Hindustan Unilever Limited

Impact Assessment Reports for F.Y. 2025-26

Hindustan Unilever Limited (HUL)

Skills for Advancement of Livelihoods (SAFAL) Programme

Impact Assessment Report

LabourNet Livelihood Foundation (LLF)
YuWaah

FY 2025-26

Contents

List of Abbreviations

Abbreviation	Definition
AI	Artificial Intelligence
AIU	Active Internet User
API	Application Programming Interface
COVID	Corona Virus Infectious Disease
CSR	Corporate Social Responsibility
E-Commerce	Electronic Commerce
FD	Fixed Deposit
FGDs	Focus Group Discussions
HUL	Hindustan Unilever Limited
IAMIA	Internet and Mobile Association of India
ICTs	Information Communication Technologies
INR	Indian National Rupee
ITI	Industrial Training Institute
ITU	International Telecommunication Union
KII	Key Informant Interviews
LLF	LabourNet Livelihood Foundation
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
P2E	Passport to Earning
PMGDiSHA	Pradhan Mantri Gramin Digital Saksharta Abhiyaan
PWD	Person With Disability
SAFAL	Skills Academy for Advancement of Livelihoods
Wi-Fi	Wireless Fidelity

Youth Employability Project

Background & Context

- Digital learning has become the need of the hour and with the onset of unprecedented technological and digital advances in today's time, India is witnessing a widening inequality between the digital have's and have-nots in terms of access to the internet and to Information Communication Technologies (ICTs).
- As per ITU's World Telecommunication/ICT Indicators Database, 86.3% of households in India have access to the internet. According to IAMIA Internet in India Report 2024, India has 488 million Active Internet Users (AIU) in rural India and 397 million AIU in Urban centers. With a majority of internet users in India (66%) being under 19 years of age. Yet a majority population of the age of 18 to 35 years does not have relevant knowledge or training in digital skills.
- During the COVID-19 pandemic, due to the lockdown, the premises of schools and colleges remained closed; education shifted from offline to digital modes. But not all students had access to online education due to the digital divide which hampered education not just in rural areas but across urban centers too.
- For an online education intervention, it becomes important to provide essential digital infrastructure to make it accessible to a larger group, which has the potential to bridge the digital divide predominant in India.
- Furthermore there also exists an employability gap in India even though the youth population involved in the course of education through schools is higher, only 5% of its workforce, is formally skilled.
- There remains a gap in school education and employability which impacts the livelihood opportunities of individuals.
- The HUL SAFAL initiative is a learning-to-earning initiative to empower India's youth with appropriate 21st century skills and relevant opportunities to become financially independent and successful.
- The program aims to enable new and continuous access to skilling, re-skilling, and upskilling requirements to the youth through online training, blended learning models, and offline engagement.

Objective of the Project

- **Address Digital Divide Through Large-scale Enrolment Of Youth**
- **Impart Training For Online And Digital Skills**
- **Combat Unemployment And Unemployability**
- **Provide Placement Support To Enhance Employment**

HUL SAFAL Youth Employability Project

- The project delivers the Passport to Earning (P2E) initiative to empower youth aged 14–29 with 21st-century digital and online skills
- The project provides digital and blended learning opportunities, covering technical skills, job readiness, and placement support
- The project runs across Andhra Pradesh, Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand
- Through targeted interventions such as awareness campaigns, skill-building courses, and follow-up engagement, the program bridges critical skill gaps, promotes inclusivity, and enables participants to secure sustainable livelihoods by onboarding the beneficiaries onto the YuWaah SAHI Platform

Alignment with Government Priorities

Theme	Alignment
Skill India Digital Hub	Government initiative to skill, reskill and upskill individuals through an online training platform, API-based trusted skill credentials, payment and discovery layers for jobs and entrepreneurial opportunities.
Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDiSHA)	Government digital literacy scheme, to make six crore persons in rural areas, digitally literate by covering one member from every eligible household.
Digital India Internship Scheme 2025	Aims to provide opportunity for a student to secure first hand and practical work experience under the guidance of a qualified and experienced mentor.
Future Skills Prime	Aims to provide students with cutting-edge knowledge in cutting-edge fields including artificial intelligence (AI), data analytics, cloud computing and cybersecurity.

Key Components of the Project

Conducting awareness campaigns to identify and enrol candidates.

Delivering online training sessions tailored to participant needs.

Monitoring progress to ensure course completion..

Enabling participants to complete at least one certification in 21st-century skills. .

Partnering with educational institutions and government bodies for outreach.

Coverage under the Impact Assessment

Method	Coverage Description
Quantitative surveys	• 200
Qualitative surveys	• FGD: 4 • KII: 4
Study Framework used	OECD-DAC
Locations covered	Assam, Bihar, Delhi, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand, and West-Bengal

Framework for Programme Evaluation and Impact Assessment

- The impact of the HUL SAFAL's Youth Employability project was assessed using the OECD DAC framework for evaluation. This approach was utilised across all stages for evaluation including the preparation of the toolkit, data analysis, and reporting.
- The internationally recognised six **OECD DAC criteria of Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability** were utilised as per the projects priority areas.
- This framework was selected because it provides a robust and internationally recognised framework to enable a holistic and thorough assessment of the programme's impact on individuals and communities.
- Besides measuring direct impacts, the OECD DAC framework offers a comprehensive analysis of program effectiveness, identifying both successful elements and areas requiring improvement.
- The probe areas against the parameters have been listed below:

OECD-DAC Parameters	Indicators
Relevance	Alignment of project's support to the needs of the beneficiary group
Coherence	Alignment of objectives of the programme with broader national and international development agendas
Efficiency	Training pedagogy, trainer efficiency, resources provided etc. to achieve the final outcomes
Effectiveness	Placement provided, satisfaction with placements, livelihood opportunities provided
Impact	Enhanced income, overall personality development
Sustainability	Lasting impact made and resilient communities

Summary of Key Findings

Parameter	Indicator	Key Finding
Relevance	Alignment with beneficiary needs, digital skill demand, employability aspirations	• 98.8% respondents expressed the **need for digital and employability courses.** • Key motivations are better job prospects (90%), knowledge enhancement (72%), and practical day-to-day utility (58%).
Coherence	Alignment with national priorities and structured employment	• Project aligns with national initiatives such as **Skill India Digital Hub, PMGDiSHA, FutureSkills Prime, and Digital India Internship Scheme.** • **92.8% secured formal employment** with access to benefits like paid leave (88%), health insurance (85%), and provident fund (84%).
Efficiency	Training delivery model, resource utilisation, course completion, follow-up mechanisms	• **100% course completion and certification rate.** • 70% reported high satisfaction with training materials. • **100% received post-completion follow-up support**, demonstrating effective resource utilisation and participant tracking.
Effectiveness	Placement outcomes, sector distribution, income growth	• **100% placement achieved post-training**. • Among pre-training zero-income beneficiaries, at present **total income increased to INR 24,13,500.** • **Beneficiaries with prior income saw a 17.6% overall increase** in earnings.
Impact	Income enhancement, confidence, career readiness, financial resilience	• **99.4% reported increased earning capacity**. • 91.7% felt job-ready, 96.1% reported high confidence levels and 86.1% reported greater confidence in their abilities. • **96.7% reported increased savings** (61.7% saved 10–30% of their income) and enhanced purchasing power indicating strengthened economic stability.
Sustainability	Long-term livelihood resilience, financial behaviour, peer advocacy	• **100% would recommend the programme**, reflecting strong beneficiary endorsement. • Formal savings behaviour and diversified investment (**88.3% using bank savings accounts**) in FDs, mutual funds, property reflect evolving financial maturity. • The **blended digital model ensures scalability** and continued access to upskilling opportunities.

Socio-Demographic Profile of the Respondents

Gender

180 respondents were surveyed across project locations, 52.2% were female and 47.7% were male. This high level of women's participation reflects the project's commitment to fostering gender inclusivity and addressing the challenges that women often face in accessing skill development and employment opportunities.

Inclusion of Persons with Disabilities (PWDs)

Persons with disabilities constituted 15.5% of respondents, ensuring inclusion of perspectives on barriers faced by PWDs and their programme experience.

Educational Background

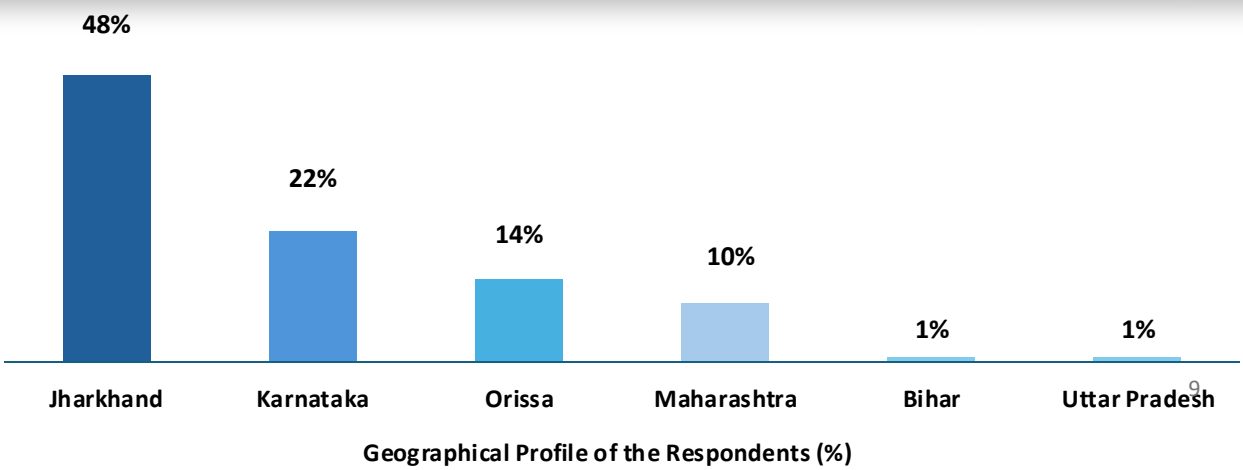
Majority respondents (52.2%) had completed post-graduate qualifications, suggesting strong readiness to participate in advanced skill-building initiatives. Another 47.7% had completed undergraduate.

Age Distribution

66.6% of the respondents belonged to the age range of 20–23 years, and 33.3% were 24-26 years old reflecting the project's emphasis on empowering young adults for skill development and employment opportunities.

