

Walking with Her Butterflies' Programmes with Girl Children IN DELHI



Protecting and empowering children since 1989

WALKING WITH HER
BUTTERFLIES' PROGRAMMES WITH
GIRL CHILDREN IN DELHI

Butterflies

October, 2014



Protecting and empowering children since 1989

New Delhi

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FOREWORD

India is home to the second largest population in the world with 37 percent children below the 18 years of age (Census, 2011). The children from backward and marginalized families are most often not able to exercise their basic rights of education, health care, safety and security from an early age. These children are either staying with their parents/families or alone in slums/streets and migrated in the past from their place of origin due to poverty, hunger and violence at home to seek better and dignified life. Amongst these children, girls are more vulnerable and face discrimination both within the family and outside World.

The Indian government has initiated several schemes for urban poor and slum dwellers such as Swarna Jayanti Shahari Rozgar Yojana (SJSRY) throughout the country aimed at providing gainful employment to the urban unemployed and under-employed poor; Rajiv Awas Yojana (RAY), which provides 50 per cent of the cost of provision of basic civic and social infrastructure and amenities for housing; Jawaharlal Nehru National Urban Renewal Mission (JNNURM) that assists cities and towns in taking up housing and infrastructural facilities for the urban poor and Rastriya Swasthya Bima Yojna (RSBY), which provides health Insurance to poor families.

In addition, several schemes related to children are launched by the government such as Rastriya Bal Swasthya Karyakram to assure a package of health services for children up to 18 years; Mid-Day Meals and Integrated Child Development Scheme for nutritious food and health facility; and Sarva Shiksha Abhiyan for Universalisation of Education to alleviate the plight of these children. In spite of these positive changes, significant gaps exist in health and educational indicators between female and male children.

This study is an attempt to make out the interventions of Butterflies in transforming the lives of girl children and changes in the outreach of the organization over the years (last three years). It has initiated a number of focused interventions for vulnerable children to empower them with knowledge and skills necessary to protect their rights as children and provide them necessary support and assistance for re-instatement

in their families where possible and help them to develop as respected and productive citizens. Its programmes for children include Education, Health Care, Children's Development Khazana (teaching financial management), Children's Media (radio, video, theatre and newspaper), Vocational training in Culinary and Catering, and Computer education.

In addition, it provides emergency services through Resilience Centre a short stay crisis Centre and night shelters for homeless children and a night outreach programme.

This study is an attempt to make out the interventions of Butterflies in transforming the lives of girl children who were involved in street programmes mobile education and resilience Centre and Child Line. There are broad six thematic areas, where Butterflies works: (1) Education;(2) Vocational Skill Training; (3) Health care; (4) Life skills education;(5) Adolescent girls' related issues; and (6) Protection.

The chapters in this study not only bring out the positives changes that happened in the lives of girl children, but also the challenges and suggests various measures that Butterflies has to take up in the future. I would like to thank Dr. Balwant Singh Mehta for his effort in preparing such a detailed study in a short span of time. The efforts of the researchers- Mr. Subodh Kumar, Ms. Megha Shree, Ms. Divya P, Mr. Nidhi, Mr. Kanak Seth and Ms. Sushma Sharma are also gratefully acknowledged. I would also like to thank our funders Misereor along with ChildHope & Comic Relief and my colleagues, Mr. Zaved Rahman, Mr. Asif Ali, Mr. Satyavir Singh, Ms. Moushumi Baruah and our Child Rights Advocates without whose support and effort this study would not have been possible. I am sure that this study will contribute towards a review of Butterflies' approach and strategies of working with urban poor girls. The learnings would help us to strategize in supporting girls to complete their schooling, have life skills to surmount the challenges they face in their daily lives and to get a technical or professional skill to be economically empowered.

Ms. Rita Panicker
Executive Director
Butterflies

December 2015

CONTENTS

Page No

Introduction	7-14
Problems of girl children in Delhi: An overview	
Interventions of Butterflies	
Objectives	
Methodology	
Tools of Data Collection	
Limitations	
Socio-Demographic Profile of the Respondents	15-21
Age Distribution	
Socio-Religious Groups	
Place of Stay	
Schooling	
Occupations	
Toilet Facility	
Drinking Water Facility	
Identification Documents	
Parents Occupational Status	
Parents Educational Status	
Household Income Distribution	
Interventions and Impact:	
Changes in the Lives of Girls	22-44
Education	
Vocational Skill Training	
Health Care Services	
Life Skills Education	
Adolescent Girls	
Child Protection	
Child Participation	
Overall Impact	
Conclusions, Observations and Recommendations	45-48
References	49-50

Introduction

India has the second largest population in the world with 37 percent children below 18 years of age (Census, 2011). It has made significant progress and emerged as one of the fastest growing economies in the last decade. But the result of accelerated growth has not trickled down to the people at bottom stratum and the gap between rich-poor and rural-urban is widening (Ghose, 2010). The urbanisation is growing due to rapid population growth, expansion of service sector and large-scale migration of rural people to urban areas for a possible better life. However, the lopsided industrial development, lack of better employment opportunities, increasing poverty and inequalities, lack of space, shortage of housing facilities, high rates of rent with inadequate planning of municipal administrations also resulted growth of poor people in slums and streets (UNDP, 2009; and SPA, 2008).

The people live under the most challenging conditions in slums and overcrowded settlements and are acutely vulnerable to disease and face a constant threat of eviction (UNDP, 2009). In particular, the children from such families are not able to exercise their basic rights of education, health care, safety and security from an early age. These children are either staying with their parents/families or alone in slums and streets and migrated in the past from their place of origin due to poverty, hunger and violence at home to seek better and dignified life (Ghose and Shah, 2004). Amongst these children, girls are more vulnerable and face discrimination both within the family and outside world (UNICEF, 2012).

The Indian government has initiated several schemes for urban poor and slum dwellers such as **Swarna Jayanti Shahari Rozgar Yojana (SJSRY)** throughout the country aimed at providing gainful employment to the urban unemployed and under-employed poor through encouraging self-employment ventures, skills training and providing wage employment. For example, **Rajiv Awas Yojana (RAY)** provides 50 percent of the cost of provision of basic civic and social infrastructure and amenities for

housing, including rental housing and transit housing in slums including operation & maintenance of assets created under the scheme. **Jawaharlal Nehru National Urban Renewal Mission (JNNURM)** assists cities and towns in taking up housing and infrastructural facilities for the urban poor and Rastriya Swasthya Bima Yojna (RSBY) provides health Insurance to poor families.

In addition, several schemes related to children have been launched by the government such as Rashtriya Bal Swasthya Karyakram to assure a package of health services for children upto 18 years, Mid-Day Meals and Integrated Child Development Scheme (ICDS) for nutritious food and health facility; and Sharva Shiksha Abhiyan (SSA) for universalisation of education to alleviate the plight of these children.

The result of these efforts are also visible in the form of increased school enrolment from 84.5 percent in 2005-06 to 98 percent in 2009-10; falling infant mortality rate from 80 per 1000 live birth in 2000 to 50 in 2010 and reduction in working children from 12.6 million in 2001 to 4.35 million in 2011. However, in spite of these positive changes, there is still significant gap existing in health and educational indicators between female and male children (MOSPI, 2014). The latest report of United Nations Department of Economic and Social Affairs (UN-DESA) data for 150 countries over 40 years shows that India and China are the only two countries in the world where female infant mortality is higher than male infant mortality in 2000's. The report revealed that an Indian girl child aged 1-5 years is 75 percent more likely to die than an Indian boy¹. This phenomenon may be higher in case of vulnerable children staying in slums, unauthorised colonies and streets in urban metros like The National Capital Territory (NCT) of Delhi.

Problems of girl children in Delhi: An overview

The NCT of Delhi is the capital of India and a prominent destination for the migrants from neighbouring states (UNDP, 2009). There are

1. Accessed from <http://savethegirlchild.com/?p=323>

roughly 1 million children estimated to be staying in slums and streets of NCT-Delhi in poor conditions². The past studies argue that poor families residing in slums largely depend on the earning capacity of the household members and often their earnings are insufficient to meet the day-to-day requirements. The situation becomes more critical when the households have to eke out their subsistence under very difficult circumstances when men, the breadwinners, either do not work or fail to contribute a major part of their earnings to household kitty. In such a situation, children mainly girls are compelled to work or either drop out from school for performing its household duties or caring of their younger siblings (Dhawan et al., 2010; DHDR, 2013; Goyal, 2005; Srivastava et al., 2008). These girl children are prone to physical & mental exploitation and harassment by employers, who make them to work for long hours in the same posture, without food, without providing any safety information or equipment, without informing them about the consequences of the activity, and by making them work for abysmally low wages without any social security and without any holiday or leisure (Wasi, 2002; Goyal, 2005). This left them with extremely limited opportunities for a decent life and at the same time carry immense responsibilities to support the families. They deserve proper education, skill training, safety, security and health care to lead a better and dignified life.

