



Project 'SURE' (Sports for United Resilience)



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Executive Summary

- CHETNA, under the guidance of TOYBOX, conducted this baseline study to measure some identified indicators of the project SURE (Sports for United Resilience) in November 2019 across 8 locations of project intervention.
- This report is divided into 3 parts. Part 1 deals with the background of the project, study background and study objectives. Part 2 covers the details of methodology which includes tools, data collection method and process. Part 3 covers the findings of the baseline study. This particular part is about the findings based on comments of project beneficiaries.
- In the initial stage of the study, the project's outcome and output indicators were analyzed specifically. The analysis resulted in finding that only a few indicators were there which could be measured at baseline. For all other indicators, the baseline value was naturally to be zero at the starting point.
- The child-friendly tools like confidence plant, rating pictures and FGD's were used to collect data from the street and working children under this baseline study.

CHAPTER-1

Context-About the project-

The project SURE(Sports for United Resilience) is a joint initiative of CHETNA and Toybox and is being implemented in West and South Delhi. This project is a 2-year project, started in April 2019 in 8 slum communities. Through popular sports (i.e. cricket, kabaddi, kho-kho, and yoga/street games), 400 of the most vulnerable street-connected children in West and South Delhi (ages 12 – 16) will realize their potential by learning long-term life skills, developing leadership skills, and developing interest and skills in basic education. The target beneficiaries for the project are 400 street-connected children in West and South Delhi. They are ages 12 to 16 years old. These children are found in various slums but also at other locations such as traffic lights, tourist spots, religious places, markets railway stations and bus stands. The major expected outcomes of project SURE are as follows-



Major activities under project "SURE"

1. **Facilitation of Sports Club-** The first and foremost objective of the project is to inculcate the life skills among Street connected children through the medium of sports like kho-kho, Kabaddi, cricket, popular Indian street games, etc. The children are very much interested in playing the above-mentioned games. Therefore, certain games are organized by the educator on alternate days to help these children in acquiring life skills like teamwork, positive relationship, leadership skills, self-confidence etc.
2. **Facilitation of Education Clubs-** Education is the most powerful tool to bring positive change in society or the life of the street and working children. CHETNA under project SURE has education club at each contact point in a different location for the beneficiaries. In Education club remedial education is given to these children to develop basic reading and writing skills among them and certain interesting activities like art and craft are also organized to promote creativity and interest among them.
3. **Support Group Meeting-** Under project SURE support Group Meetings are also conducted by Badhte Kadam members to unite children under the Badhte Kadam Federation and also to encourage these children to raise their voices collectively to address concerns related to them. Support Group Meetings provide a safe platform to these children to reflect upon the problems in their communities and to find feasible solutions to those problem collectively.
4. **Self- defense classes-** Self-defense classes are supported by the Special Juvenile Delhi Police Unit to the girls in the project, which teaches skill while boosting confidence, self-esteem and also building a positive relationship between the police and children. This approach is also adopted to encourage parents/ caregivers to allow girls to leave the house and be involved in sports, as self-defense is a needed skill.
5. **Parents Meeting-**Under project SURE, parents meeting is also organized at each education club to encourage the parents to send their children regularly for the sports and classes for their holistic development and they are also made known about the Badhte Kadam Federation and its benefits for children, who become members of this federation. .
6. **Beneficiary Feedback-**In order to ensure the effectiveness of the project, continuous feedback is also taken from the beneficiaries and various stakeholders through the medium of group discussions, one to one interaction as well as observations. This feedback gives us an idea about the changes that are taking place among the beneficiaries as well as their viewpoints regarding different activities conducted under Project SURE (Sports for United Resilience).
7. **Quarterly Inter sports club matches-** This is one of the most important activities of the project SURE to achieve its long-term objectives. Under this, different sports matches are organized among the various teams of different contact points in order to provide a platform to the children to get socialize with other children and learn certain life skills like

teamwork, self – confidence, leadership skills, etc. to develop a positive attitude among them.

All these activities are carried out regularly with full enthusiasm by team members of the project SURE to achieve its long-term objective i.e. to empower the street-connected children through the medium of sports.

Study Objective

The baseline survey was conducted to assess the level of Street connected children in the context of the indicators. The indicators were set earlier by the team followed by the discussion and suggestions made by TOYBOX. The major objectives of the baseline study are

- To determine the level of confidence among street and working children in taking a stand for themselves or asking others about their feelings, points of view, etc.
- To determine the health and hygiene status of these children. For this purpose, major activities that were covered during the survey are as follows.
 - Daily Activities
 - Level of Addiction.
 - Menstrual health and hygiene among girls
- To know how able these children are in protecting themselves from any abuse and violence.
- To determine the various protection mechanisms, used by the children in protecting themselves from any abuse or violence.
- To determine how many children do not feel safe or threatened by the people in their community or outside the community.
- To know the views of the street and working children regarding their education, employment, community, etc.

Chapter-2

Methodology

Methodology refers to the process and the tools, which are used to achieve the desired objectives. In this baseline survey, a predetermined process, as well as tools like confidence plant, focus group discussions, etc, were used according to the requirement of each indicator. The details of the process and tools are as follows.