Geographical Representation

The geographical distribution of respondents showed a strong concentration in Jharkhand, with 48% of the total respondents, indicating the project's substantial outreach within the state. Karnataka (22%), Odisha (14%) and Maharashtra (10%) also contributed notable proportions, demonstrating the project's capacity to engage participants across diverse socio-economic background. Lower levels of participation were observed in Bihar (1%) and Uttar Pradesh (1%).

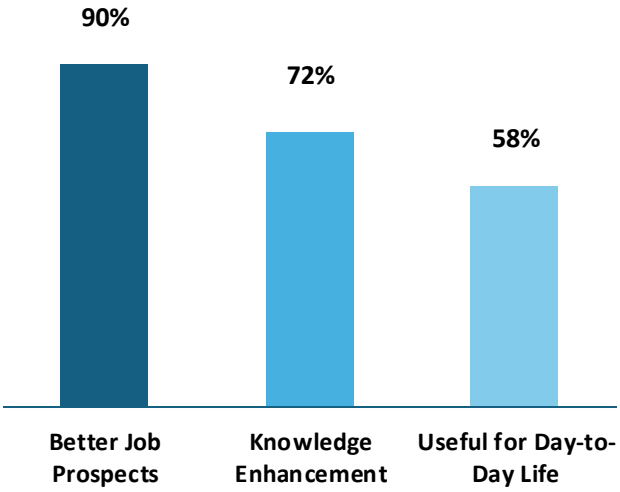


Geographical Profile of the Respondents (%)

Key Findings : Relevance

Need for Skill Development

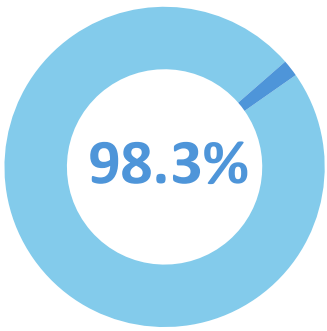
98.8% of respondents expressed the need for such courses, emphasizing the project's relevance in supporting their career advancement goals.
The key reasons for participation included the pursuit of better job opportunities (90%), the desire to enhance knowledge (72%), and the usefulness of the course in day-to-day life (58%).
This range of motivations illustrates the project's ability to address the diverse aspirations and challenges of its target audience.



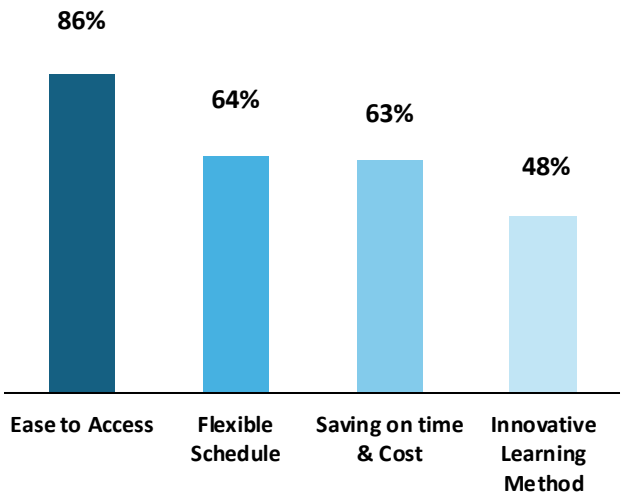
Motivation Factors for Participation in the Project (%)

Fulfilment of Participants Needs

A majority (98.3%) of participants reported that the project effectively met their expectations, with 52.7% strongly agreed and 45.5% agreed that the programme fulfilled the needs that initially motivated them to join the programme.



Value Addition and Accessibility



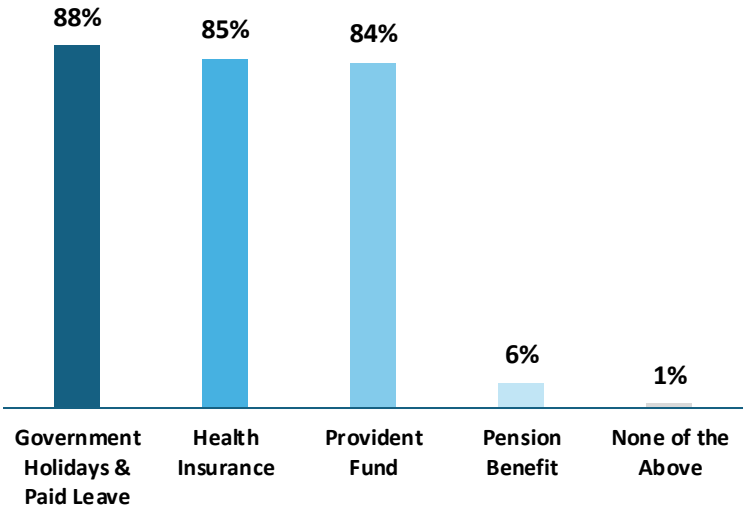
Value Addition and Accessibility to Participation (%)

99.4% respondents acknowledged the project's significant value in improving their personal and professional outcomes.
Key strengths included ease to access (86%), flexible schedule (64%), saving on time and cost (63%) and innovative learning method (48%).
These features highlight the programme's strong alignment with the digital lifestyles and time constraints of young participants, ensuring inclusive and effective delivery.

Key Findings : Coherence

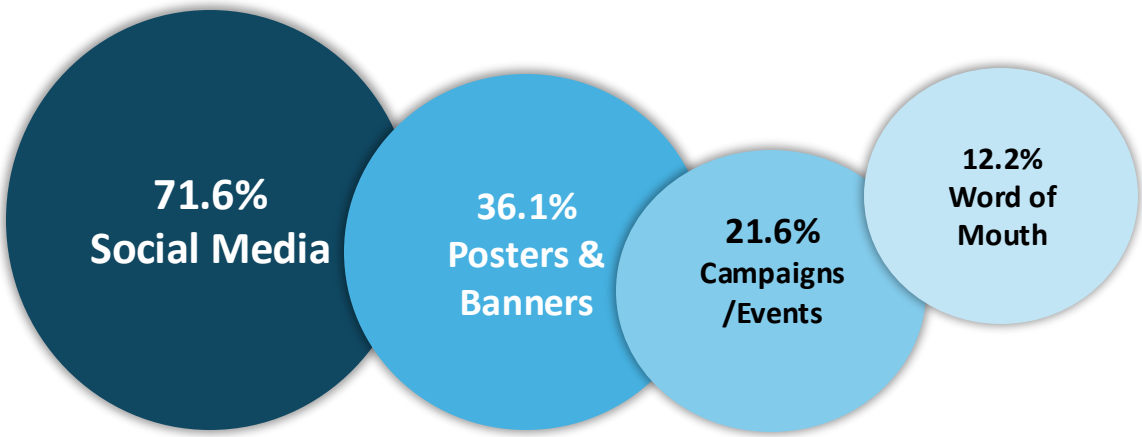
Workplace Benefits

The project effectively connected participants to workplaces offering essential benefits that support job security and overall well-being. Key provisions included government-mandated holidays and paid leave (88%), health insurance (85%), provident funds (84%) and pension benefit (6%) reflecting the programme's success in facilitating access to formal, structured employment opportunities.



Distribution of Various Workplace Benefits Among the Respondents (%)

Project Mobilisation and Outreach



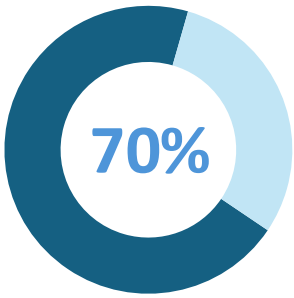
The project's mobilisation strategy combined formal and informal outreach, reaching diverse participants through multiple channels. Social media generated 71.6% of awareness, followed by posters & banners (36.1%), campaign/events (21.6%) and word of mouth (12.2%).

This multi-channel approach strengthened community trust, enhanced visibility, and ensured broad, inclusive participation across varied demographic groups.

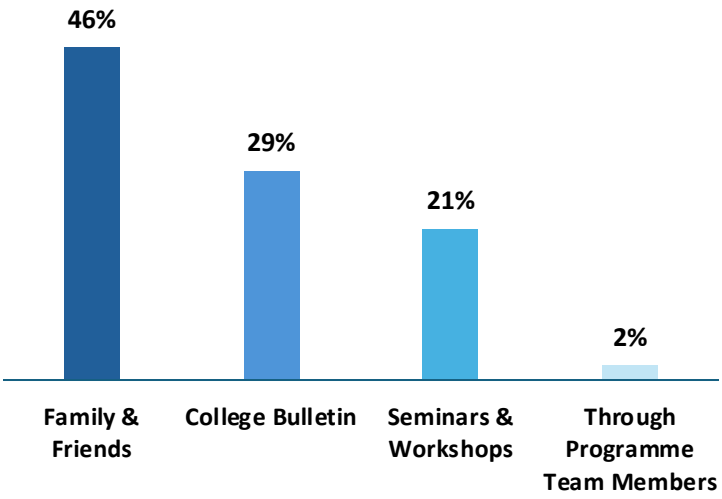
Key Findings : Efficiency

Perceived Utility of Training Materials

Training materials received strong positive feedback, with 70% of respondents reporting high satisfaction and 30% expressing satisfaction, indicating that the resources were effectively distributed and closely aligned with participants' practical learning requirements.



Awareness Generation



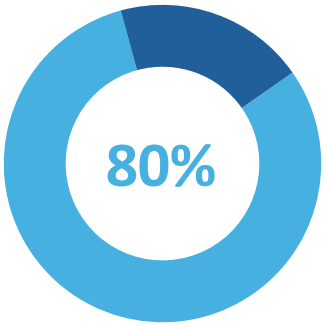
Sources of the Project Awareness Information among the Respondents (%)

Project awareness was primarily generated through informal networks, with 46% of respondents learning about it via family and friends. Institutional sources such as college bulletins contributed 29%, while seminars and workshops (21%) and direct outreach by programme team members (2%) accounted for the remaining awareness. This mix of formal and informal communication channels reflects an effective outreach strategy that supported broad participation among the target group.

