

Building lasting Systems for Nutrition

Stories from 5 years of collaborative implementation



As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

Published by:

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices:

Bonn and Eschborn, Germany

Address:

Securing Nutrition, Enhancing Resilience (SENU) Project
Safdarjung Enclave, B5/5,
New Delhi – 110029
T: +91 11 4949 5353
F: +91 11 4949 5391
E: info@giz.de
I: www.giz.de

Responsible:

Dr. Anika Reinbott, Project Director, SENU India, GIZ
E: anika.reinbott@giz.de

Authors:

Dr. Prem Singh, JHPIEGO
Narayan Behera, JHPIEGO
Subhas Khatri, JHPIEGO
Nandita Raval, KEF
Ashish Asawa, KEF
Ashmit Raj, KEF
Sachin Gupte, PATH
Danie Shajie, PATH
Shruti Arora, PATH
Varun Maurya, Deloitte
Reshma Kanse, Deloitte
Sivakumar Ganesh, RASCI
Rakesh Gupta, Darshna Mahila Kalyan Samiti
Avani Verma, Advisor, GIZ India
Neha Khara, Project Manager, GIZ India
Geeti Patwal, Advisor, GIZ

Editorial:

Dr. Sebanti Ghosh, Independent Advisor
Alok Kumar Dubey, Advisor, GIZ
Elisabeth Schroeder, Junior Advisor, GIZ

Layout:

Chamroeun Chim, Communication Specialist, GIZ Cambodia

Photos:

© GIZ/SENU

GIZ is responsible for the content of this publication

On behalf of the German Federal Ministry for Economic
Cooperation and Development (BMZ)

New Delhi, October 2025

Building lasting Systems for Nutrition

Stories from 5 years of collaborative implementation

Table of Contents

Acronyms.....	v
Acknowledgement.....	vi
Foreword	1
About SENU.....	2
About the Best Practice Booklet.....	3
Section 1 Programmatic theme wise Good Practices.....	4
Theme 1 Capacity building of ICDS functionaries	5
Capacitating Anganwadi Workers to make a difference in service delivery at the last mile.....	6
Strengthening the supervisory pathways for ICDS Supervisors function in Madhya Pradesh and Assam.....	10
Theme 2 Skilling of Adolescent Girls.....	14
Empowering Adolescents through life skills and vocational trainings across Rajasthan, Assam and Chhattisgarh.....	15
Catalysing journey of self-discovery and self-confidence in Adolescents across Rajasthan, and Chhattisgarh.....	19
Mobilisation, skilling and creating livelihood opportunities for adolescent girls in Jharkhand	23
Self transformative journeys through Life skills training for adolescent girls in Madhya Pradesh	25
Section 2 State wise Good Practices.....	28
Digitalising Nutrition – State-wide Upscaling of THR IT Supply Chain Solution in Maharashtra	29
Innovative nutrition delivery- Distribution of Nutri-millet bar to the children in Rajasthan	33
Feeding the Future: Smarter Data Strengthening India’s Nutrition Services in Rajasthan	35
Positive Deviance approach for sustained Social and Behaviour Change in Madhya Pradesh.....	37

Acronyms

AWW	Anganwadi Worker
AWH	Anganwadi Helper
AWC	Anganwadi Center
BMZ	German Federal Ministry for Economic Cooperation and Development
CDPO	Child Development Project Officer
DPO	District Programme Officer
DWCD	Department of Women and Child Development
D2P	Data to Policy
FSMS	Food Supply Monitoring System
ICDS	Integrated Child Development Scheme
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GOI	Government of India
HSSC	Health Sector Skill Council
KEF	Kaivalya Education Foundation
KF	Karuna Fellow
KSP	Kishori Suchna Patal
LRP	Learning Resource Package
Logistics SSC	Logistic Sector Skill Council
NCVET	National Council for Vocational Education and Training
MIS	Management Information System
MP	Madhya Pradesh
MWCD	Ministry of Women and Child Development
N-PLA	Nutrition-Participatory Learning and Actions
PD	Positive Deviance
RASCI	Retail Associated Skill Council of India
SAG	Scheme for Adolescent Girls
SBC	Social and Behaviour Change
SBPNIWCD	Savitri Bai Phule National Institute of Women and Child Development
SENU	Securing Nutrition, Enhancing Resilience
SEEL	Scio emotional and ethical learning
SI AGER	Special Initiative Transformation of Agricultural and Food Systems
RASCI	Retail Associated Council of India
THR	Take Home Ration
TSU	Technical Support Unit
UP	Uttar Pradesh

Acknowledgement

We express our deep gratitude to the Ministry of Women and Child Development (MWCD) for their visionary leadership and guidance provided in this Indo-German Technical Cooperation Project, the state Integrated Child and Development Services (ICDS) departments in the operational states for their proactive leadership and active support, and district ICDS for active engagement and ownership and the sincere efforts of frontline ICDS functionaries which led to successful implementation of the interventions. We are indebted to the community – pregnant women, lactating mothers & mothers of young children, adolescent girls & their families without whose active participation the transformative changes would not have occurred.

We deeply appreciate the dedication and contribution of the implementing partners in this project whose domain specific skills and experience led to successful implementation of innovative approaches and in developing this compendium of best practices. The partners were JHPIEGO for ICDS capacity building and introduction of strategic data analytics to improve nutrition governance, Kaivalya Education Foundation(KEF),

Retail Associated Skill Council of India (RASCI), and Darshna Mahila Kalyan Samiti for the adolescent skilling component, PATH for the introduction of bio fortified nutri-millet bar, Deloitte for the IT enable solution for THR supply chain improvement, and Population Council for the Program Monitoring and Learning.

Moreover, we express our sincere gratitude to the technical support and active cooperation from the apex institutes and organisations – Savitri Bai Phule National Institute of Women and Child Development, National Council for Vocational Education and Training, Health Sector Skills Council, and other sector skill councils, viz., Logistics Sector Skills Council and more.

Last but not the least the technical oversight and guidance of GIZ advisors and the senior leadership was invaluable in successful co-designing of the interventions with key stakeholders including government, high quality of implementation to catalyse changes in the nutrition ecosystem and in developing this booklet to facilitate wider dissemination and adaptation.

Foreword

The Indo-German development cooperation project “*Securing Nutrition, Enhancing Resilience*” (SENU) is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in partnership with the Ministry of Women and Child Development (MWCD), Government of India. The project is part of the Global Programme under the Special Initiative “*Transformation of Agricultural and Food Systems*” (SI AGER) commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ).

Under the SENU Project, the technical cooperation in India intended to support the government’s initiatives on nutrition and health sector strengthening through its flagships programmes. POSHAN 2.0 (2021-22 to 2025-26) and Saksham Anganwadi is Government of India (GOI)’s flagship programme to address the persistent high burden of under-nutrition among young children, adolescents and women. It was reorganised to include the Anganwadi services, Scheme for Adolescent Girls (SAG) and POSHAN Abhiyaan under one umbrella programme. The vision of POSHAN 2.0 and Saksham Anganwadi is to address the challenging situation of malnutrition among children under 6 years, adolescent girls (14 - 18 years) and pregnant and lactating women by accelerating progress on delivering high quality impactful interventions at the last mile. In addition, this flagship programme aims to contribute towards human capital development of the country through envisaged convergence between nutrition and non-nutrition components of comprehensive life skills building and vocational training for adolescent girls.

The SENU Project provided technical assistance to MWCD in alignment to the POSHAN 2.0 & Saksham Anganwadi to improve the nutrition status of women of reproductive age, adolescent girls, and young children from vulnerable communities across ten states. In its current phase (since 2023), the project initiated two key components: i) capacity building and certification of ICDS frontline workers, and ii) life-skilling and vocational training for adolescent girls. These interventions were implemented in thirteen PM Utkarsh districts across 10

states in the country through partner organizations in close collaboration with state governments especially department of Women and Child Development and technical institutes & organizations at national level.

In addition, SENU supported state-specific innovations with the Departments of Women and Child Development in Madhya Pradesh Maharashtra and Rajasthan in collaboration with partner organizations. The innovations included pilots integrating community based solution oriented Positive Deviance approach in implementing the state social and behaviour change strategy in Madhya Pradesh, introduction of nutri-dense locally sourced bio-fortified millet bars as additional morning snacks for young children at Anganwadi Centers & use of smart analytics to strengthen ICDS institutional capacity in data driven decision-making and enhance responsiveness at multiple administrative levels in Rajasthan, and technology enabled solution in Maharashtra to improve transparency and efficiency in the Take-Home Ration (THR) supply chain.

