

MAPPING AND ANALYSIS OF SOCIAL PROTECTION SCHEMES FOR THE GIRL CHILD IN RAJASTHAN

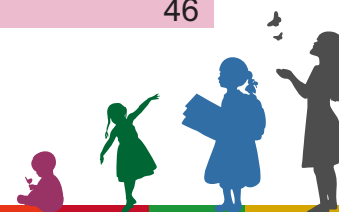


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CONTENTS

Foreword	i
Acknowledgements	ii
List of Abbreviations	iii
List of Figures	iv
List of Tables	v
Executive Summary	vi
1. Introduction	1
1.1 Background	1
1.2 Rationale	1
1.3 Objectives	2
1.4 Methodology	3
1.5 Scheme of Chapters	5
2. Review of the State Girl Child Policy 2013	6
2.1 Ensuring Right to Life and Survival of the Girl Child	6
2.2 Health, Education and Family Support	7
2.3 Protection from Violence, Abuse and Neglect	11
2.4 Agency and Empowerment	12
2.5 Conclusion	13
3. Mapping and Analysis of Social Protection Schemes	14
3.1 Education and Skilling	16
3.2 Health, Nutrition and Wash	23
3.3 Safety and Protection	29
3.4 Empowerment and Participation	31
3.5 Enabling Services	34
3.6 Conclusion	35
4. Restructured Rajshri Platform	36
4.1 Restructuring Cash Transfers under MM Rajshri Yojana	37
4.2 Additional Benefits/In-Kind Transfers	38
4.3 Information/Sensitisation/Behaviour Change Communication (BCC)	39
4.4 Psychosocial Support	40
4.5 Provision of Access to Services	40
4.6 Facilitating Linkages to Services	40
Annex 1: Questionnaires for KIIs with Officials of Different Line Departments	41
Annex 2: Questionnaires for Field Level Interactions	42
References	46



FOREWORD

India has the largest adolescent population in the world, 253 million, which means that every fifth person in the country is between the ages 10 to 19 years. The proportion of adolescent population in the total population of the State is even higher at 23 per cent. Adolescents, therefore, stand to significantly contribute in the development of the nation and the state provided appropriate investments are made today on their health, nutrition, education, protection, skill development and they are also equipped with correct information and life skills.

Adolescents, both girls and boys, lack access to information, have little or no control over decisions affecting their lives and have very limited space for active participation and civic engagement. Adolescent girls, in particular, face multiple layers of vulnerability due to the prevailing social norms affecting the value of girl child. In order to address their adverse situation, the key game changers identified for focused intervention include, but not restricted to, postponing marriage, improving the health and nutritional status of adolescent girls, better and continued education, skill development, work and citizenship opportunities. Governments, both central and state, have developed and implemented several programmes and schemes including cash transfers targeted at empowerment of adolescent girls including prevention of child marriage. While some of these programmes and schemes have contributed to school completion, retention and delayed marriage, a holistic approach is often found to be missing and therefore the larger objective of adolescent empowerment has remained elusive.

This report which is based on a study carried out on the request of Women and Child Development department, Government of Rajasthan, reviewed both the policy and programme environment through primary and secondary research and brings out interesting insights from the field as well as provides a framework for the design of a holistic and comprehensive scheme for the empowerment of adolescent girls in the state. The report builds upon the premise that mere provision of cash is not enough to bring about a transformational change in the situation of adolescent girls. To ensure successful transition of adolescent girls into empowered adults a 'cash plus' approach needs to be adopted through an integrated design that covers education and skill development, health hygiene and nutrition, empowerment and participation, safety nets and social protection, and enabling environment that builds upon positive social norms, life skills and behaviour change communication.

I would like to congratulate Institute of Development Studies and all stakeholders that have contributed in the design and shared their insights with the research team for this excellent report with concrete recommendations. I hope that the State government will find the recommendations useful in determining the next steps for coordinated efforts towards adolescent empowerment.

Isabelle Bardem Sévédé
Chief, UNICEF Office for Rajasthan



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I am grateful to the adolescent girls and boys in Tonk, Dungarpur and Barmer districts for sharing their dreams and aspirations with the research team and their parents, community members, Principals and school teachers for sparing their time and enriching the study with their personal narratives on creating an enabling environment for girls in the State. I would also like to thank the PRI members and field level officials of various departments who provided their insights into the challenges faced in scheme implementation and suggestions for improved service delivery. I would like to acknowledge the contribution of the field teams in the three districts in facilitating the interactions with various groups.

I would also like to extend my gratitude to the development partners - UNFPA, UN WOMEN, UNICEF, Action Aid, Save the Children, PLAN, IPE Global and BARC, for their inputs in designing the tools and providing technical insights at various stages of the study.

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LIST OF ABBREVIATIONS

ASHA	Accredited Social Health Activist
AWC	Anganwadi Centre
AWW	Anganwadi Worker
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CWC	Child Welfare Committee
DDU-GKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
ECA	Extra-curricular Activities
ECCE	Early Childhood Care and Education
ELSTP	Employment Linked Skill Training Programme
ICDS	Integrated Child Development Services
ICT	Information and Communications Technology
JSY	Janani Suraksha Yojana
KGBV	Kasturba Gandhi Balika Vidyalaya
LSE	Life Skills Education
MDM	Mid-Day Meal
MHM	Menstrual Hygiene Management
MHS	Menstrual Hygiene Scheme
MSSK	Mahila Salah Evam Suraksha Kendra
NHM	National Health Mission
NPAC	National Plan of Action for Children
OSC	One Stop Centre
POCSO	Protection of Children from Sexual Offences Act
PWDVA	Protection of Women from Domestic Violence Act
POSH	Protection of Women from Sexual harassment at Workplace Act
RBSK	Rashtriya Bal Swasthya Karyakram
RKSK	Rashtriya Kishor Swasthya Karyakram
RRP	Restructured Rajshri Platform
RS-CIT	Rajasthan State Certificate in Information Technology
RSLDC	Rajasthan Skill and Livelihoods Development Corporation
RSTP	Regular Skill Training Programme
SAG	Scheme for Adolescent Girls
SBCC	Social and Behavior Change Communication
SDGs	Sustainable Development Goals
SmSA	Samagra Shiksha Abhiyaan
SRHR	Sexual and Reproductive Health and Rights
WIFS	Weekly Iron Folic Acid Supplementation



LIST OF FIGURES

Figure 1:	Distribution of Children in the age group of 0-24 years in Rajasthan	1
Figure 2:	Areas of Field Study	3
Figure 3:	Distribution of schemes on the basis of key change pathways	14
Figure 4:	Distribution of schemes on the basis of type of benefit	12
Figure 5:	Distribution of schemes on the basis of key change pathways and type of benefit	15
Figure 6:	Distribution of schemes on the basis of sponsoring agency	15
Figure 7:	Theory of Change	16
Figure 8:	Enrolment Rates by Gender 2015-16	17
Figure 9	(a) and (b): Scholarships offered and actual expenditure on Education	19
Figure 10:	Trends in Children's Nutritional Status	24
Figure 11:	Percentage of women age 15-24 using a hygienic method of menstrual protection according to Caste, Years of Schooling and Residence	27
Figure 12:	Mukhya Mantri Rajshri Yojana	36
Figure 13:	Menu of 'Cash Plus' Components	37
Figure 14:	Cash transfers under Restructured Rajshri Platform	38



LIST OF TABLES

Table 1:	Number of interactions conducted during field study	4
Table 2:	Ensuring right to life and survival of the girl child	6
Table 3:	Promoting universal access of health services for the girl child	7
Table 4:	Universal Access of the girl child to quality education	8
Table 5:	Promotion of conducive family environment for the well-being of the girl child	9
Table 6:	Promoting clean environment, sanitation and hygiene	10
Table 7:	Protection from violence, abuse and neglect	11
Table 8:	Agency and Empowerment	12
Table 9:	Details of Educational Expenditure	18
Table 10:	Anemia Mukht Bharat target beneficiaries for Rajasthan 2018-19	26



EXECUTIVE SUMMARY

Rajasthan is the largest state in terms of geographical area located in the northwest part of India. It is home to 18.8 million children in the age group of 0-24 years including 15.6 million adolescents aged 10-19 years accounting for 23 per cent of the total population of the State. The state ranks 7th in terms of adolescent population in India and is among the top five states that have recorded the highest increase in absolute number of adolescents during Census 2001 to Census 2011. Further, adolescent girls, comprise 7.3 million or 47 per cent of the total adolescent population in the state. However, adolescents, especially girls in the State, continue to face vulnerabilities and several challenges, compounded by the existing deep-rooted socio-cultural customs and norms. NFHS-4 (2015–16) findings confirm that despite recording an impressive decline in the incidence of child marriage, nearly 3 out of 10 women in Rajasthan are married below the legal age of 18 years. In addition, there exists a 10.7 per cent gender gap in literacy rate among adolescents in the state, which is the highest in India, from 93 per cent among males to 82 per cent among females. The adolescent sex ratio in Rajasthan is 886 girls per thousand boys, which is lower than the national sex ratio of 898 adolescent girls per thousand adolescent boys.

In line with the given context, the present study reviews both the policy environment and programmatic interventions and recommends a framework and design of an integrated umbrella scheme for empowerment of adolescent girls following a 'cash plus' approach (linking cash transfer with other complementary inputs, interventions, set of services and behavior change messaging). It aims to build on and strengthen the Mukhyamantri Rajshri Yojana, a flagship scheme of the Government of Rajasthan launched in June 2016.

Methodology

The study uses a mixed method approach where both quantitative and qualitative insights from secondary literature as well as primary study have been analyzed.

Secondary Analysis entailed a review of the State Girl Child Policy 2013 to understand its alignment with the global and national commitments for girl child including Convention on the Rights of the Child (CRC) and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); Sustainable Development Goals (SDGs) and National Plan of Action for Children 2016.

76 social protection schemes and programmes for children in the age group of 0-18 years in the State were reviewed. This included collecting and analyzing information on conditionalities, benefits (type and size) budgetary allocation, utilization, administrative processes and implementation status of each intervention reviewed.

Primary Study was conducted in three districts including Barmer, Dungarpur and Tonk, representing Western (Desert), Southern (Tribal) and Central (Plains) Rajasthan, respectively. Within each district, the block headquarters, and an interior block were selected for field study to assess the difference in reach of the schemes. Further, using randomized selection, two-gram panchayats from each of the selected blocks were chosen. FGDs with in-school adolescent boys and girls, belonging to different age groups, social category and communities and IDIs with out-of-school adolescent girls were conducted to understand the gaps between their aspirations and available options. To assess presence of community engagement in creating an enabling environment for girls, FGDs with schoolteachers, parents and community leaders were conducted. KIIs with field level officials of various departments were undertaken to understand the challenges faced in the uptake and delivery of services under various schemes and programmes at the local level.

Theory of Change

To ensure successful transition of adolescent girls into empowered adults, the study identifies the following key pathways for change:

- (a) Education and Skilling
- (b) Health, Nutrition and WASH
- (c) Empowerment and Participation
- (d) Safety and Protection and
- (e) Enabling Services.

The Theory of Change developed for this study, envisages that all adolescent girls in the State receive inputs corresponding to the mentioned pathways, in a supportive environment provided by the community especially men/boys, family and the state leading to enhanced productivity enabling them to secure economic independence and meaningful livelihoods; improved health ensuing better growth and development; increased safety resulting in lower rate of violence against girls and women and greater participation, voice and access to information equipping them to make informed choices about their sexual and reproductive health, age at marriage, careers and family. Thereby, achieving the goal of agency and empowerment.

Key Recommendations

Policy Level

An analysis of the commitments of the policy vis-à-vis its concurrence with international human rights treaties and national plans highlights that the Rajasthan Girl Child policy is well-aligned with the global and national commitments towards the welfare of the girl child. However, the policy misses out certain critical areas such as addressing mental health of girls/ women, role of parental guidance, prevention and treatment of substance abuse, prevention of kidnapping and trafficking, eliminating corporal punishment, and the role of enabling technology/ICT.

Program Level

Mapping and review of 76 social protection schemes for children in the State, based on the critical areas highlighted in the TOC reveals that despite a plethora of cash and in-kind transfers offered by the state to ensure the successful transition of adolescents especially adolescent girls to adulthood, several structural gaps exist in facilitating this transition. There is also an absence of a holistic and comprehensive package of services and entitlements for adolescent empowerment.

The MM Rajshri Yojana, a flagship program of the Government of Rajasthan, offers Rs. 50000 to girls born in the state after June 1, 2016, distributed under the following six conditional cash transfers: (i) Rs. 2500 at birth for an institutional delivery, (ii) Rs. 2500 at the age of 1-year post completion of immunization, (iii) Rs. 4000 for school enrolment, (iv) Rs. 5000 for admission in Class VI, (v) Rs. 11000 for admission to Class X and (vi) Rs. 25000 for completion of school education. The scheme was launched with the objective of incentivising birth of the girl child in the State, improving her health and educational status and ensuring overall development. However, the eligibility criterion associated with the scheme falls short of what it is intended to achieve. For instance, only girls born after June 1, 2016 can avail the benefits offered and therefore, the objective of overall development of all girls/women in the state does not seem to be realized anytime soon. In addition, only two daughters of a family can receive all six instalments. Parents of more than two daughters are only entitled to receive the first two instalments.



The study recommends a new empowerment platform that builds on the MM Rajshri Yojana and goes beyond cash transfers to include the 'cash plus' components and ensure holistic empowerment of adolescent girls in the state.



Redistribution of cash transfers under MM Rajshri Yojana

- ◆ The first instalment of Rs. 2500 should be made available to all girls born in the state, eliminating the conditionality associated with institutional delivery as well as the restrictions on extending the benefits to only two daughters of a family.
- ◆ The second instalment of Rs. 2500 to be offered to all girls on completion of first 1000 days instead of completion of immunization, as former is a unique period of opportunity laying the foundations of optimum health, growth, and neurodevelopment across the lifespan.
- ◆ To enhance enrolment, attendance and retention in school; uniform incentives of Rs. 5000 to all girls to be offered on entry in Class I, VI, IX and XI. Additional support of Rs. 5000 also needs to be provided to cover the rising educational costs at the secondary and senior secondary levels. However, this financial assistance should not be restricted to only in-school girls but also be made available to girls in the age group 15 to 19 years pursuing education through open school or distance learning or enrolled in vocational training institutes.
- ◆ Upon enrolment to institutes of higher/technical education and skill development centres, final instalment of Rs. 5000 can be offered.

Additional benefits/in-kind transfers

- ◆ Supplementary nutrition to students of Class IX-XII needs to be provided with the help of SHGs and nutritional packets to be offered to out-of-school adolescent girls (15-19 years) through the platform of AWCs.
- ◆ Rajshri Clubs to be formed for girls in the age group of 6-18 years to impart life skills education, conduct exposure trips and provide participation opportunities in sports and ECA.
- ◆ Safety and protection committees to be formed at the community level to create safe public spaces for women and girls and resolve cases of VAW/G cutting across all age groups.

Information/Sensitisation/Behaviour Change Communication (BCC)

- ◆ Awareness generation workshops to be conducted for parents and community members including boys/men on valuing the girl child and creating an enabling environment.
- ◆ Quarterly workshops to be conducted under the guidance of trained professionals to disseminate information on adolescent girls' rights, health, education and careers.



Psychosocial Support

- ◆ To be offered by trained counselors, through a case specific approach to address the psychosocial, cognitive, behavioral and career needs of individual adolescents.

Provision of Access to Services

- ◆ Group travel facility needs to be carried out for girls in a decentralized manner i.e. hired vehicles through gram panchayat/ schools.
- ◆ Provisions for extending residential facilities to all girls in need irrespective of their socio-economic backgrounds to be made.

Facilitating linkages to services

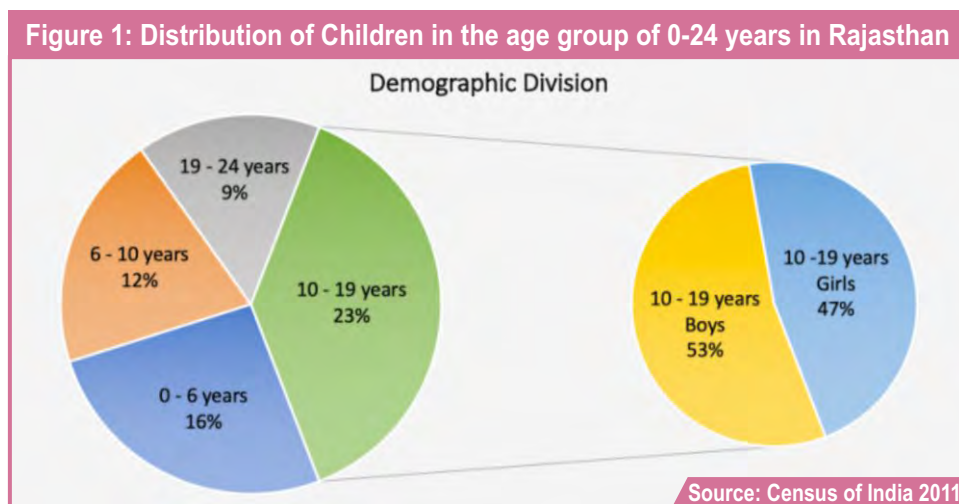
- ◆ A well-functioning Management Information System (MIS) needs to be designed to record the critical milestones of all girls in the state with efficient follow up mechanisms. Trained personnel to be deployed to manage the MIS, disseminate information about the existing schemes and programmes, inform and regularly follow up with eligible candidates and suggest corrective measures.