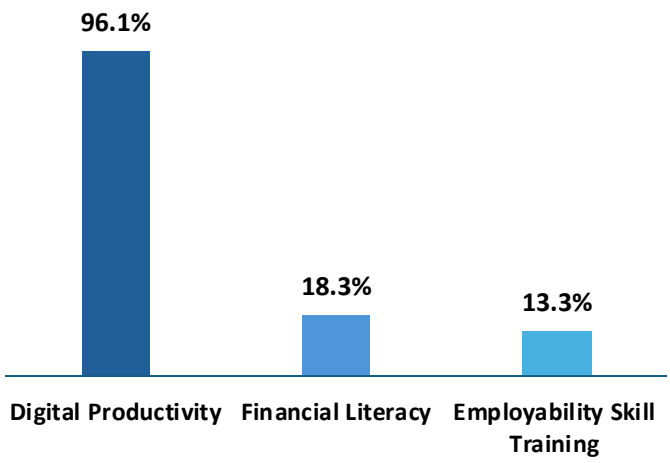
Participant Engagement

Participant engagement with the self-paced learning model was strong, with 80% reporting that they enjoyed it very much while only 19.4% indicated moderate interest in the self-paced learning model.

These findings reflect the effectiveness of the programme's flexible and accessible learning design in meeting diverse participant needs.



Completion of Course and Certification



Completion of Course by Candidates(%)

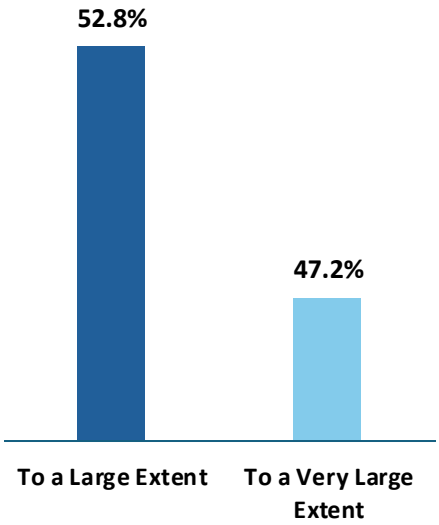
A key measure of project efficiency was the 100% course completion and certification rate among respondents, reflecting a well-structured and goal-oriented delivery approach.

The majority candidates (96.1%) completed certificate course on digital productivity followed by financial literacy (18.3%) and employability skill training (13.3%).

This outcome also indicates strong monitoring systems and consistent participant support throughout the training process, enabling successful course completion by all enrolled participants.

Post-Completion Follow-Up

The project demonstrated strong post-completion support, with 100% of respondents received follow-up calls that facilitated continued engagement and supported transitions to employment or further skill development. Satisfaction with these follow-up mechanisms was high, with 52.8% reported satisfaction to a large extent and 47.2% to a very large extent, reflecting the programme's sustained commitment to participant support and long-term impact beyond the training phase.



Satisfaction of Respondents with Follow-up Mechanisms (%)

Key Findings : Effectiveness

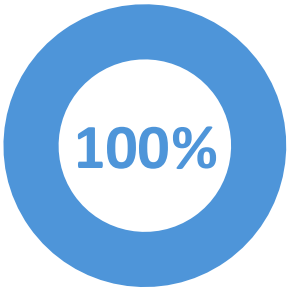
Project Feedback

Most respondents (63.8%) gave five stars and 29.4% of respondents gave four stars the programme, reflecting strong participant satisfaction and indicating the overall quality and effectiveness of the programme.

★★★★★ 63.8%

★★★★ 29.4%

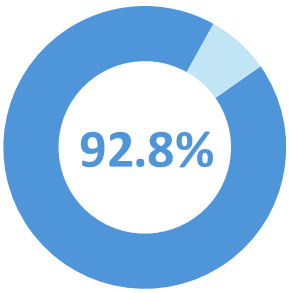
Post Training Placement



Post-intervention, 100% of respondents secured placement in relevant roles, indicating the project's effectiveness in linking skill development with employment outcomes.

Placement Outcomes and Sector Distribution

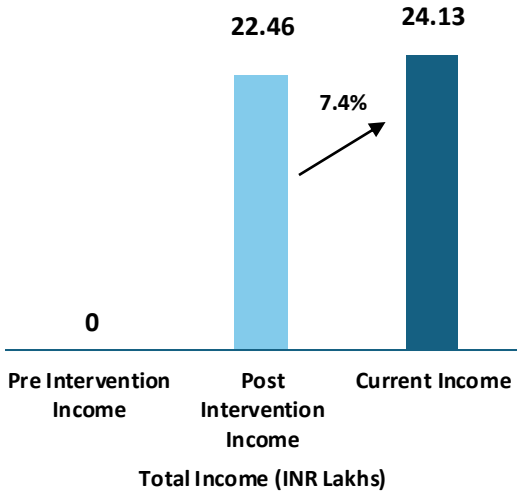
The project achieved strong placement outcomes, with 100% of respondents reported getting employed after training. A majority (92.8%) secured formal employment, reflecting alignment with the programme's objective of promoting stable and structured employment.



Income and Income Growth (Respondents with Pre-Intervention Income=0)

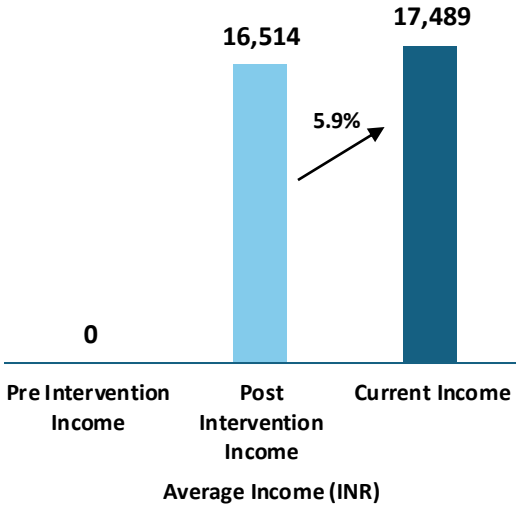
Total Income and Income Growth

The total income for respondents with zero income pre-intervention increased substantially from 0 to INR 22,46,000 post- intervention and further increased by 7.4% to INR 24,13,500.
This marked an incremental improvement, reflecting the project's capacity to create income-generating opportunities for individuals with no prior earnings.



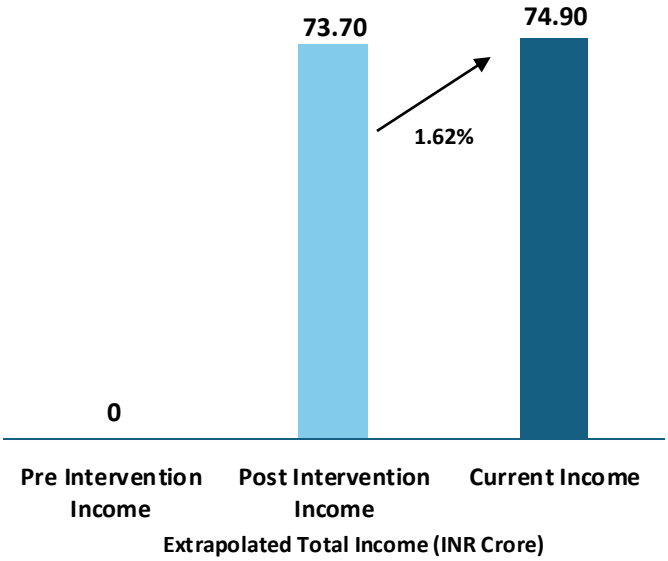
Average Income

The average income of this group (Pre-intervention income = 0) rose from zero pre intervention to INR 16,514 post-intervention and further increased by 5.9% to INR 17,489 in the current phase, demonstrating a steady progression in financial independence.



Extrapolated Income Growth

Among respondents with zero income prior to the intervention, the total post intervention extrapolated income reached INR 1.78 crore and the total current extrapolated income further increased by 5.9% to INR 1.89 crore, reflecting continued improvement in earnings following programme participation.

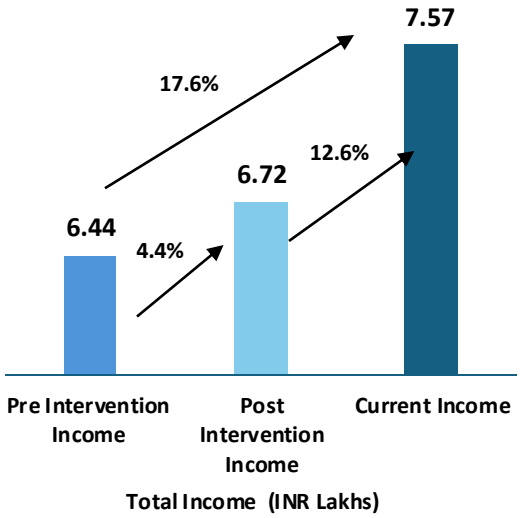


The HUL SAFAL Youth Employability Project added INR 74.9 crore to the economy.

Income and Income Growth (Respondents with Pre-Intervention Income > 0)

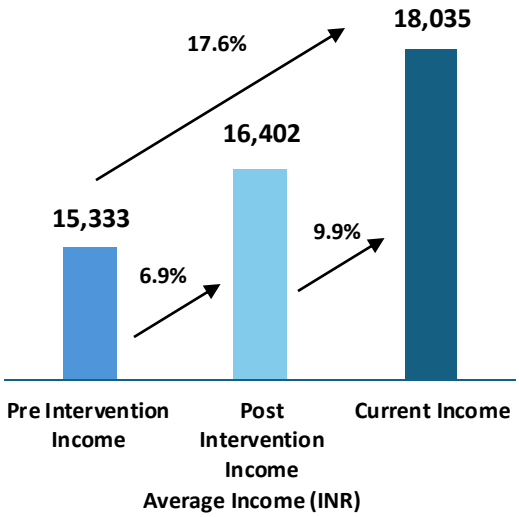
Total Income and Income Growth

Among respondents with pre-existing income, total earnings rose from INR 6,44,000 pre-intervention by 4.4% to INR 6,72,500 post-intervention and further by 12.6% to INR 7,57,500 during the current intervention phase. This growth indicates the programme's ability to enhance the earning potential of individuals who were already engaged in economic activities.



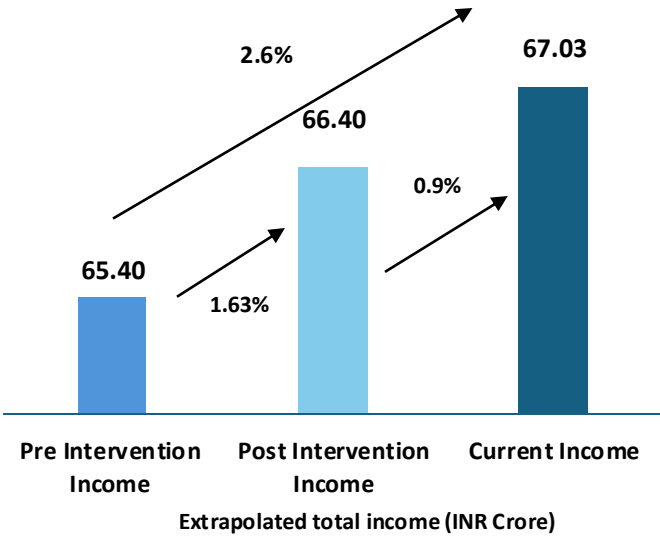
Average Income

The average income for this group (Pre-intervention income > 0) increased from INR 15,333 pre-intervention by 6.9% to INR 16,402 post intervention and further by 9.9% to INR 18,035 in the current phase.
This steady increase highlights the program's role in fostering income stability and growth.



