 to prevent child sex abuse through awareness, education and empowerment. Unlike many organizations focused on rescue and rehabilitation, Missing prioritizes prevention through education, awareness, and community empowerment. Our approach integrates art, technology, and advocacy, equipping children, families, and communities with the tools to recognize and combat exploitation.

Our work has been recognized for use of technology, innovation and impact. We received the NASSCOM Tech4Good Award for Cyber Security (2024). We have been one of the few organizations having listed on the NSE Social Stock Exchange. Our work aligns with the United Nations Sustainable Development Goals (SDGs) on Gender Equality, Quality Education, and Decent Work.

MISSING is India's foremost public art and education organization working to prevent sex trafficking. MISSING won the Thomson Reuters Global Anti-Trafficking Campaign Award, in 2021 and NASSCOM Foundation's Social Innovation Catalyst Grant, in 2022 and Cyber Safety Award in 2024. Education being our primary focus, we work at the intersection of education, art, and technology to raise mass awareness about sex trafficking and curb its rising figures, impacting vulnerable populations of women and adolescents. This is done through innovative education programs, immersive art, and storytelling platforms using the power of technology. Collaborative partnerships are built to expand our community reach and services. MISSING has developed the innovative audio-visual program Missing Awareness and Safety School program (MASSp) to raise systematic awareness of sex abuse and exploitation to prevent it.

[3] UNICEF (2019). *A Familiar Face: Violence in the lives of children and adolescents [https://data.unicef.org/resources/a-familiar-face/]*

1.4 Meta Program

The Missing Awareness and School Safety Program (MASSp) is the flagship initiative of Missing Link Trust, designed to educate vulnerable adolescents prone to sexual abuse, exploitation, and trafficking. This first-of-its-kind program, which addresses personal safety and empowerment using immersive experiential learning. The program incorporates audio-visual content, compelling narratives, and innovative methods like art and technology. It is class and geography-agnostic, making it relevant for every adolescent in India. MASSp is available in English & regional languages and can be implemented in both online and offline modes. This is an 8-10 Hour program consisting of three critical thinking modules and two creative thinking modules and can be completed within 2-4 months with weekly sessions of 1.5-2 Hours.

Critical Thinking Modules:

- Awareness 101: Against Abuse and Exploitation
- Cyber-safety
- Adolescent Education

Creative Thinking Modules:

- Create Your Own Board Game Cyber Safety Adolescent Education
- Launch Your Own Awareness Campaign

Chapter 2: Program Implementation

2.1 About Missing Awareness and Safety School Programme (MASSp)

Our flagship program, the Missing Awareness and Safety School program (MASSp), is a first-of-its-kind, immersive safety education program designed for young people aged 13 to 18. on the rising sex abuse and exploitation and teaches them how to keep themselves safe in this physical and new digital social landscape.

MASSp implementation has evolved into two approaches - direct and indirect. In direct implementation, our trainers partner with government and low-income private schools. They conduct orientations with teachers, non-teaching staff, parents, and students, and deliver interactive classroom sessions focused on personal, digital, emotional, and social safety. In indirect implementation through partnerships where we collaborate with NGOs and school networks through a Training of Trainers (ToT) model.

The curriculum is creatively designed to address both the online and offline safety concerns of adolescents whose lives constantly weave in and out of physical and virtual spaces. MLT follows a design thinking approach, co-designing the curriculum and formats with learners. This program can be implemented online (through a WebApp/WhatsApp) or offline. The program is in sync with the National Commission for Protection of Child Rights (NCPCR) agenda of Online Child Safety and is currently working with NCERT to make it part of their child safety resources available on e-learning platforms.

Our program is available in multiple regional languages through both online and offline mediums. We have strong pre-and-post program evaluations and according to the Aspire Impact report 2024 (third-party study), 97% of our program students feel more empowered to take action and to help others with the knowledge gained from the program.

Our child safety resources are aligned with the National Education Policy (NEP) framework. Furthermore, we are expanding this alignment to ensure that our programs address

emerging challenges in the digital landscape, equipping students with the tools they need to navigate and safeguard themselves in both the physical and digital worlds. This scoping will enable us to keep pace with the evolving threats children face online while maintaining compliance with NEP's forward-looking objectives.

2.2 Key Programme Features

- Storytelling & Creative Expression: Lessons built around real-life narratives, art, roleplay, and interactive activities
- Social & Emotional Learning (SEL): Focus on building empathy, consent, assertiveness, digital boundaries, and critical thinking
- Digital & Real-World Safety Tools: Practical tips to identify red flags, seek help, and stay safe in physical and virtual spaces
- Strong ability to identify and assess risk of abuse: Knowledge/Awareness to recognize individuals and circumstances that could lead to vulnerability or exploitation.
- Proficient in abuse prevention and reporting: Understanding of essential helpline information, available resources, and the appropriate contacts for reporting incidents of abuse.
- Ensure understanding among children to not self-blame: Creating an understanding of not being at fault for abuse & never feeling guilty or responsible
- Designed in alignment with the National Education Policy (NEP) 2020 and World Health Organization (WHO) 2022 guidelines, this program adopts a multifaceted approach.
- Prioritizes diverse learning methodologies, continuous reinforcement, peer-to-peer interaction, hands-on experiences, critical analytical skills, and the effective integration of technology.
- Emphasis on the significant part played by parents, caregivers, educators, counselors, and other trusted adults, positioning them as key support figures rather than placing the entire onus of safety on children.

2.3 Description of Modules

- MODULE 1- Awareness 101: Against abuse and exploitation: Human Trafficking is a crucial and important topic that needs to be addressed and an effective method of managing this is using awareness modules. This module aims to create awareness around aspects of human trafficking and how one can identify risks and help oneself in danger. A pre- and post-module survey was conducted along with activities to measure the knowledge, attitude, and perception of students towards the concept of human trafficking.

- Module 2 - Cyber Safety: In the world of technology, cyber safety has an important role to play. Adolescents need to be made aware of the threats that the online world can have and how to safeguard themselves. This module helps to achieve this goal of creating awareness around cyber safety.

