SOCIAL STOCK EXCHANGE REPORT:

Child Safety Education Bond -

Missing Link Trust

April 2024 - June 2025




12:00
Welcome
NSE
Missing Listed on NSE
NSE
Social Stock Exchange



NSE | Social Stock Exchange

Funds raised: 1.2 cr

Children affected: 29,000

Schools reached: 87

In April 2024, Missing Link Trust (MLT) listed on the Social Stock Exchange (SSE) and successfully raised 1.2 crore via a Zero Coupon Zero Principal (ZCZP) Child Safety Bond to fund the Missing Awareness and Safety School Programme (MASSp) for 29,000 children in South 24 Parganas District of West Bengal, through the SSE platform.

This project was implemented across 87 schools from 5 blocks in South 24 Parganas district in West Bengal. This report captures the outreach, methodology, findings, and impact of the project.

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List of Acronymns

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. In April 2024, Missing Link Trust (MLT) listed on the Social Stock Exchange (SSE) and successfully raised 1.2 crore via a Zero Coupon Zero Principal (ZCZP) Child Safety Bond to fund the Missing Awareness and Safety School Programme (MASSp) for 29,000 children in South 24 Parganas District of West Bengal, through the SSE platform.

This project was implemented across 87 schools from 5 blocks in South 24 Parganas district in West Bengal. This report captures the outreach, methodology, findings, and impact of the project. 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 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 the area of cyber safety, the program achieved strong outcomes. 72% of students understood what types of images and videos are appropriate to upload online, while 70% could distinguish between personal and public information, and 66% were aware of basic cybersecurity practices. Similarly, a large proportion of students reported awareness about interacting safely online (76%) and knew how to access support systems (69%), reflecting the program's relevance in a digitally connected world.

On themes of adolescence and puberty, 70% of students demonstrated awareness of physical and emotional changes, while 59% showed understanding of sex and gender, and 58% were familiar with the concept of consent. These findings align with the pre-post survey gains and point to a growing impact of school-based sexuality and safety education.

When asked about their favourite modules, students overwhelmingly preferred critical thinking content, with Cyber Safety emerging as the most liked (35%). Feedback on the overall experience was equally encouraging: 36% rated the program as Excellent and 60% as Satisfactory, reflecting strong student engagement and approval. Another notable increase was in awareness about the characteristics of traffickers (+16%), followed by gains in awareness related to puberty, consent, cyber safety, and the distinction between pornography and realistic sex (ranging from 6% to 9%).

The project has demonstrated significant impact in improving adolescents' awareness of personal safety, digital security, and bodily autonomy. It has also brought its set of learnings that are being incorporated to refine the intervention in order to develop a scalable, contextual and impactful model for addressing child safety especially among those most at risk.









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. 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, underscoring the urgent need for comprehensive protection mechanisms and stronger enforcement.

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. Investing in age-appropriate, rights-based education is therefore essential to building a safer environment for children.

1.2 About the MISSING LINK TRUST





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 exploitatin.



Our work has been recognized for use of technology, innovation and impact. We received the NASSCOM Tech4Good Award for Cyber Security (2024). MISSING won the Thomson Reuters Global Anti-Trafficking Campaign Award, in 2021 and NASSCOM Foundation's Social Innovation Catalyst Grant, in 2022. Three of our research papers have been selected for oral and poster presentation at the Global Child Safety Conference (ISPCAN) in Vilnius Lithuania in October 2025. 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. 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.

Using a gamified curriculum aligned with WHO's INSPIRE and the To Zero vision, MASSp builds children's awareness of personal safety, digital risks, and rights—empowering them to stay safe, speak up and support their peers. Our approach is rooted in staying ahead of evolving threats through a combination of data-driven insights, innovative use of technology, keeping our ears close to the communities that we serve. Recognizing that this is an ever-changing issue taking new forms, our work demands constant effort to remain data-centric, forge meaningful partnerships, and tackle emerging challenges.

1.3 SSE Project Listed Under NSE Issue

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 has been successfully integrated into school curriculums across both rural and urban India, providing life-saving education to thousands of students. We reached 1,48,000 students across India from 2016-2024 and additional 43,500 students last year (2024-25).

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

- **Module1- 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.