Through its nutrition governance work, the SENU project aimed to contribute towards institutionalising and scaling best practices with government stakeholders. This booklet presents selected case studies from these interventions, showcasing innovative approaches, including technology enabled solutions as well as community centric solutions, partnerships across multiple administrative and service delivery levels, and insights that improve strengthen nutrition outcomes for women and children and enhance resilience & future economic security for adolescent girls across India.

We hope that these insights and learnings will inform pathways for replicability and sustained scale up through the system by state and national government.

About SENU

The Indo-German development cooperation project “*Securing Nutrition, Enhancing Resilience*” (SENU) is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in partnership with the Ministry of Women and Child Development (MWCD), Government of India. The project forms part of the Global Programme under the Special Initiative “*Transformation of Agricultural and Food Systems*” (SI AGER) commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ).

In India, SENU provides technical assistance to MWCD to improve the nutrition status of women of reproductive age, adolescent girls, and young children from vulnerable communities across ten states. In its current phase (since 2023), the project initiated two key components:

1. Capacity building and certification of ICDS frontline workers, and
2. Life-skilling and vocational training for adolescent girls, aligned with Mission Poshan 2.0.

These interventions are implemented in thirteen PM Utkarsh districts and are closely monitored by the Project Steering Committee chaired by the Additional Secretary, MWCD. The capacity building mechanism for ICDS frontline workers, developed with the Health Sector Skill Council (HSSC) and accredited by the National Council for Vocational Education and Training (NCVT), strengthens service delivery, supervision, and the use of innovative technology. The adolescent girls’

component promotes empowerment and human capital development while fostering convergence between nutrition and non-nutrition interventions under the Scheme for Adolescent Girls (SAG).

In addition, SENU supports state-specific innovations with the Departments of Women and Child Development. In Madhya Pradesh, the Nutrition-Participatory Learning and Action (N-PLA) approach improved community knowledge and practices on maternal and child nutrition. In Maharashtra, a digital application was developed to increase transparency and efficiency in the Take-Home Ration (THR) supply chain. In Rajasthan, a pilot introduced nutri-dense bio-fortified millet bars as additional morning snacks for young children at Anganwadi centres and a data-driven approach using smart analytics was initiated to strengthen ICDS institutional capacity in evidence-based decision –making and improve responsiveness of at multiple administrative levels in the state.

Through its nutrition governance work, the SENU project contributes to institutionalising and scaling best practices with government partners. This booklet presents selected case studies from these interventions, showcasing innovative approaches, partnerships, and lessons that strengthen nutrition outcomes for women and children across India.

About the Best Practice Booklet

This booklet is a compendium of some of the good practices that have been demonstrated in various states under different components of SENU Project and the associated initiatives in collaboration with the state ICDS and national government (MWCD) and different implementing partners to support the Government of India (GoI)'s policy and programmatic commitment to reduce malnutrition among pregnant women and lactating mothers, young children below 2 years and adolescent girls (14-18years) as well as equip adolescent girls with life skills, financial & digital literacy skills and vocational skills.

The case studies highlight innovative, often technology enabled and successful examples of systematic capacity building and Health Sector Skill Council led certification of ICDS functionaries (AWWs, AWHs and Supervisors) along with strengthening the supportive supervision and mentoring culture to improve quality of service delivery at the last mile. The approach has resulted in major improvements in the performance of ICDS functionaries. Comprehensive life skills, including SEEL, SRHR, digital & financial literacy skills and non-traditional market oriented financially viable vocational trainings of adolescent girls which have triggered transformative changes in the lives of the girls, their families and communities across the 13 PM Utkarsh districts in 10 states.

In addition, the state specific good practices related to strengthening Rajasthan's nutrition ecosystem by integrating fortified and locally sourced foods, such as the culturally acceptable biofortified nutri-millet bar in selected blocks to enhance diet diversity and quality among preschool children, data-driven approach using smart analytics to strengthen ICDS institutional capacity and improve responsiveness of nutrition services at multiple administrative levels in Rajasthan, integration of innovative positive deviance approach in the social and behavior change strategy by department of Women and Child Development (DWCD) in Madhya Pradesh and institutionalisation of a state-wide, end-to-end digital monitoring system for THR delivery to improve supply chain visibility, accountability, and data accuracy in Maharashtra are included in this booklet.

These initiatives have been implemented with high levels of state ownership and active engagement leading to a pathway for potential institutionalisation and scale up in the state and beyond the states based on the immediate results, learnings and insights generated. The implementation models have potential for adaptability to address state specific requirements, allowing wider scope of replicability.

Section 1

Programmatic theme wise

Good Practices

Theme 1

Capacity building of ICDS functionaries

Capacitating Anganwadi Workers to make a difference in service delivery at the last mile



↑ State on boarding workshop with senior State officials at the event Jaipur Rajasthan

Background & Context

The SENU project is aligned to provide technical support to GoI's flagship initiative of Saksham Anganwadi and POSHAN 2.0 and PM Utkarsh Mission to address the challenging situation of malnutrition among children under 6 years, adolescent girls (14 - 18 years) and pregnant & lactating women, especially in the remote districts with high burden of malnutrition and morbidity/mortality. Enhancing the capacities of the ICDS frontline workers (AWWs, AWHs, and Lady Supervisors) is crucial for accelerating progress on delivering high quality impactful interventions at the last mile. Under the capacity building component of the SENU Project, a systematic capacity enhancement mechanism for ICDS frontline workers with certification has been developed in close coordination with the government, to improve delivery of quality services and promote use of innovative technology.

Objective

One of the major objectives of the SENU project was to identify and address the existing knowledge and skill gaps in the Anganwadi workers(AWWs) through designing a need based systematic capacity building mechanism inclusive of development of a learning resource package, conducting the capacity building trainings of the AWWs and competency based certification in close coordination with the government across the 10 PM Utkarsh districts in 10 states. The capacity building initiative aimed at enabling the AWWs to deliver quality services and counselling to improve nutrition, health and wellbeing outcomes among women, children and adolescents.

Approaches & Who is Involved?

The capacity building component was implemented by JHPIEGO team in partnership with GIZ and state ICDS under the overall leadership of MWCD. The project adopted the following implementation approaches:

- › State on-boarding workshops were conducted across all states to ensure state ownership from the inception and solicit their valued inputs.
- › Training Needs Assessment was undertaken to identify the skills and knowledge gaps of the AWWs and develop an evidence-based need specific capacity building plan & curriculum along with a AWW specific learning resource package (LRP).
- › The capacity building training for the AWWs aimed at improving technical knowledge and skills (both technical, and soft skills, such as interpersonal & communication skills, problem solving skills, etc.) with a focus on hands on skill building.
- › Two different approaches were used to conduct the trainings: a) Direct training by the implementing partner team in priority blocks i.e. 2 blocks per district and b) training through ICDS sector meeting platforms in other blocks by Master Trainers developed from ICDS Supervisory cadre. The quality of the training in non-priority blocks was monitored by the project team using a training monitoring checklist.
- › This was followed by assessment and certification of AWWs by Health Sector Skill Council (HSSC).
- › As a holistic approach, the capacity building effort also included the Anganwadi helpers (AWHs) and ICDS Supervisors.
- › An important component was strengthening the supportive supervision and mentoring skills of the ICDS Lady Supervisors to provide necessary support to AWWs to translate the newly acquired knowledge & skills into action
- › In addition, ICDS Skill labs were set up in 5 operational states – Gadchiroli in Maharashtra, Dholpur Rajasthan, Bastar in Chhattisgarh, Ranchi, Jharkhand and Dhubri, Assam as demonstration model in collaboration with the state governments for institutionalisation of the capacity building programme.

↓ AWW Training on Growth Monitoring Devices at Buduan UP



What difference has it made?

The need-based skill focussed capacity building training has impacted the way of functioning and performance of the AWWs.

Case Example: Geeta Sharma, Anganwadi Worker, Sheopur, MP

- › Found the Poshan Tracker app confusing
- › Uncertain about data entry and interpretation
- › Limited confidence in using digital tools

Before

- › Poshan Tracker competency among AWWs in Sheopur increased from **40% → 97%**
- › **Certified** through HSSC assessment with **Geeta scoring 93% (district avg: 84%)**
- › Confident in using app dashboards and color codes to counsel families

After Training

“ Now I know what the app’s colour codes mean and how to guide parents. The training didn’t just teach me—it made me believe I could make a difference.