1. INTRODUCTION

1.1 Background

Rajasthan is the largest state in terms of geographical area located in the northwest part of India and comprises of three distinct regions i.e. desert region or Western Rajasthan; hilly region or Southern Rajasthan; and the plains or Northern Rajasthan. It is home to 18.8 million children in the age group of 0-24 years including 15.6 million adolescents aged 10-19 years accounting for 23 per cent of the total population of the State. The state ranks 7th in terms of adolescent population in India and is among the top five states that have recorded the highest increase in absolute number of adolescents during Census 2001 to Census 2011¹. Further, adolescent girls, comprise 7.3 million or 47 per cent of the total adolescent population in the state (Figure 1).



Adolescence is a period of transition from childhood to adulthood marked by a significant growth spurt, accompanied by hormonal changes and psychosocial, cognitive, behavioural and sexual maturation. Nonetheless, it brings new vulnerabilities and several challenges, especially for adolescent girls, compounded by the existing deep-rooted socio-cultural customs and norms. These manifest in the form of child marriage, lack of decision-making power, early and repeated pregnancies, lack of education, ill-health, gender-based violence and discrimination, trafficking and so on. NFHS-4 (2015–16) findings confirm that despite recording an impressive decline in the incidence of child marriage, nearly 3 out of 10 women in Rajasthan are married below the legal age of 18 years. In addition, there exists a 10.7 percent gender gap in literacy rate among adolescents in the state, which is the highest in India, from 93 per cent among males to 82 percent among females. The adolescent sex ratio in Rajasthan is 886 girls per thousand boys, which is lower than the national sex ratio of 898 adolescent girls per thousand adolescent boys.

1.2 Rationale

Social protection can be understood as a set of policies and programmes which are aimed at reducing and eliminating economic and social vulnerabilities to poverty and deprivation². There is significant evidence from across the world that social protection programmes can improve the lives of children, families, communities and play a pivotal role in the realization of the Sustainable Development Goals (SDGs). Social protection is particularly important for children and young people, in view of their higher levels of vulnerability compared to adults in ensuring the rights of the child to adequate nutrition, education and social services.

1. The percentage decadal growth of adolescents in Rajasthan was 23.3 percent



In India, social protection schemes and programs are typically a mix of cash and in-kind transfers. There is a growing body of evidence that suggests that providing cash alone brings about limited results and therefore linking cash transfer with other complementary inputs, interventions, set of services and behavior change messaging to develop a 'cash plus' approach can strengthen and expand the scope of positive outcomes for adolescent and young people³.

In the above context, the Government of Rajasthan has launched several social protection schemes to address the stringent patriarchal norms that undermine the value of the girl child including Kasturba Gandhi Balika Vidyalaya, Gargi Award, Cycle, Scooty and Transport Voucher Scheme, Education Scholarship Schemes and the Shubhshakti Scheme, among others. It is evident that even though these schemes have far reaching impact on the overall well-being of girls, the desired effect is not being achieved due to their isolated and sectoral implementation approach, limited coverage and poor positioning. Further, there is absence of an empowerment approach towards young girls in the state.

The present study attempts to review both the policy environment and programmatic interventions in order to recommend a framework and design of an integrated umbrella scheme for empowerment of adolescent girls following a 'cash plus' approach. It aims to build on and strengthen the Mukhyamantri Rajshri Yojana⁴, a flagship scheme of the Government of Rajasthan launched in June 2016.

1.3 Objectives

- ◆ Review and analyze the State Girl Child Policy 2013 with a view to understand its alignment with the global and national commitments for the girl child.
- ◆ Review existing programmes and schemes of the state government for children in the age group of 0-18 years with a special focus on the girl child.
- ◆ Generate data on uptake of schemes, ambiguities in scheme design and gaps between aspirations and available options through direct interaction with adolescent girls and boys, community members, village level workers and field level officials.
- ◆ Recommend options for strengthening the Mukhyamantri Rajshri Yojana as an integrated and umbrella scheme for girl child in Rajasthan.

2. UNICEF (2012), Integrated Social Protection Systems: Enhancing Equity for Children UNICEF Social Protection Strategic Framework https://www.unicef.org/socialpolicy/files/UNICEF_Social_Protection_Strategic_Framework_full_doc_std.pdf

3. UNICEF, 2018; <https://www.unicef-irc.org/article/1792-when-cash-alone-is-not-enough-the-transformative-power-of-cash-plus-programmes.ht>

4. Launched in March 2016, the scheme offers conditional cash transfers of Rs. 50,000 distributed in 6 installments from birth to higher secondary education, to girls in the age group of 0-18 years. Since its launch, 1284074 and 656185 girls have received the 1st and the 2nd installments respectively. Rs. 18,448 lacs were allocated for the year 2018-19 under the scheme.

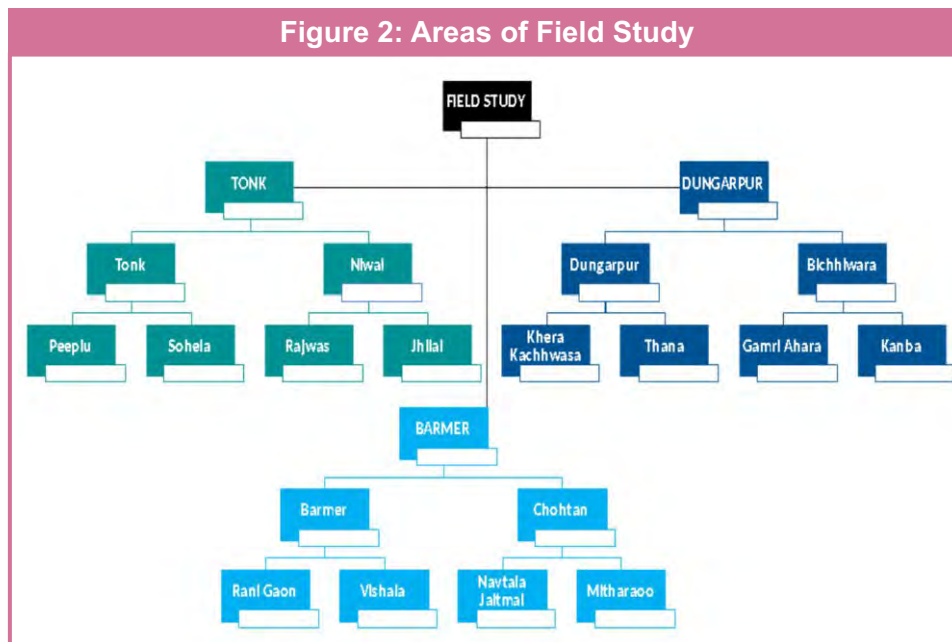


1.4 Methodology

For the desk review:

- i. The State Girl Child Policy 2013 was reviewed and analyzed in concurrence with international human rights treaties i.e. Convention on the Rights of the Child (CRC) and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); Sustainable Development Goals (SDGs) and National Plan of Action for Children 2016.
- ii. 76 social protection programmes and schemes for children in the age group of 0-18 years were mapped on the basis of (a) nodal department, (b) thematic area addressed, (c) objectives, (d) type of scheme (universal/targeted), (e) type of benefit (cash/non-cash; conditional/unconditional), (f) modality of benefit (direct/indirect), (g) frequency of benefit transfer (single/multiple), (h) eligibility criteria, (i) coverage (geography, age category, social class), (j) enrolment procedure and documentation required, (k) implementation mechanism, (l) demand generation mechanism, (m) monitoring and review mechanisms, (n) physical performance (population covered; impact; challenges faced), (o) sponsoring agency and (p) budgetary allocations and utilization (BE, RE, AE). For this desk review, scheme and programme guidelines and annual reports issued by the various departments were accessed and key informant interviews (KIIs) were undertaken with the officials in various line departments⁵.

Primary research using qualitative methods was conducted in three districts of the State including Barmer, Dungarpur and Tonk, representing Western (Desert), Southern (Tribal) and Central (Plains) Rajasthan, respectively. Within each district, the block headquarter and an interior block were selected for field study to assess the difference in reach of the schemes. Further, using randomized selection, two-gram panchayats from each of the selected blocks were chosen (Figure 2).



5. Questionnaire attached in Annex 1



The following methods of data collection were used:

- i. Focus Group Discussions (FGDs) and writing exercises with in-school adolescent boys and girls, belonging to different age groups, social category and communities to understand aspects related to adolescent dreams and aspirations, uptake of schemes and barriers in accessing available options.
- ii. In-depth interviews (IDIs) with out-of-school adolescent girls to understand principal causes of leaving the formal education system and to note the available support structures, their coverage and impact.
- iii. FGDs with school teachers, parents and community leaders to assess presence of community engagement in creating an enabling environment for girls. Additionally, their perceptions on the appropriateness of entitlements and available schemes were also recorded.
- iv. Key Informant Interviews (KIIs) with field level officials of various departments to understand the challenges faced in the uptake and delivery of services under various schemes and programmes at the local level⁶.

Table 1 : Number of interactions conducted during field study

Type of Interaction	District		Tonk	Dungarpur	Barmer	TOTAL
KII	District Level Officials		1	5	1	7
KII	Block Level Officials		2	4	6	12
FGD	In-School	Girls	47	80	35	162
	Adolescent	Boys	53	51	32	136
IDI	Out-of-School Adolescent Girls		5	22	4	31
FGD	Community Members & Village Level Workers		100	119	96	315
KII	Panchayat Level Officials		9	8	2	19
TOTAL			217	289	176	682

6. Questionnaire for field study attached in Annex 2



1.5 Scheme of Chapters

This report aims to provide a synopsis of the status of the girl child in the state, her rights and entitlements, benefits offered by the government, the gaps in service provision and challenges faced by her in accessing services to ultimately recommend an inclusive universal scheme for girls in Rajasthan.

The report is divided into four chapters. Following the Introductory chapter, Chapter 2 presents a review and analysis of State Girl Child Policy 2013 to underscore its placement with global and national commitments on assuring the rights of the girl child. Chapter 3 provides the framework for the study and triangulates primary and secondary data findings on gaps and challenges faced in terms of uptake of schemes. Chapter 4 presents the proposed design of the holistic and comprehensive intervention for all girls in state building on the existing Mukhyamantri Rajshri Yojana.

2. REVIEW OF THE STATE GIRL CHILD POLICY 2013

The State Girl Child Policy launched in 2013⁷ by the Government of Rajasthan envisions an enabling environment for the girl child to ensure her survival, growth, development, protection, empowerment and participation for exercising her right to life with dignity, and without discrimination. The policy covers the entire female population in the state from birth till the age of 18 years and acknowledges the convergence between rights of both girls and women. Its prime focus includes enhancing the value of the girl child through addressing the following priority areas, (i) elimination of sex selection, (ii) promotion of gender equity in the delivery of health, nutrition and education services and garnering parental and societal support to ensure her overall well-being, (iii) protection against violence, abuse and exploitation, and (iv) strengthening girl child's agency and empowerment.

This chapter, presents a review and analysis of the commitments of the policy towards the issues and challenges highlighted above and their concurrence with international human rights treaties such as Convention on the Rights of the Child (CRC)⁸ and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)⁹; as well as the Sustainable Development Goals (SDGs)¹⁰ and National Plan of Action for Children 2016 (NPAC)¹¹.

The policy reiterates prioritizing the best interests of the child and makes a commitment to fulfil the rights of every child without discrimination of any kind in tandem with CRC. Further the policy framework aligns with CEDAW and aims to end all forms of discrimination against girls and women and promote social, economic and political inclusion of all irrespective of caste, class, sex etc.

2.1 Ensuring right to life and survival of the girl child

Table 2: Ensuring right to life and survival of the girl child

CRC	Articles	6	Every child has the inherent right to life. Survival and development of the child shall be ensured to the maximum extent possible
CEDAW	Articles	2	Condemn discrimination against women in all its forms, pursue by all appropriate means and without delay, a policy of eliminating discrimination against women
		3	Take appropriate measures in political, social, economic and cultural fields to ensure full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on the basis of equality with men
SDGs	Goals	3.7	Ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
		16b	Promote and enforce non-discriminatory laws and policies for sustainable development
NPAC	Sub-Objectives	1.2	Securing the rights of the girl child to life, survival, health and nutrition

The policy states that, “To address the rapidly declining child sex ratio in the state, institutional, legislative and programmatic actions will be taken towards the elimination of sex selection and sex-selective abortions. Effective mechanisms shall be put in place to ensure the strict implementation of the Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994.”

7. <http://wcd.rajasthan.gov.in/Docs/girl-child-policy-2013.pdf>

8. <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

9. <https://www.ohchr.org/documents/professionalinterest/cedaw.pdf>

10. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

11. <https://wcd.nic.in/sites/default/files/National%20Plan%20of%20Action%202016.pdf>



It mandates the state to (i) ensure no termination of pregnancy based on sex selection and incentivize birth, survival and all-round development of the girl child through affirmative action and programmes, (ii) comprehensively address gender discrimination, as the root of sex selection, and strictly implement laws against female infanticide in order to improve declining child sex ratio and (iii) provide contraception related counselling, range of contraception choices and safe abortion services. These mandates of the State Girl Child Policy 2013 align well with CRC, CEDAW, SDGs and NPAC.

2.2 Health, Education and Family Support

2.2.1 Promoting universal access of health services for the girl child

Instrument	Category	Article/Goal/Objective	Description
CRC	Articles	24	Recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health and ensure that no child is deprived of this right
		26	Recognize every child's right to benefit from social security, and take necessary measures to achieve the full realization of this right
CEDAW	Articles	10	Access to specific educational information to ensure the health and well-being of families, including information and advice on family planning
		11	Encourage the provision of necessary supporting social services to enable parents to combine family obligations with work responsibilities and participate in public life through the establishment of a network of child-care facilities
		12	Take all appropriate measures to eliminate discrimination against women in the field of health care and ensure women appropriate services in connection with pregnancy, confinement and the post-natal period
SDGs	Goals	3.2	End preventable deaths of new-borns and children under 5 years of age
		3.7	Ensure universal access to sexual and reproductive health-care services
		3.8	Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all
NPAC	Sub-Objectives	1.2	Securing the right of the girl child to life, survival, health and nutrition
		1.3	Addressing key causes and determinants of child mortality and morbidity through interventions based on continuum of care, with emphasis on nutrition, safe drinking, water, sanitation and health education
		1.5	Providing adolescents access to information, support and services essential for their health and development, including ARSH

The State Girl Child Policy states, “The girl child must be able to live and thrive in a positive, safe and nurturing environment for her physical, emotional, cognitive and social development. The state shall ensure health, nutrition and education services for the holistic development of the girl child, and opportunities and resources for her family to provide her with adequate care without discrimination at every stage of her life.”

The policy directs the state to ensure survival and adequate nourishment for the holistic development of the girl child by giving her equal access to health care services throughout her life. These provisions conform to the rights of the child given under CRC and further aligns with SDGs and NPAC.



As established under CRC and CEDAW, the policy acknowledges every child’s right to benefits of social security in consideration of the resources and circumstances of the child and the caregiver/person responsible for the maintenance of the child and provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities. In view of the same, the state is instructed to provide maternity entitlements of cash and food, skilled counselling, crèches and mother support groups for effective breastfeeding and healthcare incentives to encourage families to seek timely healthcare of girls.

Further, in line with, SDGs and NPAC, the state is directed to strengthen health services in the 1,000 days from conception to the first 2 years of the child's life and create an enabling environment for safe infant and child feeding and caring practices, early childhood nutrition, and growth monitoring of children, with particular emphasis on girls. The need for setting up of appropriate mechanisms to address gender discrimination at the community level and to prevent gender bias in accessing health services is also recognized, reaffirming rights of the girls/women stated in CEDAW.

Corresponding to CEDAW, SDGs and NPAC, the policy reiterates that availability of age-appropriate information and counselling services on health, nutrition and hygiene (including reproductive health) and safe abortion services for adolescent girls and women is necessary.

Though the policy addresses issues pertaining to the physical well-being of the girl child, it is silent on promotion of mental health, especially among adolescents as has been outlined in SDGs.