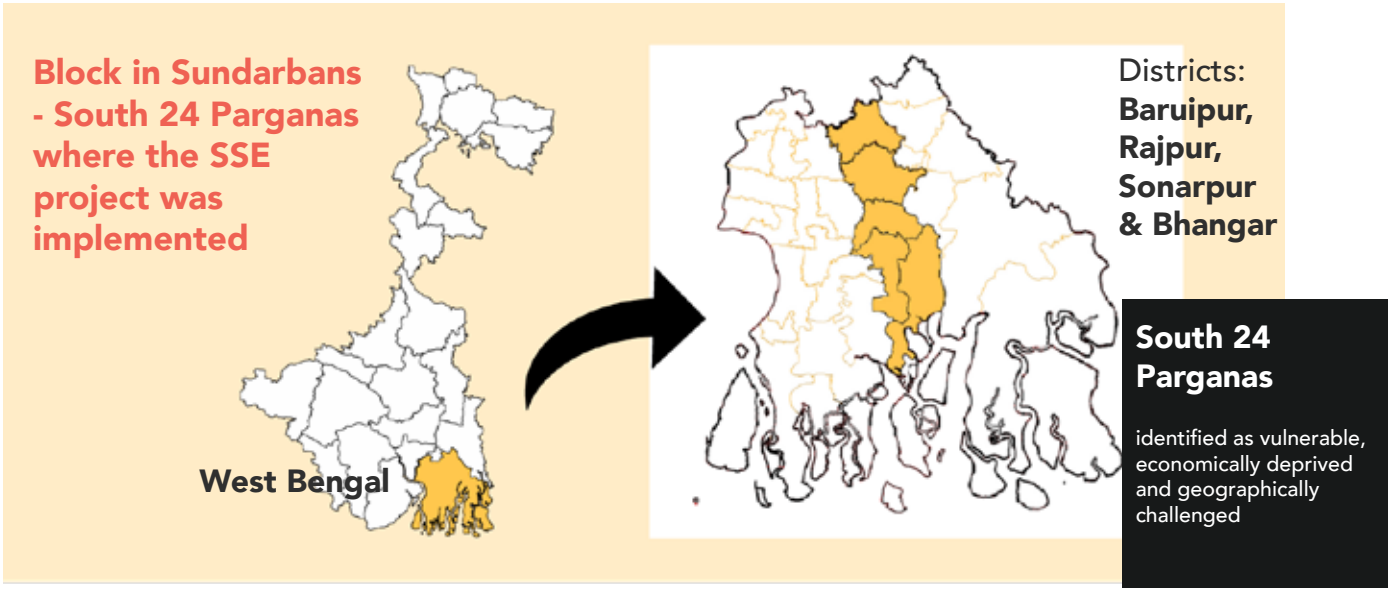
III. Learn to teach pedagogy- Learn-to-teach pedagogy: The learners take their learnings to their communities through the stencil project and the safety board game which they create. We use the learn-to-teach pedagogy which immediately gives them the ownership of the issue, and we see a marked behaviour 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 SSE Project set out with a target of 29,000 adolescents across 49 schools in five blocks of South 24 Parganas district, West Bengal covering blocks such as: Baruipur, Sonarpur, Rajpur, RajpurSonarpur and Bhangore.



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(April – June 24). 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(July – December 24). 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) in these two quarters. Despite these constraints, the team remained committed to the plan and adopted agile approaches in Quarter 4, including flexible scheduling, small-group sessions, recruiting more trainers and team members to monitor the implementation.

These adjustments enabled the program to accelerate its pace significantly in Quarter 4(Jan - March 2025). We closed the project by reaching 29,045 students across 87 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.

Table 1: Actual Block wise Achievement of the SSE Project			
Name of the District	**Name of the Blocks**	**School**	**Completion numbers**
South 24 Parganas (West Bengal)	Baruipur	25	11,979
	Bhangore	34	7,768
	Sonarpur	10	3592
	RajpurSonarpur	18	5706
TOTAL		87	29,045



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 29000 students aged 13-18 years from 44 schools. However, the survey found out that this target number of students was covered from 87 schools across the state of West Bengal. The initial projection of 600 students per school was found to be overestimated, as actual enrolment figures were approximately half that number. Consequently, it became necessary to extend the program to nearly 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:

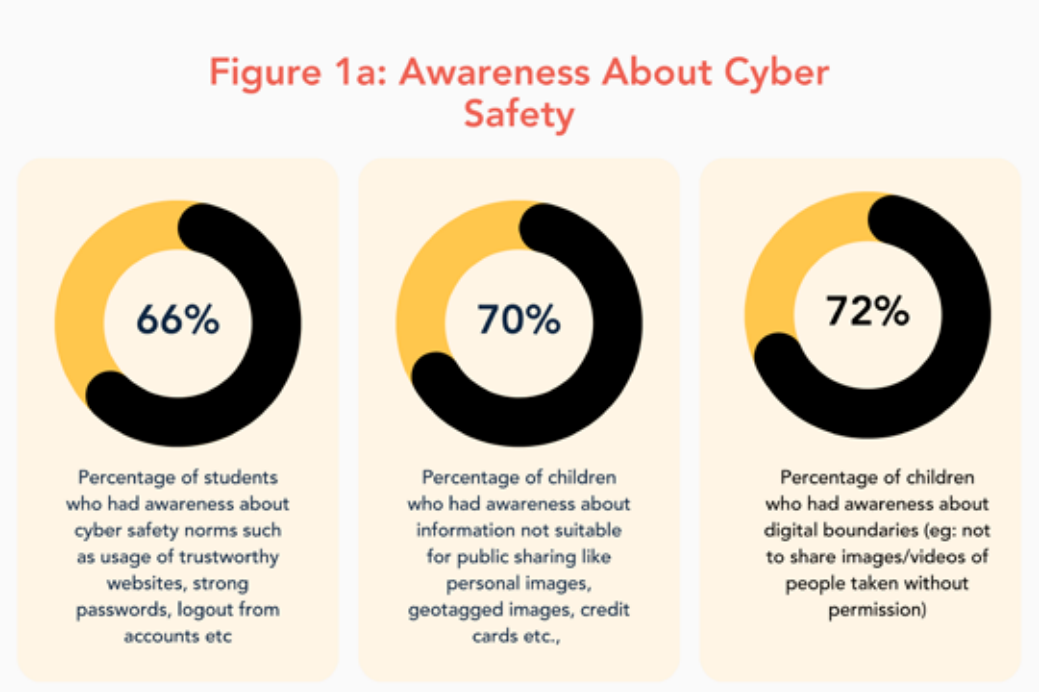
Impact Analysis

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 results of assessing the students' cyber safety awareness after the module have been presented in figure 1a.

Figure 1a: Awareness About Cyber Safety



The data reveals a relatively high level of awareness among students regarding safe practices on social media platforms. Around 72% of students demonstrated awareness about the types of images and videos that are appropriate to upload, indicating a fair understanding of digital boundaries. Similarly, 70% of students were aware of the distinction between personal and general information suitable for public sharing, reflecting a cautious approach to online disclosures. Furthermore, 66% of students reported knowledge of basic cybersecurity norms as mentioned in the pre-post program results where there was a 6% increase in awareness about having secure networks. These suggests that while foundational awareness exists, there is still room for improvement in digital literacy and safe online behaviour.

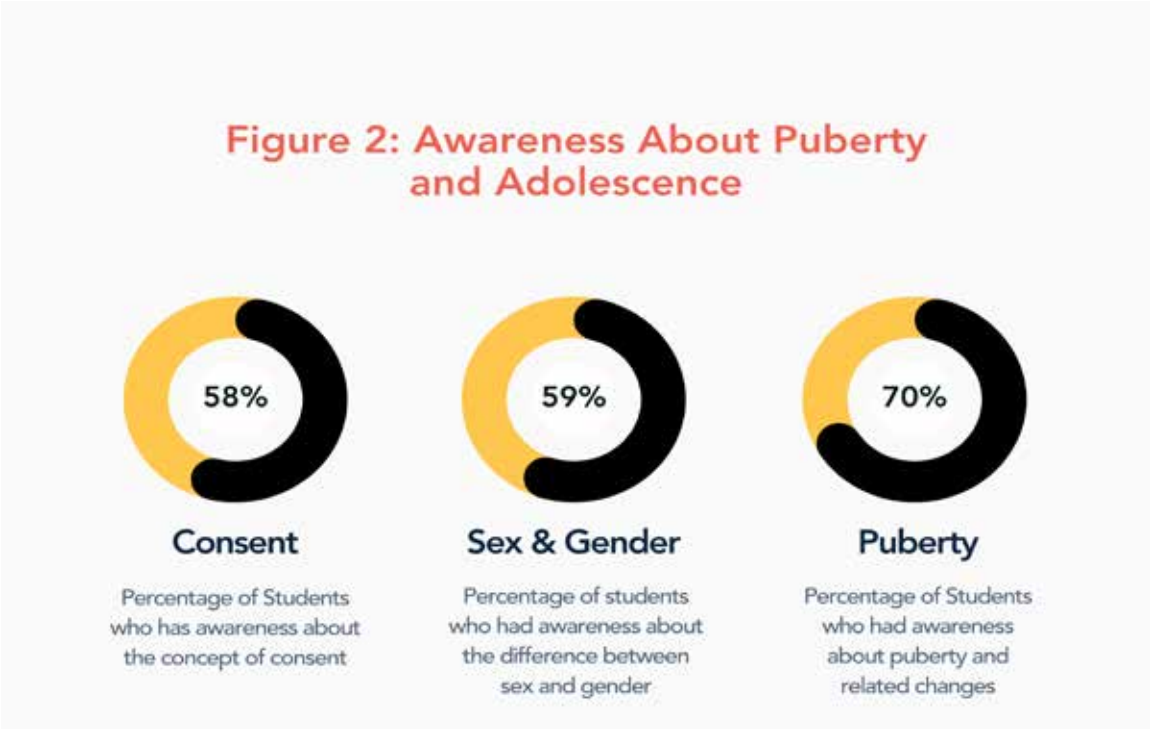
Further, the students were narrated three stories on different themes of cyber safety and were asked to design their own board games based on the content. The result of post program assessment is presented in figure 1b.