- Module 3 - Adolescent Education: This module helps to provide information related to important concepts of the adolescent phase. Concepts such as pornography, puberty changes, gender, and identity are imparted through this module. The aim of this module is to make the students aware of these concepts which further helps them to understand their bodies better and make healthy choices.

- Module 4 – Create Your Own Board Game Cyber Safety Adolescent Education. From the previous modules, the students have a better understanding of risks and safety. Through this activity-based module, they have the opportunity to reflect on which actions are safe or risky for them. By creating a board game of their own and setting their own rules, they get to communicate these rules to their friends, families and their peers.

- Module 5 - Launch Your Own Awareness Campaign

  This was an optional module and not part of the proposed project. It was offered only to children who expressed interest in the creative module, allowing for deeper engagement through art-based expression. This module gives them the opportunity to plan and launch a campaign to raise sustained awareness about social issues.

2.4 Other MASSp Details

- **Programme Objectives**

  I. Actionable skills- This program educates children on the knowledge and skills needed to shield themselves from online sexual abuse and exploitation, to live a fuller life with confidence and resilience.

  II. Learner agency and empowerment- This program comprises two vital components—critical and creative thinking to ensure a strong foundation of understanding of the issue. The critical aspect encourages questioning and a deeper understanding, while the creative component allows learners to engage in creative activities within their communities.

III. Learn to teach pedagogy- Learn-to-teach pedagogy: The learners take their learnings to their communities through the stencil project and the safety board game which they create. We use the learn-to-teach pedagogy which immediately gives them the ownership of the issue, and we see a marked behaviour change, which is what we are aiming for.

IV. Cultivating Empathy and Proactive Citizenship- The program nurtures a generation marked by empathy, steering them away from a future of passive demand-makers and fostering proactive citizenship

V. Understanding & Utilization of Safety Resources- The program leaves behind safety net resources to transform children into informed and responsible citizens, well versed in utilizing government mechanisms and civic tools for their safety. By understanding 'how to report' in both legal and psychological spheres, it empowers them to report incidents and guides them through the necessary steps to seek help when needed, for their safety and that of their peers.

- ## Plan vs Achievement

The MASSp Meta Project set out with a target of 9500 adolescents in Kolkata district, West Bengal. The project adopted a phased strategy with an initial focus on building operational capacity, establishing the trainer body, obtaining school permissions, and setting up local office infrastructure in Quarter 1. This foundational phase laid the groundwork for subsequent implementation.

However, the project faced on ground challenges such as obtaining timely school permissions and aligning the program delivery with the academic calendar, local festivals, school holidays all of which contributed to delays in Quarter 2 and 3. The plan was also set back due to the one month long Pooja holidays in West Bengal and certain other socio-political disturbances (RG Kar hospital incident and disruption of normalcy), students attendance, etc. Despite these constraints, the team remained committed to the plan and adopted agile approaches in Quarter 4, including flexible scheduling,recruiting more trainers and team members to monitor the implementation,working in schools of extended Kolkata, etc.

These adjustments enabled the program to accelerate its pace significantly in Quarter 4(Jan - March 2025) & April 2025. We closed the project by reaching 9507 students across 44 schools which was a great achievement given operational challenges on ground faced by us. While the original plan served as a vital document, the actual achievement illustrates how the team navigated and adapted to the challenges on the ground while ensuring project deliverables were met on time. The MASSp program's successful completion at

scale has now laid the foundation for a next phase for greater replication and scalable model of child safety education incorporating learnings in this phase.

Chapter 3: Impact Assessment Methodology

3.1 Objectives

The impact assessment was undertaken to assess the knowledge, attitude and perception of the children to facilitate the major objectives of differentiating between safe and unsafe offline and online learning. The children were asked pre and post questionnaire-based inputs to observe the changes in their knowledge and understanding of the subject.

3.2 Methodological Approach

To understand and address both the online and offline safety concerns of adolescents whose lives constantly weave in and out of physical and virtual spaces the study examined the MLT curriculum which follows a design thinking approach. To examine the optimal outcome in knowledge, attitude and perception the modules were categories in pre and post assessment format. All the format observed the enhancement in these skills through various methods from scale based to open ended, close ended and choice-based questions.

The format of these assessments was kept in simple language and sentences so that all children could comprehend the idea and be able to choose a clear output as answers. The attitude of the children was assessed through short scenario-based write ups and based on the same questions were framed to understand if there is any shift from being a bystander to action. Similarly the perception-based questions were assessed through choice-based questions where the best options based on their understanding was evaluated.

3.3 Sampling Methodology

The study took the pre and post questionnaire along with scale-based session evaluation and scenario based open ended questions for all the children who attended minimum first three modules.

3.4 Coverage

The intervention program targeted 9500 students aged 13-18 years from Kolkata. However, the survey found out that this target number of students was covered from 44 schools across the state of West Bengal. The initial projection of 500 students per school was found to be overestimated, as actual enrolment figures were approximately half or less that number. Consequently, it became necessary to extend the program to more than twice the originally planned number of schools to meet the intended outreach targets. The list of schools has been provided in the annexure section of this document.