2.2.2 Universal Access of the girl child to quality education

Table 4: Universal Access of the girl child to quality education

CRC	Articles	28	Recognize the right of the child to education, and to achieve it: make primary education universal and compulsory; encourage development of different forms of secondary education; make higher education and vocational information and guidance available and accessible to all; take measures to encourage regular attendance at schools and reduce drop-out rates
CEDAW	Articles	10	Take all appropriate measures to eliminate discrimination against women to ensure equal rights with men in the field of education. In particular, eliminate stereotyped concept of roles of men and women at all levels; provide equal opportunities to participate actively in sports and physical education; reduce female student drop-out rates; provide equal opportunities to access programmes of continuing education and organize programmes for girls and women who have left school prematurely
SDGs	Goals	4.1 4.2 4.3 4.4 4.b 4.a 2.1 2.2 2.3 2.4	Ensure all children complete free, equitable and quality primary and secondary education; have access to quality early childhood development, care and pre-primary education; substantially increase the number of youth and adults who have relevant technical and vocational skills; eliminate gender disparities in education and ensure all have equal access to education and vocational training; substantially expand the number of scholarships available for enrolment in higher education Build and upgrade education facilities that are gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all Provide universal and equitable access to quality ECCE for all children aged 3–5 years; ensure every child in the age group of 6–14 years enjoys the fundamental right to education; promote affordable/ accessible quality education up to the secondary level for all children; provide vocational training options including career counselling and vocational guidance to address age and gender specific issues of children’s career choices.
NPAC	Sub-Objectives	2.6 2.8 2.9 2.10	Ensure all out of school children are tracked, rescued, rehabilitated and have access to the right to education Address discrimination of all forms in schools and foster equal opportunity, treatment, and participation of all children Develop and sustain age-specific initiatives, services and programmes for safe spaces for children in neighbourhoods, schools and other institutions Ensure physical safety of the child and provide safe and secure learning environment



The policy prescribes, extending reach of educational schemes to all girls in the age group of 3-18 years; enhancing enrolment, attendance and retention of girls (especially in the age group of 14-18 years) in schools; providing innovative scholarship programs to encourage families and girls to aspire for higher education and developing linkages between education and livelihood including skill building. Thereby, aligning well with the CRC, CEDAW, SDGs and NPAC.

In accordance with SDGs, the State Girl Child Policy 2013 highlights the need for guidelines to be developed and promoted to make schools girl child friendly by ensuring functional toilets, availability of women teachers and transportation facilities. In alignment with the CEDAW and NPAC, the state has been directed to support innovations that challenge and eliminate gender insensitive social norms, promote gender-sensitivity in teachers' training, pedagogy, content and curriculum and assure elimination of all forms of social discrimination in teaching learning methods.

Further aligning with objectives of NPAC, the state is required to establish child protection mechanisms to address issues of safety and security of girls, GBV and formulate grievance redressal mechanisms in schools. Additionally, the policy directs strengthening of mechanisms for facilitating participation of the girl child as outlined in CEDAW and NPAC.

In order to support out of school/drop out girls, provisions of age-appropriate classes via bridge course camps to bring them in the mainstream formal education system and adult literacy workshops focusing on parents of first generation learners have been made which in turn reinforces the doctrines of CEDAW and NPAC.

The State Girl Child Policy 2013 mandates do not include increasing the supply of qualified teachers, elimination of all forms of physical and mental harassment or corporal punishment and promotion of positive engagement to impart discipline as covered under SDGs and NPAC.

2.2.3 Promotion of conducive family environment for the well-being of the girl child

Table 5: Promotion of conducive family environment for the well-being of the girl child

CRC	Articles	18	Recognize that both parents and legal guardians as the case may be, have primary and common responsibilities for the upbringing and development of the child and render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities
		28	Ensure development of institutions, facilities and services for the care of all children, in particular for children of working parents
		31	Recognize the right of the child to education, to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts
CEDAW	Articles	2	Condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay, a policy of eliminating discrimination against women
		13	Take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular the right to family benefits
SDGs	Goals	5.a	Undertake reforms to give women equal rights to economic resources, access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
NPAC	Sub-Objectives	1.2	Securing the right of the girl child to life, survival, health and nutrition



Every child has a right to life, survival, health and nutrition (NPAC), to rest, leisure and education (CRC) and therefore, elimination of intra-household gender discriminatory practices in all areas, for example, access to education, healthcare, food and nutrition, and allocation of domestic chores, workload, leisure and recreation, are deemed essential, further condemning discrimination against women in all its forms (CEDAW).

In conformity with CRC, state is instructed to ensure that all households have adequate means of livelihood and food security to protect the girl child (and the family) from hunger and malnutrition and that adequate housing with separate and safe kitchen (fuel wood), safe water, sanitation facilities, and play spaces are available. Further, safety nets and appropriate assistance to families in support of their child-rearing responsibilities are present and mechanisms for ensuring security and pensions for the aged and single women are developed. The policy also underlines enhancement of asset ownership by women and girls through access to housing schemes and other provisions in accordance with CEDAW and SDGs.

The policy does not emphasise the role of parental guidance and counselling for the overall well-being and growth of the child as per CRC principles.

2.2.4 Promoting clean environment, sanitation and hygiene

CRC	Articles	18	Recognize the right of the child to access the highest attainable standard of health and facilities for the treatment of illness and rehabilitation of health. To pursue this right, take appropriate measures: (i) Provision of clean drinking-water, taking into consideration the dangers and risks of environmental pollution; (ii) To ensure that all segments of society, particularly parents and children, are informed, have access to education and are supported in the use of basic knowledge of hygiene and environmental sanitation
SDGs	Goals	6.1 6.2	Achieve universal and equitable access to safe and affordable drinking water Achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

The State Girl Child Policy reiterates the importance of sanitation and hygiene as key to child survival, development and growth. Therefore, in sync with CRC, it obligates state to enhance accessibility of adequate sanitation facilities and safe drinking water for health, nutrition and development of the girl child. Developing means to prevent open defecation and addressing inequalities in access to sanitation facilities with special attention to children per se and girl child in particular have also been acknowledged in the policy and are in accord with the SDGs.



2.3 Protection from violence, abuse and neglect

Table 7: Protection from violence, abuse and neglect

CRC	Articles	3	Ensure that the institutions, services and facilities responsible for the care or protection of children conform with the established standards
		9	Ensure that a child shall not be separated from his/her parents against their will, except when such separation is necessary for the best interests of the child
		19 36	Take all appropriate measures to protect the child from all forms of physical or mental violence, injury or abuse, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child or otherwise
		20	A child temporarily or permanently deprived of his/her family environment, shall be entitled to special protection and assistance
		32	Recognize the right of the child to be protected from economic exploitation and from performing any work that impedes his/her development and take appropriate measures to ensure this right.
		39	Take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim
CEDAW	Articles	2	Condemn discrimination against women in all its forms, and, to this end, establish legal protection of the rights of women on an equal basis with men. Eliminate all forms of VAWG in the public and private spheres, including trafficking and sexual and other types of exploitation
SDGs	Goals	5.2	Eliminate all forms of VAWG in the public and private spheres, including trafficking and sexual and other types of exploitation
		16.2	End abuse, exploitation, trafficking and all forms of VAW and torture of children
		16.3	Promote the rule of law at the national and international levels and ensure
		16.b	Eliminate all forms of VAWG in the public and private spheres, including trafficking and sexual and other types of exploitation End abuse, exploitation, trafficking and all forms of VAW and torture of children
NPAC	Sub-Objectives	3.2	Strengthen redressal mechanisms for child protection at national, state and district level
		3.5	Ensure rights of all children temporarily /permanently deprived of parental care are secured by ensuring family and community-based arrangements

The State Girl Child Policy emphasises that to protect the girl child from violence, abuse, exploitation and neglect and to create a protective statutory and administrative environment, the state shall promote rigorous implementation of laws, rules, protocols and standards, monitoring, reviewing and revising them periodically to enhance their effectiveness.

Appropriate measures directed by the policy to protect children, especially girls from all forms of violence include attaining clarity and consistency in the legal framework to effectively address issues of discrimination, violence, abuse, neglect, child labour, child marriage, dowry, inheritance and asset ownership and observing due diligence in terms of investigating, prosecuting and compensating when violations occur. It also emphasises strengthening grievance redressal and justice mechanisms viz. Childline, Children's Courts, JJBs and CWCs to improve their response to girls' complaints and enhance their linkage with essential services. Further, the policy underlines the need of girls/women to access legal advice by a female advocate and strict enforcement of POCSO Act, 2012. These measures comply with CRC, SDGs and NPAC.



In accordance with CEDAW and SDGs, the policy directs the state to support innovations that challenge the 'culture of silence' to ensure candid and fearless reporting of cases of gender abuse, violence and neglect. Further, it necessitates review and revision of existing laws and their effective implementation to promote enforcement of non-discriminatory laws and policies as stated under SDGs.

In consonance with CRC, the policy recognizes the need for (a) availability and compliance with appropriate standards of care and protection in institutions operated for girls by the government and non-governmental agencies (b) requisite innovations for rehabilitation of girls engaged in child labour (c) strengthening community based mechanisms for addressing violence against girls and women and (d) provision of trained professionals for working with abused or traumatized children, particularly girls.

It further acknowledges that children, especially girls, are not separated from their families, except in cases where their interest and well-being is threatened and that for abandoned, orphaned/displaced children family based care is a preferred alternative for their rehabilitation as has been stated in CRC and NPAC.

The policy overlooks prevention and treatment of substance abuse and critical issues regarding prevention of kidnapping and trafficking as laid out in the CRC, SDGs and NPAC.

2.4 Agency and Empowerment

Instrument	Category	Article/Goal/Target	Description
CRC	Articles	12	Assure (i) right to express views freely in all matters affecting the child, to the child capable of forming his/her own views. He/she shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting him/her
		13	(ii) right to freedom of expression, including freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers
		14	(iii) rights of the child to freedom of association and to freedom of peaceful assembly. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society
CEDAW	Articles	7	Take all appropriate measures to eliminate discrimination against women in the political and public life of the country
SDGs	Goals	5.5	Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
		5.c	Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and empowerment of women and girls at all levels
		16.7	Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
NPAC	Sub-Objectives	4.1	Enable children to (i) express their views freely and (ii) actively participate in planning and implementation of programmes concerning them and their community
		4.2	

The policy asserts, "To be an active participant in all matters affecting her life, the girl child must be provided with an enabling environment, information, life-skills, opportunities, spaces and time to have her voice heard and acknowledged. Accordingly, the state shall encourage, support and undertake interventions that help build self-esteem, confidence and resilience among children especially girls and women in all relevant sectors and spheres."



With the aim of highlighting the role of the girl child as a social actor and to enhance her agency and participation in both public and private domains, the state is directed to support interactive platforms, mechanisms and opportunities enabling girls to acquire information, express their views, and participate in decision making in schools, community-based and local governance forums (viz. PRIs and Urban Local Bodies). Further, creation of inclusive school-based and/or community-based structures to facilitate dialogue about and by the girl child with teachers and community leaders is emphasised. Hence, it is aligned with the CRC, SDGs and NPAC.

Corresponding to the global goal of promotion of gender equality and empowerment of women and girls at all levels (SDGs), the policy mandates the state to support innovations promoting enhanced self-esteem, confidence and other life skills in girls, enabling them to make informed decisions in all matters concerning them as well as equipping them with necessary skills for self-protection against abuse and exploitation.

In line with CEDAW, SDGs and NPAC, the state is required to ensure that opinions of girls are sought on issues related to them in consultations on legislation, design and delivery of services, social audits, opinion polls and media along with putting in place mechanisms for redressing violation of rights in different spheres.

The policy is silent on the role of enabling technology, in particular ICT as ascertained under the SDGs.

2.5 Conclusion

The State Girl Child Policy 2013 highlights the intent of the state government towards ensuring that all girls in the state can exercise their right to life with dignity and voice their opinions in an enabling environment. It is also well positioned in terms of its alignment with the global and national commitments towards the girl child. However, the policy misses out certain critical areas such as increased supply of trained teachers, eliminating corporal punishment, addressing mental health, role of parental guidance, prevention and treatment of substance abuse, prevention of kidnapping and trafficking and the role of enabling technology in particular ICT.

To achieve overall well-being and empowerment of the girl child in the state, universal and inclusive programmatic interventions corresponding to the policy framework are required. Recent efforts of the state government comprise implementation of various flagship schemes of both the State and National Government, following the launch of the policy. These include MukhyamantriRajshri Yojana, Beti Bachao Beti Padhao, Scheme for Adolescent Girls, Menstrual Hygiene Scheme for Girls and Women (Chuppi Todo), Mukhyamantri Humari Betiyan Yojana, Shubhshakti Yojana and One Stop Centre, among others.

The following chapter reviews all the schemes/programmes implemented in the state for children, especially girls in the age group of 0-18 years and in the transition period of 19-24 years. It also presents a Theory of Change in line with the priority issues underscored in the State Girl Child Policy 2013.

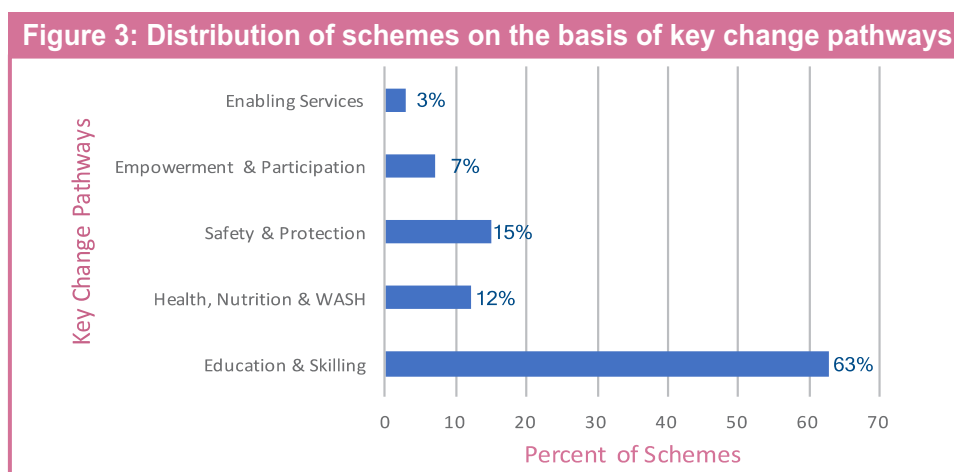


3. MAPPING AND ANALYSIS OF SOCIAL PROTECTION SCHEMES

The State Girl Child Policy 2013 recognizes certain critical areas and the need for specific interventions under each of them to enhance the overall value of the girl child in the state. Augmenting on the lines of the policy (a) Education and Skilling (b) Health, Nutrition and WASH (c) Empowerment and Participation (d) Safety and Protection and (e) Enabling Services have been identified as the key pathways for change to ensure successful transition of adolescent girls into empowered adults.

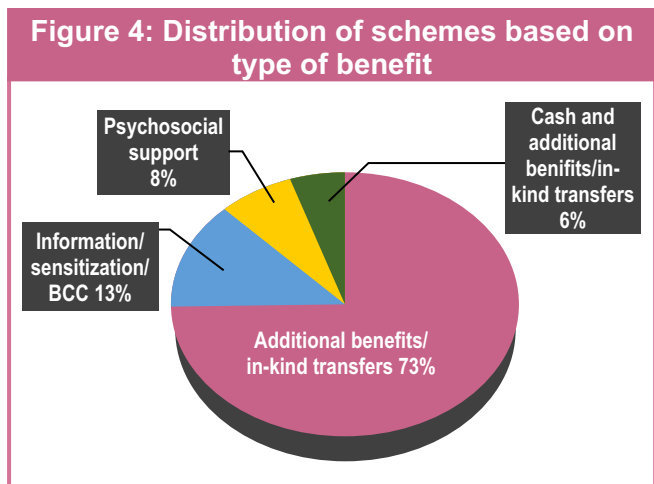
For the purposes of the study 73 social protection schemes, implemented by the Government of Rajasthan, for children in the age group of 0-18 years were mapped. The section below presents a brief analysis of the various social protection schemes.

The schemes were categorized as per the above-mentioned key change pathways. Figure 3 demonstrates the percentage distribution of the schemes in each of the identified pathways i.e. Education and Skilling, Health, Nutrition and WASH, Safety and Protection, Empowerment and Participation and Enabling Services.