The data reflects a positive trend in students' awareness regarding online safety and available support systems. A significant 76% of students reported being aware of the risks associated with interacting with strangers, suggesting strong understanding of basic online safety precautions. Additionally, 70% of students had knowledge of safe online practices, and 69% were aware of the support systems available to them. These findings indicate that a majority of students possess essential awareness needed to navigate digital spaces safely and seek help when needed, pointing to the effectiveness of current educational or outreach efforts in promoting digital safety and well-being.

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.



The findings presented in the figure are largely positive, indicating encouraging levels of awareness among students on key aspects of sexuality and personal rights. A significant 70% of students demonstrated awareness about puberty and related changes similar to the pre-post survey results (+9%), suggesting that this topic is being effectively addressed through existing educational or social channels. Awareness about sex and gender stood at 59%, while 58% of students reported understanding the concept of consent. While these figures indicate room for improvement, especially in areas like consent, they nonetheless reflect a positive trend in students' exposure to and understanding of these important themes. The post module results highlight the growing impact of awareness initiatives and the potential for further strengthening comprehensive sexuality education in schools.

4.3 Awareness About Sexual Abuse and Exploitation

The responses to Ruby's story reflect a high level of engagement and critical thinking among students. Most students perceived Ruby as a teenage girl around 17 years old, studying in Class 9 or 11, and living in a village—indicating that children related her character to a familiar, real-world context. Her fears and preferences, such as being afraid of closed spaces (64%) and liking chocolate (48%), helped students connect emotionally with her, suggesting the story successfully humanized the character and drew students into her experience.

When asked about Ruby's aspirations, a significant portion of students imagined her wanting to become a doctor (23%), journalist (23%), or teacher (19%). This reflects students' tendency to see Ruby as a girl with dreams and ambitions, challenging the stereotype of vulnerability often associated with girls in rural settings. Such responses

point toward a sense of agency and empowerment, even within the narrative of vulnerability.

Importantly, students showed strong awareness of risk and safety. In the scenario where Ruby is approached by a suspicious man, nearly 47% felt she should tell her parents, and 27% recommended noting his vehicle number and reporting it—indicating a high level of awareness about appropriate protective actions. Similarly, in a second scenario, a combined 62% of students opted for seeking help—either by telling parents (39%) or calling a child helpline (23%). Only a small minority suggested ignoring the incident, showing that most children recognized warning signs and valued intervention.

Further, 71% believed Ruby could have avoided being trafficked had she sought help, underscoring students' understanding of the importance of early reporting and trusted support systems. However, when asked whether Ruby was like them, over half (53%) said she was "nothing like anyone they know." This indicates that while students understood Ruby's story, trafficking still feels like a distant issue to many. This perception gap highlights the need for continued awareness programs that make such issues feel more personally relevant and immediate.