Indicators	Indicator No. (in TOCAP)	Respondent Group	Methodologies Employed
1. SSC showing an increase in confidence level and are able to use learned life skills in real life.	Outcome 1-(a)	Children	<p>Tools: To measure this indicator, Discussion will be conducted with the children first and then a participatory tool, called 'Confidence Plant,' will be administered. This tool similar to that of 'Confidence Snail.' Snail is a bit alien to these children whereas flowering and growing plants are easily recognized by them.</p> <p>Participants: Participants will be the beneficiaries covered under project SURE. Beneficiaries are the working children of the age group 12- 16 years.</p> <p>Facilitation: In discussion, certain questions will be asked to the children in order to assess the level of confidence they possessed in different situations.</p> <p>Confidence and ability to ask questions to the employer whenever needed or required.</p>

			<p>Confidence and ability to ask something from a family member.</p> <p>Confidence and ability to ask something from stranger.</p> <p>After the group discussion, the participatory tool (Confidence Plant) will be administered. On the question around each situation, children will be asked to stand near anyone picture which represents their level of confidence in those particular situations. There will be 5 pictures (depicting a seedling which gradually grows into a flowering plant), each picture corresponded a score from 1 to 5.</p>
<p>2. SSC changing their behavior to improve health and hygiene.</p>	<p>Outcome 2-(b)</p>	<p>Children</p>	<p>Tools – Discussion and a participatory tool</p> <p>Activity-1</p> <p>There will be flip chart on which 6 different pictures indicating hygiene will be pasted and then questions will be asked to the children whether they are following those habits like taking bath, cutting nails and brushing teeth regularly or not.</p> <p>Activity 2- Headcounts in order to know how many children are tobacco or alcohol addict.</p> <p>Facilitation:</p> <p>To conduct this activity, a ladder will be drawn on chart paper and in which 3 faces will be made happy, normal and sad indicating the following situation</p>

			<p>Happy- Not addicted to tobacco or alcohol</p> <p>Normal- Take tobacco or alcohol occasionally</p> <p>Sad – Addicted to tobacco or alcohol</p> <p>Then the children will be asked to stand on one of the drawn faces according to their habit.</p> <p>Activity3- Discussion with the adolescent girls on menstrual health and Hygiene</p> <p>Facilitation: During the discussion, a certain question will be asked to the adolescent girls like- At the time of menstruation what they normally use? (Cloth or sanitary napkin)</p> <p>whether they take bath daily or not (at that particular time)?</p> <p>Do they go for their work or not?</p>
<p>3. Number of children assessed to be on level 3 of the NFE curriculum level (Srijan)</p>	<p>Outcome 3- (a)</p>	<p>Children</p>	<p>In order to assess the literacy level, worksheets of Srijan Curriculum will be provided to the children individually.</p>
<p>4. (a) Number of SCC that are using the mechanisms to protect themselves.</p> <p>(b) Percentage of children saying they feel better able to protect themselves</p>	<p>Outcome 4- (b)</p>	<p>Children</p>	<p>Tools – Discussion and headcounts. Do they know about the various protection mechanisms? If yes, then what are the situations in which they can use them.</p> <p>To measure this indicator, a participatory tool, called</p>

			<p>'Confidence Plant,' will be administered.</p> <p>Facilitation: In this activity, the children will be provided with 3 pictures a tree, a plant and a seed. Then they will be asked whether they are capable to protect themselves or not. The children according to their situation will choose the picture</p> <p>A Tree- They are able to protect themselves. A plant – Sometimes they are able to protect themselves and sometimes not. A seed – They are not able to protect themselves at all.</p>
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Simple Random Sampling

Simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. We selected children randomly from the Children's Attendance Register and included every third child in the survey according to the serial number. But according to the serial number, every third child was not present at that particular time, so this survey was done with all the children present according to the list. Total 240 children participated in this survey.

CHAPTER-3.

Major Findings and Discussions

1.1 SSC showing an increase in confidence level and are able to use learned life skills in real life.

Confidence means feeling sure of ourselves and our abilities- not in an arrogant way, but in a realistic, secure way. Confidence is not feeling superior to others. It's a quiet inner knowledge that we are capable of. Confidence is highly slanted in nature and is difficult to measure. Street and working children interact with the different stakeholders like employers, family members, strangers on regular basis, therefore it is important to determine whether they are capable of asking questions to them confidently or not. For this, a list of abilities was formulated which corresponds to their daily tasks and scenarios which they face. These abilities were measured through group discussion and A Confidence Plant.

The abilities identified to measure confidence in different scenarios were-

- **Ability to ask questions to the employer whenever needed or required.**
- **Ability to ask something from a family member.**
- **Ability to ask something from a stranger.**

The abilities were discussed by asking the above questions with the children through a group discussion. The children discussed their abilities in different scenarios. This activity provided an opportunity for the children to think about themselves like how much they are competent to deal with themselves and others.

After the GD, the self-assessment tool, Confidence Plant, was used with the children to assess their confidence on the scale of 1 to 5. All the 5 pictures of the plant in different stages of its growth-from seedling stage to growing to flowering stages- were placed before them. They were explained about the tools and how they had to participate in the activity with the tool.