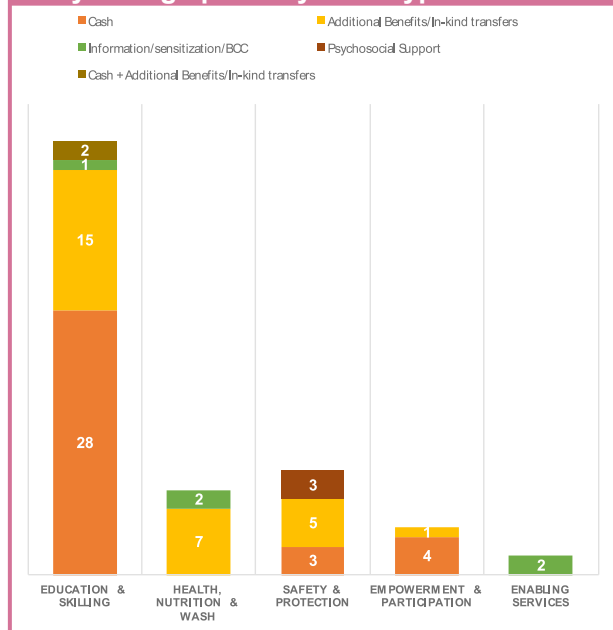
Out of the total, 46 schemes address the needs of both boys and girls whereas 29 schemes have been exclusively designed and implemented keeping in view the needs of girls. Figure 4: Distribution of schemes based on type of benefit

The state offers a mix of cash and non-cash benefits under the various social protection schemes. Percentage distribution of the schemes on the basis of the type of benefit that they offer highlights that cash transfers are provided under 48 per cent schemes whereas 49 per cent extend non-cash benefits such as additional benefits/in-kind transfers (38 per cent), information/sensitization/BCC (7 per cent) and psychosocial support (4 per cent). 3 per cent of the schemes provide both cash and additional benefits/in-kind transfers (Figure 4).



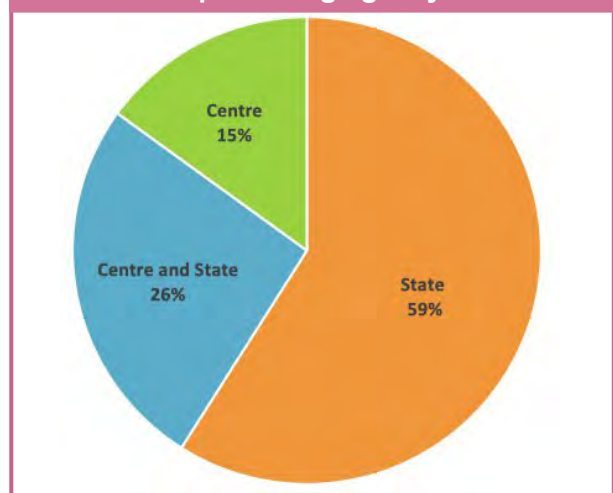
As shown in Figure 5, majority of schemes addressing education and skilling offer cash transfers. This includes various scholarship schemes and cash awards provided by the department of education. In the area of health, nutrition and WASH, 7 out of 9 schemes/programmes offer additional benefits/in-kind transfers such as supplementary nutrition, weekly iron folic supplements, and annual health check-up among others. Safety and protection entails a balanced mix of schemes offering cash and in-kind transfers along with psychosocial support. However, critical gaps exist in terms of interventions to sensitize the community towards their role in creating safe spaces for girls and women. Out of the 5 schemes covered under empowerment and participation 4 entail cash transfers including provision of financial assistance to delay age at marriage of girls. Information, sensitization and awareness generating schemes like Beti Bachao Beti Padhao (BBBP) Scheme and Chiraali Yojana, implemented with the objective of creating an enabling environment for the overall empowerment of girls are included under Enabling Services.

Figure 5: Distribution of schemes based on key change pathways and type of benefit



An analysis of the agency providing financial support for implementation of various schemes underscores that 15 per cent schemes are funded solely by GoI. Budgetary allocations for 59 per cent schemes are made by the GoR and the remaining 26 per cent schemes are sponsored by both the centre and the state governments (Figure 6).

Figure 6: Distribution of schemes based on sponsoring agency



The mapping and analysis of social protection schemes underscores that only 27 out of 73 schemes universally address the needs of children in the target population whereas the remaining 46 have been implemented with a focus on the needs of children belonging to specific socially and economically backward classes. The need for a comprehensive all-inclusive intervention for the empowerment of all girls in the state is hence, evident.

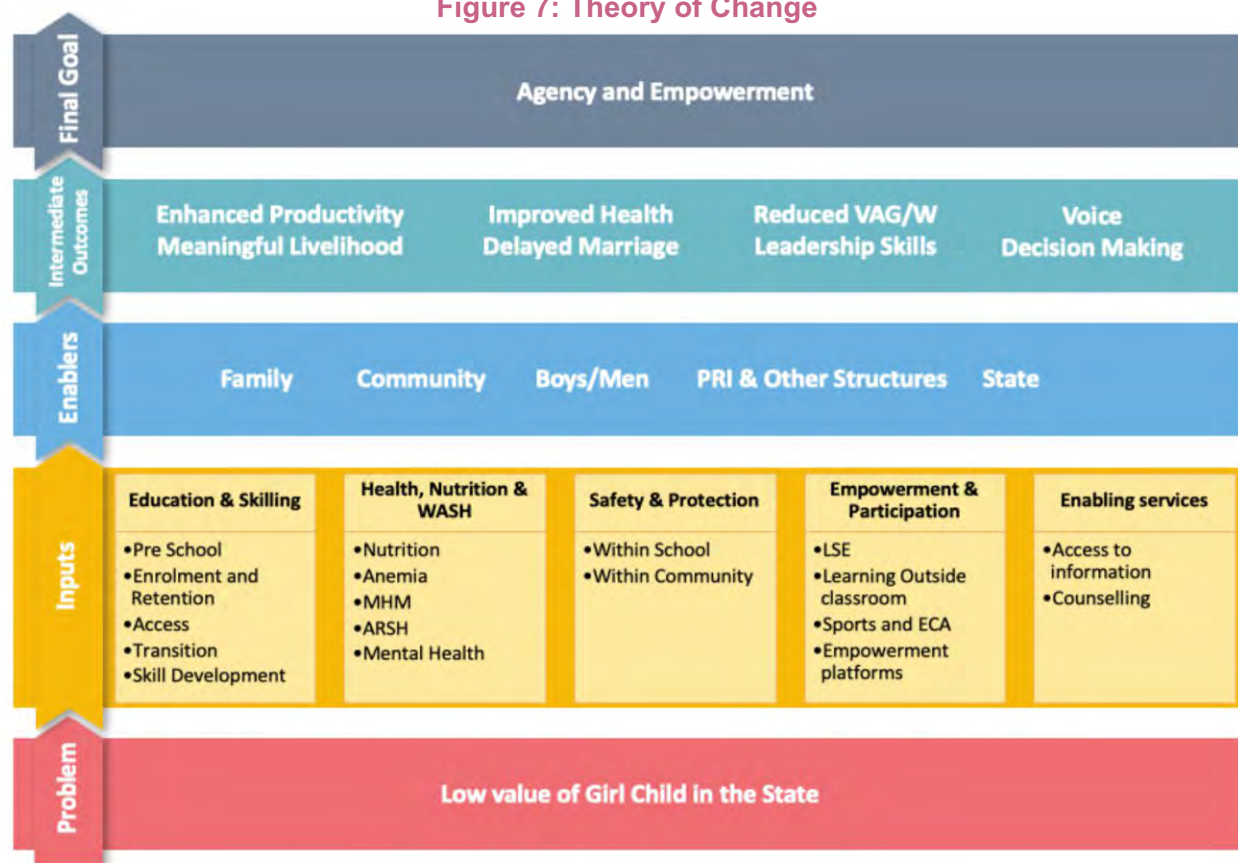
The chapter analyses 32 specific schemes distributed in the spectrum of 0-10 years (pre-adolescence), 10-19 years (adolescence) and the transition period of 19-24 years, corresponding to the critical areas presented in the TOC below to recommend a holistic and comprehensive approach (referred as Restructured Rajshri Platform [RRP]) for adolescent empowerment in the state. Some of the schemes in each of the identified key change pathways include, Samagra Shiksha Abhiyaan, Pre-matric and Post matric scholarships, cycle distribution scheme and transport vouchers (Education); Pt. Deen Dayal Upadhyay Grameen Kaushalya Yojana, Pradhan Mantri Kaushal Vikas Yojana, Regular Skill Training Programme and Employment Linked Skill Training Programme (Skilling); Integrated Child Development Scheme, Mid-Day Meal Scheme, Annapoorna Milk project, Scheme for Adolescent Girls, Anaemia Mukh Bharat Programme and Rashtriya Kishore Swasthya Karyakram (Health, Nutrition and WASH);

Mukhyamantri Saksham Balika Yojana, Mahila Suraksha evam Salah Kendra(s) and One Stop Crisis Center(s) (Safety and Protection).



The Theory of Change envisages that all adolescent girls in the state receive inputs corresponding to the mentioned pathways, in a supportive environment provided by the community especially men/boys, family and the state leading to enhanced productivity enabling them to secure economic independence and meaningful livelihoods; improved health ensuing better growth and development; increased safety resulting in lower rate of violence against girls and women and greater participation, voice and access to information equipping them to make informed choices about their sexual and reproductive health, age at marriage, careers and family. Thereby achieving the ultimate goal of agency and empowerment (Figure 7).

Figure 7: Theory of Change



3.1 Education and Skilling

There are multiple ways in which education improves transition of girls to adulthood. Completion of schooling cycles tends to delay age at marriage and pregnancy. Furthermore, when girls are exposed to quality education, they acquire information and skills which enable them to be better-equipped to compete in the labour market. Quality education can also enhance girls' aspirations, autonomy and decision-making ability.

Pre-School Education

A comprehensive pre-school education programme is implemented under Integrated Child Development Services (ICDS) Scheme for all children in the age group of 3-6 years in the state residing in both urban and rural areas, to support their physical, cognitive, emotional and social development. As per the Department of WCD, ECE at an Adarsh Angawadi¹² should entail child to caregiver ratio of 20:1, well maintained infrastructure of the AWC including adequate light, ventilation, availability of safe drinking water, clean washrooms and hand washing facility along with sufficient play area for children.



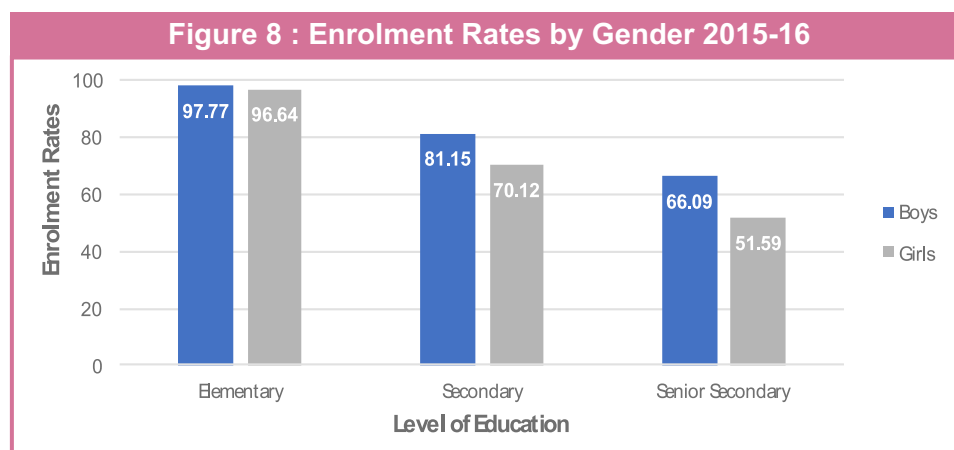
12. <http://wcd.rajasthan.gov.in/docs/adarshwcd.mp4>

However, field observations in all three districts revealed dismal conditions of the AWCs with poorly maintained infrastructure and irregular supply of TLM. None of the AWCs had provisions for electricity, water and sanitation facilities either for the children or for the AWWs. As a result, parents and children avoid visiting the AWCs resulting in low uptake of services provided under the ICDS. This is further validated by RSOC 2013-14¹³ figures which highlight that out of the 53.7 per cent children attending pre-school education in the age group 3-6 years only 15.5 per cent attend the PSE provided under the ICDS.

Appropriate provisions need to be made for organizing workshops for parents to engage them in the development of their children by creating appropriate and stimulating learning environments at home. Field observations revealed that even though the parents were accompanying children to the AWCs, their involvement in early stimulation, childhood care and education was negligible.

Enrolment and Retention

Gender differentials in literacy in the state are high: male literacy is 80.5 per cent, while female literacy is just 52.7 per cent (U-DISE 2016-17). Enrolment rates for children in the age group of 6-14 years reveal positive impacts of efforts made by the government towards universalisation of elementary education. However, as shown in figure 8, enrolment rates start declining at the secondary and higher secondary levels with a widening gender gap implying higher drop-out rates among girls compared to boys posing a persisting development challenge, with serious consequences for empowerment of girls.



The RTE Act 2009 mandates free and compulsory education in neighbourhood schools till Class VIII. This entails that no child studying in government or government-aided schools shall be liable to pay any kind of fee or incur expenses which may prevent him/her from pursuing and completing elementary education. Government and local authorities are to ensure admission, attendance and completion of elementary education by all children in the **6-14 age groups**. Looking to the same, enrolment drives are conducted by the school administration and teachers to counsel parents regarding the value of education and to disseminate information about various schemes and programmes implemented by the GoR to support children to complete their schooling cycles.

13. A Rapid Survey on Children (RSOC) was commissioned by the Union Ministry of Women and Child Development across 29 States during November, 2013 with technical and financial assistance from UNICEF India. The key objective of the survey was to assess the situation of children and women in the country with special emphasis on access and utilization of services under the ICDS Scheme and to provide baseline data for the restructured ICDS Scheme.



However, field interactions with adolescent boys and girls, their parents and school administration revealed that several challenges come into play especially for girls once they enter the age group of 14-17 years leading to high dropout rates. These include – poor financial condition of the family, lack of educational support by family members for first generation learners, poor academic performance of girls, additional responsibility of taking care of younger siblings while parents are at work; conventional mind sets of parents and community members towards education of girls, early marriage and subsequent pressures of household chores.

Increasing educational costs at the secondary and senior secondary levels pertaining to tuition fees, notebooks, stationery, uniform including shoes, textbooks and study material become significant factors for drop out especially among children belonging to economically poor backgrounds. During field interactions parents and community members shared the details of approximate annual expenditure per student in class IX-X and class XI-XII (See Table 9).

Table 9: Details of Educational Expenditure

Annual Expenditure Details			
Class	Expenditure Head	Minimum Expenditure in Rs (Annual)	Maximum Expenditure in Rs (Annual)
IX - X	Uniform (1 set) including Shoes	1500	2000
	Notebooks, Stationery	800	1000
	TuitionFees*	450	450
		2750	3450
XI - XII	Arts (Books, study material)	2000	2500
		4750	5950
	Science (Books, study material)	4000	5000
		6750	8450

*** Tuition fee varies across different social groups. The figures are approximate values.**

Source: Field Interactions with Parents and Community Members

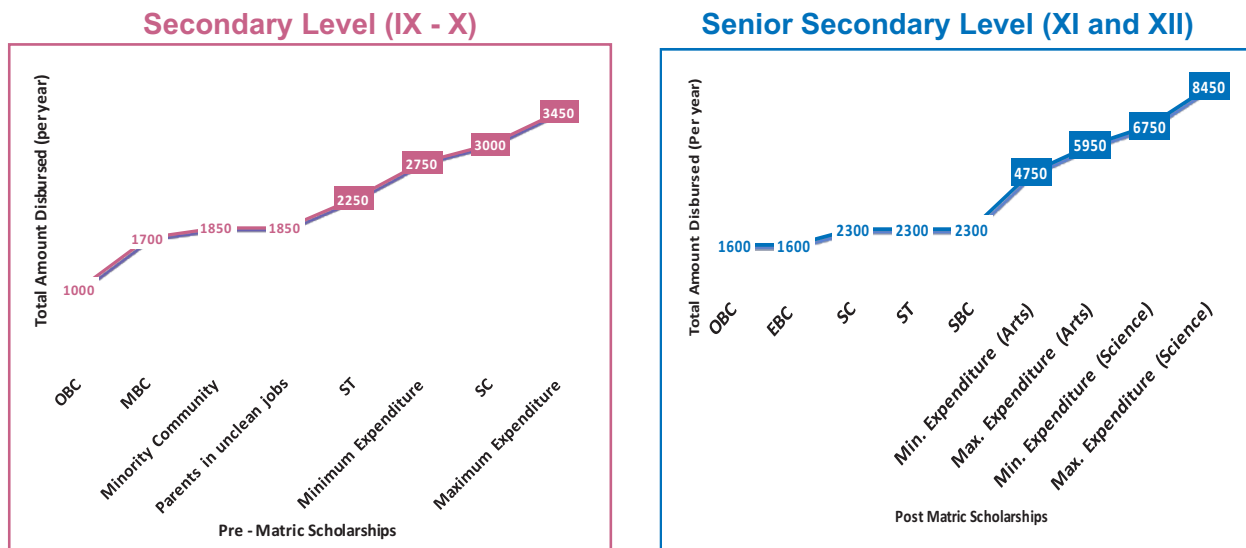
Financial Assistance to complete education

The most noteworthy financial assistance to cover expenditures incurred in completing school education is offered by the Departments of Education and Social Justice and Empowerment through a multitude of Pre-Matric and Post-Matric scholarship schemes with special focus on children belonging to socially and economically backward classes. The payment structure for these scholarships entails fixed monthly payments for a maximum of ten months and an annual ad hoc payment. Total monetary assistance per year per student provided under each of these schemes are shown in Figure 9 a (Pre-matric scholarships) and 9 b (Post-matric scholarships).