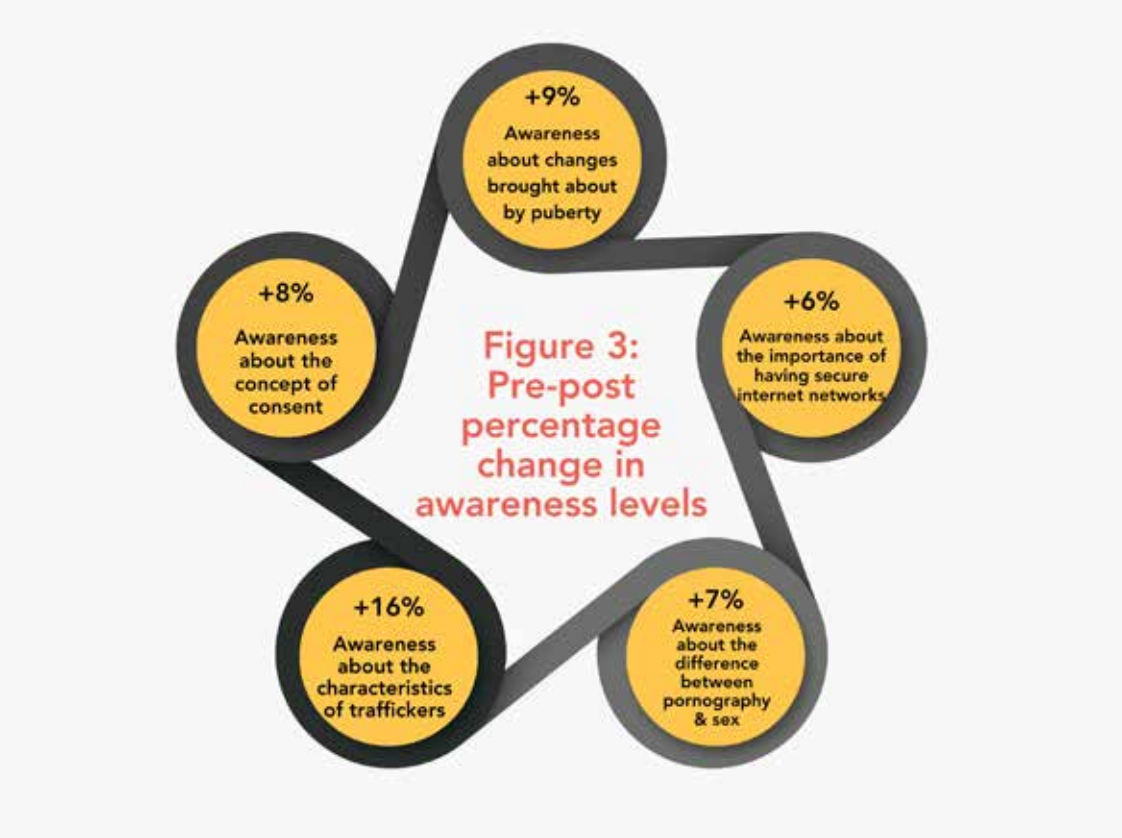
Overall, the responses show that the module was effective in stimulating thought, empathy, and values-based reflection, even without presenting a right or wrong answer. It encouraged students to think critically about safety, trust, and response in the context of real-life risks like trafficking and abuse.

4.4 Pre-Post Test Results

Five questions based on the modules designed for children were administered to students both before and after the program implementation to assess knowledge gains and evaluate statistical significance. The results are presented in figure 3.

The implementation of the MASSp (Module for Awareness and Safety Skills Program) led to statistically significant improvements in children's awareness across all five thematic areas. The most substantial increase was observed in awareness about the characteristics of traffickers (+16%), indicating strong impact in areas with serious safety implications. Awareness of puberty-related changes, consent, and differences between pornography and realistic sex also showed meaningful improvements, with gains ranging from 7% to 9%. Even digital safety awareness, a critical domain in today's online environment, improved by 6%.

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


+9%
Awareness about changes brought about by puberty
+6%
Awareness about the importance of having secure internet networks
+7%
Awareness about the difference between pornography & sex
+16%
Awareness about the characteristics of traffickers
+8%
Awareness about the concept of consent
Figure 3: Pre-post percentage change in awareness levels






मानव तस्करी मानव अधिकारों का
उल्लंघन एवं आधुनिक गुलामी है।



Chapter 5:

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.

5.1 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, long and small summer break 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 adolescents. This development disrupted and impacted the training schedule of the MASSp program.
3. 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.
4. 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.
5. 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.
6. 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.

7. 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.
- 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.

5.2 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 cruciac 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 6:

Conclusions and Recommendations

6.1 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.

6.2 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.

6.3 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.