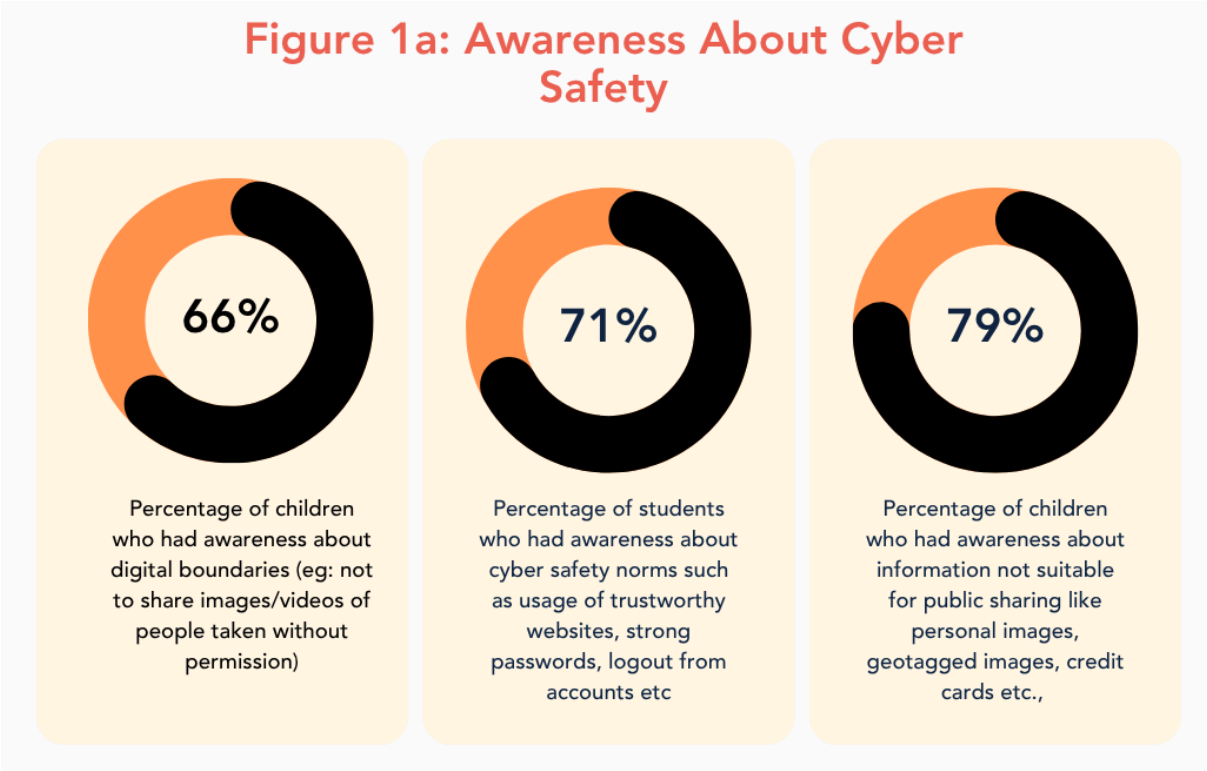
Chapter 4: Impact Analysis

This chapter presents the key findings of the study, offering a detailed analysis of the primary data collected through surveys and interviews. It highlights the major trends, patterns, and insights that emerged during the research process, and provides evidence-based interpretations aligned with the study objectives. The findings are organized thematically to facilitate clarity and to demonstrate how they address the core research questions.

4.1 Awareness About Modalities of Cyber Safety

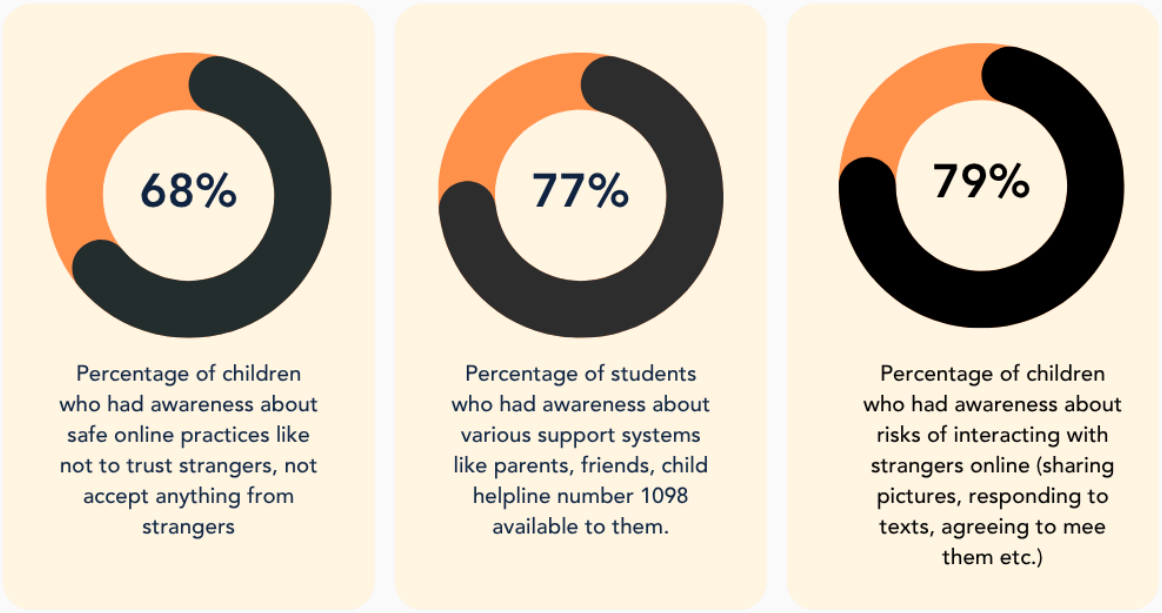
The adolescents were made aware of the threats that the online world can have and how to safeguard themselves through educational materials. The analysis of Figure 1a revealed that a majority of students demonstrated strong awareness regarding various aspects of cyber safety. About 66% of children were aware of digital boundaries, such as not sharing images or videos of others without permission. Additionally, 71% of students showed understanding of basic cyber safety norms, including the importance of using trustworthy websites, strong passwords, and logging out from accounts. The highest level of awareness (79%) was observed in relation to information not suitable for public sharing such as personal images, geotagged photos, and credit card details indicating a good grasp of digital privacy concerns among the students. These findings reflected the program's effectiveness in enhancing students' cyber safety knowledge.