Extrapolated Income Growth

Among respondents with pre-existing income, the total extrapolated pre-intervention income was INR 1.65 crore. Following the project, the total post intervention extrapolated income increased by 6.9% to INR 1.77 crore and the current total extrapolated income increased by 9.9%, stands at INR 1.94 crore and increased by 17.6% from pre-intervention levels.

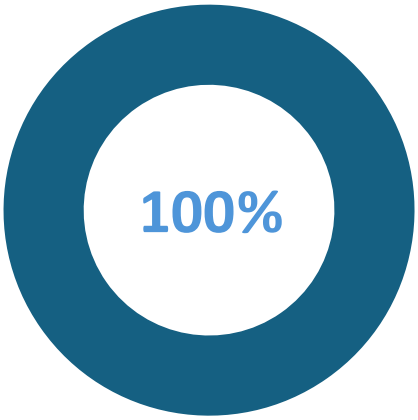


The HUL SAFAL Youth Employability Project added INR 67.03 crore to the economy.

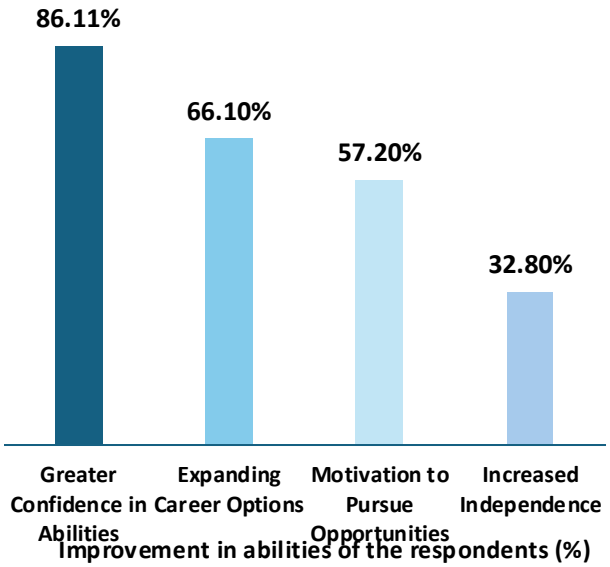
Key Findings : Impact

Shifted Perspective On Career Potential

The project significantly influenced participants' outlook on their career potential, with 100% reporting a positive shift in their understanding of financial literacy, digital productivity and employment enhancing skills, reflecting increased optimism and aspirations, indicating that the programme effectively met the expectations of the beneficiaries.



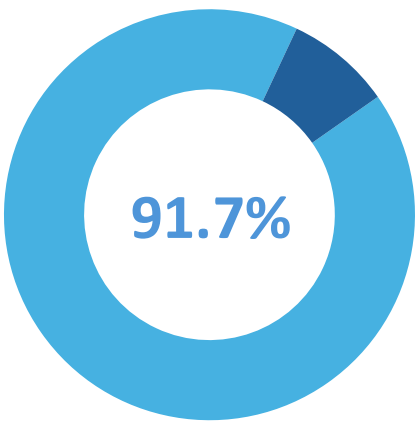
Improvement in Abilities and Career Potential



The project improved the outlook of the participants regarding their career potential and motivation, with 86.1% reported increase greater confidence in their abilities and 66.1% felt the project expanded their career options. Additionally, 57.2% gained motivation to pursue further opportunities, and 32.8% felt the skills gave them increased independence, indicating enhanced professional abilities and long-term career planning.

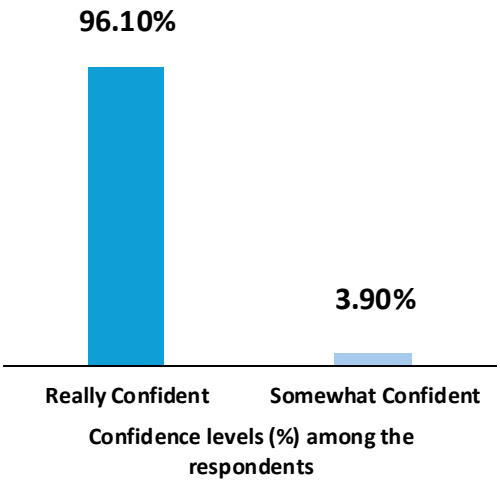
Job Readiness

The project achieved a high level of success in preparing beneficiaries for employment, with 91.7% respondents reporting that they felt "fully ready" for the job market after completing the project. This outcome highlights the project's effective alignment of training content with market demands and the specific employability needs of the participants.

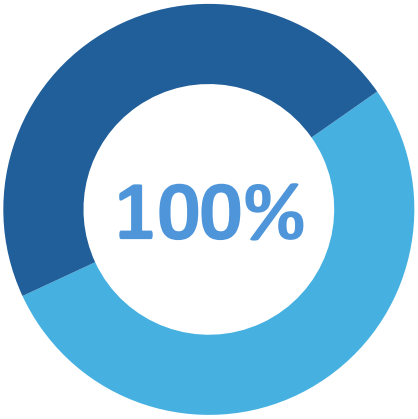


Increased Confidence and Skill Development

The project demonstrated that a significant proportion of respondents 96.1% reported feeling "really confident" post-intervention, indicating the project's success in building self assurance. The structured training sessions, practical exposure, and skill-building activities equipped beneficiaries with the tools needed to approach career opportunities with confidence



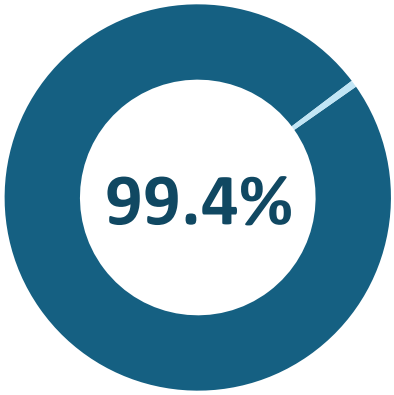
Enhanced Career Aspiration



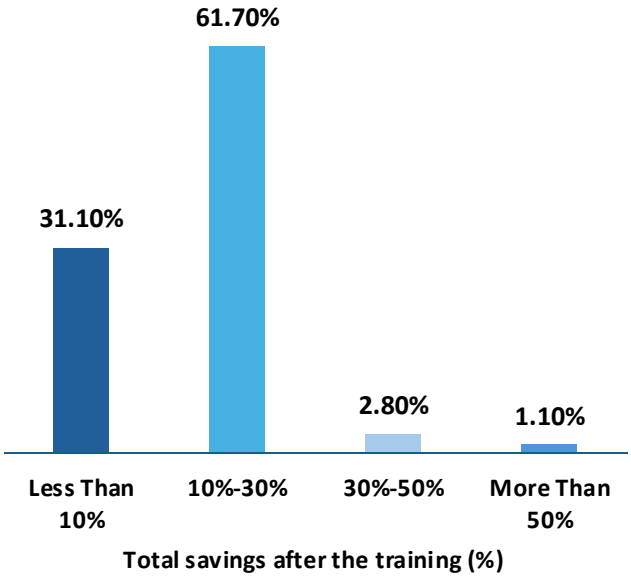
The program significantly influenced the career aspirations of beneficiaries, with 52.8% rating the impact as "highly effective" and 47.2% as "effective." These figures reflect the program's success in fostering ambition and aligning participants' skills with career goals.

Increased Earning Capacity After Training

A majority of respondents (99.4%) reported an increase in earning capacity after the training, while only 0.6% observed no change, indicating the programme’s strong impact on enhancing participants’ income potential.

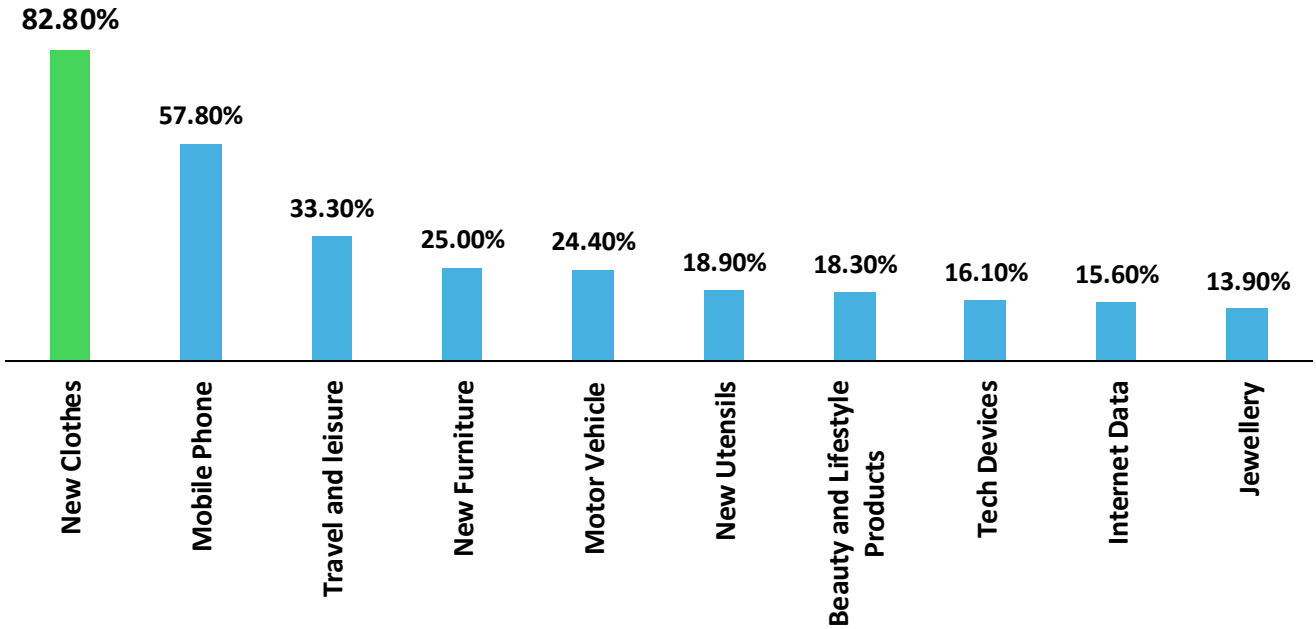


Total Savings



The project supported improved financial resilience among participants, with 61.7% saving 10–30% of their income, 2.8% saving 30–50%, and 1.1% saving over 50%, indicating strengthened financial discipline. While 31.1% saved less than 10%, the overall trend reflects enhanced financial management and stability.