6.4 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 clearly indicates that students showed a strong preference for critical thinking

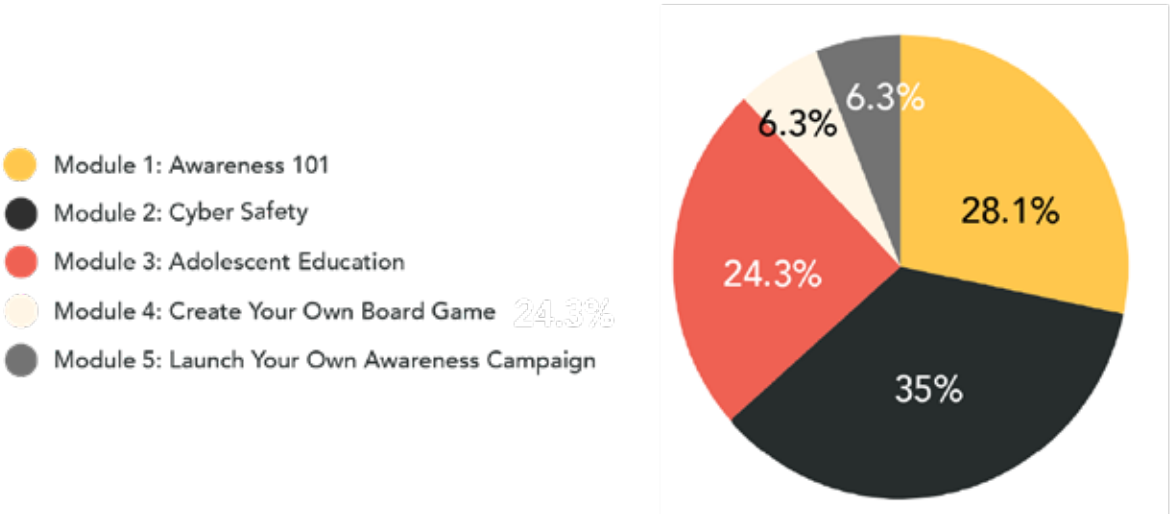
modules, with Cyber Safety (Module 2) being the most liked, selected by 35.0% of respondents. This suggests that students found the topic highly relevant and engaging, likely due to its direct connection with their digital experiences and concerns.

Awareness 101 (28.1%) and Adolescent Education (24.3%) also received considerable attention, reinforcing the importance of foundational knowledge and age-relevant content in awareness programs.

In contrast, the creative thinking modules—Create Your Own Board Game and Launch Your Own Awareness Campaign—were the least preferred, each garnering only 6.3% of responses. This may reflect either limited interest in hands-on activities or the need to better integrate creative modules with real-world applicability to enhance their appeal.

Overall, the findings suggest that students are more drawn to structured, informative modules that enhance their understanding of practical and immediate concerns, especially in the digital space.

Figure 4: Most Liked Module



B. Rating of the Program

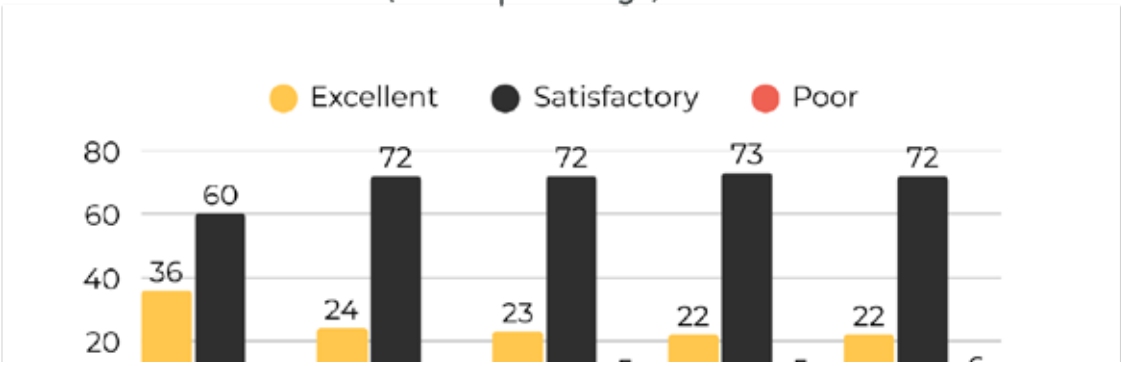
The student feedback on the program reflects a largely positive overall experience, with 36% rating it as Excellent and another 60% as Satisfactory. Only 4% rated their overall experience as Poor, indicating a high level of general satisfaction.

Other aspects of the program, such as Relevance of Content (72% Satisfactory, 24% Excellent) and Ease of Understanding (72% Satisfactory, 23% Excellent), further support this positive trend. Similarly, ratings for the Design and Structure of the Modules and the Applicability of Content in Reality were largely satisfactory.