— Geeta Sharma

Case Example: Lavangala Mangala, Anganwadi Worker, Adilabad, Telangana

- › Struggled with accurate growth measurement
- › Inconsistent data and difficulty identifying early malnutrition

Before

- › Confidently uses and calibrates growth monitoring tools
- › Maintains reliable child growth records
- › Identifies undernourishment early and links children to care
- › Supervisor feedback: “Mangala’s data is reliable now, and she connects so well with the children.”

After Training

The effort achieved a high level of coverage with a total of 19,421 AWWs out of 21,211 i.e. 91.5 % AWWs being trained. As of August 2025, around 47 % of the ICDS functionaries who underwent assessment were certified successfully. However, in the 20 intense support priority blocks 87 % of those trained were certified.

Replicability & sustainability

The structured capacity building plan along with certification has major potential for replicability. The capacity building curricula are approved by National Council for Vocational Education and Training (NCVT) and endorsed by Savitri Bai Phule National Institute of Women and Child Development (SBPNIWCD). The LRP is now available in 5 languages facilitating easy adaptation and use at scale. CDPO Pawanjeet Singh Arora of Sheopur

Rural 2 Block of Sheopur district in Madhya Pradesh highlighted that using local dialects and visual tools made the training content highly relatable. The demonstration of capacity building through trained ICDS Supervisors as Master Trainers using the sector meeting platform along with skill labs is a pathway for sustained institutionalisation of continued need-based trainings for AWWs.

The states esp. Assam, Rajasthan and Maharashtra have expressed keen interest in scaling up the capacity building of ICDS functionaries including certification in other districts. The states have shown interest for the establishment of Skill Labs for the frontline ICDS workers with inauguration of the skill labs at Dholpur, Rajasthan and Gadchiroli, Maharashtra being graced by the highest level representatives of state political and administrative leadership.

Strengthening the supervisory pathways for ICDS Supervisors function in Madhya Pradesh and Assam



↑ Training of Master Trainers and ICDS Supervisors, Dhubri- Assam

Background & Context

SENU project is aligned to provide technical support to GoI's flagship initiative of Saksham Anganwadi and POSHAN 2.0 and PM Utkarsh Mission to address the challenging situation of malnutrition among children under 6 years, adolescent girls (14 - 18 years) and pregnant & lactating women, especially in the districts with high burden of malnutrition and morbidity/mortality. Enhancing the capacities of the ICDS frontline workers (AWWs, AWHs, and Lady Supervisors) is crucial for accelerating progress on delivering high quality impactful interventions at the last mile. Under the capacity building component of the SENU Project, a systematic capacity enhancement mechanism for ICDS frontline workers with certification has been developed in close coordination with the government and promote use of innovative technology to address the malnutrition challenges as mandated under Saksham Anganwadi and POSHAN 2.0.

Objective

One of the major objectives of the SENU project was to identify and address the existing knowledge and skill gaps among ICDS Supervisors through designing a need based systematic capacity enhancement mechanism inclusive of development of a learning resource package, conduction of the capacity building trainings of the Supervisors and competency based certification in close coordination with the government across the 10 Utkarsh districts in 10 states. The capacity enhancement also aimed at creating a culture of supportive supervision and mentoring of AWWs by the Supervisors to provide timely support to AWWs and ensure quality of the interventions delivered.

Approaches & Who is Involved?

The capacity building component was implemented by JHPIEGO team in partnership with GIZ and state ICDS under the overall leadership of MWCD. The project adopted the following implementation approaches:

- › State on boarding workshops were conducted across all states was undertaken to ensure state ownership from the inception and solicit their valued inputs.
- › Training Need Assessment was undertaken to identify the skills and knowledge gaps of the ICDS Supervisors and develop an evidence-based need specific capacity building plan & curriculum along with Supervisor specific learning resource package (LRP).
- › The capacity building trainings for the Supervisors focused on improving technical knowledge and skills with a particular emphasis on strengthening the supportive supervision and mentoring skills of the Supervisors including through use of digital technology to provide necessary real time support to AWWs in improving service delivery.
- › The Supervisors were also developed as Master trainers for conducting training of AWWs & AWHs in non-priority blocks of the districts.
- › The capacity building of the Supervisors was followed by assessment and certification by the Health Sector Skill Council.
- › The project also facilitated piloting of mentoring & supportive supervision and appreciative review system leveraging digital technology for strengthening the Supportive Supervision ecosystem. JHPIEGO also developed a Supportive Supervision related ODK based dashboard (J-ODK) which was implemented in Rajasthan.
- › As a holistic approach, the capacity building effort also included the AWWs and AWHs.
- › In addition, ICDS Skill labs were set up in 5 operational states – Gadchiroli in Maharashtra, Dholpur Rajasthan, Bastar in Chhattisgarh, Ranchi, Jharkhand and Dhubri, Assam as demonstration model in collaboration with the state governments as a potential pathway for institutionalisation and replicability.

↓ Assessment and Certification of ICDS Supervisors by HSSC at Dholpur Rajasthan



What difference has it made?

Apart from capacity enhancement of Supervisors at the individual level improving their knowledge and skills, training as Master Trainers enabled them to effectively conduct capacity building of the AWWs

during sector meetings in the non-priority blocks in the districts. 450 Master Trainers /Lady Supervisors i.e. 93% trained out of total 485 identified. The inculcation of the importance of supportive supervision and appreciative review skills during capacity building was a game changer.

Case Example: Rajani, Lady Supervisor, Sheopur (Madhya Pradesh)

- › Supportive supervision was often limited to paperwork reviews
- › AWWs lacked confidence in counselling mothers and families
- › Limited use of participatory tools during sessions

Before

- › Supportive supervision became a **priority and a practice**
- › AWWs now confidently counsel **pregnant women, adolescent girls, and mothers**
- › Participatory methods such as **games and interactive demonstrations** are now common

After Training

Certification Impact

- › All 25 Lady Supervisors in Sheopur are now HSSC-certified
- › Average score: 83%
- › Rajani's score: 93%

“ When I visit centres now, I see AWWs engaging families with confidence. I am sure they are ready to serve the underserved effectively.

— Rajani

Case Example: Reshmi Begum, Supervisor & Master Trainer, Dhubri (Assam)

- › Training sessions were focused mostly on **information sharing and routine monitoring**
- › Community engagement activities were limited
- › AWW support was more administrative than hands-on

Before

- › Led **sector-level trainings** using sector meeting platforms
- › Shifted towards **mentoring and on-ground support** for AWWs
- › Built partnerships with **local Panchayats** to strengthen community outreach

After Training as Master Trainer

Certification Impact

- › Supervisors in the district scored an **average of 89%** in HSSC certification
- › Reshmi received the “**Best Woman Supervisor Award**” from the District Social Welfare Officer

Community Initiatives Introduced

- › Monthly awareness sessions for **pregnant women and mothers**
- › Demonstrations of nutritious **meal preparation using local produce**
- › **Fixed-day child weighing** and proactive follow-up care



The more I worked with AWWs in the field, the more I realized how much change is possible when we work together.

— Reshmi

Replicability & sustainability

The structured need –based capacity building plan along with certification has major potential for replicability. The capacity building curricula are approved by NCVET and endorsed by SBPNIWCD. The LRP is now available in 5 languages facilitating easy adaptation and use at scale. The demonstration of capacity building through trained ICDS Supervisors as Master Trainers using the sector meeting platform along with skill labs is a pathway for sustained institutionalisation of continued need-based trainings for AWWs. The integration of supportive supervision and mentoring skill enhancement among ICDS Supervisors including

use of digital technology enabling Supervisors to provide real-time hands-on support to AWWs to improve quality of services has demonstrated a systemic approach for appreciative review and support to AWWs in delivering quality services

The states esp. Assam, Rajasthan and Maharashtra have expressed keen interest in scaling up the capacity building of ICDS functionaries in other districts. The states have shown willingness for the establishment of Skill Labs for the frontline ICDS workers with inauguration of the skill labs at Dholpur, Rajasthan and Gadchiroli, Maharashtra being graced by the highest-level representatives of state political and administrative leadership.