The increasing rate of migration and presence of vulnerable girl children in NCT-Delhi and denial of their basic rights are major problem (Dhawan et al., 2010). Beside central government schemes as mentioned earlier, the NCT-Delhi has also launched several schemes especially for vulnerable girls such as Ladli Scheme for Girl Child, Child Protection, Orphan Girls & Poor Window's daughter's Marriage and Juvenile Shelter Home to provide shelter, security and financial help. But these efforts of governments are either minimal or below the desired level compared to the magnitude of such children in the capital city of India (Save the Children, 2011; Kishwar, 2010). Therefore, the role of other development organisations also becomes very important in such case to bridge this gap. This is an area of great concern and needs urgent attention from government as well as

2. Delhi (1.9 million) slum population according to Census of India, 2011, about 40% of the population are estimated as children below as per NSSO, 2011-12.

other developmental organisations. On such developmental organisations namely Butterflies, whose innovative, realistic and relevant initiatives for the empowerment of vulnerable children in NCT- Delhi have earned recognition worldwide.

Interventions of Butterflies

Butterflies was established 25 years back in Delhi and today spread over many states of India and other countries. It has initiated a number of focused interventions for vulnerable children to empower them with knowledge and skills necessary to protect their rights as children and provide them necessary support and assistance for re-instatement to their families wherever possible and help them to develop as respected and productive citizens. Its programmes for children include Education, Health Care, Children's Development Khazana (a life skill education program teaching financial management), Children's Media (radio, video, theatre and newspaper), Vocational training in Culinary and Catering, and Computer education. In addition, it provides emergency services through Resilience Centre-a short stay crisis centre and night shelters for homeless children and a night outreach programme.

Apart from the direct interventions, Butterflies advocates with government, international bodies, corporate and civil society for the well-being of all vulnerable children. Butterflies adopted a unique and non-institutional approach to empower street and working children. The interventions are rooted in places like bus terminals, railway stations, market places, parks and so on, where the children live and work or congregate. It runs 18 Contact Points, 3 Night Shelters and a Resilience Centre i.e. a crisis centre for short term placement of children in need of care and protection, Health Post for children in need of medical care and School of Culinary & Catering for providing vocational training to adolescents in Delhi.

As it is an attempt to make out the interventions of Butterflies in the lives of girl children, changes in the outreach of the organization over the years (at least last three years) and proportion of girls out of the total are given here. Butterflies' total outreach is 1922 children through the major interventions in Delhi in 2014 as given in table 1. Out of the total children, nearly 26 percent constituted girls who were involved in

street education programme, mobile education and resilience centre and childline. There are broad six thematic areas, where Butterflies works: (1) Education; (2) Vocational Skill Training; (3) Health care; (4) Life skills education; (5) Adolescent girls related issues; and (6) Protection.

Table 1: Butterflies Intervention in Delhi, 2014

Intervention	Girls	Boys	Total
Street Education Program	281	536	817
Mobile Education	67	84	151
Night Shelter (Only for Boys)	-	110	110
Resilience centre and child line	143	241	384
Intervention for Children in Conflict with Law	-	460	460
Total	491	620	1922
%	26	74	100

Source: *Butterflies Report to Misereor, January 2014 to June 2014*

Objectives

Butterflies has introduced monitoring and evaluation process to document and assess the impact of its interventions in order to increase programmes' quality and efficiency. This study is an attempt to assess the interventions made by Butterflies in the lives of girl children who are a part of it. The following are main and sub-objectives of the study:

Main Objective:

The main objective of the study is to assess the impact of interventions made by Butterflies in the lives of girl children.

Sub-Objectives:

The sub-objectives are based on six broad thematic areas as discussed earlier:

- To assess the changes brought by Butterflies' educational interventions in the lives of girls;

- To understand how the vocational skill training provided by Butterflies is helping the lives of girls;
- To assess the utility and usefulness of the health care interventions on them;
- To find out the change on girls' lives by life skill knowledge imparted by Butterflies; and
- To assess the changes on adolescent girls' lives through Butterflies' efforts.

Methodology

The methodology of the study has been developed based on the above objectives. The study used quantitative methods supplemented by qualitative methods. The primary information has been collected by interviewing 116 girl respondents during August to October, 2014 from Butterflies' eight contact points located at different places in Delhi as marked in figure 1 as circle.

Figure 1: Butterflies Contact Points in Delhi



Initially it was planned to interview 150 girls of age group 8-17 years from eight contact points. But only, 116 girls were covered due to forced evictions of homeless families, displacement of slums; thus many girls have left the place. In Kashmere Gate coverage was low because the higher proportion of girls were involved in work.

Apart from quantitative information, 16 cases of girls were documented to understand and assess the changes of these interventions on their lives to supplement the quantitative information in detail. The detail sample distribution planned and actual across the contact point are given in table 2.

Table 2: Detail Sample Distribution of Girls

Contract Point	Girls	%	Sample Planned	Sample Actual	%
Sadar Bazaar	48	19	28	23	20
Kashmere Gate	20	8	12	7	6
Nizamuddin Dargah	56	22	33	24	21
Jama Masjid	36	14	21	10	9
Chandni Chowk	27	11	16	16	14
Okhla Mandi	41	16	24	21	18
Gandhi Camp	17	7	10	10	9
INA	5	2	5	5	4
Total	255	100	150	116	100

Note: Four contact points namely NZR (0), Motor Market (5), Hathi Park (6) and Yamuna Bazar (6) has been left because of no girls or small sample.

Tools of Data Collection

From each contact point, girls were selected by convenient (mainly those who benefited from Butterflies interventions) sampling procedure for detail interviews through an interview schedule and case study method. The questionnaire includes background information and questions on Butterflies' interventions and its impact on participants (respondents). In case of reluctance or non-response, the child was replaced by the next

willing respondent. In addition, some case studies were documented to add a qualitative dimension to it by gaining an in-depth understanding of the changes on lives of the girl children.

Limitations

- The inability of some children to answer certain questions in the interview schedule affected the responses to some extent. This was seen in response to questions related to menstrual cycles, physical contacts, abuse or molestation. A few respondents were also new to the contact points and had not got the opportunity to explore the various interventions of Butterflies.
- The forced evictions of homeless families, displacement of children from the contact point areas also turned into a challenge. At Jama Masjid contact point this was evident and at Chnadni Chowk, the respondents said that few left the area due to the evictions.
- The other difficulty was interviewing the working or adolescent girls attending some training programs. The team interviewed girls from these categories on Sundays and other holidays after a continuous request. This challenge during the data collection process turned as a limitation of the study as well.
- Some girl children of 14 to 17 year felt reluctant to answer the questions regarding their health related issues even to female interviewers.

Socio-Demographic Profile of the Respondents

The profile of girl children has been analysed by their age-group, social group, religion, places of stay, educational status, occupation and parents' background. A total of 116 girls were interviewed from eight contact points mainly located in southern and central part of Delhi namely Nizamuddin Dargah (24 girls), Sadar (23 girls), Gandhi Camp (21 girls), Chandni Chowk (16 girls), Okhla Mandi (10 girls), Jama Masjid (10 girls), Kashmere Gate (7 girls) and INA (5 girls). These contact points are running in a rented room or open spaces in the slums, vegetable market, night shelters and schools, so the children on the street and from slums can be easily accessed.

Age Distribution

Almost half of the girls belong to 11-14 years of age, 31.9 percent to 08-10 years and 17.2 percent to 15-17 years. Nearly 66 percent of the girls were from Other Backward Class (OBCs), while 22.4 percent were from Schedule Caste (SCs), 10.3 percent from Schedule Tribe (STs) and less than 2 percent from 'Others or Upper Caste' category. A similar pattern exists across the contact points except Okhla Mandi, where 80 percent of the girls were from SCs.

Socio-Religious Groups

The high incidence of poverty among OBCs mainly from Muslim communities, SCs and STs reflected from their greater presence in the study. Girls from Muslim (55.2 percent) community were relatively more than Hindu (44.8 percent) community. All the girls in Jama Masjid & Kashmere Gate and almost 95.8 percent in Nizamuddin Dargah belong to Muslim community, where as in Okhla Mandi and Sadar all belong to Hindu community. This reflects the higher concentration of Muslim and Hindu communities in these locations.

Place of Stay

Around 41 percent children stay in slums (22 percent non-notified and 19 percent notified slums), 23.3 percent in Pucca³ houses, 19.8 percent in Kutcha⁴ and nearly one-sixth (15.5 percent) were still staying in open places such as place of worship & bus station. All the girls stayed in Kutcha houses in Kashmere Gate, slums in INA, place of worship in Jama Masjid; whereas majority of girls stayed in Pucca houses in Nizamuddin Dargah (75 percent), slums in Gandhi Camp (81 percent) and Chandni Chowk (68.8 percent).