Household expenditure behaviour post training



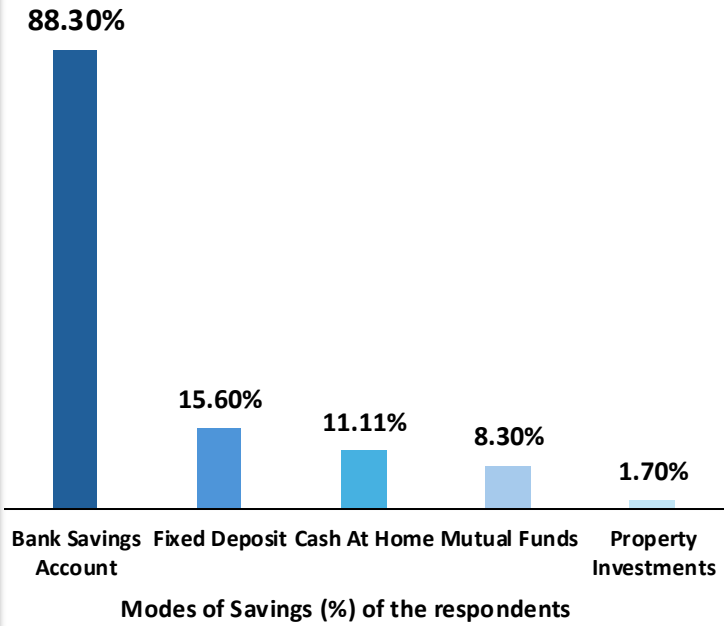
- Household purchasing behaviour showed a clear rise in disposable income and spends arising from economic stability.
- Majority of the respondents purchased new clothes (82.8%), while many had also invested in digital devices such as mobile phones or laptops (16.1%).
- Aspirational and lifestyle-related spending increased, with higher purchases of beauty product (18.3%), motor vehicles (24.4%) and travel and leisure (33.3%).
- Essential household upgrades like new furniture (25%) and utensils (18.90%) also became more affordable.
- Although some respondents purchased beauty products (13.90%) and internet/Wi-Fi (15.6%), these still reflect growing financial confidence.
- Overall, the data indicated enhanced purchasing power and quality of life among the respondents.

Key Findings: Sustainability

Household Income Surplus

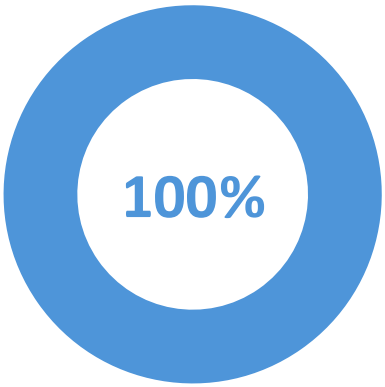
The program promoted financial literacy and encouraged sustainable saving habits among participants. 96.7% respondents reported increased savings post-intervention, reflecting the program's impact on improving financial independence. The majority utilized bank savings accounts (88.3%) to secure their earnings, indicating a shift towards formal financial practices. While smaller proportions saved through cash at home (11.11%), mutual funds (8.3%), and fixed deposits (15.6%).

These findings reflect an evolving understanding of diversified saving mechanisms among participants.



Modes of Savings (%) of the respondents

Recommending the Project



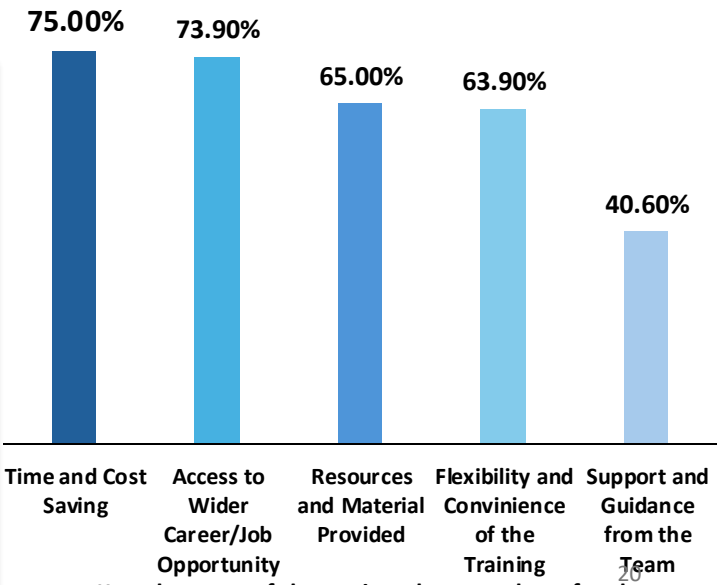
The project impacted the beneficiaries by providing them with the necessary 21st century digital and financial skills, which enabled them to seek employment through the project itself. When asked if they would recommend the program to others 100% of the respondents stated that they will recommend this project to their peers

These figures reflect the project's success in fulfilling the needs of the beneficiaries and fulfilling its objectives.

Key Elements of The Project

Respondents highlighted Time and Cost Saving (75%) as the element that stood out the most during the project, followed by access to wider career/job opportunities (73.9%), the resource and material provided (65%), flexibility and convenience of the training (63.9%) and support and guidance from the team (40.6%).

These findings underscore the importance of continued guidance, adequate training resource, and designing the training to be viable for the intended beneficiaries.



Key elements of the project that stood out for the respondents

Social Return on Investment (SROI)

Youth Employability Project

23.3% SROI

The SROI analysis indicates that for every INR 1 invested in the Youth Employability Project project, INR 23.3 of social value is generated

Total Beneficiary reach of the program in 2023-2024	2,264
Total Sample Size	200
Effective Sample Size	184

To ensure a more accurate representation of beneficiary data, an effective sample size was taken into account, considering the number of beneficiaries which had reported their post intervention income.

Impact Indicators

Financial Proxies

Youth Employability Project

1. Enhanced earning capacity due to skill development of beneficiaries — Increase in average income of the beneficiaries
2. Interest earned on savings — (Interest Rate on Government T-Bills) * (Average savings)

The SROI was derived after adjusting the following:

1. **Drop off**: ***20%*** *annual drop-off rate was applied in year 2 and 3, acknowledging that the social impact of the interventions may diminish over time due to various factors*
2. **Growth Rate**: ***5%*** *annual growth rate was applied n year 2 and 3, considering future benefits by incorporating the expected increase in income, savings, etc. over time*
3. **Discounting Rate**: ***5.6%*** *discounting rate was applied, to calculate the present value for social value generated in year 2 and year 3*

Impact indicator	Total Social Value Generated over 3 Years
1	37,84,76,430
2	31,82,844
TOTAL	**38,16,59,273**

Total Social 3 Year Impact (INR)
38,16,59,273

Total Investment 2023-2024 (INR)
1,64,00,000

SROI for Youth Employability Project 23.3%

Recommendations

Addressing Vulnerable Employment and Skill Disruptions

Industries are globally focusing on sustainable practices. Global trends indicate a demand for green jobs in areas such as renewable energy, environmental management, and sustainable logistics. The project can position itself as a leader in this space by:

- Training beneficiaries in renewable energy technologies, energy-efficient practices, and eco- friendly supply chain management.
- Building on insights from qualitative interactions with ITIs, additional components on sustainable inventory management, green consumer behaviour, and eco-friendly logistics.

Access and Training to Digital Sales and Marketing

Providing training on using digital tools for inventory management, online sales, and marketing can be instrumental in equipping beneficiaries with the competencies required in a digitalised and interconnected world. These sessions should focus on fostering technological literacy by training participants to effectively use digital tools helping participants adapt to the growing prominence of e-commerce and digital trade

Providing Access to Online Resources

By having access to a digital library for all the resources that the beneficiaries studied during the training period would enable the beneficiaries to not only continue their learning process beyond the training period but also help support them in their jobs and further prepare for employment opportunities in the future. Furthermore, the online resources shall also enhance the outreach of the program beyond the beneficiaries of the project

Conducting Longer- Intensive Training Program

Though this particular project is focused on 10 hour training for employment in the financial literacy, digital productivity and employability skills, the training could introduce longer (1 month/3 month) training period for more intensive courses that require a bit higher expertise yet are entry-level. The training could be provided to individuals who have graduated or have some work experience in relevant sectors and are seeking to transition to higher positions

Conclusion

The impact assessment of the **HUL SAFAL – Youth Empowerment Project** has demonstrated that the intervention has delivered meaningful and measurable outcome across all OECD–DAC criteria. The project effectively addressed widening digital divide and employability gap by providing targeted digital productivity, financial literacy, and employability skill training to youth aged 14–29.

The programme exhibited **strong contextual relevance and responsiveness to beneficiary needs**. Operationally, the programme achieved exceptional efficiency, structured certification pathways, and comprehensive post-training follow-up. The blended and self-paced learning model proved accessible and adaptable, particularly in digitally evolving environments.

From an effectiveness standpoint, **the project achieved 100% placement, with the majority securing formal employment with social security benefits**. Income analysis indicates substantial economic mobility, previously unemployed beneficiaries transitioned to steady earnings, while those with prior income recorded sustained growth.

At the impact level, the programme **strengthened not only earning capacity but also confidence, financial literacy, savings behaviour, and long-term career aspirations**. Improvements in household expenditure patterns, savings formalisation, and job readiness demonstrate **multidimensional empowerment beyond immediate employment outcomes**.

High savings rates, adoption of formal banking channels, strong peer recommendation, and alignment with national digital skilling ecosystems indicate that the project has **built durable capacities rather than short-term employment gains alone**.

Overall, the HUL SAFAL Youth Empowerment Project represents a **high-impact, scalable, and nationally aligned CSR intervention that successfully bridges digital skill gaps, enhances employability, and fosters sustainable financial independence among youth**.