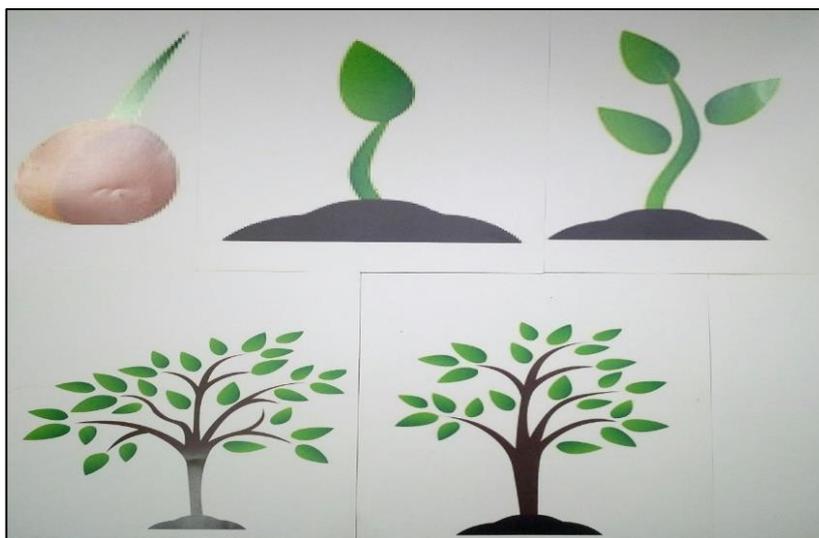


Figure 1 Self-Assessment tool- A confidence plant

Graphical Representation

Questions	Level-1	Level-2	Level-3	Level-4	Level-5
Ability to ask questions to the employer whenever needed or required	25%	20%	5%	10%	40%
Ability to ask something from a family member	0%	10%	10%	20%	60%
Ability to ask something from a stranger	8%	15%	5%	20%	52%

Level-1 Never does

Level-2 Does sometimes

Level-3 Does he/she feels free

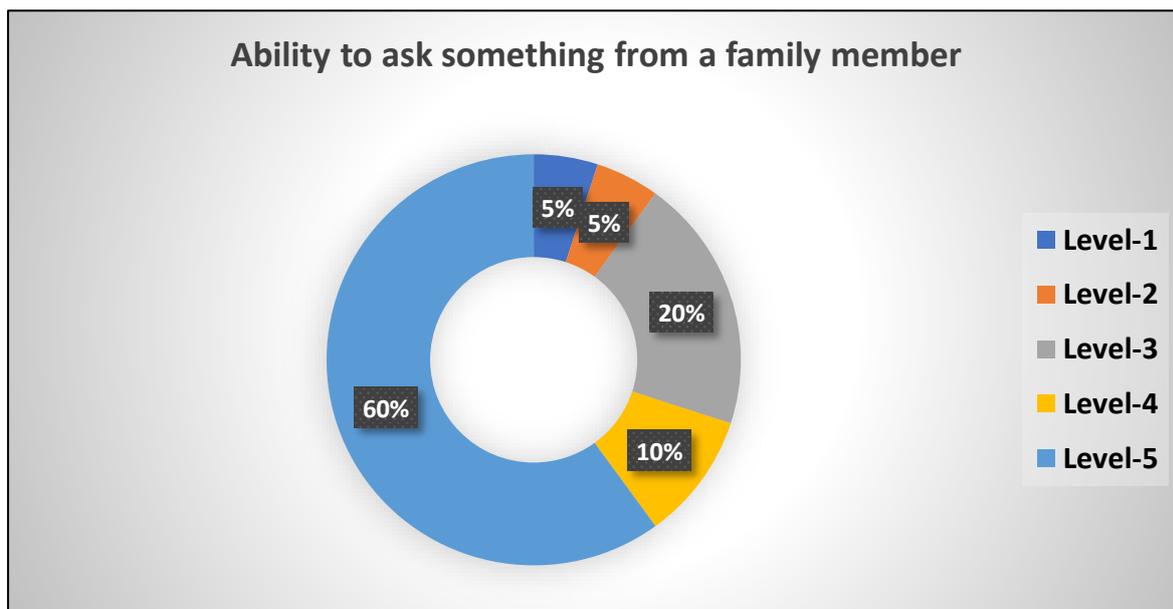
Level-4 Does frequently

Level-5 Does always



When the children were asked whether they can ask questions from their employers like about their wages, leave, etc, then most of them positioned themselves at level-5(40%) i.e. a full-grown tree. Rest of the children positioned themselves at level -1 (25%), level-2(20%), level-3 (5%) and level-4 (10%).