Most of the girls stayed with their parents or family (96.6 percent) and little less than 2 percent with both other relatives and employers in particular Gandhi Camp & Nizamuddin Dargah. Nearly 16 percent of the girls came to Delhi along with their parents within the last ten years. Their parents came to Delhi largely from Bihar and Uttar Pradesh in search of better job. Most of them knew about their families at origin and also visit occasionally.

Schooling

Nearly one-third of the girl respondents (32 percent) were enrolled in National Institute of Open Schooling (NIOS through Butterflies contact points and rest (68 percent) enrolled in government schools. The proportion of girls enrolled with NIOS was quite high in Jama Masjid (90 percent), Kashmere Gate (85.7 percent) and Okhla Mandi (50 percent) compared to other contact points.

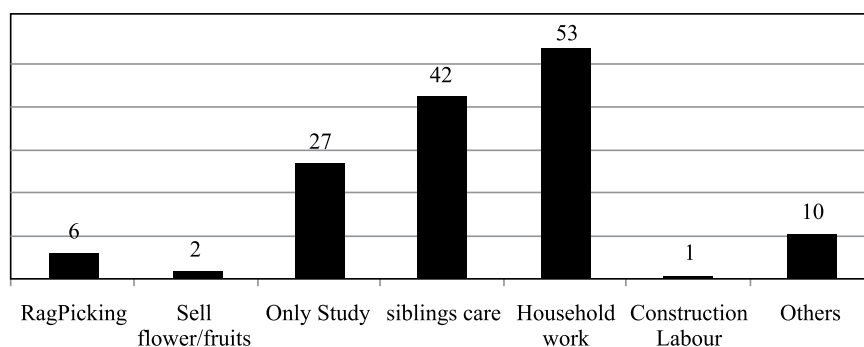
Occupations

The girls were involved in multiple activities apart from study. More than

3. A pucca house is one, which has walls and roof made of the following material. Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc ; Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC, (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.
4. The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc. are treated as kutcha house.

one-half of girl respondents were involved in household work (53 percent) followed by caring of siblings (42 percent) and only 27 percent devoted their time to studies as shown in Figure 2. Nearly 9 percent of the girl respondents were involved in some income generating activities like rag picking (6 percent), selling flower & fruits (2 percent) and construction work (1 percent). The incidence of rag picking (85.7 percent) was higher among girls at Kashmere Gate and even in Jama Masjid area⁵; selling flower & fruits in Okhla Mandi (100 percent) and construction work in Sadar (100 percent). As in Kashmere Gate, most of the girls who come to attend the classes at this contact point were involved in rag picking. In many cases, they are the sole bread earner of the family. In random talks with the few girls who were available during our visit, it came out that they have to be very quick while collecting garbage. It is only when they are able to collect enough and their parents can sell out it in the market for money. Their main focus always is on collecting the maximum as this result giving them enough for survival.

Figure 2: Occupational Distribution of Girl Children



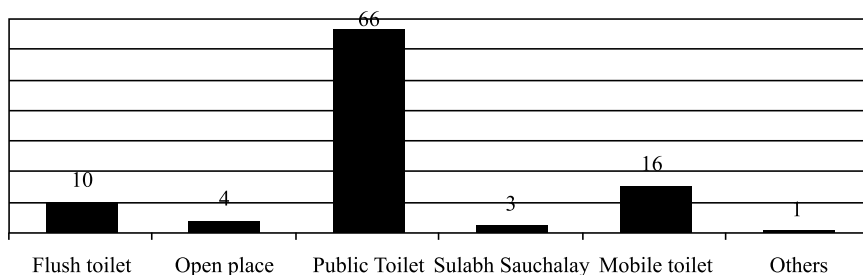
Note: Multiple responses

5. In Jama Masjid area animal fair was going on for 40 days while the interviews were conducted. The respondents here alongwith their parents had put up small street shops or eating outlet to add to the income of the family. It was also informed that they indulge in such seasonal employments. Rag picking is their regular income generating work which they do whenever they get free time or find any item loitered.

Toilet Facility

Access to toilet is an important facility that slum and street children require. Nearly 66 percent of the girl respondents defecate in public toilets, 16 percent in mobile toilets, 10 percent in flush toilets at home and 3 percent in Sulabh Shauchalaya as presented in Figure 3. However, still 4percent defecate in the open spaces. In INA, Jama Masjid and Kashmere Gate all girls defecate in public toilets, half of the girls at Okhla Mandi in mobile toilets and nearly 46 percent in flush toilets in Nizamuddin Dargah. The defecation in the open spaces was reported relatively higher by respondents in Sadar (13 percent) and in Nizamuddin Dargah (8.3 percent).

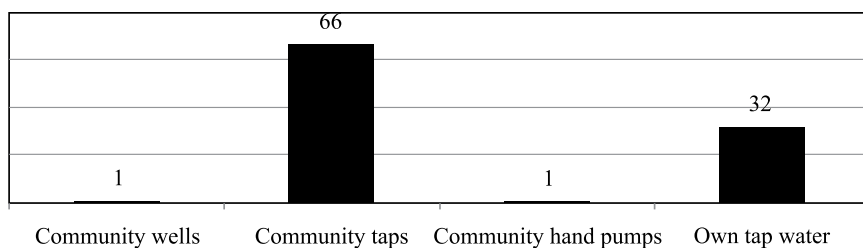
Figure 3: Toilet Facilities for Girl Children



Drinking Water Facility

Access to drinking water is a major issue in the cities. In slums, they have accessed to community taps and hand pumps. Hence, nearly 66 percent girls were drinking water from community tap, 31.9 percent from own tap water and 1 percent still use both community well & community hand pumps as shown in Figure 4. In INA, Jama Masjid and Sadar all girls were drinking water from community tap, whereas majority from own tap in Gandhi Camp (76.2 percent) and Okhla Mandi (50 percent).

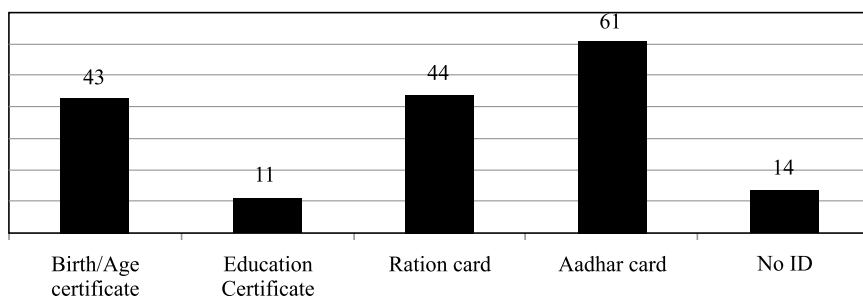
Figure 4: Drinking Water Facilities for Girl Children



Identification Documents

Nearly 86 percent of the girl respondents had some Identification Documents (IDs) as presented in Figure 5. The girls had multiple IDs in the form of Adhaar Card (61 percent), Ration Card (44 percent)/Birth Certificate (43 percent)/Educational Certificate (11 percent). However, still every sixth girl in the study area did not have any IDs.

Figure 5: Distribution of Identification Documents of Girl Children



Note: Multiple responses

Parents Occupational Status

More than one-third of the girls' fathers were involved in daily wage work (37.7percent), 18.9 percent in salaried jobs, 30.2 percent in small trade/hawkers and 2.8 percent in rag picking. The girls' fathers in Jama Masjid are largely involved in small trade/hawkers (85.7percent) in Jama Masjid, Ragpicking (28.6 percent) in Kashmere gate and salaried jobs (40 percent)

in INA and daily wage work in Okhla Mandi (70 percent) and Sadar (68.4 percent).

However, their mothers are mainly involved in household work (55.1 percent), followed by rag picking (30.8 percent), daily wage work (9.3 percent) and small trade (1.9 percent). The girls' mothers were also involved in daily wage work even in Sadar (28.6 percent); salaried jobs in Chandi Chowk (9.1 percent) & Nizamuddin (8.3 percent); Rag Picking in Chandni Chowk (72.7 percent), Kashmere Gate (57.1 percent) & Gandhi Camp (57.1 percent), and other household activities in Jama Masjid (100 percent).