Theme 2

Skilling of Adolescent Girls

Empowering Adolescents through life skills and vocational trainings across Rajasthan, Assam and Chhattisgarh



↑ Adolescent girls during Basic Electronics and Renewable Energy Systems class in Dholpur, Rajasthan

Background & Context

The SENU Project in the current phase (since 2023) worked closely with the MWCD to provide technical support for two main components, i.e., capacity building and training for Integrated Child Development Scheme (ICDS) frontline workers and adolescent girls' skilling to support the *Mission Poshan 2.0*. Initially technical assistance was envisaged for the 10 PM *Utkarsh* districts spread over 10 states, however, 3 more districts were added later as recommended by the Project Steering Committee. Under the adolescent girls' skilling component, a community based empowering life skilling and vocational training model for adolescent girls (14 -18 years) has been developed contributing to human capital development of these girls as well as supporting the envisaged convergence between nutrition and non-nutrition components, as articulated in the Scheme for Adolescent Girls (SAG).

Objective

The key objective was to empower adolescent girls through community based comprehensive capacity building of adolescent girls on life skills including socio-emotional & ethical learning (SEEL), SRHR,

Digital Literacy & Financial Literacy skills and create opportunities for self - reliance through vocational skill training including in non-traditional financially viable market oriented vocational skills and facilitating internships and placements with relevant organizations.

Approaches & Who is involved?

The adolescent skilling component was implemented by Kaivalya Education Foundation (KEF) using a community based empowering model across 5 PM *Utkarsh* districts of Dhubri in Assam, West Singhbhum in Jharkhand, Bastar in Chhattisgarh, Gadchiroli in Maharashtra, and Dholpur in Rajasthan. The implementation approach included the following:

- › Mobilisation and Profile development on identified parameters of 46,000 adolescent girls 14-18 years was undertaken initially.
- › 72 local community women were selected and on boarded as Karuna Fellows and underwent capacity building as trainers for adolescent girls and supporting them as mentors.
- › 100 hours+ Comprehensive Life Skills Curriculum including SEEL, SRHR, Digital Literacy & Financial

Literacy was developed followed by the organisation of the training for the enrolled adolescent girls. to help them develop their communication & decision-making skills, increase awareness on age-appropriate health and nutrition needs, enhance their understanding of their rights and increase their agency and developing preparedness for vocational training.

- › Subsequently training on retail management, warehouse associate, food processing was organized in the operational districts in collaboration with Logistics Sector Skill Council and other partner agencies.
- › Industry exposure visits and interactions were also organized. for facilitating better preparedness for opportunities

What difference has it made?

The comprehensive approach of life skills training, followed by vocational training has generated transformative changes in lives of adolescent girls and their families & communities. These girls have become inspiration for other girls in their villages.

The adolescent skilling programmes have been able to reach out to a substantial number of girls with 36,099 adolescent girls out of 37,749 girls enrolled i.e. 95.6% completing training on life skills across all 5 districts. 2,081 Adolescent Girls have already completed the vocational training courses certified by the Logistics SSC and other skilling agencies across 5 states. Among those trained, 106 Adolescent Girls have so far successfully received preplacement letters.

Case Example: Parvati, Adolescent Girl, Dholpur (Rajasthan)

- › Faced pressure for **early marriage**
- › Limited exposure to career options for girls
- › Social norms restricted her voice and decision-making

Before

Community Impact

- › Parents and community leaders now openly discuss **education over early marriage**
- › Other adolescent girls are **enrolling in training programs**

- › Completed **solar panel installation training** with support from KEF
- › **Refused early marriage** and stood her ground with family support
- › Became a **local role model**, sparking conversations on girls' education and skill development

After Life Skills & Vocational Training

“ I want every girl to know she is capable of doing something meaningful. What we need is opportunity and confidence in ourselves.

– Parvati

Case Example: Sapna Mundari, West Singhbhum (Jharkhand)

- › Limited exposure to non-traditional careers
- › Few pathways for financial independence

Before

- › Completed **Solar Panel Technician Course**
- › Received a **pre-placement offer** from the Hon'ble Union WCD Minister
- › Secured placement with a **local solar installation firm**

After Training

Impact

Demonstrates how vocational training can connect **rural girls to green livelihood opportunities**

Case Example: Keya Paul, Dhubri (Assam)

- › Unsure about future pathways
- › Had not traveled outside her village
- › Low confidence in public expression

Before

- › Developed a **clear aspiration for a future career**
- › Traveled to Jharkhand to share her story at a **state-level event**
- › Gained confidence to **speak on public platforms**

After Warehouse Logistics Training

Impact

- › Now **encourages peers** to dream beyond traditional roles
- › Represents empowered youth leadership in her community

Case Example: Priyanka Kushwaha, Dholpur (Rajasthan)

- › Faced social norms restricting girls' mobility
- › Limited awareness of livelihood options

Before

“ I want the girls in my village to overcome their fears, believe in themselves, and learn new skills.

— Priyanka

- › Traveled 20 km daily to attend **Logistics Warehouse Associate** course
- › Became **self-reliant** and started a **grocery shop**
- › Accepts **digital payments**, modeling women-led micro-entrepreneurship

After Life Skills & Logistics Training



← Hon'ble WCD minister Annapurna Devi handing out Pre-placement offer to Sapna Mundari, an adolescent girl from West Singhbhum Jharkhand, who completed her vocational course in Solar Panel technician course and secured placement offer from an local solar panel installation company

Replicability & sustainability

The initiative has been appreciated by the district and state officials for its community-centric approach towards empowering adolescent girls with relevant life skills and creating new pathways towards socioeconomic self-reliance through vocational trainings in non-traditional financially viable market-oriented skills. 25 KFs have been certified by Logistics Sector Skills Council (SSC)

as master trainers across 5 districts. They are now ready to provide training to adolescent girls locally. The family/community centric approach including capacitating local women as mentors and Master Trainers for adolescent girls is a potential pathway for bringing about transformative change in the lives of adolescent girls in rural areas. The vocational trainings are all certified through Logistics SSC ensuring quality and recognition.

Catalysing journey of self-discovery and self-confidence in Adolescents across Rajasthan, and Chhattisgarh



↑ Adolescent Girls in Assam on the day of project launch of GIZ SAG project. (Dhubri, Assam)

Background & Context

The SENU Project in the current phase (since 2023) worked closely with the MWCD to provide technical support for two main components, i.e., capacity building and training for Integrated Child Development Scheme (ICDS) frontline workers and adolescent girls' skilling to support the *Mission Poshan 2.0*. Initially technical assistance was envisaged for the 10 PM *Utkarsh* districts spread over 10 states, however, 3 more districts were added later as recommended by the Project Steering Committee. Under the adolescent girls' skilling component, a community based empowering life skilling and vocational training model for adolescent girls (14 -18 years) has been developed contributing to human capital development of these girls as well as supporting the envisaged convergence between nutrition and non-nutrition components, as articulated in the Scheme for Adolescent Girls (SAG).

Objective

The key objective was to empower adolescent girls through community based comprehensive capacity building of adolescent girls on life skills including

socio-emotional & empowerment learning (SEEL), SRHR, Digital Literacy & Financial Literacy skills and create opportunities for self-reliance through vocational skill training in non-traditionally viable market oriented vocational skills and facilitating internships and placements with relevant organizations

Approaches & Who is Involved?

The adolescent skilling component was implemented by Kaivalya Education Foundation (KEF) using a community based empowering model across 5 PM *Utkarsh* districts of Dhubri in Assam, West Singhbhum in Jharkhand, Bastar in Chhattisgarh, Gadchiroli in Maharashtra, and Dholpur in Rajasthan. The implementation approach included the following:

- › State on boarding workshops were conducted Mobilisation and Profile development on identified parameters of 46,000 adolescent girls 14-18 years was undertaken initially.
- › 72 local community women were selected and on boarded as Karuna Fellows and underwent capacity building as trainers for adolescent girls and supporting them as mentors.

- › 100 hours+ Comprehensive Life Skills Curriculum including SEEL, SRHR, Digital Literacy & Financial Literacy was developed followed by organisation of the training for the enrolled adolescent girls. To help them develop their communication & decision-making skills, increase awareness on age-appropriate health and nutrition needs, enhance their understanding of their rights and increase their agency and developing preparedness for vocational training.
- › Subsequently training on retail management, warehouse associate, food processing was organized in the operational districts in collaboration with Logistics Sector Skill Council and other partner agencies.
- › Industry exposure visits and interactions were also organized for facilitating better preparedness for opportunities.