Nonetheless, school principals, SMC members, and parents cutting across schools stated that the amount offered under the scholarship schemes is insufficient as it fails to cover the entire cost of education, especially for students pursuing science courses (See figure 9 a & b).



Figure 9 (a) and (b): Scholarships offered and actual expenditure on Education



Source: Department of Secondary Education Annual Report, 2018-19

Interactions with adolescent boys and girls and their parents revealed that inordinate delays and irregularity in release of payments dilutes the intent of the assistance being made available.

“

I had to discontinue my education after the 8th grade as my parents could not afford the expenses related to school fees, books, uniform etc. The delay in receipt of scholarship worsened the situation.

”

-Mamta, 15-year-old,
GP Sohela, Tonk Block, Tonk

Besides scholarships, an additional annual lumpsum financial assistance to cover the actual expenditures on education can be offered at the beginning of the academic year to enable students especially girls to complete their schooling. Further, the assistance offered should be revised regularly as per changes in school fee structure.

Additional Academic Support

Apart from formal classroom teaching, there is a need to make provisions for special assistance, additional academic support and mentoring by schoolteachers to encourage students to successfully complete schooling cycles. Focus Group Discussions with out-of-school adolescent girls revealed poor academic performance and failure to cope with the academic workload especially among first generation learners as notable factors for drop out. However, there is an absence of programmatic interventions to provide requisite support as noted during the mapping exercise.

Apart from formal classroom teaching, there is a need to make provisions for special assistance, additional academic support and mentoring by schoolteachers to encourage students to successfully complete schooling cycles.



Access to Education

The state government acknowledges the challenge associated with commuting to school especially for those residing in remote/rural areas that impedes universal access to education. Furthermore, existing gender norms and restrictions on mobility of girls exacerbates the problem.

To address the same, since the academic year 2007-08, all girls studying in class IX in government schools in the state are offered bicycles under the cycle distribution scheme implemented by the department of secondary education. The eligibility criteria for receiving cycle entails that the girl should be enrolled as a regular student of Class IX. In the academic year 2016-17 only 56 per cent of the total girls i.e. 531828 enrolled in Class IX (U-DISE 2016-17) received cycles (295671 cycles distributed). Out of Rs. 4000.01 lac sanctioned under the scheme, only Rs. 2358.58 lac was used showing 59 per cent utilization.

In addition, to cover the cost incurred in commuting to school, monetary assistance is provided to students of Class I-VIII enrolled in government schools of the state, under the transport voucher scheme implemented as part of the Samagra Shiksha Abhiyaan. The department offers, Rs 10/- per working day to all students of Class I-V on the condition that they reside at a distance of more than 1 km from school and Rupees 15/- per working day to all students of Class VI-VIII on the condition that the distance of their houses from school is more than 2 kms. In order to ensure transparency and strictly monitor, the eligible students have to furnish a proof of distance verified and attested by a PRI member. 11,426 students were offered transport vouchers in the academic year 2018-19. Budgetary allocation for the same are made under the Samagra Shiksha Abhiyaan. Provisions for extending transport vouchers to students of Class IX-XII have been made however, according to the department officials no assistance was offered to the students of secondary and senior secondary classes in the academic year 2018-19.

To enhance access and attendance of girls in schools, group travel arrangement is recommended as it also addresses their safety and security concerns.

Adolescents, parents, community members, SMC members and school principals across the three districts underscored severe bottlenecks in terms of quality of cycles offered. In addition, adolescent girls shared that traditional societal norms restrict their mobility often forbidding them from riding bicycles. It was observed that the tough terrain in some parts of the state renders the usage of cycles non-viable. Limited usage of transport vouchers was noted among students due to lack of well-connected and safe transport facilities particularly at the Gram Panchayat level. Absence of transport vouchers for students of Class IX-XII creates further challenges in access to education at the secondary and higher secondary levels.

To enhance access and attendance of girls in schools, group travel arrangement is recommended as it also addresses their safety and security concerns.

Transition to higher education

Rajasthan recorded a Gross Enrolment Rate¹⁴ (GER) in higher education of 22.7 per cent against the national average of 25.8 per cent in 2017-18 (MHRD). These figures corroborate alarmingly low levels of transition to higher education attributable to lack of government colleges in the vicinity and non-affordable education in private colleges as illustrated by community and PRI members during field interactions.

14. Gross Enrolment Rate is a per cent of the population in the age group of 18-23 years enrolled in higher education institutes.



In order to promote access to school education and lower dropout rates, especially among backward classes and minorities and children residing in remote/rural areas where there is lack of secondary and senior secondary schools in the vicinity, residential facilities are provided in the form of hostels by the Departments of Social Justice and Empowerment, Minority Affairs and Tribal Area Development.

Scheme for Hostels was launched in the year 1952 by the Department of Social Justice and Empowerment (SJE), GoR with the aim to provide residential facilities to students of Class VI-XII belonging to socially and economically backward classes including SC, ST, OBC, SBC and EBC to enable them to pursue secondary and higher education. The hostels instituted by the department at the college/ higher education level are only for girls. The department is running a total of 756 hostels for school going children and 44 hostels for girls enrolled in institutes of higher education. As per the annual report of the department, there is 100 per cent occupancy in all the hostels and the total beneficiaries reached in the year 2018-19 include 31,567 school students and 3,068 girls pursuing higher education with 75 per cent budget utilization in the year 2016-17. KIIs with the department officials at the state level revealed that the department aims to enhance service provision by setting up hostels at the block and gram panchayat level to target the most vulnerable groups since the uptake of the scheme is significant.

The department of minority affairs, GoR, runs hostels since 2012 to ensure access and continuation of school education and promote higher education among students of minority groups. This facility is offered to regular students in the age group of 15-24 year, enrolled as in class IX-XII, in reputed coaching centres or in universities. A total of 51 hostels have been established, of which 5 hostels are run by the department and the remaining 46 are run by designated NGOs. The hostels have succeeded in achieving 81 per cent occupancy in the academic year 2018-19 (2051 out of 2522 seats occupied). Budgetary allocation for the provisioning and maintenance of hostels are made by the state government. In the financial year 2016-17, 76 per cent budget utilization was recorded as per state budget records (RE = Rs. 658.4 lacs, AE = Rs. 500.15 lacs).

The department of Tribal Area Development provides hostel facilities for students belonging to the ST community to enable them to access education especially those residing in remote/rural areas of the state. The facility is offered to children in the age group of 11-19 years studying in class VI-XII in government schools. 356 Ashram hostels are being run by the TAD with 96 per cent occupancy in the year 2018-19 (23725 out of 24615 seats occupied)¹⁵. Budgetary sanctions to operate and monitor the hostels are made by the state government. In the financial year 2016-17, 96 per cent budget allocated was utilised (RE = Rs. 7854.63 lacs, AE = Rs. 7516.48 lacs).

The mapping exercise underscores the significant uptake of available residential facilities and their role in enhancing access to education. Interactions with adolescent boys and girls emphasised the need for extending hostel facilities to all eligible children irrespective of their socio-economic backgrounds. PRI and community members also highlighted that such facilities should also be provided at the block level. In addition to school education, universal provision of hostels to cater to the needs of students especially girls enrolled at the college/university level also emerged as an essential element for promotion of higher education.

15. Department of Minority Affairs, Rajasthan, Annual Report 2018-19.



To enhance access and promote higher education, provision can be made to (i) provide transport facilities at college/ university level particularly in remote/rural areas of the state and (ii) extend existing/ creating new hostel facilities for older girls.

Opportunities for Skill Development

Only about 1.5 per cent of the state workforce in the age group of 16 to 20 years has obtained vocational skills through formal programmes/courses as against 5 per cent of the workforce in India and 60 to 90 per cent of the workforce of developed countries¹⁶.

To promote vocational education, all government and government aided schools in the state have been mandated under the Samagra Shiksha Abhiyaan to construct ICT labs. However, only 32 per cent of the schools have made provisions for the same (U-DISE, 2016-17). Adolescents in school underscored that majority of the computers provided are dysfunctional and have out-dated systems. In addition, 'Vyavasayik Shiksha', a graded course is included in the RBSE school curriculum to impart education on information technology, tourism, agriculture, beauty and wellness, healthcare etc. along with provision of requisite lab infrastructure.

However, absence of formal teaching of graded courses due to lack of interest on the part of the teachers was highlighted by adolescents. Students asserted that they are required to pass the course only as a requirement for promotion to the next class. Their performance in the course does not affect their overall score.

To address issues pertaining to the increasing competition in the labour market, demand for highly skill-oriented jobs and significant pool of unskilled workforce in the state (62.4 lac; projected workforce distribution, 2017)¹⁷, various mechanisms have been developed by the GoR to impart formal skill training to individuals.

Department of Women and Child Development, offers, three-months free computer training with RS-CIT certification through the platform of IT-Gyan Kendras to girls and women in the age group of 16-40 years. Only candidates who have cleared class X are eligible for enrolling in the training. The availability of seats in a given year is contingent on the allocation of budget by the state government. The department officials stated that they receive almost 150000 applications yearly, however, only a few candidates are offered final admission. This is further validated by the number of beneficiaries covered in the previous four years i.e. 28267 girls/ women in 2018-19, 33775 in 2017-18, 40420 in 2016-17 and 17405 in 2015-16. There was 94 per cent utilization of the sanctioned budget in the year 2017-18 (RE = Rs. 800 lac and AE = Rs. 751.88 lac)¹⁸.

All-inclusive skill development centres (SDCs) have been setup by Rajasthan Skill and Livelihoods Development Corporation (RSLDC) to offer formal skill training to individuals in the state under the following schemes:

Pt. Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY), launched in the year 2014, aims to provide skill training to out-of-school poor rural youth¹⁹ in the age group of 15-35 years (both boys and girls) to enable them to secure jobs with regular monthly wages. The scheme aims to impart skill training to 115008 candidates between 2014 - 2019.

16. National Skill Development Corporation, District- wise skill gap study for the State of Rajasthan (2012-17, 2017-22), January 2013. <http://www.i3s.net.in/uploads/pdf/Resources/Rajasthan/Rajasthan-Skill-Gap-Report.pdf>

17. Ibid.

18. Department of Women and Child Development, Rajasthan. Annual Report 2018-19.

19. Poor rural youth under DDU-GKY includes, youth from families holding a BPL, RSBY or Antodaya card; belonging to SHG families recognized under National Rural Livelihood Mission; youth from families who have worked for at least 15 days in the previous year under MGNREGA and youth selected through PIP (Participatory Identification of Poor) at Gram Panchayat Level



Out of these 32418 candidates had already been trained and 808 were undergoing training between 1st January 2014 and 12th April 2017²⁰. As per the finalized action plan for the year 2019- 2022, a total of 72800 candidates will be offered training during this period. A total cost of Rs. 75593 lac has been approved by the RSLDC MSDE and will be covered by the centre and the state government in the ratio 60:40.

To reduce the gap between supply of individual skills and demand of the industry, provisions for industry-relevant skill training for all interested youth have been made under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2016-2020. Though Ministry of Skill Development and Entrepreneurship (MSDE) had launched the scheme in 2015, it was implemented in the state from the year 2018. Therefore, only 6591 candidates had been trained under the scheme till December 2018 out of the targeted 64526 youth. From Rs. 9462 lac approved by MSDE for the entire period Rs. 1419 lac have been sanctioned by the ministry as per the order released²¹.

The Regular Skill Training Programme (RSTP) launched by the state government, not only provides skill training to individuals but also promotes entrepreneurship and helps beneficiaries to setup their own micro enterprises or to seek self-employment/wage employment opportunities. 18328 candidates benefitted by the programme in 2017-18. In addition, the Employment Linked Skill Training Programme (ELSTP) was launched in the state with the objective of linking skill training with employment. Under the programme 264 courses are taught corresponding to the employment requirements in the identified 39 sectors. 43744 candidates were trained as part of ELSTP in 2017-18. A combined budget of Rs. 3000 lac was sanctioned by GoR in 2018-19 for the implementation of both RSTP and ELSTP. Provisions can be made for conducting special workshops for students of Classes XI-XII, particularly girls to create awareness on the significance of formal skill training in securing meaningful livelihoods. Additionally, requisite transport facilities can be provided to enhance access to IT-Gyan Kendra(s) and/or Skill Development Centres established at the district level. However, KIIs with state level officials revealed that community members prefer skill development through on-the-job training leading to limited uptake of the skill training opportunities provided by the state. Further, interactions with girls revealed that non-availability of IT-Gyan Kendras and skill development centres at the Gram panchayat and/or block level restricts access to the available services.

Provisions can be made for conducting special workshops for students of Classes XI-XII, particularly girls to create awareness on the significance of formal skill training in securing meaningful livelihoods. Additionally, requisite transport facilities can be provided to enhance access to IT-Gyan Kendra(s) and/or Skill Development Centres established at the district level.

3.2 Health, Nutrition and WASH

According to the State Girl Child Policy 2013, “The girl child must be able to live and thrive in a positive, safe and nurturing environment for her physical, emotional, cognitive and social development. The state shall ensure health, nutrition and education services for the holistic development of the girl child, and opportunities and resources for her family to provide her with adequate care without discrimination at every stage of her life”. Further, the policy also recognizes the need for provision of adequate water, sanitation and hygiene facilities to ensure continued retention and attendance of children particularly girls in school and for their overall growth and development.

20. RSLDC progress summary 1st January 2014 to 12th April 2017.

http://164.100.222.222/content/dam/livelihood/RSLDC/Progress%20Report/Progress_summary_as_on_12th_April_2017.pdf

21. MSDE order dated 24.3.2017. [https://www.msde.gov.in/assets/images/Sanction/Rajasthan_CSSM\(2016-18\)_24.03.2017.pdf](https://www.msde.gov.in/assets/images/Sanction/Rajasthan_CSSM(2016-18)_24.03.2017.pdf)



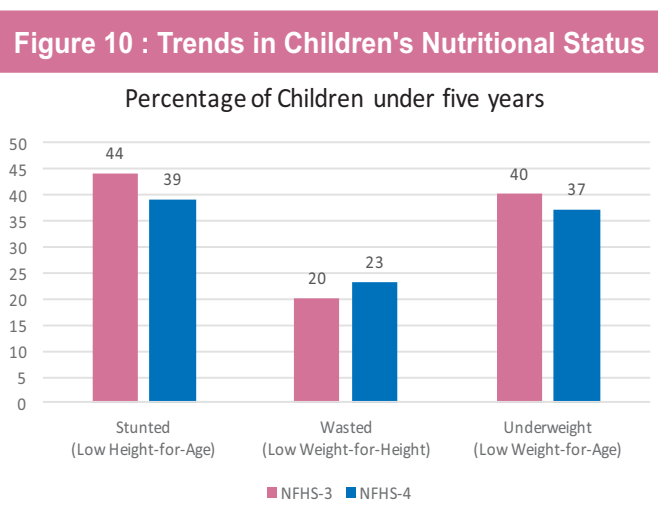
The overall child and maternal health indicators for Rajasthan have shown significant improvements in the past decade. For instance, the maternal mortality rate (MMR) in the state has declined by 45 points (18.4 per cent) from 244 in 2011-13 to 199 in 2014-16 (SRS Bulletin 2018). Also, as per the SRS Bulletin 2019, the state has recorded a three-point decline in the total infant mortality rate (IMR), from 41 deaths per 1,000 live births in 2016 down to 38 deaths per 1,000 live births in 2017. Female IMR has shown a steeper decline from 44 deaths per 1000 live births in 2016 to 40 deaths per 1000 live births in 2017 compared to a two-point decline in the male IMR from 39 deaths per 1000 live births in 2016 to 37 deaths per 1000 live births.

However, health issues related to nutrition, prevalence of anaemia and provision of WASH facilities in schools and community continue to pose several challenges. Besides, critical gaps exist in addressing adolescent physical and mental health. National Family Health Survey (2015–16) indicates that the fertility rate declined from 3.2 in 2005–06 to 2.4 in 2015–16. However, it continues to be higher than the average for India i.e. 2.2 (ibid). The state has a high prevalence of child marriage. The percentage of girls who are married before the legal age of 18 years is 31.6 per cent, as compared to the national figure of 17 per cent (Government of Rajasthan 2017, 4). This means that a high percentage of adolescent girls enter motherhood at an early age; with far-reaching health implications.

Health Check-ups and Growth Monitoring

As a component of the school health programme, health check-ups of all school going children in the state in the age group of 6-18 years are conducted annually in all government and government-aided schools. Designated mobile health teams undertake screening of children for 30 identified defects at birth, diseases, deficiencies and development delays including disabilities (4Ds). Follow ups, referral services and treatment including surgical interventions are also provided at tertiary level free of cost as mandated under the Rashtriya Bal Swasthya Karyakram (RBSK). **However, interactions with school principals and adolescent boys and girls revealed that even though annual check-ups are undertaken there is an absence of follow up on treatment and medicines advised to identified children.**

Children's nutritional status (measured in terms of stunting and under weight) in Rajasthan has improved since NFHS-3. Stunting among children decreased from 44 percent to 39 percent in the 10 years between NFHS-3 and NFHS-4, and the percentage of children who are underweight decreased from 40 percent to 37 percent. However, in the same period, wasting among children increased from 20 percent to 23 percent. Hence, child malnutrition is still a major problematic area in the state (Figure 10).