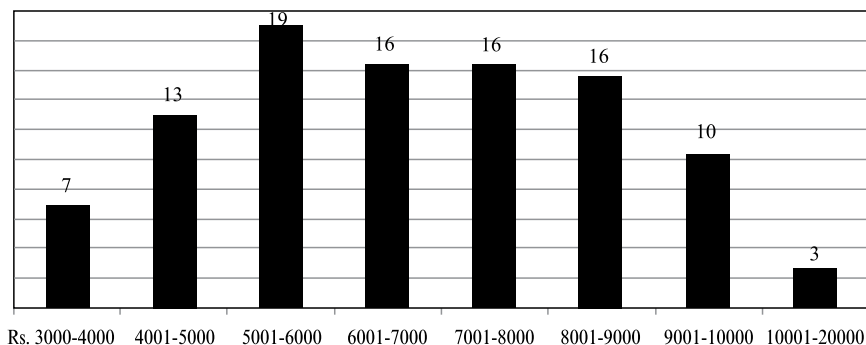
Educational Status of Parents

A little more than one-third of girls fathers (36.2 percent) were illiterate and one-fifth (22.9 percent) educated upto primary level, whereas 12.4 percent were educated upto middle, 15.8 percent upto secondary level and 10.5 percent upto higher secondary level. In Jama Masjid (100 percent), Okhla Mandi (70 percent) and Kashmere Gate (71.4 percent) majority of girls' fathers were illiterate. Even in case of their mothers, 64.5 percent were illiterate and 17.8 percent had upto primary level education. All the mothers were illiterate in two places, i.e. in Jama Masjid and Kashmere Gate.

Household Income Distribution

The average monthly income of girls' household was just Rs 7161/- per month, which varies from Rs 5200/- in Jama Masjid to Rs 7938/- in both Chandni Chowk and Nizamuddin Dargah. Three-fourth of the households' monthly income falls in the range of Rs 5000/- to Rs 10000/- per month as shown in Figure 6. The average per capita monthly income of the households was just Rs1098/-, which was lowest in Kashmere Gate (Rs. 781/-) and highest in Nizamuddin Dargah (Rs 1549/-).

Figure 6: Distribution of Monthly Household Income of Girl Children



It is also found that some households did not have any earning members and were living in very miserable conditions. Butterflies is supporting some girls of such poor households and providing them partial monetary help in the form of rent and other support as one such girl story is given in Box 1.

Box 1

Tabassum is a 9 year old girl. Her father works at a tea stall on the street and her mother is no more. Her father admitted her in an orphanage. He produced false documentary evidences to show her daughter an orphan as he was not able to take care of her. But when they came to know about the reality, she had to leave the place. The CRA of Chandni Chowk on being informed about the incident, contacted the family and enrolled her in the education program of Butterflies. The CRA even made efforts to get her admitted to government school. Butterflies asked her father to shift from the street to a safe rented accommodation for which Butterflies is ready to provide monetary support. After joining Butterflies' programme, Tabassum is very happy with the education and other life skills she is learning at the contact point and is confident of a bright future.

Interventions and Impact: Changes in the Lives of Girls

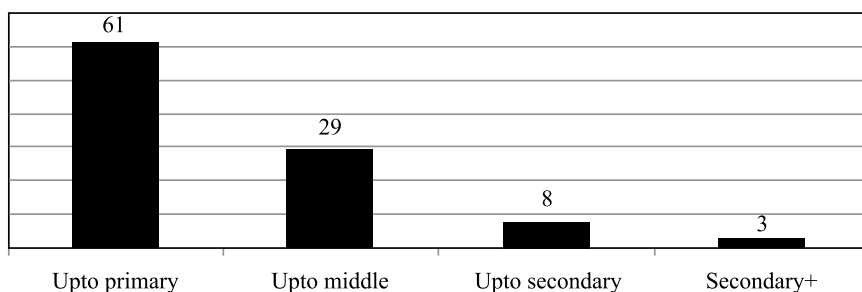
Education

Every child has a right to education. It is the most important capability enhancement that a child needs to earn a living in her/his future. The girl children of slums/street are largely deprived of access to school and education due to poverty, movement from one place to another, no address/identity proof and family support. They compel to work for their survival, which limit their access to school (Save the Children, 2011). Considering these limitations, one of the main objectives of Butterflies is to empower such girl children by providing educational support. It helps in mainstreaming the children in formal schooling by personal contacts or facilitating the school authority. Apart from enrolling in the formal school, Butterflies provides education to children through National Institute of Open Schooling (NIOS).

Child Right Advocates (CRA) of Butterflies, known as Didi or Bhaiya, conduct household surveys in the nearby area of the contact points to find out-of-school children and enrol them in the education program. They conduct pre-test of the children to determine their education levels. Accordingly, they enrol or admit them in formal school in Delhi or enrol in NIOS. CRA use multiple tools for teaching children e.g. LCD, computers, local resources i.e. marbles, pebbles, leaves, twigs, coloured paper, poster, cards, pictures, activities and games.

Formal Education: Butterflies facilitate in mainstreaming the out of school children and help them to get admission in formal or government schools. Nearly 68 percent of the girls were enrolled and currently studying in formal schools from class 1st to 11th. Approximately 61 percent of the girls enrolled in formal schooling and studying upto primary school, 29.1 percent upto middle, 7.6 percent upto secondary and 2.5 percent above secondary school as presented in Figure 7.

Figure 7: Educational Level of Girls Enrolled in Formal Schooling



Nearly one-third (32 percent) of them revealed that CRAs helped in their admission in government school. A little more than one-fifth (22.4 percent) of the girls told that at first instance their families were reluctant to listen about Butterflies initiatives but after meeting with CRAs they got convinced and by the demonstration effect other girls also started attending classes at the contact points. Nearly half the girl respondents said that education support and academic help provided by CRAs encouraged them and their parents to attend the classes at contact points. In addition, they reported that association with Butterflies helped them in enhancing their knowledge and getting free guidance by the CRAs and other Butterflies officials. This is elaborated by a girl in detail as given in Box-2 and Box 3.

Box 2

Kulsum is 10 years of age and is a quiet girl. Her mother left their home when she was just 4 years and since then she only has her father and brothers around. She stays in a two room set house in the nearby area and loves watching TV. She feels sad and misses her mother but is also clueless how to react to this situation. Previously she sold lotteries. They live on the income that her grandfather generates from a small shop. She does not like the irresponsibility her father portrays. She says that with financial ups and downs, it is difficult to take private tuitions and Butterflies' educational support at the Contact Point has helped her in her studies.

She further elaborates: “I never liked studying and going to school. I did join private tuitions but left it soon because of financial problems. Again I started dropping out. But as Butterflies Didi approached us, I could at least study a bit. Now I come here. I don’t have to sit back at home and do household work if not studying. Here I get to play, Didi helps me with my tuitions and also I don’t have to pay. I go to a government school and unlike here not much teaching is done there. I have started from basics here and learning gradually.”

As she has started coming to the contact point she has started enjoying education and is happy as she has to spend less time home. She says that she enjoys coming to Butterflies more than studying in school or at home.

Box 3

Sneha is a 15 year old girl who stays with her parents in Gandhi Camp. Her house is made of brick and cement but cannot be called pucca as it is a very temporarily made. They don’t have an inbuilt toilet in the house and use the community sulabh toilet like rest of the residents of Gandhi Camp. Drinking water supply at their home is through community tap and also has a make shift water storage system at their home. Her father drives an auto and mother is a homemaker. She has been coming to Butterflies since the age of eight years and has remained very active in all its activities and programmes. She goes to a private school in South Delhi. She explains in her conversation:

“I used to go to government school when I got first admitted to formal schooling. I was always interested in studies and also extracurricular activities. Butterflies and the enthusiasm of my parents got me admitted to this private school. I don’t have to pay the fees like other students but have been admitted through the BPL scheme. I don’t feel any difference attending the classes with other students. All are very friendly and supportive.”

She says:

“Butterflies has always encouraged me in my endeavours. I can draw well and hence I have always participated in various school and interschool competitions. Butterflies has moved me a step ahead in drawing too. I have participated in state level programmes too and in one I was even awarded a cash prize of Rs.10,000. I have been greatly supported by Butterflies and I am sure they are always going to support me in my endeavours.”

She recalls getting the opportunity to fly to Mumbai. Her first flight experience has been on account of Butterflies. And it was amazing. She wishes to be able to give a similar life to her family and parents. She is even medically equipped as she is keen in participating in all the health camps and sessions that Butterflies conducts.

Butterflies’ initiatives are not only helping girls from very poor families but also others in the locality that were otherwise not able to learn new skills and knowledge. One such girl elaborated it in detail as in Box 4.