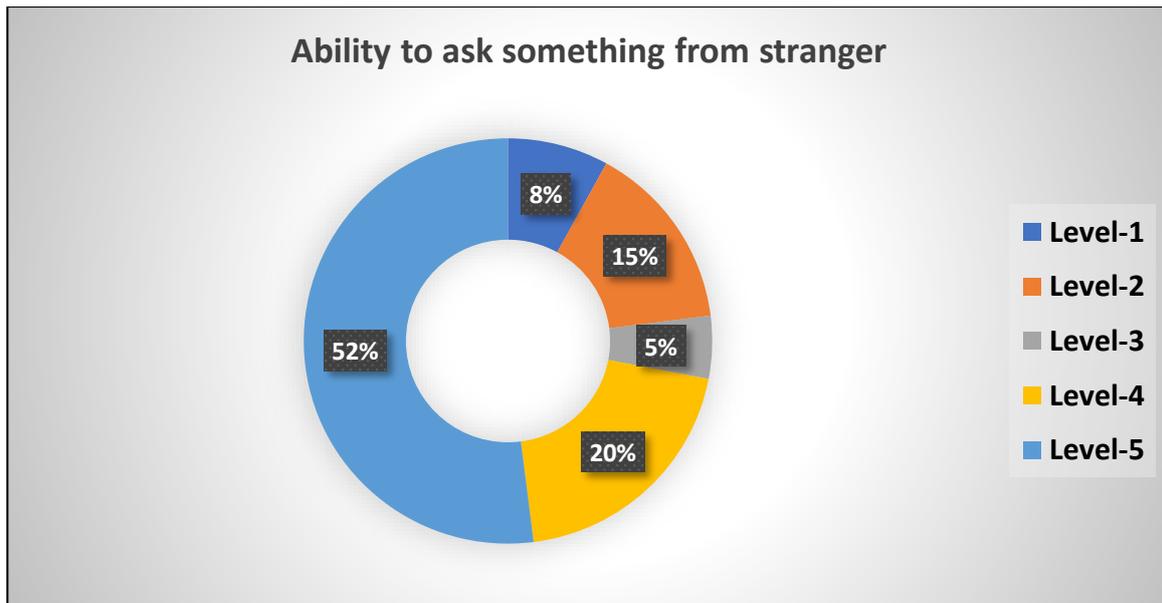
Jameel, A 13-year-old boy who works as a helper in a Ration shop said that *“he feels scared in asking anything to his employer like to leave from the work before the actual work time because the employer usually doesn't allow the staff to leave the shop early and also verbally abuse them.”*



When the children were asked whether they can ask anything from their family members like about their education, seeking permission to go with friends, sharing the matters concerning them, etc, then most of them positioned themselves at level-5 (60%) i.e. a full-grown tree. Rest of the children positioned themselves at level-1 (5%), level-2 (5%), level-3 (20%) and level-4 (10%).

Pakhi (Changed Name), a 12-year-old girl said that *“She feels free to talk to her mother as they both of them are like friends but do not discuss anything with her father because he is so aggressive and doesn't listen to other's viewpoints. If something happens wrong like eve-teasing or any sort of abuse, she can only share with her mother because in case if she will explain these things to her father, then he will not allow her to work as a maid in nearby areas.”*

Aquib, 14 year- old boy shared that *“He generally doesn't seek permission from his parents to go with his friends, as his father always deny, to give permission to him because of the gambling habit of his friend circle.”*



When the children were asked whether they can ask anything from the strangers like asking for address, help or if they are doing anything wrong, etc then most of them positioned themselves at level-5 (52%) i.e. a full-grown tree. Rest of the children positioned themselves at level –1 (8%), level- 2 (15%), level-3 (05%) and level-4 (20%).

Rajeev (Changed Name), a 12-year-old boy who works in a factory shared that *“He generally doesn't hesitate in asking anything from the stranger like for knowing the address of the location and most of the time he gets a positive response from the strangers.”*

Kaynaat (Changed Name), 14-year-old girl, who works as maid said that if we are asking right thing from anybody like our employer, parents, and strangers, then there is no need to hesitate.



1.2 Street-connected children changing their behaviour to improve health and hygiene

Generally, in slum areas the children as well as their family members are not very much concerned about their health and hygiene. They are struggling to meet their basic needs, therefore, most of them do not bother to give attention towards the personal care. To know the health and hygiene status of the street-connected children different activities were conducted where they reflected upon their habits and daily tasks.

Daily Activities or Good Habits

The first activity was done with the help of different pictures to know whether the children follow the particular good habits regularly or not. The following pictures were shown to the children and discussion was conducted to get the desired information.





With the help of these pictures, the children were asked to respond to the following questions and choose one of option which they believe they do so.

- Do they take bath daily?
- Do they brush daily?
- Do they comb hair daily?
- Do they cut their nails when they become long and dirty?

The children were given 3 options, from which they have chosen one.

- Daily or regularly
- Sometimes
- Never

Observations during the activity

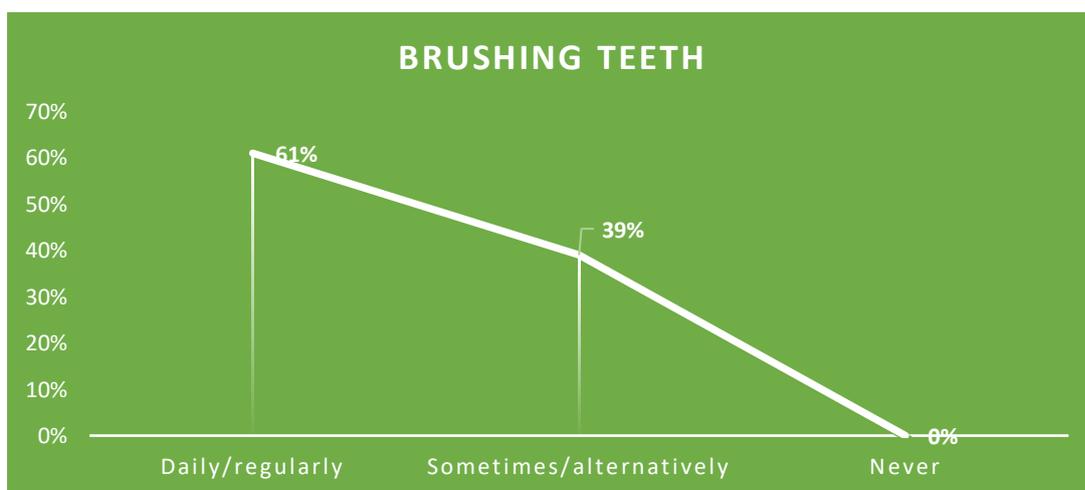
- While discussing these habits, most of the children were hesitant to share, they were watching other children like what they have responded. But the facilitator motivated them to share what they follow in their routine and not to copy others.
- Most of the children were having long and dirty nails.
- Some of the children were having different hairstyles and colored hair.