Overall, the data suggests that while the majority of students found the program well-structured, relevant, and understandable, there is room for improvement to enhance its excellence and practical applicability.

Figure 5: Rating of the Program

(Data in percentage)



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

(Baruipur block) Rashmani Balika Vidyalaya - The Missing Awareness Safety School Program is relevant today. The teacher shared that the current generation adolescents are facing new challenges which were not there earlier, hence, this sort of awareness programs helps them to be informed and keeps them on the right path. As a suggestion, the content should be age appropriate, a student of 8th grade does not have the same brain development and cognitive understanding compared to 12th grade students, hence the content should be made age appropriate and varied.

(RajpurSonarpur) Satkari Banga Vidyalaya - The HM of Satkari Banga Vidyalaya congratulated the team of Missing Link Trust who conducted the Missing Awareness Safety School Program. He wishes the program should spread beyond South 24 Pargana in other districts of West Bengal which would help the teachers, parents and create a positive impact on the society. Wishes good luck for Missing Link Trust's journey ahead for a bigger revolution.

(RajpurSonarpur) Padmamani Girls High School - The students shared positive feedback with their teachers and Headmistress. The training was conducted through 8 sessions. Children especially girls dropping out of school, long absenteeism or being trafficked, the students if being aware early in their life and schools will be helpful and prevent them from any potential danger. Also expects future interventions.

(RajpurSonarpur) Subhashgram Nabatara Vidyalaya - The HM of the school has expressed his gratitude to the team of trainers from Missing Link Trust who conducted the awareness sessions. Though as a society we have progressed to treat the female and male child equally, however, inequality exists. He has spoken with his students and sometimes the female students are depressed. These sessions reinforce progressive mindset amongst students. In future they look forward to conducting sessions with parents and teachers as they are important stakeholders.

Student Testimonials

(Sonarpur) Harinavi DVAS High School- I have been part of the awareness session conducted by Missing Link Trust and been informed about various scams and traps for the children. I would like the trainers of the Missing Link Trust to conduct sessions in the future as well.

Student Harinavi DVAS High School.mp4

(Baruipur) Amiyabala Balika Vidyalaya- We have watched videos on 3 broad topics. We got to know about the process of human trafficking. In today's life we are dealing with several insecurities and through this session I have got some ideas to come of them. We are engulfed in social media and phone, and mingling with strangers with the knowledge of our parents and elders. Though it is a difficult conversation, we should speak with our teachers, parents or any other trustworthy person if we are being bothered with something or someone. Sex education is taboo, however, it is extremely important and should be introduced in all schools irrespective of gender from grade 8. Post 18 years sex is an integral part of our life, if we are taught about it from a young age we would be able to keep us safe from any kind of STDs and learn the natural process better.

Student Amiyabala Balika Vidyalaya.mp4

Maqsed Ali Institute Girls- We have liked the MASSP sessions conducted in our school and keep the numbers(helpline numbers and site details) provided during the sessions and keep ourselves safe.

Student Maqsed Ali Institute Girls.mp4

(Baruipur) Purandarpur Math Nari Shikshyatan Girls' High School- We have liked the awareness sessions conducted by Missing Link Trust in our school and been able to gather knowledge on personal safety. Also hope to attend more such sessions in future.

Student Purandarpur Math Nari Shikshyatan Girl's High School.mp4

Trainers Feedback

Anjana Biswas- I have been part of the SSE project from the beginning of its implementation in the Bhangore block. It was an enriching experience to be part of the project. This block is a politically and culturally sensitive area, with cases of elopement, extra marital affairs, single mothers or separated couples. Awareness programs like MASSP would definitely create a positive impact and more sensible informed children.

Sumita Bhattacharjee- I have had the opportunity to work as a trainer in the SSE

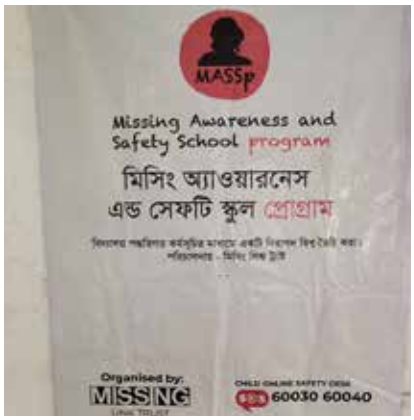
project to conduct the Missing Awareness Safety School Program in 4 blocks under the Baruipur sub-division. The time I grew up did not have such a complicated lifestyle, though gender inequality was more. As we are getting technologically advanced and with ease of life, the nature of dangers for children and young adults changed, hence these awareness programs would help children, parents and teachers be more prepared. The ratio of each trainer vs students if reduced training sessions would be much more effective.