Box 4

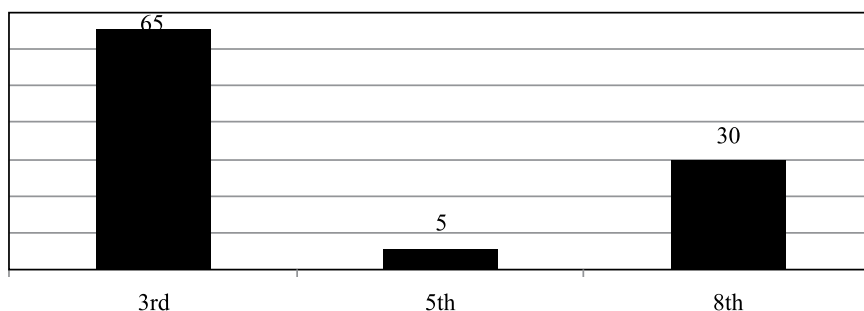
Gulnaz has been coming to Butterflies contact point for the past two years. She is 11 years of age and studies in 8th grade. She has been living in Delhi since her birth. She stays with her family and both her parents are working. Mother works as a domestic help in the nearby colonies and father sells biryani and seasonally works as a cook in local marriages and parties. She has a pucca house, without flush toilet, 24 hours supply of water and electricity. All basic facilities like television, fridge, cooler etc are all available at their home. One can infer that the quality of living that Gulnaz enjoys is not very adverse. This is also seen in her day to day activities at the centre. She studies, plays, goes on trips and picnics and also is very active in dance and

singing programmes organized by Butterflies. Also, she likes painting and hence the initiatives of Butterflies and its members helped her to bag few awards in this field. Her overall development, discipline and participation increased after being associated with Butterflies and this is even reflected while talking to her. She took a small dictation willingly and spelled every word correctly with only minor errors. She describes her interest in maths and how her speed in calculation has increased. She even was a part of the 6th December Butterflies event. It was also great to see the way she helping other students at the Point with studies and other activities.

Butterflies centres are accredited to the National Institute of Open Schooling (NIOS). Every year NIOS forms are filled for class 3rd, 5th and 8th and accordingly formal examinations are held. On successful completion of NIOS examination, certificates are given to the children. Butterflies also conducts internal examination for Module-I and Module-II (curriculum prepared for respective classes) quarterly to assess the progress of children. Butterflies provides education to children through the street contact points, mobile education points, and night shelters.

Children are enrolled in 3rd, 5th, 8th standard after clearing the internal test or examination conducted by Butterflies'. The maximum children were enrolled at initial level, i.e. 3rd standard (65 percent) followed by 30 percent in 8th standard and 5 percent in 5th standard (Figure 8) as Butterflies prepare them through modules and they appear in the final exams only once they clear the internal exams.

Figure 8: Educational Level of Girls Enrolled in NIOS



The girls studying through NIOS at contact points were motivated by CRAs, who encourage girls for enrolment. Initially their family members were hostile and not eager to get their daughters enrolled but later when other girls started coming to Butterflies contact Point they also agreed to send their daughters. Most of CRAs also confirm that initially it was very difficult to convince their parents or family members but once we were able to convince one or two families, others also started sending their girls to the centres. Nearly 10 percent of the girls told that they appeared in NIOS exams and most of them had cleared it on the first attempt.

As discussed earlier, around 36 percent of girls' fathers were illiterate and 23 percent were educated up to primary level. These girls are the first generation learners in their families. This highlights the importance of 'education support' provided to girls by Butterflies at their contact points, who may otherwise be restricted within their households and remain as out of school or involved in some unskilled work. It is also noticed that education support to continue formal education prevented child marriages and child labour in some of the families.

Nearly 81 percent of the girl respondents enrolled at Butterflies' contact points are now able to read newspaper. However, a relatively lesser percentage of girls were fully conversant with mathematical calculations—addition and subtractions. The girls revealed that in the contact points they used to get free educational support, solved their problems and learn new things with fun and entertainment. One of the girl respondents said "I cleared my doubt and now want to do something in life, thanks to Didi (CRA)". Most of them want to become teachers or pursue their

hobbies they learnt through Butterflies like computers, dancing, singing and sports. Another girl said “Didi motivated me to study and now I want to become a teacher and I am confident of achieving my goal in life”.

The empirical evidences apparently bring out the positive aspects of the intervention of Butterflies in relation to education. Some of the areas of interventions are largely concentrated by Muslim population. It is found that out of the total respondents, 55 percent girls were Muslims. It is a common notion that Muslims are reluctant to send their girl children to school due to various religious and societal pressures. This is also reflected from their lowest girl literacy rate compared to other communities (82 percent of Muslim girls were literate as compared to around 90 percent and above for other communities, NSS, 2011-12). Therefore, the intervention of Butterflies is unique in the sense that they are able to pull out maximum number of girls from their homes to participate in formal schooling. However, the state initiative of Sarva Shikshya Abhiyan of universalization of education is not fully successful in terms of improving Muslim girls' education.

Under the SSA programme, the government also suggests Madrass as for Muslim children but Butterflies' interventions evidently reject the dominant notion that Muslims are reluctant to go to formal schools and question the response of state to address this issue. Therefore, Butterflies' successful interventions can be an alternative way of working with children from minority communities.

Vocational Skills Training

Butterflies continues to offer vocational training opportunities to slums/ street and working adolescents in two trades: a. Culinary & catering and b. Computer Education

Training in Culinary & Catering

The children at BSCC were taught different methods of cooking and management through theory and practical classes. This includes kitchen hygiene; setting the tables; cutting and slicing vegetables; different methods of cooking and introduction to different spices. The topics taught in the

theory classes are repeated in the practical classes. They get first-hand exposure to culinary and catering and joined the chef in the kitchen for cooking food for various events. They assist in cutting, washing, cooking, packing and delivering the food to different clients. Thus they are given enough opportunities to practice whatever was taught to them. They are given chances to go for deliveries in different places like night shelters and health post.

Some of the trainees got internship in JW Marriott, a renowned hotel in Delhi last year. They get exposure trip to some other hotels in Delhi and sometime hotel staff also visit to BSCC. Apart from cooking, they get classes on mathematics, Hindi, English and about nutritious food. At the centre, sports and cultural events are also organised to enhance their confidence and team spirit. BSCC has been providing food for different offices and corporate like IGSSS, Sapient, Haq, CADAM, National Law University, Modicare Foundation and for some individuals.

Butterflies motivated girls to enroll in culinary and catering training and the first girls batch started in April 2013. At present there are 9 teenage girls attending the training. There are many girls who came forward and are presently learning culinary and catering skills from the Butterflies School of Culinary & Catering (BSCC) situated in Malviya Nagar in Delhi. As mentioned earlier these girls told they get both theory and practical classes and also experienced firsthand training by visiting some reputed hotels in Delhi. They said that apart from culinary and catering they have learnt about customer behaviour, presentation and speaking skills at BSCC, which boosted their self-confidence. They told that trainers at the academy always encouraged them and did not discriminate on the basis of socio-economic status. After completing the course most of them would like to become chefs in reputed hotels and open their own small restaurants after working a while. As one of the girls said “I have developed the skills of cooking and management and decided to become chef”. One girl elaborated the experience as given in Box 5 and Box 6.

Computer Education: Basic computer education was given to children through the mobile education (MERC) as well at all contact points.

Box 5

Nassema is a very active and charming girl. She is multi-talented and has been associated with Butterflies for the last 8 years. She studies in class 10 and attends BSCC as well. She is one amongst them who has been to Germany for dance competition. But she says that BSCC is one of the ultimate programme which Butterflies is running. According to her, this programme makes the children self-dependent and provides a quality employment as well. She was very happy to be at JW Marriot as a trainee. She has also explored so many other options for being a Chef with the help of Butterflies. She is extremely passionate about cooking and is always thankful to Butterflies for giving opportunities to girls (from poor households) for dreaming big and bright careers.

Box 6

Saroj (17 years), happily says that that she loves cooking. In her words, "I am enrolled through NIOS in class 10th but my craze for cooking converted into my passion after joining BSCC. I am so happy to join it. Now I learn how to make noodles, momos, dhokla, burgers and so on. We even get large orders for birthday parties, and I am getting first-hand experience of large scale cooking. I can cook for 30 people approx. at one time now. I want to go for high level training in this field. The best thing is that we get paid for it as well. This has changed my life. We have visited to JW Marriot and PUSA institute. I really want to thank Butterflies for engaging us into this productive course because after that we will be able to get good jobs".

Butterflies provided basic computer education to 45 children during 2013-14. This is one of the most eagerly awaited programmes in MERC, whereby children feel that learning computers will help in getting better jobs in the job market. A comprehensive six-monthly computer education curriculum has been also developed in-house by Butterflies. Three girls were attending advanced computer education at the Habitat Learning Centre.

These girls stated that they enrolled in computer education after the encouragement by the CRAs. They now feel connected to the rest of the world and are confident of getting a good job and pursuing higher studies. They did not face any difficulty and said that at the centre people are very co-operative and encouraging as shared by a girl in Box 7.

Health Care Services

It is an accepted fact that girls from slums and the street live in highly vulnerable conditions. They are exposed to extreme climates in cities like Delhi and live in unhygienic and unhealthy conditions without proper food, nutritional care, and even clothing. Butterflies provides several health care services, which includes weekly visits to all contact points by the Mobile Health Van; Health Care by Health Post; Health Camps; Child

Box 7

Tanya is a 12 year old girl who has attended a basic course from Habitat Learning Centre. She says that girls like her either study in government schools or are enrolled for education through distance learning i.e. NIOS. They are able to get an education but it is not enough to live up to today's market demand. She provides an insight through an observation, that without computer education one cannot get good job. She says Butterflies education programme is making them complete schooling which is a very strong step towards empowerment and the Habitat Learning Centre is making them competent for the job market. I don't have words to thank Bhaiya and Didi of Butterflies.