Graphical Representation

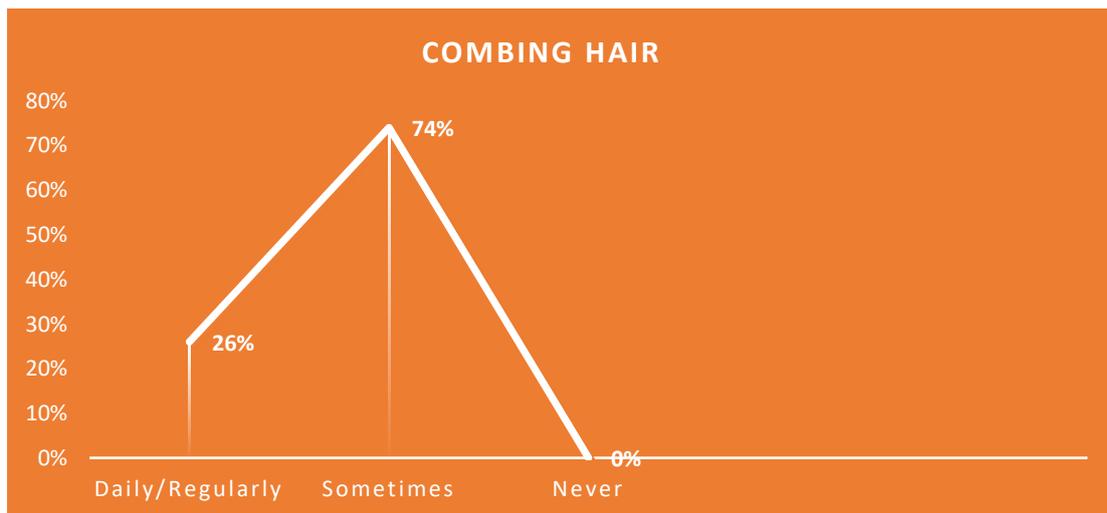
S.NO	Habits	Daily / Regularly	Sometimes	Never
1.	Taking Bath	40%	60%	0%
2.	Brushing teeth	61%	39%	0%
3.	Combing Hair	26%	74%	0
4.	Cutting Nails	22%	78%	0%



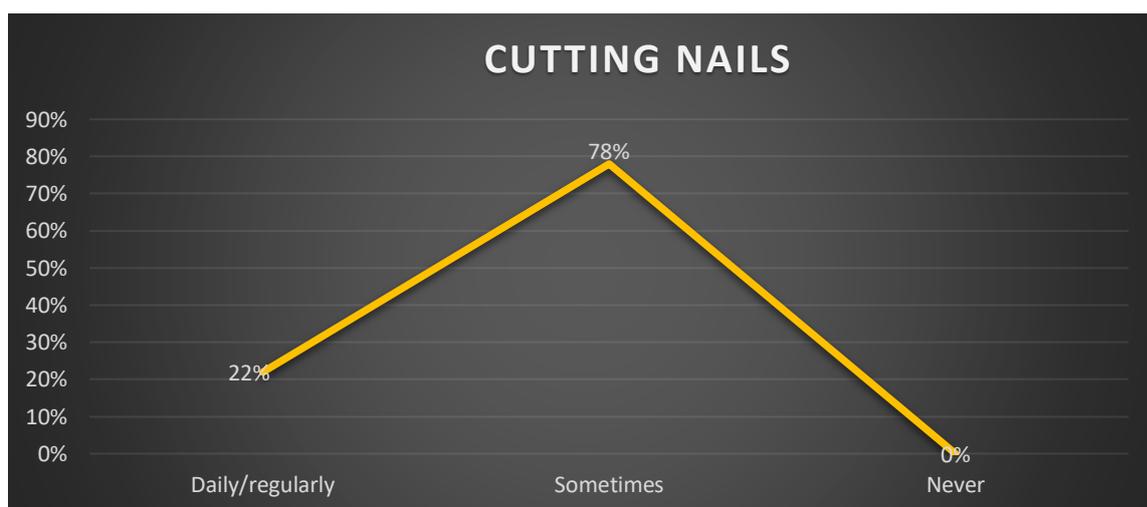
When the children were asked about their habit of taking bath daily or regularly, then 40% of the children said that they take bath daily/ regularly, while 60% of them said they take bath sometimes not daily. But no one said never in the context of the above-asked question.



When the children were asked about their habit of brushing teeth daily or regularly, then 61% of the children said that they brush daily with powder, toothpaste, datoon (Neem stick) etc. But no one said never in the context of the above-asked question.



When the children were asked about their habit of combing the hair daily or regularly, then 26% of the children said that they comb their hair daily/ regularly, while 74% of them said that they comb their hair after the gap of one day or sometimes. But no one said never in the context of the above-asked question.