Figure 1a: Awareness About Cyber Safety



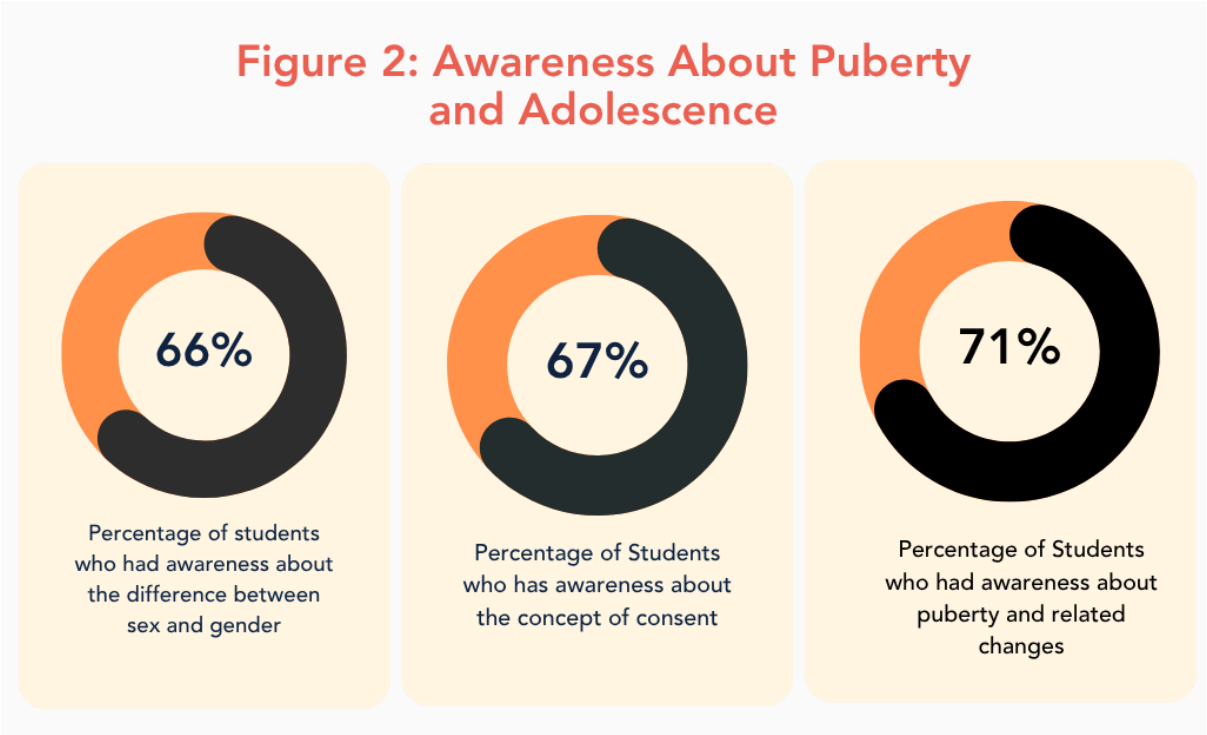
The analysis of Figure 1b indicated that students demonstrated a commendable level of awareness regarding safe online practices. About 68% of children were aware of the importance of not trusting or accepting anything from strangers in online settings. A higher proportion, 77%, knew about the availability of support systems such as parents, friends, and the child helpline number 1098. Notably, 79% of children were aware of the risks associated with interacting with strangers online, including sharing pictures, replying to messages, or agreeing to meet them. These findings suggested that the program effectively enhanced children's understanding of personal safety in digital spaces.

Figure 1b: Awareness About Safe Online Practices



4.2 Awareness About Adolescence & Puberty

The third module was designed to provide information related to important concepts of the adolescent phase. Concepts such as pornography, puberty changes, gender, and identity were imparted through this module. The results of analysis of post-module awareness regarding related topics have been presented in figure 2.



A total of 66% of students demonstrated an understanding of the difference between sex and gender, reflecting growing awareness of gender identity and diversity. Awareness about the concept of consent stood at 67%, indicating that a majority of students were familiar with the importance of personal boundaries and respectful interactions. The highest awareness was observed in relation to puberty and associated changes, with 71% of students showing familiarity with the physical and emotional transformations that occur during adolescence. These findings reflect a positive trend in students' knowledge of critical topics, suggesting that ongoing education efforts are making an impact. Continued reinforcement through age-appropriate and inclusive educational content can help further strengthen this foundation.

4.3 Awareness About Sexual Abuse and Exploitation

The interactive story of Ruby served as a sensitive and engaging entry point to explore children's awareness of trafficking and their interpretation of risk and safety. While there were no "correct" answers, the choices students made reflect their existing perceptions, levels of awareness, and areas needing focused attention through education.

Perceived Causes of Trafficking

Nearly half (49%) of the students felt that Ruby's trust in a friend led to her being trafficked, indicating that children are beginning to understand how exploitation can come from familiar or trusted sources rather than strangers. Seventeen percent also pointed to Ruby's lack of awareness about human trafficking, highlighting a perceived gap in knowledge and preparedness that could make young people vulnerable. A small number attributed trafficking to factors like wandering off (9%) or being tricked (9%), showing some understanding of manipulation tactics. Encouragingly, only a minority believed in problematic stereotypes such as promiscuity (3%) or lack of cleverness (4%) as reasons, suggesting that most children are not internalizing harmful narratives.

Understanding of Ruby's Background

Most students imagined Ruby as a teenager, with 29% saying she was 15 years old, and the majority estimating her age between 13 to 17 years. This suggests children visualized Ruby as someone like themselves, which may have increased their emotional engagement with the story. When asked about Ruby's educational status, most believed she was in Class 9 (38%) or Class 10 (28%), indicating that children perceive trafficking as a risk even for school-going girls. Additionally, over half (57%) thought Ruby came from a village, which may reflect children's perceptions that rural areas are more vulnerable or under-resourced when it comes to child protection.

Ruby's Personality and Fears

The portrayal of Ruby as someone who is afraid of closed spaces (51%) might suggest that children associate trafficking with confinement or loss of freedom, which is accurate and shows intuitive understanding. In terms of preferences, most said Ruby liked chocolate (40%) or other common foods like pizza (15%) and dosa (8%), helping children relate to her as an ordinary girl with everyday interests. Career aspirations varied, with 22% seeing Ruby as a future doctor, 20% as a teacher, and 18% as a journalist, depicting Ruby as ambitious and relatable.

Students' Responses to Unsafe Situations

When Ruby was approached by a suspicious man, 43% of students suggested that she should inform her parents, while 26% recommended noting his vehicle number and reporting it to an adult. This reflects a strong understanding among students that seeking help from trusted adults is a crucial protective measure. These responses align with the findings in Section 4.1, where 77% of students demonstrated awareness of available support systems, such as informing parents about suspicious behaviour from strangers. Similarly, when Ruby and her friends were playing and approached by a man, 35% said she should tell her parents, while others recommended contacting a child helpline (17%) or warning others (27%). Only 10% suggested she help out at the factory, indicating that most students understood the potential danger.