Thank You

PRABHAT IMPACT ASSESSMENT REPORT

FY 2021-24

Published By:
Hindustan Unilever Limited

Table of Contents

List of Abbreviations

Abbreviation	Full Form
AA-HA!	WHO's Global Accelerated Action for the Health of Adolescents
AIF	Ashok Leyland Institute of Foundation (implementation partner referenced as AIF)
AI	Artificial Intelligence / Artificial Insemination (appears with both meanings in different reports)
AMB	Anaemia Mukt Bharat
ATMA Scheme	Support to State Extension Programme for Extension Reforms
AWC	Anganwadi Centre
BCC	Behaviour Change Communication
COVID-19	Coronavirus Disease 2019
Cr	Crore (10 million)
FGD / FGDs	Focus Group Discussion(s)
FMCG	Fast-Moving Consumer Goods
FPO	Farmer Producer Organization
FSC	Farmer Service Centre
FY	Financial Year

Abbreviation	Full Form
GoI	Government of India
HUL	Hindustan Unilever Limited
ICDS	Integrated Child Development Services
IDIs	In-Depth Interviews
IFA	Iron–Folic Acid
IYCF	Infant and Young Child Feeding
IRECS	Inclusiveness, Relevance, Expectations, Convergence, Service Delivery
IT	Information Technology
ITES / IT/ITES	Information Technology Enabled Services
Jan Andolan	Community mobilisation initiative under POSHAN Abhiyaan
KII / KIIs	Key Informant Interview(s)
LHDCP	Livestock Health and Disease Control Program
MAA Programme	Mother's Absolute Affection Programme
MCP Card	Mother and Child Protection Card
MoU	Memorandum of Understanding
Mission Poshan 2.0	Government flagship nutrition initiative
NGO	Non-Governmental Organisation
NDD	National Deworming Day
NFHS-5	National Family Health Survey – Round 5
NRLM	Deendayal Antyodaya Yojana – National Rural Livelihoods Mission
NRC	Nutrition Rehabilitation Centre
NSQF	National Skills Qualifications Framework

Abbreviation	Full Form
OBC	Other Backward Classes
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
PLW	Pregnant and Lactating Women
PM Poshan	Government Mid-Day Meal Scheme
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
POSHAN Abhiyaan	India's National Nutrition Mission
PwDs	Persons with Disabilities
q/acre	Quintal per acre
RGM	Rashtriya Gokul Mission
SC	Scheduled Castes
SDGs	Sustainable Development Goals
SHG	Self-Help Group
STH	Soil-Transmitted Helminths
WRA	Women of Reproductive Age
%	Percentage symbol
₹ / INR / Rs	Indian Rupees (currency)

EXECUTIVE SUMMARY

Hindustan Unilever Limited remains committed to advancing sustainability and inclusive community development through its flagship CSR initiative, **Prabhat**, which focuses on strengthening livelihoods, improving health and nutrition outcomes, and promoting environmental sustainability in communities surrounding HUL's manufacturing locations.

The programme achieved **wide and multi-sectoral outreach over FY 2021-22, FY 2022-23, and FY 2023-24**, reaching a total of **2,54,321 beneficiaries** across its Skilling, Agri-Value Chain, Dairy Value Chain and Nutrition Initiatives. The **Nutrition** pillar accounted for the largest share of outreach, benefiting **1,36,693** individuals, reflecting the scale of preventive healthcare, nutrition, and community-based interventions. The **Livelihoods** pillar reached **58,814 beneficiaries**, supporting income generation, skill development, and market-linked economic activities.

Summary findings by pillar are presented in the sections that follow.

EXECUTIVE SUMMARY

The **FY 2021-22, FY 2022-23, and FY 2023-24 Impact Assessment Study** for the Prabhat initiative was designed to systematically assess programme outcomes across its three core pillars-**Livelihoods, Health and Nutrition, and Environmental Sustainability,** using evaluation frameworks tailored to the nature of each intervention. The assessment applied the **IRECS framework** (Inclusion, Relevance, Expectation, Convergence, and Service Delivery) for livelihood-focused programmes, and the **OECD DAC evaluation criteria** for health and nutrition interventions.
In total, the assessment covered 22 factory locations, surveying **1,150 respondents** across diverse geographies.

Pillar	Programme	Location	Framework Used	Survey Sample Size
Livelihoods	Livelihood Skilling Programme	Amli, Chhindwara, Chiplun, Doomdooma, Etah, Gandhidham, Haldia, Haridwar, Hosur, Khamgaon, Kolkata, Nalagarh/Baddi, Nabha, Nashik, Puducherry, Rajahmundry, Sonipat and Sumerpur	IRECS	344
	Dairy Value Chain Programme	Sumerpur, Etah, Orai, Rajpura, and Nabha	IRECS	129
	Agri Value Chain Programme	Chhindwara, Chiplun, Dapada, and Nashik	IRECS	461
Nutrition	Nutrition Programme	Sumerpur, Chhindwara, Hosur, Etah	OECD-DAC	216

Summary findings by pillar are presented in the sections that follow.

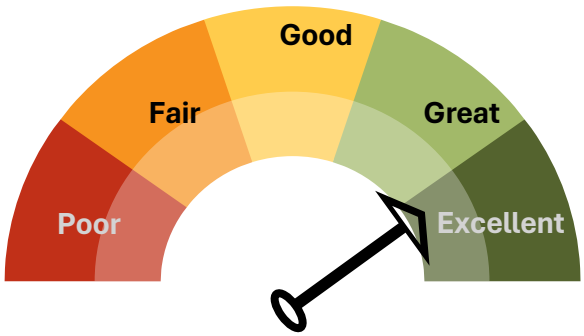
Prabhat Livelihoods

Livelihood pillar is dedicated to facilitating economic value addition and financial empowerment of communities, thereby fostering livelihood opportunities through skill development and entrepreneurship focused on farm-based agricultural and dairy value chain interventions. To assess the impact of economic empowerment, the IRECS framework, covering Inclusion, Relevance, Expectations, Convergence, and Service Delivery, has been applied.

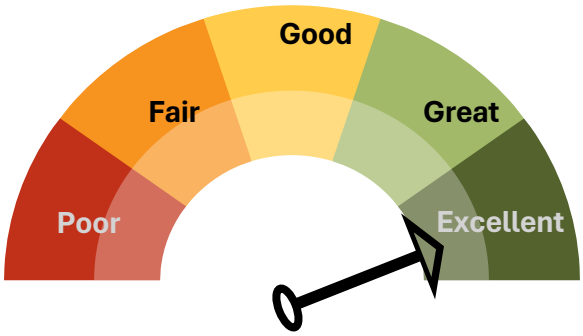
Skilling Programme

- The impact assessment of the HUL Prabhat Skilling Programme covered 344 respondents across multiple Prabhat Livelihood Centres, complemented by 15–20 Focus Group Discussions (FGDs) and 15–20 Key Informant/ In-Depth Interviews (KIIs/IDIs). The study applied the IRECS framework to evaluate inclusiveness, relevance, expectations, convergence, and service delivery of the programme.
- The programme demonstrated strong inclusiveness, with 67.4% of participants being women across the assessment period (62.5% in FY 2021–22, 65.7% in FY 2022–23, and 65.8% in FY 2023–24). A significant proportion of beneficiaries belonged to economically vulnerable segments, with 53.5% reporting unemployment or underemployment prior to programme participation, including 19% persons with disabilities, indicating that the initiative successfully reached individuals with limited livelihood opportunities.
- In terms of programme relevance, the skilling courses were well aligned with local labour market demand and livelihood opportunities. The majority of participants came from small to medium dependent households, and over 53% joined the programme specifically to enhance their skills, demonstrating strong demand for market-oriented training. The programme's design ensured that training content remained appropriate to the beneficiaries' socio-economic contexts and existing skill levels.
- The programme successfully met participant expectations related to employment and income generation. Evidence from the assessment indicates a sustained increase in earnings, with average monthly income rising by approximately 28% following completion of training, reflecting the programme's contribution to improved livelihood stability and economic mobility.
- The programme also showed strong convergence with national skilling priorities, aligning with initiatives such as Skill India Mission, PMKVY, Digital India, and Atmanirbhar Bharat. The demand-driven approach and emphasis on industry-relevant training supported national objectives of enhancing employability and entrepreneurship among youth and women.
- Participants reported high satisfaction with programme delivery, highlighting the quality of trainers, training materials, and supportive learning environments. Specifically, 96.1% rated trainers as good or excellent, 92.7% expressed satisfaction with training materials, 95.2% acknowledged the programme's inclusiveness and safety, and 92.7% were satisfied with post-training support, indicating strong programme pedagogy and learner support systems.
- The income verification analysis further confirms the programme's economic impact. Among the 344 respondents, the total reported income increased from INR 7,83,589 (pre-intervention) to INR 31,83,830 post-intervention.
- When extrapolated across the programme scale, the findings indicate that the skilling initiative has generated an estimated INR 62.1 crore in additional income within the economy across 35,736 beneficiaries between FY 2021 and FY 2024, highlighting the programme's contribution to local economic growth and sustainable livelihood creation.