Suvodip Ghosh- I have been involved in small NGOs and provide free tuition classes. While working with Missing Link Trust, it was a great experience to work with the schools and different stakeholders. The biggest challenge while and suggest to change in future, reduced questionnaires for the students, since along with the audio video content delivery, time constraints to complete the questionnaire/ workbook.

E. Pictures of Sessions



















Annexure 2: Interventional Schools

List of Interventional Schools	
1. Alakulia Juniour High School	2. Kheadaha High School HS
3. Amiyabala Balika Vidyalaya	4. Khudiram Bhattacharjee Madhyamik Sikhha Kendra
5. Atul Krishna Girls High School	6. Kodalia Girls High School
7. Bamanghata High School	8. Kodalia Prasanna Banga High School
9. Baruipur High School	10. Kulberia Dharamatala Panchuria Neetu Dibyendu Juniour High School
11. Begumpur Jnanada Prosad Instituition	12. Kulti Goverment Colony Refugee Girls High School (HS)
13. Benota Juniour High School	14. Langal Benki Pally Mongal High School
15. Bhagowanpur High School	16. Laskarpur Rabindra Vidyapith for Girls
17. Bhangar A.H. High Madrasa	18. Madarat Ishan Chandra Balika Vidyalaya
19. Bhangar Balika Vidyalaya (H.S.)	20. Madhapur Jatiya Sikkhalaya High School
21. Bhangar High School	22. Mahamayapur Adarsh Vidyapith
23. Bodra Balika Vidyalaya	24. Mallikpur Abdus Shokur high school
25. Bonogram High School	26. Mallikpur Girls High School
27. Boral Swamiji Vidyapith	28. Maqsed Ali Institute Girls
29. Borali Moricha Madrasa	30. Melia Raicharan Vidyapith
31. Chak Barali High School	32. Modarhat Popular Academy
33. Champahati girls high school (HS)	34. Narayanpur High School
35. Champahati Nilmanikar Vidyalaya	36. Narayanpur High School old site
37. Dakhsin Barasat Sibdas Acharya High School	38. Nayabad High School
39. Dhapdhapi High School	40. Nimkuria Junior High School
41. Durgapur Krishna Chandra High School	42. Noapara High School
43. Garanberia High School	44. Padmamani Girls High School
45. Garia Barada Prasad Uchcha Vidyalaya	46. Padmapukur madhya vidyalaya

47. Ghatakpukur High School	48. Polerhat High School
49. Ghola Uchcha Vidyalaya	50. Prasadpur Bhagyadhar Vidyaniketan
51. Gobindapur Ratneswar High School	52. Pratapnagar Girdhari High School
53. Gobindopur Gyanada Debi Girls High School HS	54. Purandarpur Math Nari Shikshyatan Girl's High School
55. Gocharan Girls High School	56. Rajpur Vidyanidhi
57. Gorkhara Vidyamandir High School	58. Rajpur Vidyanidhi High School
59. Green Park Siksha Sadan High School	60. Rana Beliaghata High School
61. Harimati Devi Uchchatara Madhyamik Bohumukhi Balika Vidyalaya	62. Rangina High Madrasa
63. Harinavi D V A S High School	64. Rashmani Balika vidyalaya
65. Harinavi Subhashini Balika Sikshalaya	66. Saksar Juniour High School
67. Hasanpur Bidyadharpur Junior High School	68. Satkari Banga Vidyalaya
69. Kalikapur Ramkamal School	70. Sitakundu Vidyatan
71. Kamrabad Girls High school	72. Situri Juniour High School
73. Kamrabad Uchcha Vidyalaya (H.S.)	74. Sonarpur Vidyapith
75. Kanjdia Gokulpur Juniour High School	76. Sondalia Juniour High School
77. Kantalia High School HS	78. Subhashgram Nabatara Vidyalaya
79. Karbala Balika Vidyalaya	80. Sundia Sarala Motilal High School
81. Karbala High School	82. Tegharia Vidyapith
83. Kathalberia Harihar High School	84. Tetulberia Anukul Chandra High School
85. Keyatala High School	86. Tilotamma Balika Vidyalaya
87. Khargachi Chandpur Srirampur Madrasa	

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
























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