What difference has it made? (Results/ Achievements)

- › The life skills training programmes have empowered the girls, enhancing their self-esteem, self-confidence, helping them to articulate their views and improve their decision-making skills. Families feel proud about their self-confident daughters appreciating their newly acquired knowledge and skills.
- › The adolescent skilling programmes have been able to reach out to a substantial number of girls with 36,099 adolescent girls out of 37,749 girls enrolled i.e. 95.6% completed training on comprehensive life skills across all 5 districts. 2,081 adolescent girls have already completed the vocational training certified by the skilling agencies across 5 states. Among those trained, 106 Adolescent Girls have so far successfully received preplacement letters.

Case Example: Sangeeta, Dubati Village, Dholpur (Rajasthan)

- › Faced pressure for early marriage
- › Limited exposure to career options for girls
- › Social norms restricted her voice and decision-making

Before

Impact

- › Increased **self-esteem** and leadership voice
- › Becoming a **local resource** for digital communication
- › Expanding digital access for young women in the village

- › Creates **data sheets, presentations, certificates, and posters** using **Excel, PowerPoint, and Canva**
- › Designs visually engaging communication materials for local events
- › **Aspires to open a “Computer & Canva Learning Centre”** to train other girls

After Life Skills & Vocational Training

“ We girls can also be part of the digital world. When girls’ lives change, society changes too.

— Sangeeta

Case Example: Sneha Sharma, Piprone Village, Dholpur (Rajasthan)

- › Family shop operated entirely in cash
- › Limited financial tracking and vulnerability to fraud
- › Digital tools seen as risky or unnecessary

Before

- › **Digitized her family shop**, enabling **online and UPI payments**
- › Manages **digital accounts and daily transactions**
- › **Prevented a bank fraud attempt** involving her uncle
- › Became a **trusted advisor** on safe digital practices in the community

After Applying Digital Literacy Skills

Impact

- › Strengthened **household financial security**
- › Encouraged **community-level adoption** of digital banking
- › Demonstrated the **practical economic value** of girls' skills

Case Example: Nisha Kashyap, Borpadar Village, Bastar (Chhattisgarh)

- › Family had **stopped using mobile payments** after experiencing fraud
- › Fear and mistrust of digital financial tools
- › Nisha had limited space to influence household decision-making

Before

- › Learned **safe mobile banking practices**
- › Successfully **convinced her family** to resume digital payments with precautions
- › Guides parents and relatives in verifying messages and transactions

After Digital Literacy Training

Impact

- › Restored confidence in **secure digital financial services**
- › Nisha is now seen as a **trusted digital safety mentor** in her household and village

“Today, my father and uncle use mobile banking carefully. Before responding to any message, they first show it to me.

— Nisha



← Hon'ble WCD minister Annapurna Devi handing out pre-placement offer to an Adolescent girl during an event organised by WCD ministry in Ranchi, Jharkhand

↓ During a WCD Ministry event in Ranchi, 100 adolescent girls from our programme received pre-placement offers from Hon'ble Minister Annapurna Devi, who commended the project's scale and impact, and engaged with the girls on their learnings and future plans.



Replicability & sustainability

The initiative has been appreciated by the district and state officials for its community-centric approach towards empowering adolescent girls with relevant life skills and vocational skills in non-traditional financially viable market oriented disciplines. 25 KFs have been certified by Logistics Sector Skills Council (SSC) as master trainers across 5 districts and enabled to train girls at the local

level. The family/community centric approach including capacitating local women Karuna Fellows as mentors and Master Trainers is a sustainable mechanism. The vocational trainings are all certified through Logistics SSC ensuring quality and recognition. The adaptation of Kishori Suchna Patal (KSP) initiative by the states is also a replicable and sustainable means of increasing awareness among adolescent girls and their families regarding various government schemes at the village level.

Mobilisation, skilling and creating livelihood opportunities for adolescent girls in Jharkhand



↑ Girls receive the certificates from concerned officials on completion of vocational training (RASCI)

Background & Context

The Indo-German project Securing Nutrition, Enhancing Resilience (SENU), implemented by GIZ in collaboration with the Ministry of Women and Child Development (MWCD), supports the Government of India's *Mission Poshan 2.0* and *Saksham Anganwadi*. As part of this mandate, SENU emphasizes adolescent skilling to complement nutritional interventions with life skills, vocational exposure, and pathways to employability in alignment of MWCD mandate.

Retail Associated Skill Council of India (RASCI) was engaged as the implementation partner in Ranchi & Giridih districts in Jharkhand to design and deliver a workplace-linked skilling program for adolescent girls in the Retail sector. This intervention directly contributed to SENU's objective of linking adolescent girls with sustainable livelihoods, thereby enhancing their self-reliance, economic participation, and long-term nutritional security.

Objective

The key objective was to undertake mobilisation and skill training of adolescent & young girls (14- 20 years) in 2 districts of Jharkhand i.e. Ranchi and Giridih with a focus on vertical mobility through internships, apprenticeships, and entry-level employment in Retail Sector.

Approaches & Who is Involved?

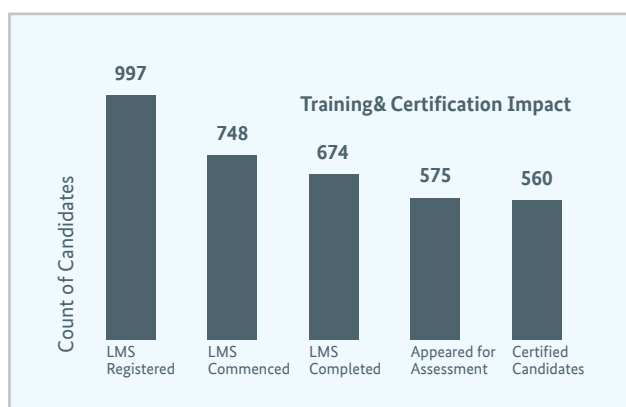
RASCI implemented the programme in collaboration with industry partners and local NGOs in collaboration with local government. The team adopted an implementation model inclusive of the following strategies:

- › Adolescent girls' mobilisation and management: RASCI engaged community leaders, schools, and local institutions for maximum coverage and awareness about the program
- › Awareness/ orientation sessions were conducted for candidates & parents under the project to maximize coverage and impact
- › Demand aggregation from employers/organizations and confirmation

- › Industry advocacy & engagement for active employer participation: RASCI established partnerships with
- › Development & implementation of Self-paced training for entry level jobs of the girls was undertaken followed by post training assessment and certification.
- › Orientation & sensitization of supervisors/ managers/staffs at employer level in retail sector was undertaken along with coordination for Apprenticeship of the girls for the further opportunities.
- › Pre-placement orientations were done by employers about the Retail sector, job opportunities and career prospects for the girls.

What difference has it made? (Results/ Achievements)

The initiative had achieved encouraging levels of coverage. Over 2,200 girls were successfully mobilized followed by over 1,950 girls orientated under this project, aligned with employer's pre-screening criteria & project objectives. 997 girls were registered for LMS training, with 674 completing LMS training. Subsequently 575 girls underwent assessments with 560 girls being certified. 573 vacancies/ demand were aggregated with 19 leading employers by RASCI. 338 candidates interviewed by employers for OJT/ apprenticeship/ employment. 125 candidates got shortlisted out of which 50+ candidates appeared for final selection round. 34 girls were offered employment opportunities with stipend/ salary ranging between Rs 8,000/- to Rs 15,000/- per month.



↑ Fig: 1 Coverage of vocational training and certification



↑ Girls receive the certificates from concerned officials on completion of vocational training (RASCI)

Girls like Pooja Kumari and Neha are today confident following the training and assessment, they find the skills acquired including management of customer relationship and communication skills very useful. They are looking forward to getting opportunities for further exposure and opportunities for employment.

“ We today know how to deal with customers and make a sales pitch. Our communication skills have improved. The assessments have helped us to identify the areas where we needed to improve. We are looking forward to further strengthening our skills and getting opportunities for employment to achieve self-reliance” shares Pooja Kumari and Neha

Replicability & Sustainability

Leveraging RASCI's strong industry linkages and the aligned interests of candidates, employers, and Government, this project demonstrated a significant opportunity for scale-up. The key insights, and learnings, from the project highlight the importance of a holistic empowerment approach for adolescent girls including school drop-out girls integrating life skills, digital and financial skills, vocational

training & certification, developing preparedness for future employment through industry/workplace exposure and local level access to career guidance & mentoring, criticality of active parental engagement, alignment with government schemes, and establishing industry partnerships. These insights are critical for adapting feasible framework for future replication across geographies, ensuring broader coverage, higher socio-economic impact, and sustainable outcomes.