Reflections on Prevention

Finally, an overwhelming majority (76%) believed Ruby could have escaped trafficking if she had reached out to someone for help, reinforcing the idea that children recognize the power of speaking up and seeking support. This is a hopeful finding, suggesting that children are internalizing the value of open communication, awareness, and agency in protecting themselves and others.

Through Ruby's story, students demonstrated a nuanced understanding of trafficking and personal safety, with strong instincts toward seeking adult support and recognizing unsafe situations. While some misconceptions and stereotypes still linger, the responses point to a strong foundation for further awareness-building. By using relatable narratives and interactive tools like this module, educators and caregivers can continue fostering empathy, critical thinking, and self-protective behavior among children.

4.4 Pre-Post Test Results

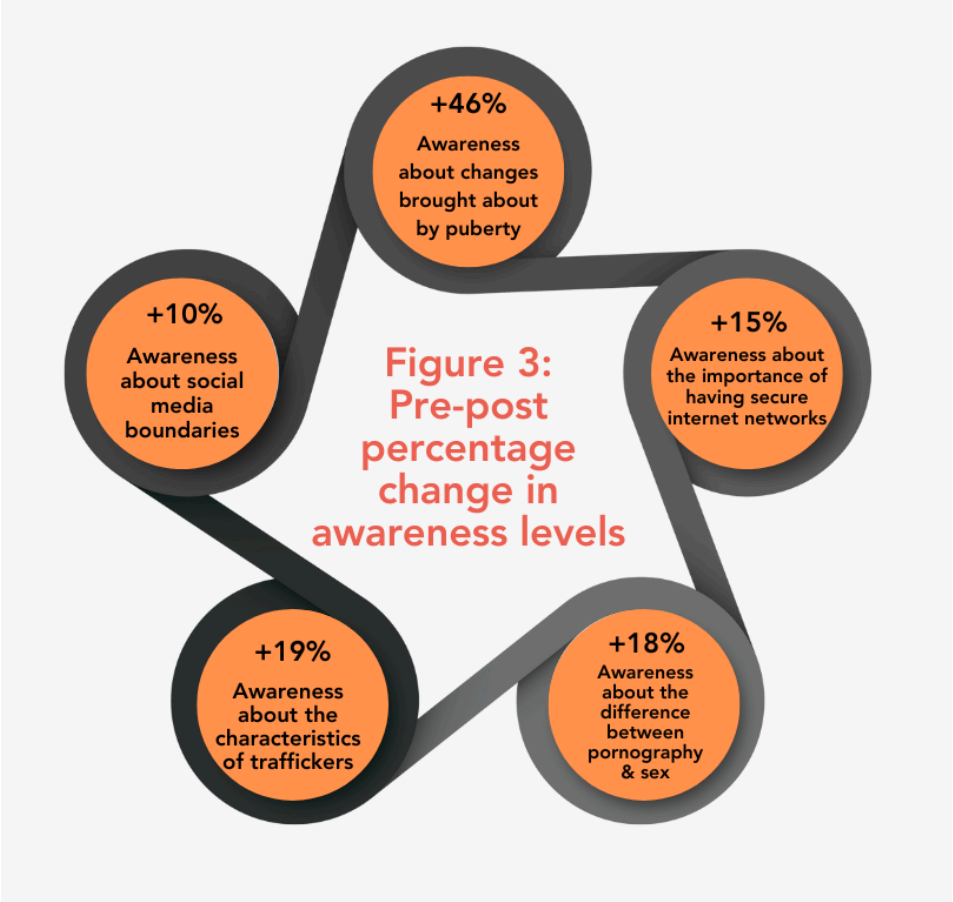
The data reflected a significant improvement in students' awareness levels across multiple key areas after participating in the intervention. The most notable improvement was observed in students' understanding of puberty, which saw a 46% increase in awareness. This aligned with the results of Module 3, where 71% of students demonstrated awareness of the physical and emotional changes associated with puberty. This indicated that the sessions were particularly effective in helping students grasp the physical and emotional changes associated with adolescence.

Awareness about the difference between pornography and sex increased by 18%, while understanding of the characteristics of traffickers rose by 19%. This was echoed in responses to Ruby's story, where students showed a stronger perception that traffickers could also be individuals familiar to them. These findings suggested that the sessions were successful in addressing sensitive topics and enhancing children's ability to recognize risky situations and misleading content.

There was also a 15% improvement in students' knowledge about the importance of secure internet networks, reflecting growing digital literacy. Awareness about social media boundaries saw a 10% increase, reinforcing the positive impact of the programme on encouraging safer online behavior.

Overall, the findings demonstrated encouraging growth in knowledge and awareness among students on a range of critical subjects related to safety, sexuality, and digital conduct.

All changes were statistically significant at the 95% confidence level ($p < 0.05$), reflecting the effectiveness of the intervention.



Chapter 6: Challenges and Learnings

The implementation of MASSp presented several challenges and offered important insights into the realities of field-based delivery. These experiences highlighted contextual barriers, stakeholder needs, and operational complexities that shaped the course of the project. Addressing logistical constraints, differing levels of awareness, and variations in engagement across schools required flexible and adaptive strategies from our team.

This section outlines the key challenges encountered and the corresponding learnings that will inform future program design, strengthen implementation practices, and contribute to the overall effectiveness of similar initiatives.

6.1 Challenges:

1. Ensuring School permissions: One of the initial hurdles was securing timely permissions from schools to conduct orientation programs. This often-involved multiple follow-ups with school authorities and required coordination with the Education Department to reinforce the program's legitimacy and urgency.
2. Aligning with academic calendar: Aligning the program schedule with the academic calendar, public holidays, longer summer break, elections resulted in pressure in syllabus completion and shift in 11th std. exam and posed significant difficulties, frequently necessitating rescheduling and last-minute adjustments. .Apart from that, the incident at R.G. Medical College led to a two-day closure of schools across West Bengal and prompted the mandatory implementation of self-defence programs in schools, particularly for girls. This development disrupted and impacted the training schedule of the MASSp program.

   The extended Puja vacation from 5th October to 6th November 2024 significantly disrupted the team's training schedule, necessitating a revision of the implementation plan and consequently impacting the overall execution of the program.