Source: NFHS-4



To address the nutritional needs of children in the age group of 0-6 years, pregnant women and lactating mothers, the Integrated Child Development Services (ICDS) scheme provides supplementary nutrition through the platform of AWCs. AWWs also impart nutrition and health education to enhance the capability of the mother to look after the basic health and nutritional needs of the child. **However, only 32 per cent of the children access the AWCs for supplementary nutrition highlighting a significant gap in terms of uptake of service provisioning (NFHS-4).**

To improve nutritional status and simultaneously incentivize education among children in the age group of 6-14 years, supplementary nutrition and milk is provided to all students of Class I-VIII studying in government and government aided schools, as part of the Mid-Day Meal (MDM) Scheme launched in the year 2002 and implemented by the Department of Secondary Education. Students are also offered warm milk thrice a week as part of MDM under the Annapoorna Milk Scheme launched in July 2018. Children in Class I-V are offered 150 ml milk and those in class VI-VIII are given 200 ml milk. The target population of the schemes include 62.79 lac students studying in class I-VIII in the state. In the financial year 2016-17 total financial assistance sanctioned by the state and centre for MDM was Rs. 70724.06 lac and the actual expenditure made was Rs. 93377.4 lac resulting in 132 per cent fund utilization.

Under the Scheme for Adolescent Girls (SAG), provisions for supplementary nutrition for out-of-school adolescent girls in the age group of 11-14 years have been made. **However, activities under the scheme have not yet been initiated.**

In the age group of 15-19 years, 46 per cent girls and 44 per cent boys have a BMI of less than 18.5 indicating high levels of malnutrition (NFHS-4). **The mapping exercise of social protection schemes undertaken as part of this study underscores an absence of programmatic interventions to address the nutritional needs of older adolescent boys and girls both in-school as well as out-of-school.**

A well designed SBCC at the community level to promote wide-ranging nutritional practices among 0-6-year olds would help them grow and develop into healthy adolescents. Such efforts would also enhance the uptake of provisions made under ICDS. Involvement of SHGs in preparation of supplementary nutrition in school for older adolescents (15-19 years) and distribution of nutritional packets to out-of-school adolescents (11-19 years) can be initiated.

Water, Sanitation and Hygiene (WASH)

The Swachh Bharat – Swachh Vidyalaya Abhiyaan, has ensured that 99 percent schools in the state have separate Girls' toilet (U-DISE, 2016-17). **During field visits it was observed that though these interventions, have led to significant improvements in provisioning of WASH facilities gaps still remain in their regular maintenance and upkeep. For instance, toilets in schools lack regular water supply, hand washing facilities and dustbins.**

“

The school washroom does not have water. There is no soap to wash hands or dustbin to dispose of sanitary napkins. I once suffered from a Urinary Tract Infection (UTI) because I used the school washroom and decided to never use it again. My friend and I go back home during lunch to use the washroom.

”

-Pooja, 15-year-old, GP Kanba, Bichhiwara Block, Dungarpur



Anaemia

Anaemia continues to be a significant deterrent in the survival and growth of children in the state with 60 percent of the children in the age group 6-59 months being anaemic. Nearly half i.e. 49 per cent girls and 22 per cent boys in the 15-19 years' age group are anaemic.

The Anaemia Mukht Bharat strategy has been designed to reduce prevalence of anaemia by 3 percentage points per year among children, adolescents and women in the reproductive age group (15-49 years), between the year 2018 and 2022. Provisions for bi-weekly IFA syrups (for 6-59 months) through home visits by ASHAs and distribution of Weekly Iron and Folic Supplements (WIFS) for 5-19-year age group through schools and AWCs for in-school and out-of-school children respectively have been made under the programme. The number of target beneficiaries across various age groups for the year 2018-19 in the state have been shown in Table 10.

Table 10 : Anemia Mukht Bharat target beneficiaries for Rajasthan 2018-19

Age Group	Estimated Beneficiaries
Children (6-59 months)	54,34,532
Children (5-9 years)	39,32,157
In-school adolescent girls (10-19 years)	21,41,189
In-school adolescent boys (10-19 years)	21,06,645
Out-of-school adolescent boys and girls (10-19 years)	8,65,508
Pregnant Women 18,87,420 MPV Women 20-24 years	13,10,886
Lactating Women	16,81,848

Besides, provision of iron folic acid supplementation, intensified year-round behavioural change campaigns (BCC) are also mandated as one of the six interventions of the programme.

Focus group discussions with adolescent boys and girls and parents revealed that iron and folic acid tablets are distributed regularly to both in-school and out of school children. However, children displayed low levels of awareness regarding causes of anaemia, its symptoms, treatment and the long-term consequences of iron deficiency.

“

Every week we are given blue colour iron tablets by our class teacher. However, she does not share why the tablet should be taken.

”

-FGD with in-school adolescent boys and girls, GP Peeplu, Tonk Block, Tonk

It is recommended that RRP should incorporate awareness generation regarding all aspects of anaemia, requisite dietary diversification and food fortification to comprehensively address the problem in its module for adolescent engagement.



Menstrual Hygiene Management

Awareness

Menstrual Hygiene Scheme (MHS) implemented under RKSK, mandates ASHAs to conduct monthly meetings with adolescent girls at the AWCs or Panchayat Bhawans or any other safe place, to create awareness on health and hygiene including MHM along with safe disposal of used sanitary napkins. However, only 10 per cent of the 193 girls (in-school and out-of-school) interviewed during field visits knew 'why menstruation occurs' exhibiting extremely poor awareness levels highlighting a serious gap in terms of awareness generation on bodily functions especially menstruation.



We do have workshops once or twice a year on menstruation and MHM. However, the teachers themselves do not discuss the topic openly. Also, chapters in Biology textbooks related to reproduction and menstruation are skipped by the teachers. We are expected to prepare those lessons on our own.

-FGD with adolescent girls, GP Navtala Jaitmal, Chohtan Block, Barmer

At the time of my first periods I was scared and I panicked as I had no prior information regarding menstruation. I was in school and even my friends got embarrassed as there were blood stains on my uniform. Teachers in school told me to rush back home and talk to my mother about what has happened.

-Perna, 14-year-old, GP Khera Kachhwas, Dungarpur Block, Dungarpur

Every month the body heat along with accumulated dirt in the body comes out as 'ganda khoon' (that is, unclean or impure blood). During this period, I am not allowed to enter the kitchen and/or any other holy place within the house or outside.

-Sheetal, 15-year-old, GP Peeplu, Tonk Block, Tonk

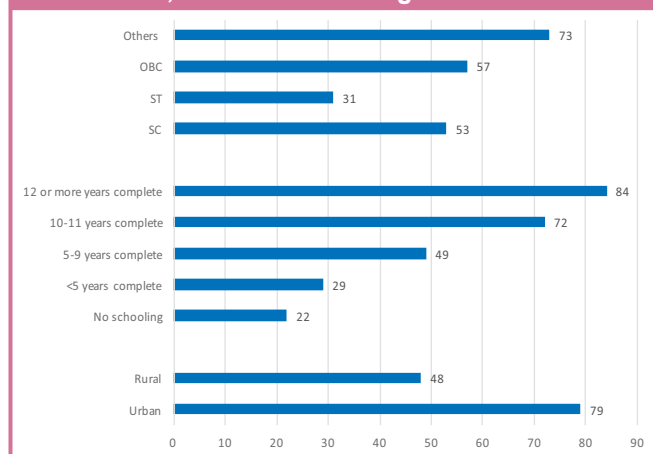


Provisioning of Menstrual Absorbents

The Department of Medical Health and Family Welfare, GoR has made provisions under the free medicine scheme for distribution of sanitary napkins in government schools and AWCs of the state for all in-school and out-of-school girls respectively. Each girl is entitled to receive one packet of six sanitary napkins per month.

However, factors such as years of schooling, residential status and caste continue to impede adoption of safe and hygienic menstrual practices among adolescent girls and women (as shown in Figure 11). As per NFHS-4, only 55 per cent of girls in the age groups 15-19 years and 19-24 years use a hygienic absorbent during menstruation in the state.

Figure 11 : Percentage of women age 15-24 using a hygienic method of menstrual protection according to Caste, Years of Schooling and Residence



Source: NFHS-4

Field interactions with village level workers also revealed that the usage of absorbents is abysmally low among the out of school girls who continue to use cloth during menstruation.



Disposal

Disposal of used menstrual absorbents continue to pose serious challenges. Field visits in all districts visited during the study highlighted poor maintenance of toilets, absence of covered dustbins and incinerators in schools leading to absenteeism among adolescent girls during menstruation.

It is recommended that the RRP can be used to initiate (i) bi-annual workshops on MHM to enhance awareness levels of girls/women and usage of safe and hygienic menstrual absorbents, (ii) awareness campaigns for boys/men to generate societal acceptance of menstruation as a natural biological process, (iii) formation of local/community level sanitation management committees to address and monitor maintenance of toilets in schools, households and public places.

Adolescent Reproductive and Sexual Health (ARSH)

The only programmatic intervention implemented in the state that addresses sexual and reproductive health of adolescents is the Rashtriya Kishore Swasthya Karyakram (RKSK). The programme was launched in January 2014 and has been implemented on pilot basis in only 10 districts of the state including, Boondi, Barmer, Banswara, Dholpur, Doongarpur, Karoli, Jaisalmer, Jalore, Rajsamand and Udaipur. It aims to provide continuum of care for adolescent health and development needs and offer information and services at the community level. It focuses on a more holistic model comprising of community-based peer education programmes and school-based health promotion and preventive care along with clinic-based curative approach. It targets all adolescents in the age group of 10-19 years comprising of both males and females, urban and rural, in-school and out-of-school, married and unmarried adolescents with a special focus on adolescents of vulnerable and marginalized groups including urban slums, tribals, migrants, children engaged in child labor, adolescents with physical/mental disability, orphans, street children and children residing in juvenile homes. The programme is funded by both the state and the centre. The new comprehensive platform can initiate regular workshops to create awareness regarding ARSH by trained professionals and openly discuss issues related to body, sexuality and bodily integrity for all adolescents at the community level. KIs with block level officials of NHM revealed that due to irregular and inadequate budgetary provisions only limited activities and interventions are currently undertaken under the programme. Lack of trained personnel to conduct open discussions in a mature manner and address issues related to ARSH at school and community level leads to incomplete achievement of programme's objectives.

The new comprehensive platform can initiate regular workshops to create awareness regarding ARSH by trained professionals and openly discuss issues related to body, sexuality and bodily integrity for all adolescents at the community level.



Mental Health

Adolescence is a period marked by multiple physical, emotional and social changes, including exposure to poverty, abuse, or violence that can make adolescents vulnerable to mental health problems. Promoting psychological well-being and protecting adolescents from adverse experiences and risk factors which may impact their potential to thrive are not only critical for their well-being during adolescence, but also for their physical and mental health in adulthood²².

The new platform can make provisions for trained counselors to address the psychosocial, cognitive and behavioral needs of adolescents especially related to risk taking, negative peer pressure, substance abuse and sexual risk taking. Though the state girl child policy 2013 does not recommend any interventions to address mental health needs of adolescents, provisions for clinic-based and community-based approaches have been made under RKSK. However, interactions with block level officials revealed that the scheme is currently dormant.

The new platform can make provisions for trained counselors to address the psychosocial, cognitive and behavioral needs of adolescents especially related to risk taking, negative peer pressure, substance abuse and sexual risk taking.

3.3 Safety and Protection

A safe and supportive environment is a contributory factor in motivating adolescent girls to make informed choices. Conversely feelings of fear and insecurity lead to change in behaviour. Therefore, there is a need to create safe women/ girls-friendly public spaces to unpack gender biases, cultural norms and conflicts therein.

However, the state fails to ensure safety of children especially girls and women as validated by the state crime figures. As per NCRB data, the state ranks 8th in the country in terms of share of crime against children with an incidence of 3.8 per cent and 4th in terms of share of crime against women with 8.1 per cent incidence (Crime in India Statistics 2016; NCRB).

Safety and security within school

Efforts have been made to ensure safety of in-school children in the age group of 10-19 years, with special focus on girls which includes provision of complaint boxes (Garima Box) and formation of child protection committees and internal complaints committee.

Field visits revealed that only 1 out of the 12 schools visited had a sexual harassment committee. It was observed that even though the Garima Box was present in all schools, the girls seldom used them as they were placed at inappropriate places like the principal's office and school temple. Further it was observed that none of the schools visited had security guards.

Self-defence training is also offered under the Mukhyamantri Saksham Balika Yojana to in-school girls in the age group of 10-19 years. However, interactions with adolescents revealed that only a single school across three districts was providing the same. Besides, there is an absence of such trainings for out-of-school girls.

Majority school going girls expressed that there is a constant fear of eve-teasing while commuting to school thus highlighting an **urgent need to create safe public spaces**.

“

Girls: We don't feel safe while commuting to school alone, so we come to school in groups.
Boys: 'Geedars' (the cowardly jackals) come in groups, 'Sher' (the brave lions) like us come to school alone.

”

**- Class IX and XI girls and boys,
GP Rajwas, Niwai Block, Tonk**

22. WHO Fact sheet: Adolescent mental health. <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health#>



Safe spaces within community

With the objective of guiding and safeguarding women especially in the age group 19-24 years against violence at the community and household level, Mahila Suraksha evam Salah Kendra(s) were setup in 40 police districts of the state by DWE in 2002. Since the time of initiation 63422 cases have been registered and 56740 have been resolved. As per the annual report of the department for the year 2018-19, MSSKs are functioning in 30 districts of the state however; the centres in Bharatpur, Sikar and Sirohi have been discontinued²³. In the year 2017-18, Rs. 141.99 lac were sanctioned by the state government and Rs. 101.63 lac were used, i.e. 72 per cent utilization of the funds allocated for the upkeep of the programme.

In August 2013, DWE instituted Aparajita: One Stop Crisis Management Centre for Women in Jaipur. This was India's first model centre where girls and women were given 24-hour assistance against violence under one roof. Till December 2018, 3245 cases were registered at the centre out of which 3191 were resolved. To set up similar centres, Government of India launched the One Stop Crisis Centre (OSCC) scheme in 2015. As part of the scheme, OSCCs were established in 15 districts of the state and the Aparajita centre at Jaipur was brought under the purview of the scheme. 2267 cases had been registered at these 16 centres, till December 2018. In 2017-18, Rs. 350 lac were sanctioned by Gol, however only 27 per cent i.e. Rs. 93.25 lac were utilized.

181 women helpline desks have also been set up within the State Women's Commission to provide support to girls/ women from violence and exploitation.

The new platform can include provisions for, (a) regular awareness workshops on available redressal mechanisms and personal safety trainings for all girls especially in the age group of 10-19 years, (b) creation of active community level safety and protection committees to redress cases of VAW/G across all age groups and to undertake initiatives to create safe public spaces and (c) social mobilization to sensitize men/boys, family, teachers, community members and local administration to create an enabling environment for girls and women. However, as per NFHS-4, only 14 percent of women who ever experienced physical or sexual violence had sought help at these institutional mechanisms. 77 percent of women have neither sought help nor told anyone about the violence. These figures underscore a severe challenge in terms of reach and uptake of the interventions mentioned due to non-availability of similar structures at the block and gram panchayat level. Awareness regarding these support services especially helpline number were also observed to be low among girls and women as noted during interaction with adolescent girls and community women.

The new platform can include provisions for, (a) regular awareness workshops on available redressal mechanisms and personal safety trainings for all girls especially in the age group of 10-19 years, (b) creation of active community level safety and protection committees to redress cases of VAW/G across all age groups and to undertake initiatives to create safe public spaces and (c) social mobilization to sensitize men/boys, family, teachers, community members and local administration to create an enabling environment for girls and women.

23. Department of Women and Child Development, Rajasthan. Annual Report 2018-19.



3.4 Empowerment and Participation

The state girl child policy 2013 acknowledges the need to make girls active participants in all matters affecting their lives through the provision of life-skills, opportunities, spaces and time to have their voices heard for their overall empowerment. Consequently, encouraging, supporting and undertaking interventions that build self-esteem, confidence and resilience among children especially girls, and women.

Life Skills Education

For children in class I-VIII (6-14 years), monthly Bal Sabhas are organized by the Education department for enhancing articulation, creative skills and critical thinking among them. Graded courses like 'Jeevan Kaushal' are included in the school curriculum by RBSE board for Class IX-XII (15-19 years) to impart life skills education. However, interactions with students revealed that the elements of critical thinking and problem solving are completely overlooked in these forums.