Self transformative journeys through Life skills training for adolescent girls in Madhya Pradesh



↑ Adolescent girls in Bastar, Chhattisgarh during Digital literacy class facilitated by Karuna fellows

Background & Context

The Indo-German project Securing Nutrition, Enhancing Resilience (SENU), implemented by GIZ in collaboration with the Ministry of Women and Child Development (MWCD), supports the Government of India's *Mission Poshan 2.0* and *Saksham Anganwadi*. As part of this mandate, SENU emphasizes adolescent skilling to complement nutritional interventions with life skills, vocational exposure, and pathways to employability in alignment of MWCD mandate. Darshna Mahila Kalyan Samiti was the implementation partner for undertaking adolescent life skill and vocational training in Chhatarpur district of Madhya Pradesh. This intervention directly contributed to SENU's objective of linking adolescent girls with sustainable livelihoods, thereby enhancing their self-reliance, economic participation, and long-term nutritional security as mandated under POSHAN 2.0 and Scheme for Adolescent Girls (SAG).

Objective

The key objectives were

- › To provide life skills training to 500 adolescent girls across 24 villages across Chhatarpur district.
- › To prepare these girls for future challenges by enhancing their **knowledge of nutrition, health, financial literacy, and digital literacy**.
- › To link at least 200 girls with vocational training opportunities in trades such as tailoring, computer education, and beauty & wellness.
- › To improve decision-making abilities and confidence among adolescent girls so they can take leadership roles in their families and communities.

Approaches & Who is Involved?

The programme was implemented by Darshna Mahila Kalyan Samiti in Chhatarpur with technical support from GIZ and in collaboration with local ICDS functionaries, school teachers, Panchayati Raj Institutions (PRIs) members, Jan Shiksha Kendra along with active engagement at family level.

The key steps in implementation included

- › Selection of 24 operational villages (based on need, accessibility, and willingness)
- › 571 girls (ages 14–18) were identified and registered along with profile development
- › Sensitization session with parents about the project objectives to ensure their active cooperation
- › Recruitment of project staff (four trainers, one per cluster of six villages).
- › Development of life skill training modules with support from the GIZ technical team. The training components included Nutrition and Health, Mental Health & Emotional Well-being Sexual & Reproductive Health, Communication, Digital Literacy, and Financial Literacy. Each module includes interactive activities, real-life examples, and short stories to make sessions engaging.
- › Project Staff training as Master Trainers for adolescent girls
- › Adolescent girl training at village level
- › Community engagement with parents, panchayat leaders, and local stakeholders.
- › Post life skills training, 200 girls were identified for vocational training in Tailoring & Embroidery and Beauty & Wellness.
- › Local training institutes and government skill centers were contacted for collaboration and plan developed.

What difference has it made? (Results/ Achievements)

The key achievements included:

- › The programme successfully reached out to **500 adolescent girls** with **training on life skills**. The post-training assessment scores showed high levels of knowledge enhancement across the various topics of Nutrition, Mental Health, Sexual & Reproductive Health, Communication skills, Digital literacy and Financial literacy to 80% from the pretest score of 34%.
- › **200 girls** were linked with **government skill centers** for **selected vocational trades** for improved livelihood opportunities.

Apart from the coverage, the life skills training was a **transformative experience for the girls** who acquired knowledge about improving their health & nutrition and financial and digital skills, developed self-confidence to express their views, gain faith in their own capabilities, and agency to overcome gender stereotypes. Moreover, the training created a strong sense of becoming self-reliant by preparing

them to learn vocational skills.

Replicability & sustainability

The key learnings, from the project highlight the importance of a community based comprehensive empowerment approach for adolescent girls integrating life skills, digital and financial skills, and vocational training preparedness and establishing linkages with local government skill centers for vocational skilling programme, active parental engagement and collaboration with local government functionaries. These insights are critical for developing feasible framework for future replication across geographies, ensuring broader coverage, increased socio-economic impact, and sustainable outcomes.

Case Example: Sneha Patel, 16 years, Fakira Purwa Village

- › Found it difficult to express her views
- › Limited confidence in group settings
- › Unsure about future career pathways

Before

Impact

- › Inspires other girls to speak up and participate
- › Emerging as a **youth leader and role model** in her community

- › Developed **strong communication and leadership skills**
- › Now **leads adolescent girls' group activities** in school and the village
- › Has a **clear vision for her future** and the confidence to pursue it

After Life Skills Training

“The training helped me understand myself better. I can now express my thoughts confidently. I want to become an IAS officer and serve my people.

— Sneha

Case Example: Neelu Ahirwar, 19 years, Katehara Village

- › Daughter of a daily wage earner with limited livelihood opportunities
- › Had skills and interest but lacked confidence and a professional pathway
- › Local work options were limited and underpaid

Before

Impact

- › Neelu is now a **self-reliant entrepreneur**
- › Women in the village access services **locally, safely, and affordably**
- › Her journey has become a **visible example of girls' economic empowerment**

- › Completed **3-month Beautician Training** in Labkushnagar (12 km from her village)
- › Started '**Neelu Beauty Parlour**' in a small room in her home
- › Provides **quality beauty and grooming services** to village women

After Life Skills + Vocational Training

“I believed in myself and worked hard. Today, I run my own parlour and support my family with pride.

— Neelu

Section 2

State wise Good Practices

Maharashtra

Rajasthan

Madhya Pradesh

Digitalising Nutrition – State-wide Upscaling of THR IT Supply Chain Solution in Maharashtra



↑ Orientation & capacity building of ICDS Officials on THR IT solution

Background & Context

Under *Saksham Anganwadi* and *Poshan 2.0*, Maharashtra's Women and Child Development Department (WCD) delivers Take Home Rations (THR) to over 74 lakh beneficiaries through nearly 1 lakh AWCs. To improve transparency and efficiency, GIZ, in collaboration with Deloitte, supported the Department in developing and scaling up a THR IT Supply Chain Solution 'Food Supply Monitoring System' (FSMS). The digital platform aligns with the Government of India's emphasis on technology-led governance and directly supports the objectives of *Mission Poshan 2.0*. The initiative complements ongoing GIZ-supported programs under the *Securing Nutrition, Enhancing Resilience (SENU)* project, integrating data-driven delivery with field-level capacity building.

Objective

The initiative aims to institutionalize a state-wide, end-to-end digital monitoring system for THR delivery to improve supply chain visibility, transparency accountability, and data accuracy. Specific objectives include:

- › Streamlining demand generation, supply order creation, and delivery tracking using a single IT platform.
- › Enhancing coordination among stakeholders - CDPOs, DPOs, supervisors, suppliers, and Anganwadi workers.
- › Building capacity of frontline workers and officials through digital literacy and training on THR IT Solution.
- › Strengthening monitoring and evaluation mechanisms for on-time delivery and minimizing manual errors.
- › Demonstrating scalable, replicable models for digital transformation in nutrition programs.

Approaches & Who is Involved?

The initiative is implemented by ICDS, Women & Child Development Department, Maharashtra, with technical assistance from GIZ India (SENU Project), and Deloitte India LLP for technology, process consulting and training.

The approach combined **technology, process redesign, and people-centred capacity building**:

- › **Technology Enablement:** A web-based platform and mobile app were developed to digitize each step—beneficiary count, demand generation, supply order management, and delivery confirmation through QR-coded challans.
 - It is used by state and district level ICDS officials, AWWs and THR suppliers.
 - The mobile app has provision for capturing the reason for rejection of delivery in case of quality issues.
 - The application is multi-lingual (Marathi, Hindi and English)
- › **Stakeholder Engagement:** Consultations were conducted across six divisions with ICDS officials to map challenges, validate workflows, and gather user feedback for system enhancements.
- › **Capacity Building:** Training-of-Trainers sessions were organized for DPO Master trainers, CDPOs, Project Extension Officers and Supervisors across all divisions.

What difference has it made?