Health Educators' Training; Health awareness program by organising community sports day and support group activity.

The Mobile Van comes to all contact points on a weekly basis to provide medical treatment to children in need. Alongside, there is a nurse who reaches out to children taking refuge in the night shelters and provides medical care. Children who needed additional intervention were referred to health post or hospitals. A total of 996 medical cases (584 Boys and 996 Girls) were addressed through the health van in 2014. The girl respondents reported that Butterflies provides weekly or fortnightly facilities of Health Van. Almost 96 percent girls said that they were availing medical facilities provided through the Mobile Health Van ranging from medical check-ups, medicines and first aid treatment.

In the Health Post, children were provided medical care along with nutritious food and specific dietary food. A total of 205 cases were addressed through the Health Post in 2014. As and when required they were also taken to LNJP hospital for check-ups. Medical and nutrition care are also provided through the health post. Around 27 percent of the girl respondents reported taking up medical care at the health post. The facilities available at the health post are regular checkups and testing like eye checkup, blood and urine and other test. The girls go to the health post for medical checkup and get medicine. They got well after going to the health post and availing the facilities and were satisfied by the facilities provided by Butterflies. One girl shared her experienced as given in Box 8.

In the Health camp, patients are provided medical care along with balance food and some girls who were admitted to the health camp said that they got well after the treatment. In the Health Camp, a total of 356 children went for medical checkups. In addition, regular child health cooperative meetings are also conducted on a monthly basis at each contact point. The focus of the meetings was to discuss their health related problems, help children initiate collective action and strengthen the cooperative. The health cooperative is also formed in every centre and all the girls are encouraged to join it. Around two-third of the girls were members of the health co-operative, who were encouraged by the CRAs and Child Health Educators (CHE). The health co-operative meetings were held regularly

Box 8

Kajal Kumari (13 years of age) is enrolled at Sadar Bazar contact point. She has 7 younger brothers and sisters. As she has to take care of her siblings apart from studies she dropped out of school after 4th standard but is now again studying at Butterflies centre along with shouldering other family responsibilities. She has appeared in Module II exams of 5rd standard and also toured to Bombay for a 5 day cultural and exposure trip. She appreciated Butterflies medical support a lot and said that they also conducted eye operation of two girls. She also got an eye check up from a government hospital through Butterflies 'Health Post' facility.

and the health related problems and suggestions were also discussed in meetings. Accordingly, children initiate some collective action.

Child Health Educators (CHE) of Child Health Cooperative (CHC) are selected from the children at each contact point. In 2014 a total of 26 new CHEs (19 Boys & 7 Girls) were trained. They organised health sessions, health campaign, maintained meetings records, trained and provided first-aid treatments to patients. The selected child health educators are now fully aware about first aid medical help and seasonal and chronic diseases and its cure. They are not only performing first aid medical help to the patient at the centre but also in their families and surroundings. They are spreading awareness about TB, Cancer, fever, seasonal diseases and methods to prevent it. As one girl said "Now I became confident for not only helping the cases at contact points but also at my homes and neighbourhood". As Naseema describe about health facility of Butterflies in Box 9.

Box 9

Naseema (9 years) is a sincere and emotional girl. She is one of the Child Health Educators as well. The most impressive thing is that these kind of activities motivate the children to achieve something fruitful in life. Naseema is very young but she has high aspirations. She wants to become a doctor. She decided this because of certain reasons. She says, “when I went to a government hospital, doctor did not entertain us and talked to us rudely. I felt very bad on that day. But when I became a CHE at Butterflies then I realised that I have a potential to serve people. Being a CHE, I got to know various things i.e. First Aid, spreading awareness amongst people regarding various diseases. Then, I decided that I shall become doctor. As being a CHE, I feel a responsible citizen and get a feeling of being a small doctor”.

Health education sessions are conducted on an average of 4 times in a month at each contact point. The topics selected by the CRAs based on the need of the situation. It ranges from Personal Hygiene; Balanced Diet; Human body its parts and their functions; Safety measures during the winter session; substance (abuse, Malaria, Personal Hygiene, Nutrition, Carbohydrates, Vitamins, TB, Rabies, Dengue, Balanced diet; Different types of nutrients and its sources; Dental cleaning, Sexual abuse, Diarrhoea, Hepatitis, Diarrhoea, Heat Stroke, Hygiene, T.B and its symptoms, Health measures during summer season, Nutrition; and Dengue; Rabies; substance abuse, Illness due to Extreme heat, Prevention from skin infection. The girls told that these sessions are very helpful to know about seasonal diseases and its cure, so one can take precautions and timely medical help. Most of them participated in health session and revealed about positive experiences and know a lot about the seasonal and chronic diseases and their cure like knowledge regarding general illness e.g. dengue, malaria, rabies.

Apart from these activities, community sports day and Health quiz programs were organised for building competitiveness and health

awareness among the children. In addition, a support group has formed of a group of children or CHC members to help their friends to give up substance abuse. However, these activities were found not common among girls children. Although a small step, Butterflies' initiatives have made a big difference and believe in changing lives as elaborated by a girl in Box 10.

Box 10

Fareena(14 years), is from Bihar but has been living in Delhi since her birth. She stays with her father and elder brothers and sisters. She has 5 sisters and 4 brothers out of which 2 are married and stay in different parts of the Delhi. The rest of the family has been staying in the Rain Basera in the colony for the last four months. Before that they stayed on the streets on makeshift shelters. She lost her mother 10 years back and father works as a sweeper in the Basera. Fareena is involved in rag picking and works to add to the income of the family. Rest of her sisters also do this. She is enrolled in regular school but remains absent from school most of the time. They don't have easy access to safe drinking water nor is a proper bathroom and toilet available to them. They lead a life of wanderers but are not very keen to remain like that.

She was not very fond of school as said before and a welfare worker from Butterflies encouraged her to get admitted in school and become literate. She also joined Butterflies' contact point simultaneously. She was very confused in answering general questions like when did she start going to school and can she read and write or not. She was not even sure as to which class she goes into.

But after talking with Butterflies, she could relate and answer the queries. She said she likes going to the contact point. This is because she gets personal attention and also her daily problems related to studies and personal lives are paid attention to. She has learnt whatever little she knows from Butterflies only. She has also benefitted from the medical facilities that Butterflies has been providing to the students. Also the nurse who comes at times with the mobile health van has helped her

during her growing age in the absence of her mother. She receives medicines and other health related facilities through butterflies.

Bal Sabha also resolves many of the problems related to society and neighbourhoods that she faces staying in a public area. She feels such initiatives have helped her connect with the rest of the world that lives outside Jama Masjid. It has also helped her to understand the importance of studies. Though not very active with participating in extracurricular activities that Butterflies organise, she takes keen interest in health camps and health sessions. Slowly but he said she has also started learning the life skill to lead a clean and hygienic life.

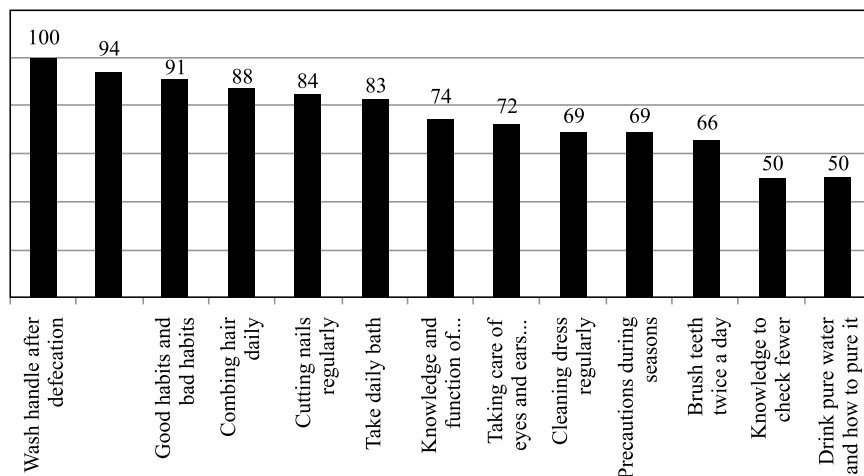
Life Skills Education

Life skills are the most important aspects of a growing child. The life skill education includes awareness about health related issues, financial management and so on. The awareness regarding health issues includes how to take care of eyes, ears and teeth; human body parts and what is the function of each part; how to check fever; waste management; what is nutrition and why it is important. The other sessions are taken for safety rules; effective leadership; respect all religions; social responsibility; how to deal with stress; safe and unsafe touch; gender equality; celebrating cultural differences; living in harmony with animals; team work; children rights and responsibilities; and good practices of school going children.