When the children were asked about their habit of cutting nails daily or regularly, then 22% of the children said that they cut their nails weekly, while 78% of them said that they cut their nails once in 15-20 days or sometimes. But no one said never in the context of the above-asked question.

Some of the children made the following comments during the discussion.

- Vaishali (Changed Name), a 10-year-old girl said that in winters, *I cannot take bath regularly because in winters the temperature is generally low and I feel cold and we don't have hot water facility but in summer I used to take bath alternatively.*"
- Kabir (Changed Name), a 13-year-old boy said that for brushing teeth *I use coal powder and sometimes datoon (Neem tree stem). The reason behind using all these things instead of toothpaste is that coal powder and datoon are natural products and don't cause the money.*

The facilitator during the discussion also asked the children whether they face water shortage or not to take a bath or perform other important activities. Most of the children responded that they get water at regular intervals through supply, tankers etc to fulfil their needs. While other children shared that the sewage has mixed with drinking water supply in the area, creating an alarming situation for the people in Shakurbasti slums. Apart from this, the facilitator asked them to follow these good habits daily to keep themselves fresh and healthy.

During the survey it was also observed that many children have dyed hair(goldern brown and pink), most of the girls shared that the owner of the Kothi (where these girls work as maid) gives them the remaining color so that theyalso dyes her hair



Addiction

As we know that the problem of Addiction is very common among street-connected children. Therefore, this activity was conducted to know the level of addiction among these children. The activity was started with the discussion on the topic addiction followed by the question like who eat tobacco or consume alcohol etc. To get the desired response, the facilitator used 3 flashcards representing smiley faces. Each face represents the following thing



Not addicted to tobacco or alcohol



Addicted to tobacco or alcohol



Take tobacco or alcohol occasionally

The children were asked to choose one of the flashcards according to their habit.

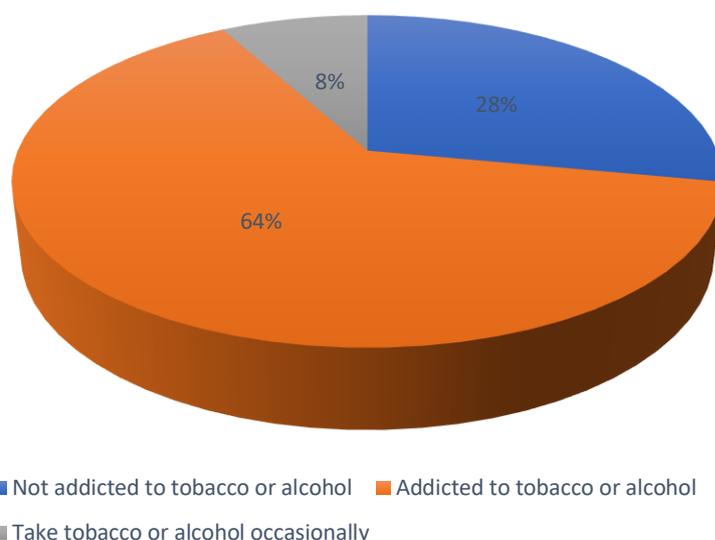
Observations during the activity

- The children during the activity were pointing out each other by saying you also take tobacco and why you are not telling this to Ma'am.
- The teeth of the children especially boys were looking dirty because of the tobacco that they take frequently.
- Some of the children were trying to hide the packets of tobacco when they were pointed out by other children.

Graphical Representation

<u>S.no</u>	<u>Questions and levels</u>	<u>Level</u>	<u>Percentage</u>
1.	Not addicted to tobacco or alcohol	Level-1	28%
2.	Addicted to tobacco or alcohol	Level-2	64%
3.	Take tobacco or alcohol occasionally	Level-3	8%

Addiction among street connected children



During the discussion, when the children were asked about the addiction habit, then most of the children first hesitated but due to the efforts of facilitator, they discussed this habit openly. As 63% children positioned themselves at level 2 i.e. addicted to tobacco or alcohol, they said that they are eating or consuming these products since so many years that now it becomes difficult for them to live or sustain without it. Rest of the children positioned themselves at level 1(28% i.e. never tried these kinds of products or not addicted) and level-3 (8% i.e. take tobacco or alcohol not frequently but occasionally)

The comments made by children during the activity are as follows-

- Sanjay (Changed Name), a 12-year-old boy, who works in a factory said that tobacco helps me to work for such long hours without feeling tired. If I don't take tobacco, it becomes difficult for me to work with proper concentration and my mind stops working.
- Bharti (Changed Name), a 14-year-old girl said that taking tobacco or alcohol occasionally is not harmful and it does not result in serious illness or disease.
- Rupesh(Changed Name), a 15-year-old boy said that it is easier to take tobacco or alcohol at my workplace because, there nobody restricts me but when I am at home, I usually avoid taking all these things because of my parents as they don't like this and maybe If I do so, they will beat me.

During the discussion, when the facilitator asked the children about how they arrange money for getting tobacco products or alcohol. Then most of them responded that they buy these products by earning themselves. While there were few children who said that sometimes even, they have to tell a lie from their parents for getting money to fulfil their need for tobacco or alcohol.