3. Classroom Management: Classroom management became complex in instances where multiple sections were merged due to teacher shortages or infrastructure limitations, affecting student engagement and learning outcomes.
4. Handling logistics: Logistics management also presented operational strain — transporting and setting up equipment such as workbooks, projectors, and sound systems across multiple locations required detailed planning and contingency arrangements.
5. Filling up workbooks and digitization of large volume data: Another major challenge was the manual filling of workbooks by students followed by digitization of a large volume of data, which was time-consuming and resource-intensive.

6. Student strength: The Government schools of Kolkata have lesser number of students compared to schools in the districts due to the presence of high and middle income private schools. Along with that the attendance of the students varied and was usually lesser than the enrolled numbers during different modules which was spread across a minimum of a month or more.

   To mitigate these challenges, the team adopted several strategies such as:

   - Early engagement with school authorities and continuous follow up helped in expediting permissions.
   - A flexible implementation calendar was maintained to accommodate academic shifts.
   - Extended Kolkata and schools located within the periphery of Kolkata Municipal Corporation were approached which had higher numbers of student enrollment. Also these schools were more open to conduct child safety programs
   - Smaller group sessions were conducted in merged classes to retain quality.
   - Logistical backups were arranged through detailed planning and team coordination.
   - For data handling, a phased approach was used for workbook collection and digitization, supported by additional staff and use of digital tools to streamline the process.

     These adaptive measures ensured that the program continued with minimal disruption and maintained its quality standards across all intervention sites.

6.2 Learnings:

1. Centralized school permission is required: Obtaining a single-window or centralized approval from the education department can streamline coordination with schools and reduce delays in scheduling and execution.
2. Robust MIS and Data Management is critical: A strong Management Information System (MIS) is crucial to handle, track, and analyze large volumes of student data efficiently, ensuring accuracy and real-time reporting.
3. Sample Surveys Provide Valuable Insights: Conducting structured sample surveys before and after the program can help in assessing both quantitative impact and qualitative changes in knowledge, behavior, and attitudes.
4. Shorter AV Modules Enhance Classroom Compatibility: Audio-visual modules must be tailored in shorter, focused formats to suit limited classroom hours and maintain student attention.

5. Interactive IEC Materials and Games Boost Learning: Child-friendly IEC materials, visual aids, and engaging classroom games significantly enhance student participation and learning outcomes.
6. Tech Tools Support Scale and Efficiency: Integrating tools like Learning Management Systems (LMS), tickers, and digital tracking dashboards can improve program delivery, monitoring, and achievement of targets.
7. Blended Learning is More Effective: A combination of online and offline methods ensures wider reach, flexibility, and resilience in implementation, particularly in diverse and remote settings.
8. Strategic Collaborations Enhance Impact: Partnering with like-minded organizations, local bodies, and government departments can strengthen outreach, resource pooling, and long-term program sustainability.
9. Dedicated Human Resources are Needed: Employing full-time trainers and support staff, including MIS professionals, is essential to maintain program quality, manage logistics, and ensure smooth execution.
10. Caregiver Capacity Building is Crucial: Educating and sensitizing caregivers—including parents, teachers, and guardians—on child safety under MASSp is vital to reinforce learning and create a protective environment beyond the classroom.

Chapter 7: Conclusions and Recommendations

7.1 Summary of Outcomes

MASSp demonstrates clear success in improving adolescents' awareness of personal safety, digital security, and bodily autonomy. It offers a scalable, context-sensitive model for addressing child protection and empowerment through education—especially among those most at risk. Children overwhelmingly preferred critical thinking content, with Cyber Safety emerging as the most liked. The overall program feedback from many students expressed that the overall experience was encouraging, reflecting strong student engagement and approval.

7.2 Recommendations for Schools & Policymakers

The program gave an overall more effective implementation strategy that, if adopted, could bring more robust school safety programs like clear signs of unsafe situations and reporting mechanism which is guilt and shame free for the child. It was also observed that contentious year wise engagements are more meaningful. The responsibility of child safety is a shared responsibility therefore, the role of teachers and parents to bring the safety circle for the child becomes an important component of the program.

7.3 Program Improvement Recommendations

It was realised that academic years and safety program timelines are usually stretched therefore a clear realistic timeline is required which includes a separate time duration for procuring permission and consents. The impact measurement could adopt more sample-based tools which are quick to execute and good in accuracy. Similarly the closing of the safety loop requires a more robust reporting mechanism and longer handholding as children, parents, teachers and its eco system has very limited legal knowledge.

7.4 Scale-Up Strategy & Future Outlook

There is a need to expand the program as the un-monitored digital environment creates unsafe spaces for children at a much more rapid speed. To reach more and more children it was observed that E learning could help in self-pace learning with authentic information. The AI integrated Chat bot helps in closing the safety net by providing a space of anonymity and privacy where anyone can get varied information along with valid resources and referral systems.

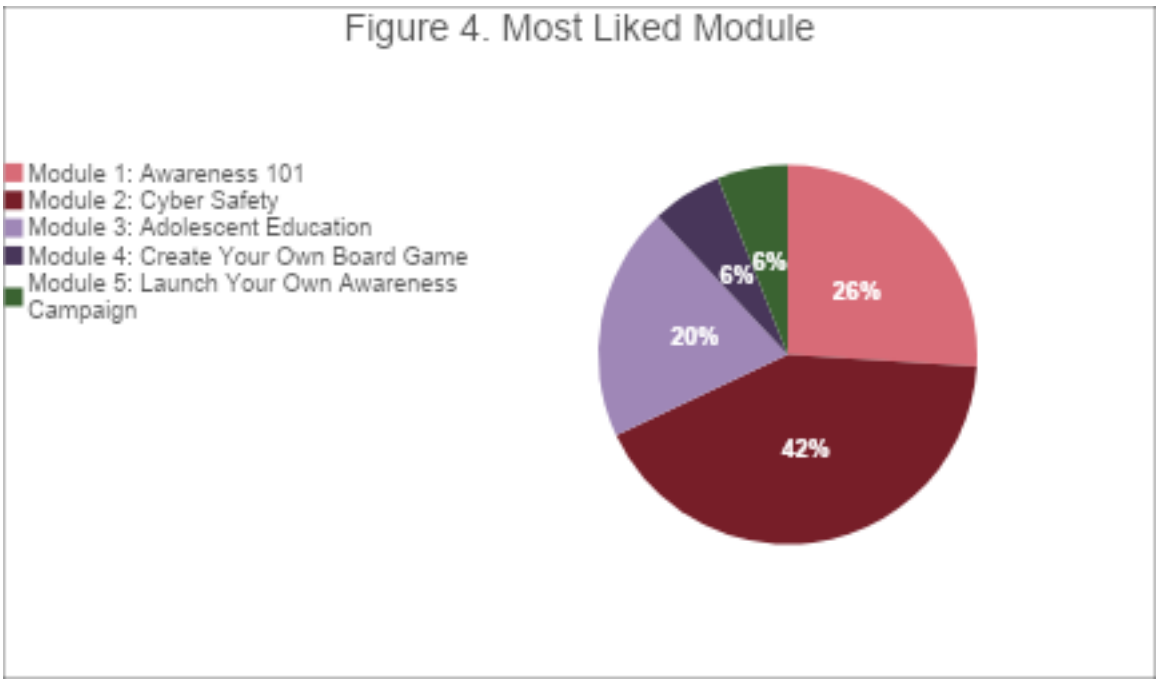
Annexure 1: Feedback, Testimonials & Pictures of Sessions