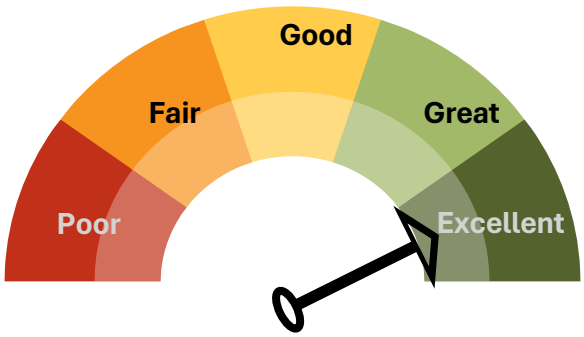
Skilling Programme: Impact Ranking



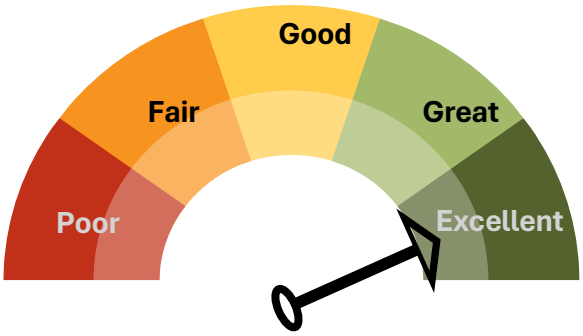
Inclusion



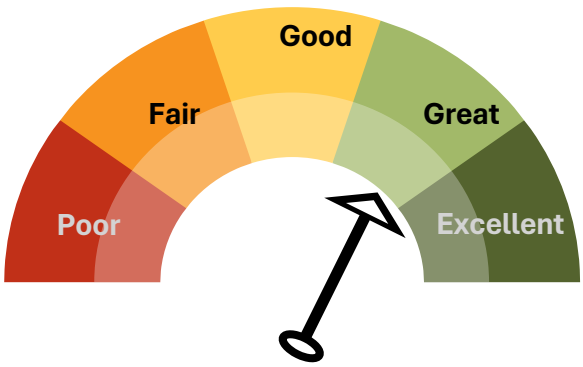
Relevance



Expectations



Convergence

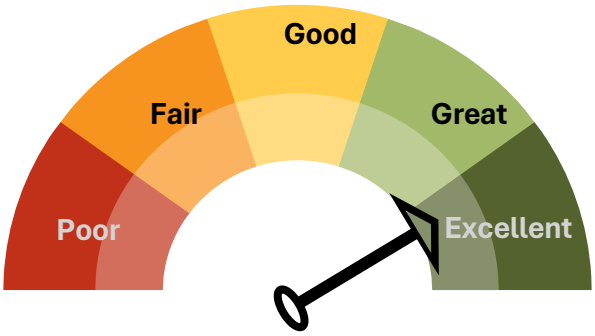


Service Delivery

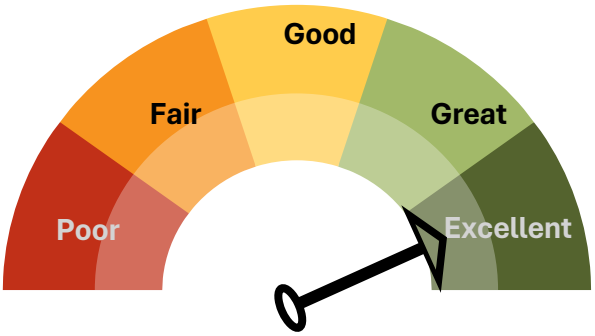
Agri-Value Chain Programme

- The impact assessment of the HUL Prabhat Agri Value Chain Initiative evaluated programme outcomes across Chhindwara, Chiplun, Dapada, and Nashik, covering 461 quantitative survey respondents, along with 5 Key Informant Interviews (KIIs) and 2–4 Focus Group Discussions (FGDs). The study applied the IRECS evaluation framework, assessing programme performance across inclusiveness, relevance, expectations, convergence, and service delivery.
- The programme was designed to address livelihood insecurity among rural and semi-urban communities, where limited access to skills, markets, and institutional support often constrains income generation. Through interventions focused on farmer collectivisation, enterprise development, improved agricultural practices, and market linkages, the initiative aimed to strengthen farm and non-farm livelihood opportunities, particularly for small and marginal farmers, youth, and women.
- The intervention demonstrated strong alignment with farmer needs, particularly in improving access to agricultural inputs, advisory services, and collective market platforms. Strengthened Farmer Producer Organizations (FPOs) played a critical role in enabling farmers to participate in organised value chains and access better market opportunities.
- The programme generated significant improvements in farm income, with the analysis indicating that average annual farm income increased from INR 69,915 to INR 98,456, representing an increase of approximately 41% following programme participation. This rise reflects the combined impact of improved productivity, better market price realisation, and reduced input costs.
- The programme also contributed to increased crop productivity across major crops cultivated by participating farmers. Yield improvements were observed across key crops:
    - Maize yields increased from 23 to 28 quintals per acre (22% increase)
    - Paddy yields increased from 16 to 18 quintals per acre (15% increase)
    - Soybean yields increased from 14 to 17 quintals per acre (approximately 21–33% increase)
    - These improvements were driven by better agronomic practices, access to quality inputs, and strengthened extension support.
- The intervention also strengthened market participation and price realisation. Through FPO-led aggregation and direct buyer linkages, farmers shifted from fragmented intermediary-driven markets to more organised marketing systems. Collective marketing enabled farmers to secure 10–15% higher prices, while bulk negotiations with buyers reduced transportation costs and improved bargaining power.
- Enhanced market transparency, timely payments, and collective logistics further enabled farmers to capture a larger share of market value. These improvements contributed to stronger price realisation and more stable farm incomes over time.
- The programme also resulted in improvements in household financial resilience. Average monthly household savings increased from INR 3,784 to INR 6,417, representing an increase of INR 2,633 or nearly 70%. This improvement reflects higher farm earnings, reduced input costs, and improved access to organised markets through FPO structures.
- The initiative also achieved high beneficiary satisfaction levels, with 79% of respondents expressing satisfaction with the programme (14% very satisfied and 65% satisfied). A smaller share reported neutral or negative experiences, suggesting that while the programme is broadly effective, there remains scope for improving service delivery for a small subset of beneficiaries.
- Income verification analysis further confirms the programme's economic contribution. Among the 461 surveyed respondents, the total verified agricultural income amounted to INR 4,53,88,000, with 100% of respondents providing income documentation or self-declaration. When extrapolated to the broader beneficiary population, the programme generated an estimated INR 63.96 crore in agricultural income across participating farmers.

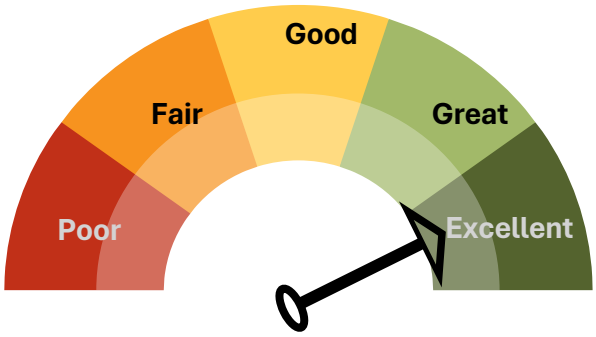
Impact Ranking



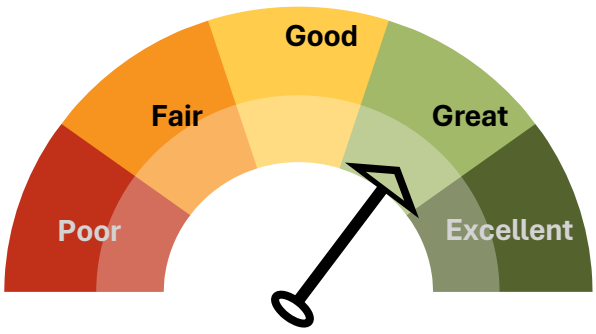
Inclusion



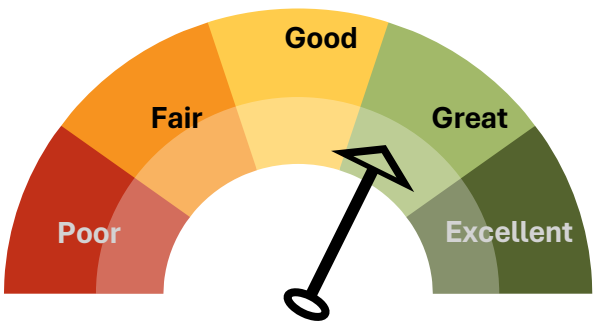
Relevance



Expectations



Convergence



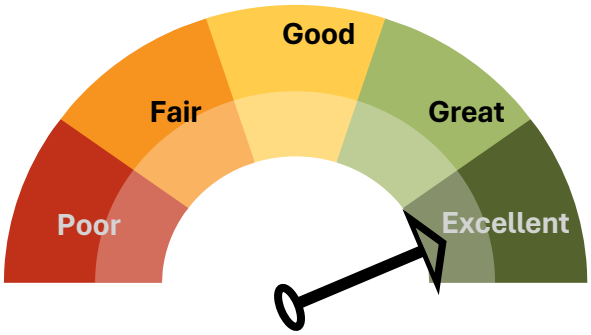
Sustainability

Dairy Value Chain Programme

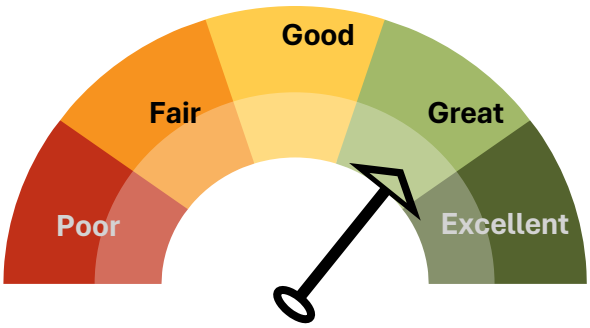
- The impact assessment of the HUL Prabhat Dairy Value Chain Initiative examined programme outcomes across Sumerpur, Etah, Orai, Rajpura, and Nabha, covering 129 quantitative survey respondents, along with 8–10 Key Informant Interviews (KIIs) and 10–12 Focus Group Discussions (FGDs). The study applied the IRECS evaluation framework, assessing programme inclusiveness, relevance, expectations, convergence, and service delivery.
- The programme addressed structural challenges in smallholder dairy farming, including low productivity, fragmented livestock holdings, limited access to veterinary services, weak breeding support, and inadequate market linkages. Through a combination of cattle health interventions, advisory services, and improved herd management practices, the initiative aimed to strengthen dairy-based livelihoods, particularly for small and marginal farmers and women dairy entrepreneurs across 76 villages in Uttar Pradesh and Punjab.
- The intervention generated clear improvements in farmers' income and productivity. The assessment shows that average monthly dairy income increased by 19%, rising from INR 11,534 pre-intervention to INR 13,700 post-intervention. This increase was supported by improvements in cattle health, better feed management, and access to artificial insemination (AI) services that improved herd quality and milk productivity.
- In addition to dairy income gains, farmers reported overall household income improvements, with average monthly income increasing from INR 33,272 to INR 36,835, representing an 11% increase following programme participation. These findings indicate that dairy strengthening contributed positively to broader livelihood resilience and income diversification.
- The programme also produced measurable cost reductions in livestock management, particularly in veterinary expenditure. Average monthly veterinary consultation costs declined from INR 1,743 to INR 1,210, resulting in average savings of INR 533 per month (31% reduction). These savings were driven by improved preventive healthcare, access to treatment camps, and doorstep veterinary advisory services.
- Similarly, the initiative contributed to reduced feed and fodder expenses, with average monthly feed expenditure declining from INR 8,668 to INR 8,244, generating average savings of INR 424 per farmer per month. This reduction was attributed to improved ration planning and access to affordable feed through Farmer Service Centres (FSCs) and collective procurement mechanisms.
- Improvements in milk yield and quality were also observed. Farmers reported increased milk production from cows and buffaloes, while milk fat content improved by 1–2 percentage points, enhancing the value of milk sold and improving price realisation in local markets.
- The programme delivered strong technical and advisory support, with farmers widely reporting access to training materials, mentoring, and veterinary guidance. Access to artificial insemination services and feed advisory support contributed to improved herd management practices and long-term productivity gains.
- In terms of market access, private milk vendors remained the primary marketing channel for most farmers, while formal cooperative channels had relatively limited reach. Nevertheless, improved milk quality and productivity enabled farmers to secure better returns within existing market structures.
- The income verification analysis further validates the economic impact of the programme. Among 129 surveyed respondents, the total verified monthly income from dairy activities amounted to INR 41,88,000, with 100% of respondents providing income proof or self-declaration. When extrapolated to the wider beneficiary base, the programme generated an estimated INR 71.4 crore in income across participating dairy farmers.