The initiative led to significant process improvements and digital transformation within ICDS Maharashtra:

- › **Operational Efficiency:** Demand placement and supply order processes, previously manual, are now digitized—reducing data entry errors and improving timeliness. Initially they used to delay the supply and demand generation process by 20 to 30 days, which now comes down to zero.
- › **Empowered Frontline Workers:** More than 1,00,000 Anganwadi worker, 2500 supervisors & 35 master trainers were trained on THR mobile and Web applications building confidence in using digital tools.
- › **Transparency & Accountability:** The digital dashboard allows real-time tracking of THR distribution across 553 projects, enabling data-driven decisions.
- › **Improved Monitoring:** Delivery tracking and penalty calculations are now system-based, minimizing delays and improving supplier compliance.
- › **Convergence in Action:** The workshop demonstrated collaboration between government, GIZ, and Deloitte—creating a blueprint for digital convergence in public nutrition.

FSMS IT Solution Implementation Steps

- › AWW raises a demand.
- › The Supervisor checks the demand raised by all AWWs in her sector and sends it to CDPO
- › The CDPO checks the demand from various sectors and sends it across to the DPO.
- › The DPO reviews the demand generation from various sectors, approves the same and raises the final demand from the district.
- › A message is generated for the Supplier. Simultaneously, the AWWs receive a message informing that their demand has been raised and will be met in 45 days.
- › The Supplier ensures supplies to all AWCs within 45 days.
- › The AWW receives the supplies, checks and scans the challan to confirm receipt.
- › The AWW ensures supply in a matter of 3-4 days after receipt of THR supply.
- › The AWW checks the category of beneficiaries for the next two months and raises a demand.



↑ AWW at Thane during roll out of the mobile app for THR tracking

Case Example: Sanjay Bagole, DPO-ICDS, Thane (Maharashtra)

- › THR (Take-Home Ration) distribution was **manual**
- › Tracking delivery timelines was difficult
- › Verification of whether THR reached the correct location was inconsistent

Before

- › **Distribution time significantly reduced**
- › Delivery can be **tracked and verified in real time**
- › Improved **efficiency and transparency** in supply chain management

After Introduction of the THR App

“ Earlier, the distribution was done manually. After adopting this App, we have drastically reduced the time required to supply THR and can verify that delivery has been done on time to the right location.

— Sanjay's Reflection

Case Example: Chaya Nirkute, Anganwadi Worker, Dahagaon Village (Thane District)

- › Initial hesitation due to perceived **increase in workload**
- › Manual calculation of THR quantities was **time-consuming and prone to error**

Before

- › Found workload **reduced**, not increased
- › App **auto-calculates THR quantities** to be provided to each beneficiary
- › **Saves time** and ensures **accurate distribution records**

After Using the THR App

“ When the App was introduced, we thought it would increase our work. But it actually reduced it. It calculates the THR quantity for each beneficiary, which saves us time and avoids errors.

— Chaya

Replicability & sustainability

After successful pilots in Thane and Palghar, a State-wide Upscaling Plan (2025) was launched to scale up the solution across 36 districts. The Dissemination Workshop (Sept 2025) emphasized integrating THR IT dashboards into state monitoring systems and institutionalizing continuous learning. The model's sustainability lies in:

- › Integration with Poshan Tracker and state MIS systems for long-term monitoring.
- › Ongoing *Annual Maintenance Contract (AMC)* to ensure technical updates and user support.
- › Government ownership with continued policy and budgetary support.

“ We today know how to deal with customers and make a sales pitch. Our communication skills have improved. The assessments have helped us to identify the areas where we needed to improve. We are looking forward to further strengthening our skills and getting opportunities for employment to achieve self-reliance” shares Pooja Kumari and Neha

Innovative nutrition delivery- Distribution of Nutri-millet bar to the children in Rajasthan

Background & Context

The Integrated Child Services Scheme (ICDS) in Rajasthan through the Anganwadi centers (AWC), aim to bridge the nutrition gap by offering Supplementary Nutrition Programs (SNP) in the form of take-home ration and hot cooked meal to children 3 months to 6 years of age, pregnant women and lactating mothers. Recognizing the need to enhance the nutrient density and diversity of supplementary foods, GIZ, in collaboration with PATH, introduced an innovative millet-based intervention under the Securing Nutrition, Enhancing Resilience (SENU) project. The initiative sought to strengthen Rajasthan's SNP by integrating fortified and locally sourced foods, such as the biofortified nutri-millet bar, which is both nutrient dense and culturally acceptable. This was expected to enhance diet diversity and quality among preschool children.

Objective

The pilot aimed to distribute Nutri Millet Bars through the SNP of ICDS as a morning snack for 3–6 year old children and assess the feasibility, acceptability, and scalability of integrating millet-based fortified snacks into SNP. It sought to demonstrate how fortified(bio) millets can improve the nutritional value of supplementary meals for children aged 3–6 years while ensuring operational efficiency and community acceptance. Additionally, the initiative intended to build institutional capacity and inform the state-led scale-up of millet-based nutrition interventions across Rajasthan.

Approaches & Who is Involved?

The pilot was implemented by PATH in collaboration with Nutritious Agri Future Pvt. Ltd. (NAF) and with formal approval from the Department of Women and Child Development (DWCD),



↑ Launch and Distribution of Nutri-millet bar by Hon'ble Dy. CM, Rajasthan

Government of Rajasthan. The initiative was supported under the *GIZ-led SENU Program*. Local administration, including Child Development Project Officer (CDPO) and Anganwadi Workers, played a central role in on-ground delivery and monitoring. PATH has partnered with the University of Rajasthan to establish a Technical Support Unit (TSU) to strengthen knowledge management, policy support, and coordination between government departments and technical partners.

The Nutri Millet Bar pilot was conducted from June to October 2025. The initiative was officially launched on 15 July 2025 by the Hon'ble Deputy Chief Minister of Rajasthan, Princess Diya Kumari, marking strong political endorsement for millet integration into ICDS. It covered approximately 9500 children across 544 Anganwadi Centres in three blocks—Phalasiya (Udaipur), Jaipur-I, and Sanganer (Jaipur). Each child received 20 Nutri Millet Bars per month as part of the morning snack, with an overall distribution of around 1 million bars during the pilot phase.

Composition

Each bar is made from locally sourced peanuts, Bajra (pearl millet, biofortified with iron), Wheat flour (biofortified with zinc), Jaggery and Honey. Frequency of the served nutribar is 20 bars (5 in each week time Monday to Friday) per child per month.

PATH also developed a digital application, *Millet Nutribar* Poshan, to generate demand, enable real-time data visualization, expiry tracking, and distribution of the millet bars.

What difference has it made?

The pilot was designed to assess the **operational feasibility, community acceptance, and scalability** of integrating millet-based fortified snacks within ICDS feeding programmes. The pilot demonstrated the feasibility of including millet-based fortified foods within ICDS, leveraging structured delivery mechanisms, tracking through digital monitoring system, community and institutional acceptance across pilot blocks and potential for scalability through state-level partnerships and the TSU mechanism. Feedback from the field about the nutri millet bar indicated high acceptability among children and caregivers, with minimal wastage and easy integration into daily AWC routines.

Based on the insights available, DWCD Rajasthan to explore feasible modalities to continue the support for distribution of nutri-millet bar in the districts where stunting is prevalent and to generate evidence on the impact in improving the nutritional, and cognitive improvement among children.

Replicability & sustainability

The Nutri-Millet Bar initiative is a scalable, cost-effective model for introducing millet-based foods into supplementary nutrition programmes. Its success relied on strong government ownership, local production, digital monitoring, and technical collaboration.

The Government of Rajasthan has formally recognized the success of the pilot. In an official communication to PATH, the Department of Women and Child Development, Rajasthan has acknowledged: *“Considering the positive outcomes, beneficiary acceptance, and effectiveness observed in the selected Anganwadi Centres, the Department is of the view that PATH may consider expanding this innovative nutrition support programme to the 27 Aspirational Blocks of Rajasthan identified by NITI Aayog.”*

This model holds potential for replication in other states by adapting the formulation and delivery mechanisms to align with state-specific nutritional priorities, crop availability, and local dietary practices.

“Children like the taste of the Nutri Bar and eagerly look forward to the millet bars, it is tasty and filling, and the nutritious elements in the bajra are very good for children’s health,” shared an AWW from Sanganer block.