A. Most Liked Module

The data revealed that **Module 2: Cyber Safety** was the most preferred among students, with **42%** indicating it as their favourite. This significant preference suggests that topics related to online safety resonated strongly with the adolescents, likely due to the increasing relevance of digital platforms in their daily lives.

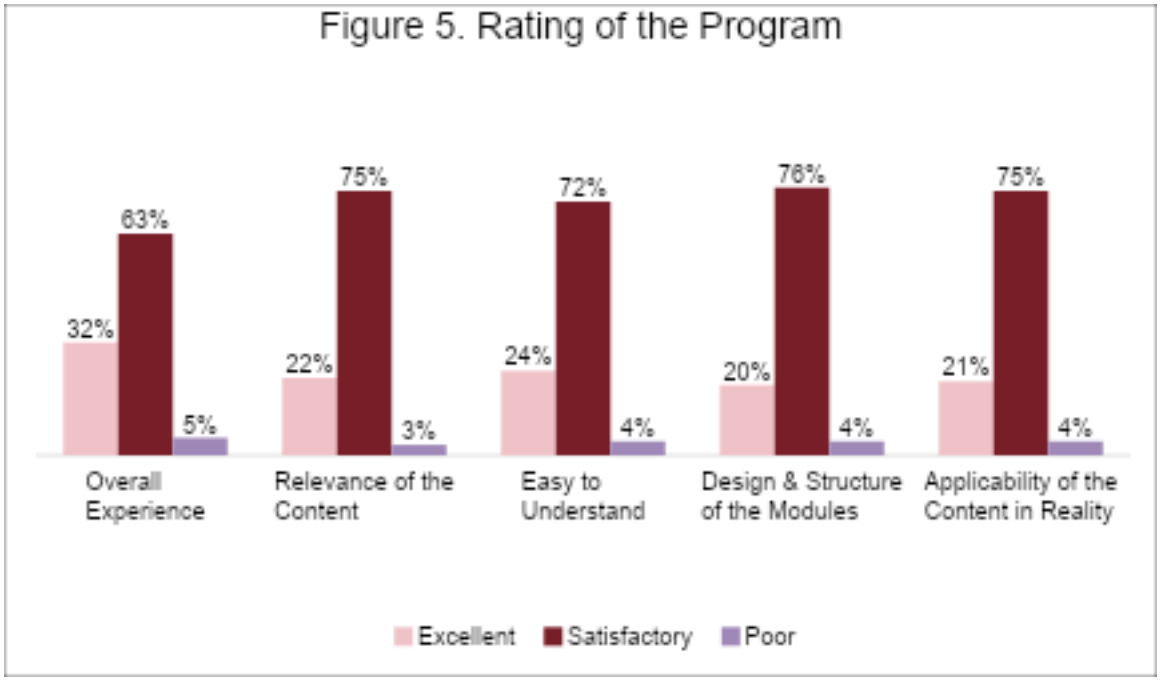
Module 1: Awareness 101 received 26%, making it the second most liked module. This indicates that general awareness-building sessions also held value for students, though not as strongly as those focused on specific digital issues. Module 3 on Adolescent Education was selected by 20% of students, pointing to a moderate level of interest in topics related to puberty, gender, and consent. The relatively lower preference may reflect the sensitivity or discomfort sometimes associated with such subjects, or a perception of these topics being already familiar.

Modules 4 and 5, which were more activity-based focusing on creating board games and launching awareness campaigns were the least preferred, each receiving only 6%. This suggests that while creative engagement was incorporated, students may have prioritized informational content over participatory activities or found the former more directly relevant or useful. Overall, the data indicated that students were most engaged with content that addressed real-life risks and provided actionable knowledge, especially in the context of their online presence.



B. Rating of the Program

The student feedback on the program was largely positive. A significant majority rated all aspects as **"**Satisfactory", with the highest satisfaction (76%) seen in the design and structure of the modules. Overall experience received the most "Excellent" ratings at 32%, indicating a strong general approval. Across all parameters, only 3–5% rated the program as "Poor", reflecting a minimal level of dissatisfaction. These results suggest that the program was well-received, with high perceived relevance, clarity, and applicability.



C. Feedback from Project Participants

As part of the implementation process of this program, feedback and reflections were collected from participating students to assess the effectiveness, relevance, and impact of the sessions delivered in the year end. Their insights not only highlight the strengths of the program but also provide valuable recommendations for future improvement and deeper engagement. The suggestions shared reflect the lived experiences and evolving needs of the students, offering direction for enhancing content delivery, accessibility, and overall learning outcomes.

The following section outlines key recommendations put forth by the students, which can serve as critical inputs for scaling and refining the program in future cycles.

i. Students of grade 7 & 8 some of the terminologies and information were difficult to understand.

ii. The workbook given to us was too long after attending such long audio video sessions.

iii. The program and different modules are very interesting, and more discussions are required for clarifications and doubts.

iv. Some of the questions asked about Rubi was not shown in the video.

v. In few questions I wanted to choose more than one answer.

vi. Questions in the workbook should be shorter and simpler.

vii. There should be more activities or learning games (outdoor games/activities) in the module, not only the snake & ladder.

viii. Comics and other IEC materials should be more helpful as reference materials.

ix. These kinds of activities should be continued with more practical sessions.

x. If we can get a certificate after attending and completing the program, it would be a great benefit to us.