Life skills education is imparted by Butterflies in all the contact points with regular monitoring of habits like nail cutting, brushing teeth, clean dresses. In most of the centre girls were aware about the life skills education and majority of them revealed that they have not only changed their own habits but also encouraged their parents and other family members to adopt good habits by telling them about its harmful impact. They are now washing their hands, regularly cutting nails, cleaning dress regularly, knowledge and functioning of body parts, taking care of eyes & ears and precaution during seasons as given in figure 9. The girl children also told that they have detailed information on various topics which they earlier never realized and even think off; girls became aware on what is good and

bad habits. They got to know about their various rights as a child, also they themselves came up with the accompanied responsibilities with the rights.

Figure 9: Distribution of Top Life Skill Education



Overall girls have benefited a lot from the skill education programmes of Butterflies, one such case is elaborated in the Box 11.

Box 11

Ganga is a 12 year old girl who works as an onion assorter at the Okhla Mandi along with her mother. Her family fled to Delhi from Rajasthan when Ganga was very young and since then they have been living in this area. Her father works as a wall painter and earns as a daily wage worker when there is work. Similar is the case with Ganga and her mother who are paid according to the weight of onions assorted daily. It was by luck that we got the opportunity to talk with her as she spends most of her time for work after school. She is also not very regular in school but has managed to upgrade to 4th grade. Her family consists of two elder sisters and two brothers and all the girls of the family do the same work.

On enquiring about education it came out that it was with the initiatives of a previous member of Butterflies, Ganga was enrolled in regular school. It has been 5 years since she has been coming to the contact point and claims to have benefitted a lot. Although she has not benefited from the education program of Butterflies, she accessed life skill education through children's cooperatives (CHC and CDK) and other life skill sessions.

Though she works at the mandi, she was neatly dressed with well-made hair and all nails trimmed. She does not enjoy studying a lot but definitely wants to learn English and how to behave in front of others. She said that the life skill sessions helped in enhancing her personality. She even loves saving now and has learnt how to manage her money. She is more concerned about adding to the income of the family but wishes to spend more time at the contact point of Butterflies.

In addition, Children's Development Khazana (CDK) is a life skills education programme teaching financial management through children's participation. It is one of the flagship programmes of Butterflies and has reached out to more than thirty thousand children. The children deposit money in CDK on regular basis and withdrew money as when required. Advances are also given to children on the premise that members of CDK have the right to access money in time of need. Children took welfare advance for various reasons such as education, health emergencies in family and to supporting families during financial crisis, to pay his computer education fee; to purchase sports dress and shoe; for supporting their families; to meet the medical expenses of her mother. There are Child Volunteer Managers and Assistant Child Volunteer Managers appointed for all CDK branches for facilitating saving, advances, withdrawal and maintaining of records. Fariah narrates about CDK in Box 12:

Box 12

Fariah belongs to Nizammudin Dargah contact point. She is very happy being a Child Volunteer Manager. She mentioned that “I am a Volunteer Manager and I maintain the passbooks of the children”. This programme teaches everyone to save the money. Earlier, I used to spend money on the small shopping but now I prefer to save. I save approximately Rs. 30 per month. The best part with this is that they provide advances as well. When my mother got unwell, I took an advance of Rs. 200/- for my mother’s treatment and then I returned them. These facilities show that someone is with us in our urgent monetary needs.”

Around 70 percent of the girl children reported saving Rs 5-20 regularly in their account, while others have not started saving or have discontinued. They withdrew money for a range of things such as for books, household needs and for their daily or personal needs. Some of them also reported taking advances for their personal or household needs. They revealed that this helped them in developing saving habits, and if required they can get advances as well as withdraw the money in urgency or for some personal work. Some of the girls reported that they were elected as Child Volunteer Manager (CVM) or Assistant CVM. They told that this experience helped them to understand the process of banking systems. One of them told “I feel like I am a bank manager and have started saving money and can avail loans in need and want to become a bank officer in future”. However, in some centres like Kashmere Gate, girls aren’t able to continue because they were mostly involved in rag picking and not able to save enough with Children’s Development Khazana and most of them have closed it. Even though the CRA has worked a lot to persuade them to spend some sincere time at the centre, they remain indifferent.

Adolescent Girls

Around 15 percent who were interviewed was adolescent girls (15-17 years) were interviewed in the survey. Out of them, around 16 percent girls reported using napkins or sanitary pads or clean cloth and 21.6

percent using cloth wash it properly and dry it before use. The credit goes to Butterflies for creating awareness and also to government schools, which now provide sanitary pads to the adolescent girls. Most of them (80 percent) dispose it in dust bins and change cloth/sanitary regularly and if any complications occur they discuss it with the doctor. However, lesser number of girls (21 percent) had knowledge to dispose it by wrapping them in a paper or polythene bag.

In addition, the awareness sessions provided knowledge to girls about safe and unsafe touches and appropriate marriage age etc. Most of them (91 percent) were aware of safe and unsafe touches and around 87 percent of them also knew about minimum age of marriage. We found just a single case of underage marriage of a Muslim girl at Nizamuddin Dargah contact point.

One-tenth of the girl respondents report to their parents, elder members or police if they face any sexual abuse. Little more than half of the girls said that they were asked to stay in her limits by their family members as being a girl. More than three-fourth (77.4 percent) of the girls felt that if they did not come across Butterflies, their life would have been spoilt. However nobody reported about police atrocities and sexual abuse.

Child Protection

Child Protection is an important mandate and a priority of Butterflies. The following mechanisms are present for child protection: a. Street Presence through work at the contact points; b. Resilience Centre and Childline; c. Night Shelters; d. Night Outreach. However, these are more related to boys with limited access to girls.

Butterflies Resilience Centre is a licensed shelter home for boys registered under the Juvenile Justice (Care and Protection of Children) Act 2000. It has a capacity to accommodate 15 children who stay 24X7 in the resilience centre until their restoration with parents or transfer to long-term children's home. Since its inception, the Resilience Centre has been providing care, protection and restoration service to a number of children in distress. The Resilience Centre also houses the CHILDLINE (1098), which is a national toll free helpline for children in crisis supported by

the Ministry of Women & Child Development, Government of India. Butterflies provide psychosocial, medical and legal support to children in crisis. It associates with the police, hospitals, child welfare committees, labour department and other stakeholders to provide care, protection and justice to children.

Butterflies worked closely with the Police department and Child Welfare Committees (CWC) in Delhi to handle cases related to children. A number of times, the police and the CWC have also requested Butterflies to assist them in handling critical cases. As reported in the annual report of Butterflies that the number of home enquiries have reduced as compared to the beginning of the previous year. This drop is due to the change in the strategy of CWC to handle shelter requests from parents. However, in the study only few girls have reported harassment and police cases as mentioned earlier because most of them stay with their families. During a detailed interview or discussion, some girls said that “I used to face harassment while working or travelling in buses, but now I am very much aware and conscious about safe and unsafe touches and intentions, and also keep direct helpline numbers with me”. One girl narrated her experience in Box 13.

Box 13

Saba from the Sadar Bazar contact Point highlighted that “some people came and beat my brother in the evening. I and my parents were so frightened and did not know where to go then our bhaiya came and went to police station and reported the incident on our behalf. Then, they took action and after that nothing happened with my brother. We are so thankful to bhaiya (CRA)”.

Child Participation

Children’s participation is the heart of Butterflies programme. They encourage children to express their views/ ideas, share their problems and look for solutions. For this Children’s Council meetings (Bal Sabhas) are organized every month at the contact points called as Small Bal Sabhas.

The unresolved issues are discussed in a larger meeting called as Big Bal Sabha, held every month, in which 3-4 children participate from each contact point. Children themselves select their Convener and Secretary for these meetings.

The girls said that they regularly attend Bal Sabhas and actively participate in it. In Bal Sabhas they put forward suggestions to resolve issues affecting them, initiate new things and improve the programs of Butterflies. The girls said that they participated in extracurricular activities also like Craft, theatre or play, news writing and sports. The girls immensely benefited from such activities as some of them learnt how to perform, sing and dance, which they would like to pursue as a career in future. As a girl elaborates in Box 14.

Box 14

During the group discussions with the girls at different contact points, it came out that girls are motivated to attend Bal-Sabhas. Everyone said that “Bal Sabha mein hum mudde uthate hai....apni problems ko batate hai aur bhaiyya didi un muddo ko hal karte hai”. Because of this, they feel that they have the right to speech and a right to present their thoughts in front of others.

Perception of Girls on Overall Impact

All the programmes of Butterflies have given an opportunity to children by which children gets exposed to innovative learning, growth and fun. When girls were asked to share some advantages, they enthusiastically replied “Now we are experiencing joy or happiness and learning new things in life, which our parents can't afford”. They further elaborated that with the help of Butterflies, the school is coming to us and we are getting the opportunity to study as well as quality education support in form of free tuitions and learning how to live a disciplined and dignified life. “We get all the study materials free for studies. CRAs behave in a soft manner and they are very cooperative. We also learn and participate

in sports and cultural activities such as football, kho-kho, carom board, plays, singing and dancing etc.”