At the end of the activity, the children were asked to leave the habit of taking tobacco or alcohol by sharing information about the harmful effects of the addiction on their health and life. These children are already striving to meet their basic needs so getting addicted to tobacco or alcohol makes them more vulnerable and poorer. Therefore, it is our responsibility to sensitize them about this problem so that they can make efforts to leave this habit and can live a healthy and happy life.

Menstrual Health and Hygiene

To know the status of menstrual health and hygiene, the discussion was conducted with the girls of age group between 12-16 years. During the discussion, the facilitator asked the participants about their knowledge regarding menstruation Hygiene. To assess this, following questions were also asked by the facilitator.

At the time of menstruation what they normally use? (Cloth ,sanitary napkin or other)

whether they take bath daily or not (at that particular time)?

Do they go for their work or not?

Most of the girls while discussion said that they use old clothes and no doubt the cloth is still a cheaper option as it doesn't cost so much. At the time of menstruation at least for two days they don't take bath after that they take bath daily even during heavy flow and there is no discrimination on the part of their families at a time of the menstruation in terms of going to the kitchen or worshipping god etc.

During the discussion, the girls also shared that toilet facilities in slum or public toilets lack bins for the disposal of used pads and hand washing facilities for menstruating girl to handle menstrual hygiene. Most of the girls throw the used pad/ cloth in public toilet.

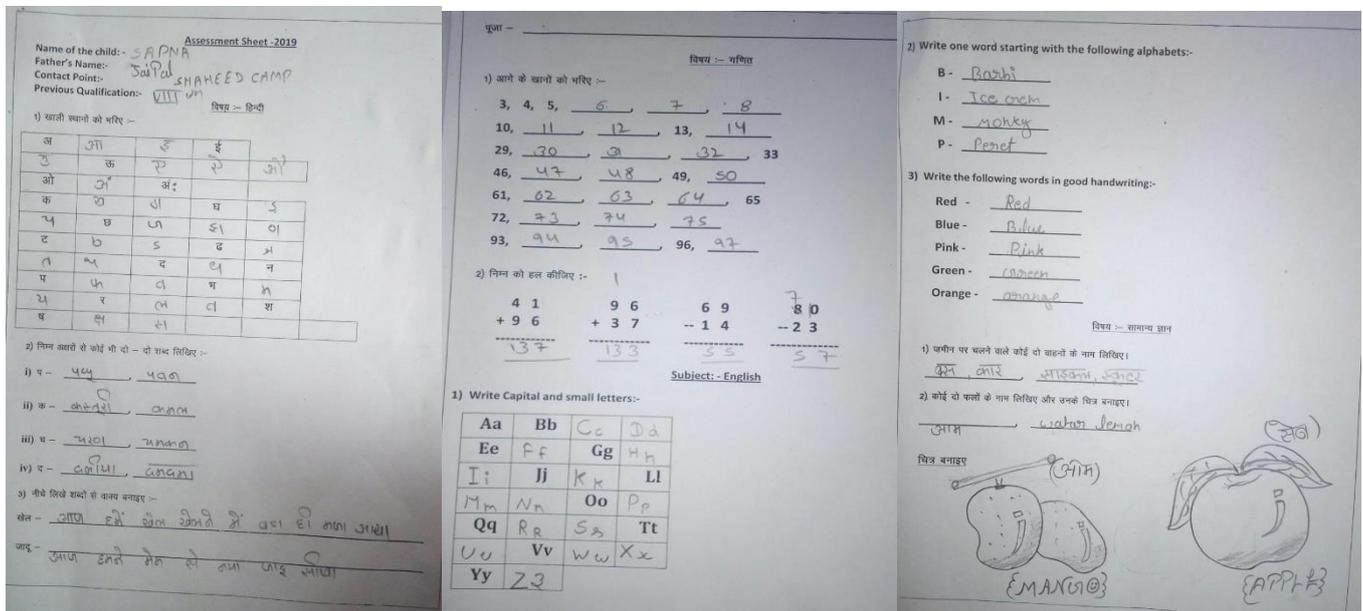
The girls during the discussion said that even on the time of menstruation they go to their respective work because if they will take leave, the employer will deduct a certain amount from their salary and they don't want to stay at home because they said it is normal and we are used of it.

During the discussion, the facilitator asked the girl whether they can discuss these things to the male members of their family or not, then most of the girls replied how can we talk about these things to our fathers and brothers because such things should not be known to them and we also feel shy. Therefore, we can say that still there is no open discussion on such matters in the society and this may be because of the cultural constraints.

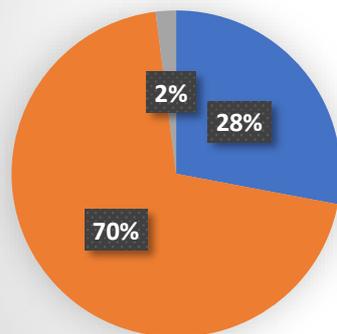
Children assessed to be on level 3 of the NFE curriculum level (Srijan)

Although most of these children are involved in full time work and-unhealthy activities, yet it would be wrong to guess that they like to continue with the same conditions. Based on the conversation with children, more than 60 children belonging to the slums of West Delhi, and getting education at Education clubs demanded necessary measures to continue education. In their demand, the children expressed strong wish to get education in order to earn respect as responsible citizens.