Feeding the Future: Smarter Data Strengthening India's Nutrition Services in Rajasthan

Background & Context

The Ministry of Women and Child Development (MWCD) leads implementation through the Integrated Child Development Services (ICDS), one of the world's largest public nutrition systems. Digital tools like the Poshan Tracker now monitor key indicators related to child growth, nutrition, and health check-ups, helping frontline workers and administrators access timely and reliable information. However, leveraging this data effectively for decision-making remains an ongoing challenge. In response, Rajasthan government, in collaboration with GIZ global projects SENU and Data2Policy (on behalf of BMZ) and JHPIEGO has piloted a data-driven approach that goes beyond monitoring - using analytics to strengthen institutional capacity and improve responsiveness of nutrition services at multiple administrative levels.

Objective

The pilot initiative in Rajasthan aims to enhance the use of digital data for decision-making within the state's nutrition ecosystem. Rather than treating data as a reporting requirement, the objective is to embed data use into everyday management and planning.

The initiative seeks to enable officials from AWWs, supervisors to state-level programme managers to interpret, analyse, and act upon real-time nutrition data. Through analytical dashboards, smart visualization tools, and capacity-building activities, the programme strives to create a culture of evidence-based planning and accountability. Nutrition interventions can thus be better targeted, more efficient, and more adaptive to local needs, contributing to improved outcomes for pregnant women, young children, and mothers.

Approaches & Who is Involved?

The pilot is being implemented by the Department of Women and Child Development, Government of Rajasthan, in collaboration with GIZ global projects SENU and Data2Policy (on behalf of BMZ) and JHPIEGO. The initiative is supported technically by the Open Data Institute, which provided expertise in data literacy and analytics-based planning. Stakeholders involved span multiple administrative tiers - from state officials overseeing programme strategy to district and block-level ICDS.

Each partner contributes distinct strengths:

- › Government ensures ownership and policy alignment,
- › GIZ and JHPIEGO provide technical and operational guidance,
- › Open Data Institute supports training and capacity-building.

This multi-stakeholder collaboration ensures that both digital tools and institutional processes evolve together to strengthen nutrition service delivery.

The initiative pilots a systematic approach to data use within the ICDS framework. Central to this effort are role-based analytical dashboards that simplify complex datasets into actionable insights.

- › The dashboards allow users to compare performance across districts, identify trends, and prioritize areas needing attention.
- › Features include *Poshan Aankalan* (for multi-indicator geographic and trend analysis) and *Poshan Sakhi* (a self-service data assistant) which make analytics more accessible and interactive.
- › The approach integrates data across sectors, linking nutrition with health indicators to create a more holistic view of maternal and child well-being.

- › To complement these digital tools, structured capacity-building sessions were conducted for over 60 officials, including Deputy Directors of ICDS in collaboration with the Open Data Institute. The training covered data literacy, the data lifecycle, and storytelling with data, helping participants translate information into facilitative actions.

What difference has it made? (Results/ Achievements)

While it is too early to measure large-scale service-level outcomes, early results indicate that the pilot has contributed to strengthening institutional capacities and improving nutrition governance within Rajasthan's ICDS system. Some notable results:

- › By introducing analytical dashboards and data visualization tools, the initiative has enhanced the ability of officials at multiple levels to interpret and use data for planning and decision-making.
- › A shift from viewing data as a compliance requirement to recognizing its strategic value in improving service delivery.
- › ICDS Officials are increasingly able to translate data insights into actionable plans, leading to more coordinated supervision and follow-up.
- › Stronger accountability structures, improved data ownership, and a growing culture of learning has been noted within the ICDS system.

The pilot demonstrates how targeted investments in digital capacity within government system can lay the foundation for more effective nutrition governance ensuring that data guides continuous improvement in how services are planned, delivered, and monitored.

Replicability & sustainability

The Rajasthan pilot offers valuable lessons for scaling similar approaches in other states and within national nutrition programmes. Its strength lies in integrating digital innovation with institutional capacity-building, ensuring that tools are user-friendly and relevant to on-ground needs. The design of modular, role-based dashboards allows easy customization across contexts. Sustainability depends on continued government ownership, periodic data quality reviews, and ongoing capacity development. The insights could inform broader adoption and cross-state replication.

Positive Deviance approach for sustained Social and Behaviour Change in Madhya Pradesh

Background & Context

Social and behaviour change (SBC) is critical to sustained practice of recommended nutrition and health practices which is particularly emphasized in Poshan 2.0 and Saksham Anganwadi policy and programme guidelines from Government of India (GOI). Recognizing the importance of innovative SBC strategies to bring about sustained behaviour change in communities for improved nutrition, and health, the Department of Women and Child Development (DWCD), Government of Madhya Pradesh with technical support from GIZ designed a SBC strategy integrating innovative Positive Deviance (PD) approach and demonstrated the implementation of the same in the two districts of Khandwa & Barwani under the SENU Project. The PD approach is a community-driven process which intends to identify individuals, families, households or communities who achieve better development outcomes than their peers though they live in the same or similar socio-economic circumstances.

Objective

The main aim was to integrate and apply innovative approach of PD to add value and strengthen the implementation of the state SBC strategy, improve the delivery of ICDS services through honing community engagement, communication and counselling skills of AWWs and facilitate sustained behaviour change in the communities.

Approaches & Who is Involved?

The positive deviance approach was implemented by DWCD, Government of Madhya Pradesh with technical support from GIZ. At the state level IEC division was instrumental to plan, implement, monitor and sharing the learnings with other sections at DWCD. IEC division also coordinated with the district ICDS officials and GIZ team. The technical assistance from GIZ included design support, capacity building, development of tools, mentoring and documentation of successful examples.

The implementation process included the following

- › Creating an enabling environment with AWW introducing PD concept to community stakeholders
- › AWW selects & on-boards 2-3 adolescent girls to support PD process
- › AWW define the problem and root causes which she intends to address like malnutrition prevention & management in children, health & nutrition care of pregnant women, early child marriage, adolescent nutrition, and desired outcomes
- › Identification of Positive Deviants – individuals or families in the community based on the problem defined using available data in the community like families with well-nourished children from child growth monitoring register, young working mothers who come regularly to the AWC for growth monitoring, families making innovative recipes with THR, families with a homestead nutrition garden
- › Documenting the uncommon positive practices during Home Visit compared to other households with similar socio-economic indicators with support of adolescent girls using a structured observation checklist and through conduction of interview with the family using an open ended questionnaire
- › Interpretation of the information collected, identification and promotion of Positive Deviant Practices
- › Reaching out to non-PD families that face the defined problem during home visits and during community outreach (like VHND, Nutrition -PLA or any other

community meeting) to create awareness about the successful practices using story-telling, games, PLA processes, engaging Positive Deviants as change agents or role models and helping them to adopt such behaviours and practices

- › Regular follow-up and documenting the changes in non PD families including enabling factors and challenges towards adoption of the PD practices
- › PD process to be repeated on a regular basis (once in three months/ six months)

What difference has it made? (Results/ Achievements)

The early results demonstrate the added value of PD:

- › Strengthening of DWCD SBC Strategy design and implementation: pool of PD practices which can be applied to any relevant need-based context
- › PD approach is empowering for AWWs:
 - Strengthens AWWs' performance by improving their observation, coaching, and problem-solving skills
 - Improves quality of home visits leading to active engagement with families and behaviour change
- › Development of a trained pool of AWWs promoting PD practices
- › The process recognizes and promotes local context specific solutions, and amplifies local solutions rather than imposing externally developed solutions.
- › Builds sustainable behaviour change through Ripple Effect: "PD families" inspire peers, spreading positive behaviours across villages.
- › Empowers Communities, improves community engagement and ownership: Increases participation, accountability, and pride in problem-solving at local level.

Replicability & sustainability

Equipping AWWs with PD approach and tools to identify sustainable local solutions for increasing the uptake of nutrition and health services and improving nutrition outcomes of young children and pregnant / lactating mothers, has major potential for replication. PD practices are easier for the community to adopt, and sustain since it is rooted in the local context, promoted by their peers and does not require additional resources.

However, a phased rollout with continuous supportive supervision and monitoring, creation of a pool of experienced local practitioners and trainers and documentation of field examples systematically for ongoing learning is essential for sustained scaling up. Identified Positive Deviance practices can be shared by districts to DWCD to inform the state level communication interventions.

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Securing Nutrition, Enhancing Resilience (SENU) Project

Safdarjung Enclave, B5/5,
New Delhi – 110029
T: +91 11 4949 5353
F: +91 11 4949 5391
E: info@giz.de
I: www.giz.de