D. Testimonials

- **HM Interviews**

Ananda Ashram Balika Vidyapith- "The MASSp program was organized in our school, and our students have actively participated in the program. I personally think they have benefitted from the program, because cybercrime is one of the worst kinds of crime as it is very difficult to understand. The concepts were taught very well by the trainers. So, we hope our students will be able to protect themselves in their lives, & we all are very satisfied that this program was organized in our school"

Brahmo Balika Sikshalaya- " MISSING's representatives came to our school to make our students aware about the issue of Missing girls & Trafficking through the MASSp program for the last four days. Since we were also part of the program, we realized that it is extremely beneficial for our students, especially girls in this age group. This program should be conducted even more, so that girls become more aware, also take their learnings to those who are unable to be a part of this program & become alert themselves. Best wishes for the success for this program"

Murari Pukur Government Sponsored High School " The MASSp program was conducted for our school students. I think the concepts & issues discussed are the primary requirement for the children in this adolescent age group. All our students have learnt a lot from this program, the way the trainers interacted with our students, & audio-visuals shown during the sessions really helped our students to gain more awareness & knowledge. We are very thankful for this program, & we hope such programs are organized again in the future"

- **Student Testimonials**

Khanpur Girls High School - “We have attended a program on trafficking, kidnapping, cyber security and adolescence. In today’s life we have been using multiple social media platforms like Facebook, Twitter, Instagram, etc and through how we are facing various fraudulent cases. Through these kind of awareness sessions we are being benefited and I wish these programs should be conducted in every school and all students should be aware”

St. Pauls’ High School - “We got to learn a lot about how to be aware & alert, about cyber crimes & how to keep ourselves safe online, not to talk too much with strangers & being alert when speaking. Also, during our age, we go through a lot of changes in our bodies & we should not be embarrassed or shy to talk about it. We should discuss these things with our trusted adults and counselors. Also, learnt about the board game, through which we can spread the information among more people, to make everyone aware of the existing issue of trafficking, so we are able to reduce it in the future”

- **Trainers Feedback**

Poli Chowdhury- I have been working with Missing Link Trust since, 2023 as a trainer. I have the opportunity to work with the students in school premises to conduct MASSP in 2 formats. Prior to META project we have worked in a one day workshop format, and during the META project it is a revised format as per the suggestions received from the stakeholders. Being a student of History and Master’s in Social Work, the role in Missing Link Trust gave me an opportunity to interact with various stakeholders in the school eco system and understand the ground realities.

Md. Kasid- I have grown up in a community with orthodox mindsets, poverty however, and a culturally mixed environment. I want to contribute to society and it was especially a pleasure to work in the Government schools being a student of Government school. I deeply value the work which Missing Link Trust is trying to do and create a safer world for the future generations and feel privileged to be part of such a project.

E. Pictures of Sessions






सुविचार
सम्भव एक ऐसे जो इसीक साथ
न चले वो होता हुआ है।
sajori


EPSON



Annexure 2: Interventional Schools

List of Interventional Schools	
1. Sahapur Girls	2. Sahapur Girls
3. Sarsuna Girls	4. Sarsuna Girls
5. Sibarampur Nanilal Vidyapith	6. Sibarampur Nanilal Vidyapith
7. Bartala Madyamik Vidyalaya	8. Bartala Madyamik Vidyalaya
9. Shyambajar Balika Vidyalaya	10. Shyambajar Balika Vidyalaya
11. Bankim Ghosh Memorial Girls High School	12. Bankim Ghosh Memorial Girls High School
13. Sarada Prasad Instituion for Girls	14. Sarada Prasad Instituion for Girls
15. Entally Valika Vidyalaya	16. Entally Valika Vidyalaya
17. Sarat Chandra Paul Girls High School	18. Sarat Chandra Paul Girls High School
19. Barisha Shashi Bhushan Janakalyan Vidyapith	20. Barisha Shashi Bhushan Janakalyan Vidyapith
21. Kidderpore Balika Vidyatan	22. Kidderpore Balika Vidyatan
23. Jawahar Nehru Balika Vidyapith	24. Jawahar Nehru Balika Vidyapith
25. Jawahar Nehru Vidyapith	26. Jawahar Nehru Vidyapith
27. United Missionary	28. United Missionary
29. Arya Kanya Mahavidyalaya	30. Arya Kanya Mahavidyalaya
31. Buniadi Balika Vidyapith	32. Buniadi Balika Vidyapith
33. Dumdum government sponsored girls high school	34. Dumdum government sponsored girls high school
35. Tollygunge adarsha hindi high school for girls	36. Tollygunge adarsha hindi high school for girls
37. Tollygunge adarsha hindi high school for boys	38. Tollygunge adarsha hindi high school for boys
39. St. Pauls' high school	

Annexure 3: Profile of the External Consultant

Dr. Roselent Joseph is a dedicated public health professional with over six years of experience in research, monitoring, and evaluation across government and non-governmental projects. With a background in dentistry and a Masters in Public Health from a reputed institution, she brings both clinical understanding and analytical expertise to her work.

Her core strengths lie in managing complex field assignments and large datasets, with proven proficiency in both qualitative and quantitative methods—ranging from FGDs and IDIs to PRA/PLA tools and social mapping. She has worked extensively in sectors like public health, nutrition, and social welfare, contributing to evidence-based policy and program design.

Dr. Roselent is well-versed in tools like SPSS, R, Zotero, and Microsoft Office, and has a solid foundation in epidemiology, biostatistics, and social sciences. She has conducted in-depth analyses to identify service delivery gaps and evaluate the effectiveness of interventions, delivering reports with actionable insights.

She also brings niche experience in adolescent sexual health and cyber safety, further enriching her multi-sectoral profile. With a balance of field expertise and data-driven thinking, Dr. Roselent Joseph continues to shape impactful social research and public health initiatives