In order to know their present status of basic reading and writing knowledge we assessed on level 3 of Non-Formal Education (Srijan) worksheet. Based on the analysis of the worksheet, it was found out that most of the children know very basic alphabet but do not know how to write and read complete sentences even they are not able to write their name/signature.



Children assessed to be on level 3 of the NFE curriculum level (Srijan)



- Could not write and read anything in the sheet
- Mostly the sheet are filled but some wrong, some correct
- Entire sheet filled correctly

2% children are able to filled the entire sheet correctly and 28% children filled the sheet but most of the things were wrong so when we discussed with them about it. It was found that they just know the alphabets and based on that they tried to write but failed. This sheet has very basic questions of Hindi, English and Mathematics and it was found that children were able to solve Mathematics part in comparison to the rest of the subject. 28% children were not able to fill the sheet at all. When we had

a group discussion with them, the children said that they find it very boring to study and they do not know how to read anyway so they always do thumb-impression.

For various reasons and circumstances these children have to support their parents or their younger siblings. Grave economic conditions constrain parents to put their children to work and earn living. In some of the cases the children do not have parents, and they have to live with their relatives where they usually face humiliation and negative attitudes and behavior of with whom they live. These parents or the relatives fail to realize the value of education. They sacrifice these children's future life to the present situation. There is much need to develop among these parents and relatives or other guardians of the street children necessary awareness about the value and exigency of education in life

Street-connected children that are using the mechanisms to protect themselves and percentage of children saying they feel better able to protect themselves

This activity was conducted to assess the awareness about protection mechanism among street-connected children. As the children are one of the most vulnerable groups of our society and are at the risk of being abused or threatened by the people known to them as well as the unknown.

To conduct this activity, the facilitator organized a group discussion, in which the children participated actively and talk freely about the various protection mechanisms and the situations in which these protection mechanisms can be used effectively. The discussion started with the question that have you ever faced any kind of situation in which you felt uncomfortable or got scared. Then the children started giving their views like at the time of work when the employer tries to abuse them, when somebody stares at them when they are forced to do things which they don't want to do etc. While discussion most of the children said that they know about various protection mechanisms that they can use in these situations.

Some of them are as follows-

1. **Shouting**
2. **Running**
3. **Sharing with parents, street educator and friends.**
4. **Filing complaint in the police station**
5. **Not hiding anything from parents**
6. **Using stone, mud etc. at the time of danger**
7. **Being fearless and attentive**

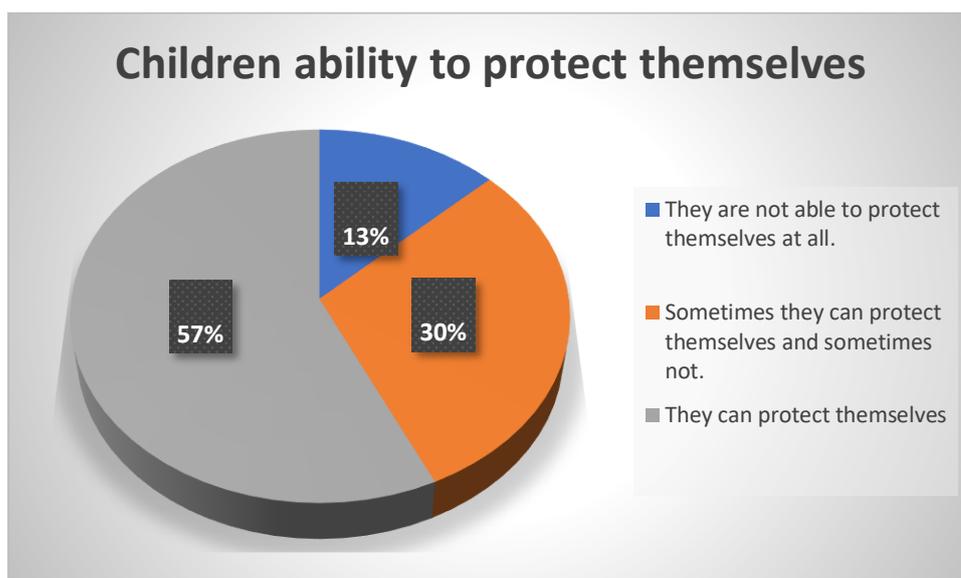
After this discussion, a facilitator with the help of confidence plant tool tried to find out the answer of the following question-

whether they are capable to protect themselves or not.

The children according to their situation chosen one of the pictures.

1. A Tree- They can protect themselves.
2. A plant – Sometimes they can protect themselves and sometimes not.

3. A seed – They are not able to protect themselves at all.



When the children were asked whether they can protect themselves or not. Then, 57% of the children said that they can protect themselves always. 30% of the children said that they can protect themselves sometimes as it depends on the situation. while 13% of the children said that they can't protect themselves at all.

During the discussion when the facilitator asked the children, like in an entire day when they feel more uncomfortable or scared to go outside or anywhere, then most of them especially, girls responded that as don't have toilets in their houses. Therefore, they are bound to use public toilets and at the time of night, they usually don't go alone because the fear of eve-teasing and other issues.

Shanno (Changed Name), a 12-year girl old said that initially, when I started working as a maid, there was a guy who used to follow me regularly. But one day I gathered courage and scolded him that I will complain in the police if you will not stop doing this to me. Due to this action of mine, he never followed me again and I also got more confidence to protect myself from these kinds of threats.