In addition, objectives of Scheme for Adolescent girls (SAG) include upgrading home-based and life skills of out-of-school girls in the age group of 11-14 years. However, the activities under the scheme have not yet been initiated. There is also an absence of similar arrangements for out-of-school girls in the age group of 15-19 years.

Learning Outside classroom

In-school adolescents, SMC members and school principals underscored an absence of formal mandate and budgetary provisions from the department for learning avenues 'outside' classroom such as exposure trips and educational tours in the school curriculum.

“

Students are taken out for picnics and trips once in two years. Students and interested faculty members pool in the expenditures for such outings. However, this cannot be undertaken on a regular basis as the teachers are not always interested in taking such initiatives and children from poor financial backgrounds are excluded as their parents cannot afford the required additional expenditure.

”

-FGD with SMC Members,
GP Rajwas, Niwai Block, Tonk



Opportunities to participate in Sports and ECA

In the state, 72 per cent of the schools have playground facilities (U-DISE, 2016-17). Provisions for sports like separate sports room with required sports equipment; a multipurpose field and designated trained staff and PTI have been made under Adarsh Vidyalaya Scheme implemented by the Government of Rajasthan for children in the age group of 11-19 years.

However, apart from regular sports period, limited prospects for training and participation in sports at the school level were noted during interactions with in-school adolescents. For instance, none of the schools visited conducted inter class competitions or had provisions for organising events like sports day.

“

We engage in sports activities only once a week during designated classes. Most of the times we play kho-kho and kabaddi as sports equipment are used only during training of selected students for school and state level tournaments. There are no provisions for special training on a regular basis for games like cricket, football etc. for interested students.

-FGD with adolescent boys and girls, GP Sohela, Tonk Block, Tonk

Even if we get selected to represent our school and/or district in tournaments, our parents don't allow us to travel outside our villages.

-FGD with in-school adolescent girls, GP Vishala, Barmer Block, Barmer

”

Similarly, in school adolescents highlighted that participation avenues for extracurricular activities are limited to music and dance performances on special occasions only.

“

I am the president of the cultural society of my school. The society is a group of 10 students. Our work includes selecting and training students to perform on occasions like Independence Day, Republic Day, and Teachers' Day etc. Apart from this there are no other competitions during the year where we can showcase our talents.

”

-Priyanka, 18-year-old, GP Thana, Dungarpur Block, Dungarpur

Interviews with out-of-school girls highlighted their exposure to the world outside their villages was negligible. They had no opportunities to participate in sports and ECA.



Empowerment Platforms

Knowledge about their rights, voice and decision-making power are essential requisites for a successful transition of girls into matured empowered adults.

Meena Raju Manch has been established for in-school girls (Class IV-VIII) in the age group of 10-14 years to offer them a platform to learn about their rights and safety and speak openly about issues related to them; encourage them to attend schools regularly and complete their education; develop understanding about gender discrimination and social evils and allow them to express their views freely on these issues. Thus, developing their self-confidence, problem solving skills and leadership qualities.

For addressing issues related to older adolescent girls (Class IX-XII) in the age group of 15-19 years, Gargi Manch has been constituted. The main objectives of the platform include discussion on social factors and gender-based discriminations that negatively impact enrolment and retention of girls, creation of safe environment for girls in school and promoting the primary role of women in community development. The activities of the Manch include enrolment drives, street plays, focus group discussions on issues related to child marriage, child labour, gender-based discrimination etc. and bi-monthly workshops to promote gender sensitization among students and create awareness about health, nutrition and menstrual health among its members.

Interactions with in-school adolescents during field visits highlighted that these forums are either absent or dormant in majority of the schools visited.

“

As part of Meena Manch, we meet twice or thrice in a year. The teacher shares basic information about rights and issues related to girls. We used to have a lot of fun activities earlier, but now it has become more like a routine class lecture.

”

-Kriti, 14-year-old,
GP Jhilai, Niwai Block, Tonk

Rajshri Children's Clubs can be formed under the new platform to include various aspects of adolescent girls' empowerment. The activities of the Rajshri Club can include LSE, exposure trips, educational tours, opportunities for sports and ECA. The Clubs could provide an enabling environment for girls to make decisions, voice their opinions and overcome the social isolation that many of them face.

There is also an absence of equivalent empowerment platforms for out of school girls within the community highlighting the need for community involvement and setting of community level forums to address issues related to empowerment of adolescent girls.

Rajshri Children's Clubs can be formed under the new platform to include various aspects of adolescent girls' empowerment. The activities of the Rajshri Club can include LSE, exposure trips, educational tours, opportunities for sports and ECA. The Clubs could provide an enabling environment for girls to make decisions, voice their opinions and overcome the social isolation that many of them face.



3.5 Enabling Services

Besides inputs in education, health, safety and protection and empowerment and participation, creating avenues for access to information and counselling is equally important to enable them to become well-informed adults.

Access to Information

KIIs with state level officials, PEEOs, school teachers and students revealed that information dissemination to in-school children in the age group of 6-19 years regarding relevant schemes and programmes is successfully undertaken through morning assemblies and school notice boards. The same is also disseminated through information painted on walls of the school corridor as observed during school visits.

Nonetheless, information levels of children not part of the formal school structures were found to be exceptionally low. Even though AWWs have been designated under the Scheme for Adolescent Girls to inform and assist out-of-school girls in the age group of 11-14 years regarding services they are entitled to receive, **limited knowledge of service providers themselves and lack of follow up thereof results in severely low levels of information among them. Interactions with adolescents and community members revealed lack of comparable information dissemination mechanisms for out-of-school girls in the age group of 15-19 years.**

Counselling

Though, the State Girl Child Policy 2013 does not emphasise the role of guidance and counselling for the overall well-being and growth of the child, recent efforts undertaken by the government underline its acknowledgement of the need for formal support to enable adolescents (10-19 years) to make informed personal and professional choices.

Addressing personal issues

During field visits it was noted that in 4 out of the 12 schools visited the students shared their personal problems including household and emotional problems with designated teachers. **Many girls shared that there was eve teasing and harassment at the hands of the boys but there were no forums where they could discuss such personal issues. This highlights a lack of institutionalised mechanisms to help students particularly girls to resolve their problems leading to a 'culture of silence'.**

Within the community, to counsel adolescents on issues related to sexual and reproductive health, substance abuse, injuries and violence including gender based violence and mental health, adolescent friendly health clinics (called Ujala Clinics in the state) have been set up under RKSK.

However, non-availability of trained counsellors to run these clinics impedes successful service provisioning.



Making informed professional choices

'Career Day' is celebrated every year in January to offer adolescents exposure to available career opportunities and their scope in the future. The Rajiv Gandhi Career Portal was also launched on February 2019 for providing career guidance to students of class IX-XII. The portal has been developed by GoR with support from UNICEF. It provides information to students on 200 vocational courses, 237 professional courses, 455 employment areas, 10000 colleges, 960 scholarship schemes and 955 entrance examinations.

Interactions with school principals underscored that cumbersome login procedures restrict access to the portal. This was further validated by the fact that only 1 student across all schools in the three districts, had successfully registered himself on the portal. Its reach is further limited as the facility is extended only to students in government schools.

Glaring gaps also exist in terms of trained career counsellors to provide guidance to adolescents both in school and out of school and enable them to make decisions regarding higher education, formal skill training and career opportunities.

Trained personnel and counsellors can be appointed under RRP to comprehensively provide information regarding existing schemes and programmes and extend help to adolescent boys and girls in addressing their personal issues and make informed career choices.

3.6 Conclusion

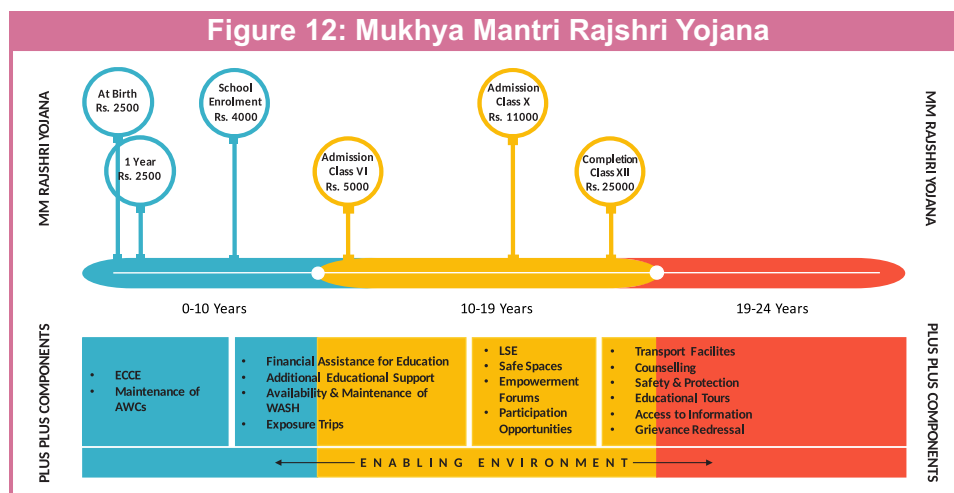
The in-depth analysis of the policy environment and specific programmatic interventions/ schemes/ services as per the critical areas highlighted in the TOC reveals that despite a plethora of cash and in-kind transfers offered by the state to ensure the successful transition of adolescents especially adolescent girls to adulthood, several structural gaps exist in facilitating this transition. There is also lack of a comprehensive package of services and entitlements that can be addressed through an integrated scheme. Hence, greater participation, decision-making, enhanced agency and voice to enable empowered citizenship are clearly lacking.

The next chapter attempts to recommend a holistic and comprehensive approach to adolescent empowerment by bridging these gaps as an all-inclusive social protection platform for the empowerment of adolescent girls in the state.



4. RESTRUCTURED RAJSHRI PLATFORM

The MM Rajshri Yojana, a flagship program of the Government of Rajasthan, offers Rs. 50000 to girls born in the state after June 1, 2016, distributed under the following six conditional cash transfers: (i) Rs. 2500 at birth for an institutional delivery, (ii) Rs. 2500 at the age of 1 year post completion of immunization, (iii) Rs. 4000 for school enrolment, (iv) Rs. 5000 for admission in Class VI, (v) Rs. 11000 for admission to Class X and (vi) Rs. 25000 for completion of school education (Figure 12).



The scheme was launched with the objective of incentivising birth of the girl child in the State, improving her health and educational status and ensuring overall development. However, the eligibility criterion associated with the scheme falls short of what it is intended to achieve. For instance, only girls born after June 1, 2016 can avail the benefits offered and therefore, the objective of overall development of all girls/women in the state does not seem to be realized anytime soon. In addition, only two daughters of a family can receive all six instalments. Parents of more than two daughters are only entitled to receive the first two instalments.

Besides, numerous studies^{24, 25, 26} have demonstrated that cash transfers alone are effective in only the most ideal circumstances, since their effect can be constrained by behavioural mediators, such as financial security, or broader moderators. The evidence base also highlights that they often fall short in achieving longer-term and second-order impacts related to nutrition, learning outcomes and morbidity. In recognition of these limitations, several 'cash plus' initiatives have been introduced, whereby cash transfers are combined with one or more types of complementary support²⁷. Therefore, the 'cash plus' programming is gaining considerable traction because of its potential to complement cash with additional inputs, service components or linkages to external services, that, in combination, may be more effective in achieving the desired impacts and ensuring their sustainability than cash alone.²⁸

24. UNICEF. (2017). 'CASH PLUS' Interventions Have Potential for Greater Impact than Cash Alone.

25. Ram, T. S. (2015). Conditional Cash Transfers for Girls in India: Assessment of a Girl Child Promotion Scheme from Beneficiary Perspective. International Institute of Population Science (IIPS), Mumbai.

26. Narayanan, S. (2011, May 21). A Case for Reframing the Cash Transfer Debate in India. Economic & Political Weekly, 41-48.

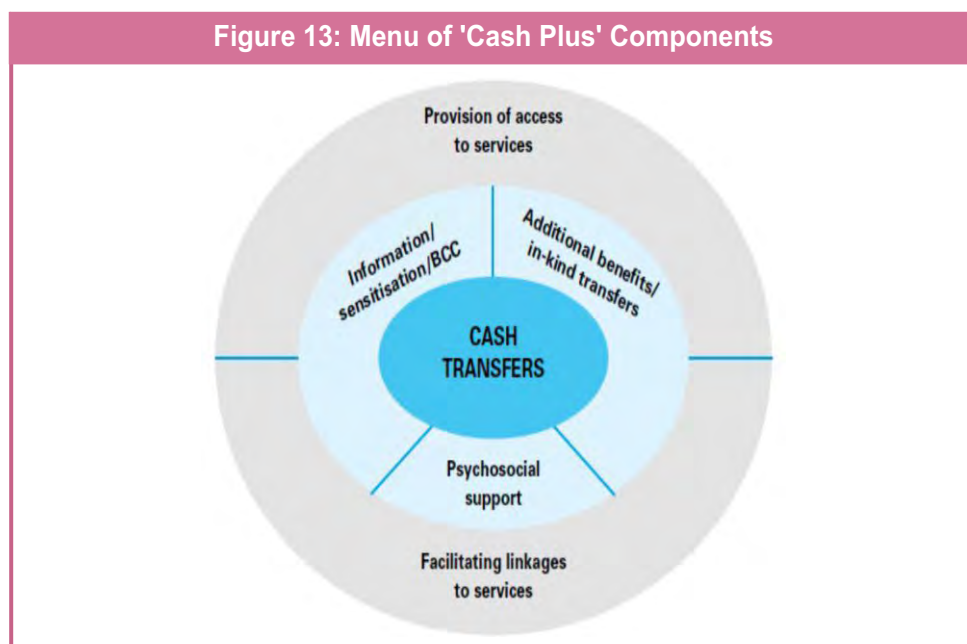
27. Roelen, K., Devereux, S., Abdulai, A. G., Martorano, B., Palermo, T., & Ragno, L. P. (2017). How to make 'cash plus' work: linking cash transfers to services and sectors.

28. Watson, C. and Palermo, T. (2016). Options for a 'Cash Plus' Intervention to Enhance Adolescent Well-being in Tanzania.

An introduction and review of the evidence from different programme models in Eastern and Southern Africa. Florence: UNICEF Office of Research – Innocenti.



This chapter addresses the existing structural gaps in policy and programmatic interventions highlighted in the previous chapters. It attempts to design a new empowerment platform that builds on the MM Rajshri Yojana and goes beyond cash transfers to include the 'cash plus' components shown in Figure 13 to ensure holistic empowerment of adolescent girls in the state. For purposes of convenience the delivery platform is referred to as Restructured Rajshri Platform (RRP).



Source: How to Make 'Cash Plus' Work: Linking Cash Transfers to Services and Sectors (2017)

4.1 Restructuring Cash Transfers under MM Rajshri Yojana

Recommendation # 1: Census 2011 highlighted a steep decline in child sex ratio in Rajasthan from 909 females per 1000 males in 2001 to 888 females per 1000 males. To address the alarming decline in child sex ratio and promote their right to life, the State Girl Child Policy 2013, mandates incentivizing birth of girls in the state.

In light of the above, it is recommended that the first instalment of Rs. 2500 should be made available to all girls born in the state, eliminating the conditionality associated with institutional delivery as well as the restrictions on extending the benefits to only two daughters of a family.

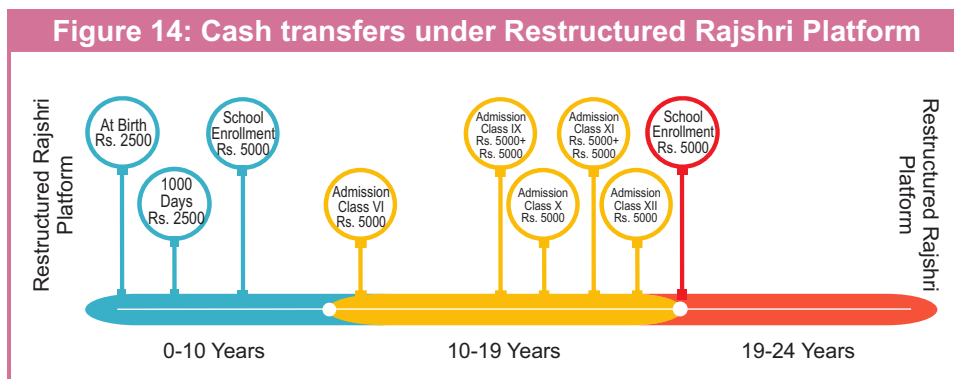
Recommendation # 2: As mandated by the State Girl Child Policy ensuring survival and adequate nourishment of the girl child are critical for her cognitive and social development. It is recommended that RRP should provide the second instalment of Rs. 2500 to all girls on completion of first 1000 days of life as it is a unique period of opportunity when the foundations of optimum health, growth, and neuro development across the life span are established.

Recommendation # 3: The policy prescribes, extending reach of educational schemes to all girls in order to enhance enrolment, attendance and retention in school; therefore, it is recommended that RRP should continue with the existing cash transfers for enrolment in Class I and Class VI. In addition, cash incentives should also be introduced for entry in Class IX and XI. Rs. 5000 can hence, be offered to all girls in the state on entry into primary, upper primary, secondary and higher secondary levels of education.