They are availing medicines, health check-ups and treatment facilities at contact points and health post. Under the CDK programme girls are saving, withdrawing and taking advances, and some of them also got an opportunity to become managers. The deposited money is not only safe but also gives incentives. They have learnt various life skill trainings and are encouraging their parents/other family members to follow the practices in their everyday lives. The girls regularly participate in Bal Sabhas to resolve various issues related to their life and interventions of Butterflies. Butterflies also conducts various extra-curricular events in order to enhance girls’ capabilities. Cultural afternoon is one of such initiatives where children show case their talents.

Butterflies use sports effectively not only to attract children but as a developmental tool to educate and impart life skills. It was also used as a tool to reduce dependence of children on different substances. One of the regular activities at the contact point is sports such as badminton, cricket, football, carom, chess and various types of fun games. Sports day has been organized on regular intervals to encourage children to develop team spirit and polish their sports skills. Some of the girl children reported that they are part of girls’ football team of Butterflies and getting training from coaches. The football league and cricket tournament are also being organized so that the children would get chances to show their excellence. Besides organizing the tournaments, Butterflies also started workshops for other national and international NGO partners for the capacity building of their staff on sports for development.

The girls also get opportunities to visit different places every year through annual picnic and other cultural events. Girls treat Butterflies contact points as their second home. They revealed that there are lots of issues which they cannot discuss with their parents because of the cultural and social constraints. But they feel free to discuss with their DIDI’s or CRAs. Sometimes, they face issues of eve-teasing while travelling to school. They feel that if they discuss all these issues with their parents, then their parents will never allow them to attend the classes. Hence, they talk to

CRA's or Didi's and Bhaiya's for guidance and motivation. The overall impact of these programs is positive on these girl children because some or the other way, they are getting benefitted with these programmes. In this way girls are not only enjoying being associated with Butterflies but are also able to transform their lives.

Conclusion, Observations and Recommendations

- The study provides empirical evidences with regard to the impact of the interventions of Butterflies on the lives of girl children. Following are the key findings:
- Half of the girls surveyed belong to 10-14 years of age. Nearly 66 percent of them were from 'Other Backward Class', while 22.4 percent were from 'Schedule Caste', 10.3 percent were from Schedule Tribe and below 2 percent were from 'Upper Caste'.
- Most of the girls stayed with their parents in Kutchha houses and slums. Around three fourth were enrolled in formal or government schools and rest studying through NIOS at Butterflies contact points.
- Nearly 9 percent of the girls were involved mainly in some income generating activities such as rag picking, selling flower/fruits and construction work.
- Around 66 percent of the girls defecate in public toilets, 15.5 percent in mobile toilets, and 10.3percent in flush toilets at home. Although the percent is not significant, 2.3 percent girls defecate in the open spaces.
- About 66 percent drink water from community tap, 31.9 percent from own tap water and 1 percent of the girls still drink water from community wells.
- Around 14 percent of the girls did not have any identification documents, where others possessed either Adhaar or Ration Card/Education Certificate.
- More than one-third of the girls' fathers involved in daily wage work, 18.9 percent in salaried jobs, 30.2 percent in small trade/hawkers. On the other hand, their mothers were mainly involved

in household work followed by rag picking (30.8 percent) and daily wage work (9.3 percent).

- A little more than one-third of girls' fathers were illiterate and around one-fifth educated upto primary level.
- Three-fourth of the households' monthly income falls in the range of Rs 5000/- to Rs 10000/- per month. However, the per capita income was just around Rs 1000/- per month. This indicates the high poverty level among the girls' households, who are associated with Butterflies intervention.
- Butterflies also provides support to some poor girls by partial or full payment of their households rent and other monetary support.
- A large number of children were admitted to formal schools and the National Institute of Open Schooling (NIOS).
- There were girls who got medical treatments through the health van and through the health post. Several girls were trained as Child Health Educators who handled many cases independently. Girls' participation was strengthened through special Bal Sabha (Children's Council meetings), various workshops of the Children's Development Khazana (CDK) and Child Health Cooperative (CHC) and children's committee meetings. A number of sports events were also held. Butterflies organised a number of exposure visits for girls.
- Butterflies School of Culinary & Catering (BSCC) initiative has made a significant achievement by the completion of 1 year of girls' batch in BSCC, with signification changes in the lives of trainee adolescent girls.
- It is important to note that some children are just enrolled through the NIOS and they don't even know about their classes and future goals. There is a need of efforts in this direction to tackle this issue.
- Majority of the girls revealed that they don't have clear idea about what to do in life. There is a great need for continuous engagements with them in order to change their perspectives.

- BSCC is demanding because it is providing professional and proper training to the children after which children will be able to get decent jobs. Hence, there is an urgent need to initiate more professional or job oriented programs so that majority of them can actually attain the decent livelihood and escape from the vicious cycle of poverty.
- At most of the contact points the prime importance of everygirl is to earn a living. In the absence of the concern and acknowledgement by their parents, they are compelled to involve in jobs such as rag picking, fruits & flower and water bottles selling etc. For them earning and surviving comes as the first priority and other things take a back seat. Only if some source of regular income will be provided to these girls families with compulsion to send their girls for education or skill training such as cash transfer for education or skills practiced in some Latin American countries.
- The recruitment of competent persons and retaining the CRAs is a major challenge for proper functioning of contact points. CRA's should be trained to connect with the children socially and emotionally. They are often burdened with the heavy paper work load. They should be provided an online system in order for daily reporting in the form of tablets or laptops. They should be provided a format in which they can work and submit daily report. This will lead to the savings of the cost of stationary aswell. There is a need to provide decent working conditions to the CRA's aswell. Most dedicated CRA should be awarded annually in order to create motivation amongst the others.
- Butterflies provides an opportunity as a mode of entertainment, as a source of knowledge and as a platform to get in touch with the outside world.
- Butterflies initiatives have touched the lives of individuals differently. Especially it is welcoming sign to see that many girls belonging to Muslim community have started attending formal school and have come out to face the world and stand to face it with confidence. The initiatives that Butterflies have taken

are a welcoming beginning step. In particular, the government should learn a lesson from Butterflies' initiatives and collaborate or help to encourage it for higher participation for Muslim girls in formal schooling.

- Overall the report clearly reflects that Butterflies initiatives with the most vulnerable children, the slum and street children has been wonderful and is witnessing many positive changes with some challenges and finding new ways to protect and empower these children.

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About Butterflies

Butterflies is a registered voluntary organisation working with the most vulnerable groups of children, especially street and working children since 1989. With a rights based, non-institutional approach the organisation endeavours to educate and impart life skills to vulnerable children so that they become self reliant. Over the years Butterflies has initiated a number of innovative interventions in the field and partnered with various government and non-government agencies to garner support for children. The main programmes are Education, Children's Development Khazana (life skills programme teaching financial management), Child Health Cooperative (CHC), Children' Media (radio, video, newspaper and theatre), Right to Play, Resilience Centre & Childline (1098, 24 hour helpline for children in crisis), and vocational training (includes Butterflies School of Culinary & Catering and computer education).

Butterflies also has a research, advocacy and training wing that works to support mobilization of civil society and influences policies at all levels. It is an active participant in national and international networks for advocating and promoting policies, programmes and actions to protect rights of children.

Butterflies is also working with children in Uttarakhand since 2010 and in the Tsunami affected areas of Andaman and Nicobar Islands since 2005. Butterflies has earned recognition worldwide for some of its innovative, realistic and relevant programmes for street and working children. Empowering these children with knowledge and skills to exit out of the cycle of illiteracy and poverty is what we strive for. Butterflies reaches out to 3000 children every year through various interventions in all project areas and has touched the lives of more than 44000 children since inception.

Children's participation is the core belief of all the programs implemented by Butterflies.

India is home to the second largest population in the world with 37 percent children below 18 years of age (Census, 2011). Children from backward and marginalized families are not able to exercise their basic rights of education, health care, safety and security from an early age. This study revealed that an Indian girl child aged 1-5 years is 75 percent more likely to die than an Indian boy compared to 22 percent male more compared to female in developing world as a whole. This phenomenon may be higher in case of vulnerable children staying in slums, unauthorized colonies and streets in urban metros like the National Capital Territory (NCT) of Delhi.

This study is an attempt to make out the impact of the interventions made by Butterflies in the lives of girl children and changes in the outreach of the organization over the years. It has initiated a number of focused interventions for vulnerable children to empower them with knowledge and skills necessary to protect their rights as children and provide them necessary support and assistance for re-instatement in their families where possible and help them to develop as respected and productive citizens. The chapters in this study bring out the positives changes that happened in the lives of girl children and suggests various measures that Butterflies has to adopt in the future.



Protecting and empowering children since 1989