Recommendation # 4: As highlighted in the previous chapter, dropout rates among girls significantly increase after completion of Class VIII and rising educational costs is one of the key factors contributing to this. In order to cover these costs for in-school girls, Rs. 5000 should be offered to all girls in Class IX to XII. However, this financial assistance should not be restricted to only in-school girls but also be made available to girls in the age group 15 to 19 years pursuing education through open school or distance learning or enrolled in vocational training institutes.

Recommendation # 5: To promote higher education and formal skill training, the final instalment of Rs. 5000 can be offered to all girls, upon enrolment to institutes of higher/technical education and skill development centres.



4.2 Additional benefits/in-kind transfers

Extension of provision of supplementary nutrition

Existing evidence shows that a large number of adolescent girls in the state are severely malnourished (46 per cent girls in the age group of 15-19 years have BMI less than 18.5). To ensure adequate nutrition to all girls without discrimination at every stage of their lives as mandated in the State Girl Child Policy, besides the Mid-Day Meal programme, supplementary nutrition to students of Class IX-XII can be provided with the help of SHGs under RRP. In addition, the nutrition component of the Scheme for Adolescent Girls (SAG) can be converged with the new platform to offer nutritional packets to all out-of-school adolescent girls (11-19 years) through the platform of AWCs.

Rajshri Clubs

A lack of community based empowerment platforms for girls in the state emerged as a critical gap during the mapping and analysis exercise. Besides, school based forums like Meena Manch and Gargi Manch existing in the state are currently dormant and not effective. Therefore, under the new platform Rajshri Clubs can be formed for girls in the age group of 6-18 years to impart life skills education, conduct exposure trips and educational tours and provide participation opportunities in sports and ECA to help girls become confident and self-aware citizens with leadership skills. This is in correspondence with the policy that expects the state to encourage, support and undertake interventions that help build self-esteem and resilience among children especially girls and women in all relevant sectors and spheres.

Activities undertaken as part of the school based empowerment forums as well as self-defence training offered under the MM Saksham Balika Yojana, can be merged with Rajshri Clubs to broaden the target group of the scheme and include out-of-school girls.



Creation of Safe Spaces

The policy, aligning with the objectives of NPAC, recognizes the need for strengthening community-based mechanisms for addressing issues of safety and security of girls and VAW/G. To this extent, the state is obligated to establish child protection and grievance redressal mechanisms. Therefore, safety and protection committees at the community level can be formed as part of the new platform to create safe public spaces for women and girls and resolve cases of VAW/G cutting across all age groups.

4.3 Information/Sensitisation/Behaviour Change Communication (BCC)

For Parents and Community Members

The State Girl Child Policy 2013 states that “the girl child must be able to live and thrive in a positive, safe and nurturing environment.

In consonance with the policy, RRP can conduct information and awareness workshops for parents and community members (i) to enable them to strengthen the cognitive abilities as well as physical health of their children (0-6 years) by creating appropriate and stimulating learning environments at home and adopt wide-ranging nutritional practices thus engaging them in the development of their child, (ii) to inform them about all aspects of anaemia, its long-term impact and to persuade them to make the requisite dietary diversification and food fortification in their children’s nutritional, (iii) to sensitize them particularly boys/men on creating an enabling environment for girls and women and (iv) to create societal acceptance of menstruation as a natural biological process.

For Adolescent Girls

Quarterly workshops can be conducted and informal discussion groups can be formed under the guidance of trained professionals to disseminate information on adolescent girls’ rights, health, education and careers and enable them to make informed choices, voice their opinions and overcome the social isolation that many of them face.

To strengthen agency of girl’s/ women, information on critical gender issues, including laws relating to dowry, rape and early marriage along with PWDV and POSH Acts need to be disseminated.

In-depth discussions on adolescent reproductive and sexual health (ARSH), including open discussions on taboo subjects such as sexual violence, menstruation and MHM, sexually transmitted diseases, HIV/AIDS to be moderated in a mature manner.

Additionally, to help girls’ secure meaningful livelihoods, awareness regarding increasing significance of higher education and formal skill training to be shared with them by way of these workshops.

The above recommendations correspond to the policy obligations highlighting the role of a girl child as a social actor and the need to enhance her agency and participation in both public and private domains through interactive platforms, mechanisms and opportunities enabling her to acquire information, express her views, and participate in decision making in schools, community-based and local governance forums.



4.4 Psychosocial Support

Counseling and mental health as important factors for the overall well-being and growth of the child especially among adolescents is overlooked in the girl child policy along with prevention and treatment of substance abuse. The existing programmatic interventions in this area, including RKSK and Rajiv Gandhi Career Portal have limited uptake. Psychosocial support becomes a crucial area that needs concerted inputs by the state as augmented by the policy and programmatic gaps.

In the above context, RRP can make provisions for trained counselors who through a case management approach, (a) address the psychosocial, cognitive, behavioral needs of individual adolescents especially related to negative peer pressure, substance abuse and sexual risk taking and (b) offer formal career guidance to help them make informed personal and career related choices.

4.5 Provision of Access to Services

Transport Facilities

As highlighted previously, there is a constant feeling of fear among girls especially while travelling alone that restricts their mobility. The lack of safe spaces further renders schools and institutions of higher education as well as skill development centres and IT-Gyan Kendras at the district level non-accessible for girls especially those living in remote/rural areas of the state.

To address the same, group travel facility for girls is recommended as it eases the fears of safety and security and could be cost effective if carried out in a decentralized manner i.e. hired vehicles through gram panchayat/ schools. This is also recognized by the State Girl Child Policy, 2013 as an important intervention in order to make schools girl child friendly.

Allocated funds under the existing cycle distribution and transport voucher schemes can also be utilized in provisioning the same.

Extending residential facilities

The existing schemes for hostels implemented by the Department of Social Justice and Empowerment, Minority Affairs and Tribal Area Development can be merged with the new platform. Besides, RRP can make provisions for extending residential facilities to all girls in need irrespective of their socio-economic backgrounds.

4.6 Facilitating linkages to services

Under the RRP a well-functioning Management Information System (MIS) can be designed to mark the critical milestones of all girls in the state. The MIS will have the record of each girl with efficient follow up mechanisms. Trained personnel can be deployed to manage the MIS, disseminate information about the existing schemes and programmes, inform and regularly follow up with eligible candidates and suggest corrective measures.

Recommendation for effective Implementation of RRP

All girls enrolling in Class IX in the next academic year i.e. 2020-2021 should be made eligible to receive both cash and non-cash transfers offered under the new platform.



Annex 1: Questionnaires for KIIs with officials of different Line Departments

- ◆ Date of inception
- ◆ Enrolment procedure
- ◆ Documentation required (especially ask about Bhamashah Card)
- ◆ Implementation mechanism
 - State/Department Level
 - District Level
 - Block Level
 - Panchayat Level
- ◆ Demand Generation Mechanisms
 - Awareness campaigns, Advertisements on Radio, TV, Social Media & Print media etc.
 - ICE, ground level (door-to-door campaigns)
- ◆ Monitoring and Review Mechanism
 - Monitoring
 - MIS (Monitoring & Information System)
 - Yes/No
 - If yes, full details on MIS
 - How much information is in the public domain?
 - Information on how many beneficiaries covered – how are they monitored and what is the mechanism?
 - Monitoring through:
 - Technology
 - Paper
 - Field Visits (By whom, planned or impromptu or both; frequency and procedure for each)
 - Review
 - Frequency of Review
 - If conducted, under whose supervision
- ◆ Estimated population coverage (Target beneficiaries)
- ◆ Population Reached (Year-wise beneficiaries of the scheme: 2015-16, 2016-17, 2017-18, 2018-19)
- ◆ Gaps and Challenges
- ◆ Impact assessment/evaluation studies conducted
 - Yes/No
 - If yes, by whom: Government/Third Party
 - Is the report of the study available in the public domain?
- ◆ Sponsored by Centre or State or Both. If both, then ratio of contribution of Centre and State
- ◆ Budget Codes/Details – Major, Minor heads for the scheme in the State Budget Document (Accounts Dept.)
- ◆ Details of Focal Person (Officer giving the information about the scheme)
 - Name
 - Designation
 - Phone Number
 - Email



Annex 2: Questionnaires for Field Level Interactions

In-school adolescent boys and girls

- ◆ What do you plan to do after school: Study/Get Married/Work?
- ◆ Do you think you'll be able to pursue your dreams post marriage?
- ◆ What kind of assistance do you need from your family/community/teachers in achieving your dreams? Do they encourage you to pursue your dreams?
- ◆ Do you have the following subjects? If yes, what do you learn in them?
- ◆ Do you receive free medicines (esp. iron folic acid)/check-ups/vaccinations in school?
- ◆ Does your school have separate toilets for boys and girls?
- ◆ Do you know or have you ever used any of the helplines?
1098: Child Helpline Number; 104/108: Counselling facility provided under RKSK
181: Citizen Call Centre; 1091: Women's Helpline
- ◆ Do you want to work? If yes, then why?
- ◆ What type of employment are you looking for?
- ◆ What type of skills do you want to learn?
- ◆ From where can you learn them?
- ◆ Are there any support systems/facilities that encourage you to start something or your own and become an Entrepreneur?
- ◆ Are there any opportunities for Sports/ECA in your school or in your vicinity? Do you participate in any of them? If no, what kind of opportunities you want?
- ◆ Are you part of Meena/Gargi Manch? If yes, how and what kind of activities take place in them? If no, then why?
- ◆ Are you aware of any money that you are entitled to receive from the government?
- ◆ Have you discussed the same with your parents?
- ◆ Have you ever received any amount?
- ◆ From where do you access information on:
 - Achieving your dreams?
 - Any service/benefit the school/government is offering?
- ◆ Do you see any posters in your vicinity on government run schemes/programmes?
- ◆ Whom do you consult when you face problems in accessing a scheme/programme run by the government?
- ◆ Do you know about:
 - ◆ Scholarships Hostels (Ashram, Aavasya, Sports) Gargi, Padmakshi Award KGBV
 - ◆ Free laptop Computer training discussion groups Assistance for marriage

In-school adolescent girls

- ◆ Do you face any kind of difficulty in commuting to school?
- ◆ Do you have a govt sponsored cycle or scooter or do you get travel allowance/transport voucher?
- ◆ Have you ever experienced discrimination between you and your male siblings in terms of medical treatments, food you are offered etc.?
- ◆ Are you counselled on sexual & reproductive health and menstrual hygiene issues? If yes, by whom?
- ◆ From where do you buy/get sanitary napkins? Where do you dispose them after use?
- ◆ What kind of violence/abuse you face in your day-to-day life? Mostly where do you face it, at home, while travelling or in school?
- ◆ In case you face violence/abuse, what do you do? Do you share it with anyone?
- ◆ Have you heard about 'or 'Garima Box'? Have you ever used either of them?
- ◆ Are there any specific platforms/centres/individuals who assist you with such problems?
- ◆ On what kind of issues are you allowed to take decisions in your household?
- ◆ Are you allowed to travel alone outside your village?
- ◆ With whom do you share your everyday experiences, personal/emotional problems and career related queries?



Writing Exercise for in-school adolescent boys and girls

- 1) What are your dreams? What do you want to become when you grow up?
- 2) What do you need to do to realize your dreams?
 - a) For which competitive exam do you have to prepare yourself for?
 - b) Who all can you reach to seek support and guidance?
- 3) While pursuing your dreams what kind of problems you are likely to face?
Financial issues – Yes/ No
Family related issues – Yes/ No
Social issues – Yes/ No
Any other
- 4) Do you have a bank account
- 5) If yes, then in which bank

Out-of-school adolescent girls

- ◆ In case of poor financial situation of the family, what kind of costs proved to be a hindrance?
- ◆ Did your male siblings also leave school for similar reasons?
- ◆ What kind of assistance do you need from your family/community/teachers in achieving your dreams? Do they encourage you to pursue your dreams?
- ◆ Do you receive free medicines (esp. iron folic acid)/check-ups/vaccinations from Anganwadi centres?
- ◆ What types of services do you receive from the Anganwadi centres?
- ◆ Have you ever experienced discrimination between you and your male siblings in terms of medical treatments, food you are offered etc.?
- ◆ Are you counselled on sexual & reproductive health and menstrual hygiene issues? If yes, by whom?
- ◆ Do you know that you've a right to decide when you want to have a child? Have you heard about contraceptives?
- ◆ From where do you buy/get sanitary napkins? Where do you dispose them after use?
- ◆ What kind of violence/abuse you face in your day-to-day life? Mostly where do you face it, at home, while travelling?
- ◆ In case you face violence/abuse, what do you do? Do you share it with anyone?
- ◆ Have you heard about 'Mahila Thana' or 'Garima Box'? Have you ever used either of them?
- ◆ Are there any specific platforms/centres/individuals who assist you with such problems?
- ◆ Do you know or have you ever used any of the helplines?
1098: Child Helpline Number; 104/108: Counselling facility provided under RKSK
181: Citizen Call Centre; 1091: Women's Helpline
- ◆ Do you want to work? If yes, then why?
- ◆ What type of employment are you looking for?
- ◆ What type of skills do you want to learn?
- ◆ From where can you learn them?
- ◆ Are there any support systems/facilities that encourage you to start something or your own and become an Entrepreneur?
- ◆ Are there any opportunities for Sports/ECA in your vicinity? Do you participate in any of them? If no, what kind of opportunities you want?
- ◆ Are you part of Meena/Gargi Manch? If yes, how and what kind of activities take place in them? If no, then why?
- ◆ On what kind of issues are you allowed to take decisions in your household?
- ◆ Are you allowed to travel alone outside your village?
- ◆ Are you aware of any money that you are entitled to receive from the government?
- ◆ Have you discussed the same with your parents?



Out-of-school adolescent girls

- ◆ Have you ever received any amount?
- ◆ From where do you access information on:
 - Achieving your dreams?
 - Any service/benefit the government is offering?
- ◆ Do you see any posters in your vicinity on government run schemes/programmes?
- ◆ Whom do you consult when you face problems in accessing a scheme/programme run by the government?
- ◆ With whom do you share your everyday experiences, personal/emotional problems and career related queries?
- ◆ Do you know about any financial assistance for marriage given by the govt?

School Teachers

- 1) What problems do children face in realizing/ following their dreams and aspirations? How do you support them in overcoming these challenges?
- 2) Of the various government programmes and schemes, which are the ones that school children are able to productively benefit from in the current context?
- 3) For improved development of school and children studying in the school what additional measures can be taken by the government?
- 4) Some children leave their education mid-way, what are the reasons for this? Usually at what age do children dropout? Can you support such children in any way? If yes, how?
- 5) How often do you meet the parents of school children in a month? Normally what do they think about development and future of their children, especially girl child?



Community and Village Level Workers

- ◆ How do you perceive the upbringing of girls in the present time?
- ◆ Do you allow them to follow their dreams? If yes, how?
- ◆ Who takes decisions on education, marriage, child bearing etc. for the girl? Is she allowed to take her own decisions or voice her opinions on these matters?
- ◆ Have you opened a bank account in your daughter's name?
- ◆ Are you aware of any cash transfers that she is entitled to receive from the govt? If yes, has she/you ever received it? If yes, did you use the received amount completely on the girl child?
- ◆ Which are better: Cash/Non-Cash Transfers
- ◆ Conditional/Unconditional Transfers
- ◆ How do you come to know about the various govt run schemes for children and adolescents? (Poster, ads, pamphlets etc.)
- ◆ Whom do you approach in case you want detailed information on a scheme?
- ◆ To create awareness about various schemes, what more efforts can govt make?
- ◆ Gaps and challenges in the delivery of services under different govt run schemes?
- ◆ Redressal mechanism for grievances related to uptake of schemes i.e. fulfillment of documents required, receipt of the benefit etc.?
- ◆ Are you satisfied with the redressal mechanisms provided?
- ◆ Any particular individual/organization/department that significantly helps you in solving all kinds of queries related to govt run programs/schemes?
- ◆ Information on schemes for adolescents:
 - Cycle/Scooty
 - Transport Voucher
 - Scholarships
 - Laptop to meritorious students
 - Hostels: Ashram, Sports, Aavasya Vidyalaya
 - Awards: Gargi, Padmakshi
 - SmSA
 - KGBV
 - Iron Folic Acid Supplements
 - Regular checkups of children and adolescents in school and Anganwadi centres
 - Immunization
 - Mahila thana
 - Garima Box
 - Helpline numbers:
 - 1098: Child Helpline Number;
 - 104/108: Counselling facility provided under RKSK
 - 181: Citizen Call Centre
 - 1091: Women's Helpline
- ◆
 - Computer training
 - Vocational/Skill development centres
 - Discussion forums for children (Bal Sabha) and women
 - Marriage related schemes
 - Palanhaar
 - Rajshri
 - Beti Bachao Beti Padhao



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