Impact Ranking

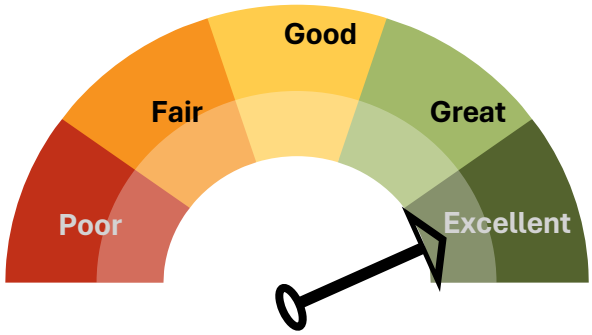
Inclusion



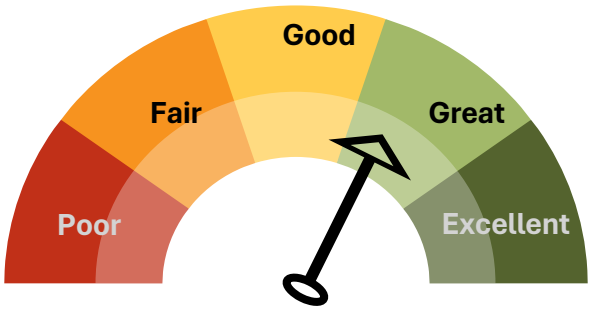
Relevance



Expectations



Convergence

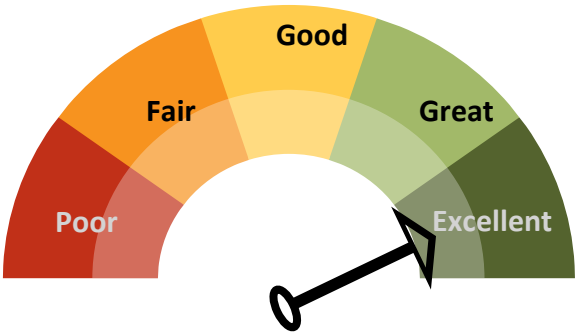


Service Delivery

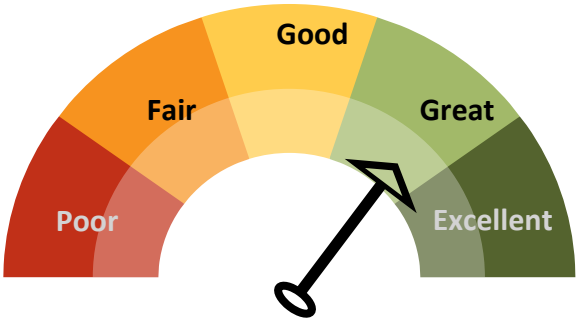
Nutrition Programme

- The impact assessment of the HUL Prabhat Nutrition Programme evaluated programme implementation across Chhindwara, Etah, Hosur, and Sumerpur, covering 216 survey respondents, 12 Key Informant Interviews (KIIs), and 10–15 Focus Group Discussions (FGDs). The assessment applied the OECD-DAC evaluation framework to analyse programme relevance, efficiency, effectiveness, impact, and sustainability.
- The findings highlight a strong pre-existing need for nutrition support within communities, with 93% of respondents reporting that they were already seeking external nutrition assistance before the programme. Baseline awareness gaps were also significant, as 62% of respondents were unaware of the importance of micronutrients, while 54% were unaware of the link between maternal malnutrition and child underdevelopment, underscoring the relevance of the intervention.
- The programme demonstrated efficient and consistent delivery mechanisms, particularly through interpersonal counselling and repeated community engagement. Approximately 79% of respondents reported receiving monthly follow-up interactions, while 45% reported receiving more than three home visits. Additionally, 82% reported that home visits lasted over 30 minutes, indicating adequate time for meaningful counselling and discussion.
- The use of participatory and interactive tools strengthened learning outcomes, with 84% of respondents confirming that interactive materials and demonstrations were regularly used during sessions. The programme also created a supportive environment for discussion and learning, with 62% of respondents reporting feeling comfortable to very comfortable during programme sessions, and no respondents reporting discomfort.
- The intervention demonstrated strong community engagement and participation, with 97% of respondents attending nutrition-related events regularly and 72% actively participating in programme activities. These results suggest that the programme successfully mobilised communities and strengthened participation in nutrition awareness initiatives.
- The programme contributed to significant improvements in nutrition knowledge and health practices. Approximately 70% of respondents were able to recall all food groups, reflecting improved awareness of balanced diets. Additionally, 86% of respondents reported regular consumption of Iron and Folic Acid (IFA) tablets, indicating positive behaviour change related to anaemia prevention.
- The programme also promoted household-level nutrition practices, with 88% of respondents reporting regular maintenance of nutri-gardens, supporting dietary diversity and local access to nutritious food. These practices contribute to long-term improvements in household nutrition security.
- The intervention generated broader socio-economic and well-being benefits, with 98% of respondents reporting perceived economic improvements, including better savings capacity, improved productivity, and improved health outcomes resulting from better nutrition practices.
- Evidence also indicates strong sustainability of programme outcomes. Approximately 81% of respondents reported continued monthly follow-up support, while 90% reported sustained nutrition awareness through community platforms such as Self Help Groups (SHGs), Panchayati Raj Institutions (PRIs), and school systems, suggesting institutionalisation of knowledge within community structures.
- The programme also facilitated positive shifts in intra-household support systems. 75% of respondents reported increased support from in-laws, and 87% reported increased support from male household members, indicating improved family engagement in nutrition-related decision-making.

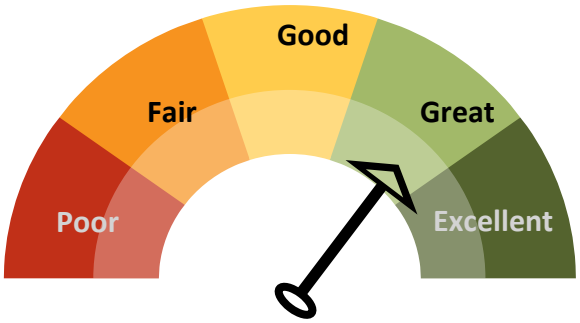
Impact Ranking



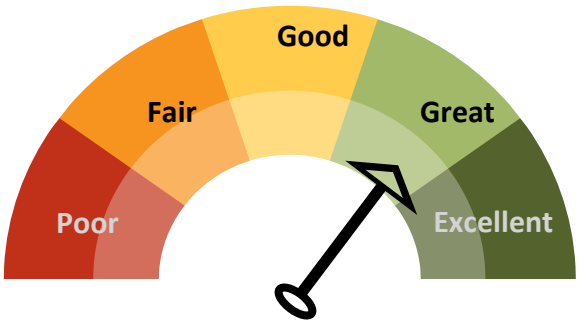
Relevance



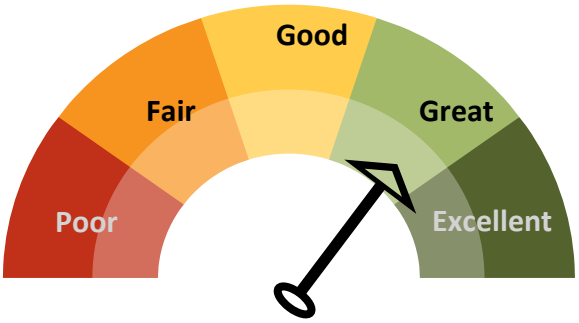
Efficiency



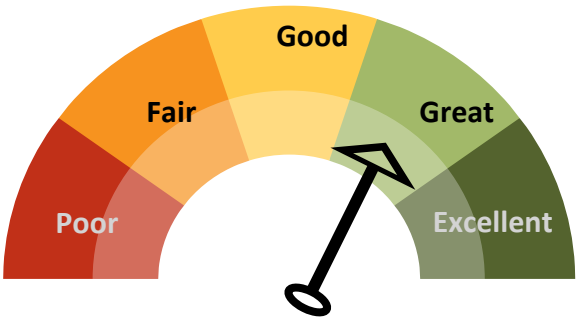
Coherence



Effectiveness



Impact



Sustainability

ABOUT HUL

With more than 90 years of heritage in India, Hindustan Unilever Limited (HUL) is India's largest fast-moving consumer goods company and is among the top 20 Food and Home & Personal Care Companies globally. From simple beginnings it has grown over time powered by its deep understanding of India and its consumers. This is underscored by the belief 'What is good for India, is good for HUL' – a mantra that has made the company a household Fast Moving Consumer Goods (FMCG) brand in India. To this extent, on any given day, nine out of ten Indian households use one or more of HUL's 50+ brands spanning across 16 categories covering home care, beauty and personal care, food and refreshments and health and wellbeing products. The company employs about 20,000 people across 29 owned factories and 10 offices and about 3 lakh people work with HUL directly or indirectly in their extended value chain.

HUL is committed to sustainable development and inclusive growth and has been focusing on a wide range of issues in relation to water conservation, health and hygiene, skill development, education, social advancement, gender equality, women empowerment through environmental sustainability and rural development projects. HUL has also adopted the Growth Action Plan (GAP), which focuses on advancing climate resilience, promoting nature conservation, reducing plastic usage, and enabling sustainable livelihood generation through its CSR and sustainability efforts.

ABOUT PRABHAT

Launched in 2013 to address socio-economic disparities around HUL's manufacturing sites, Prabhat has progressively expanded its footprint beyond factory catchments and now benefits nearly 10 million people across 21 states and two Union Territories.

prabhat

'A community initiative of Hindustan Unilever Limited'

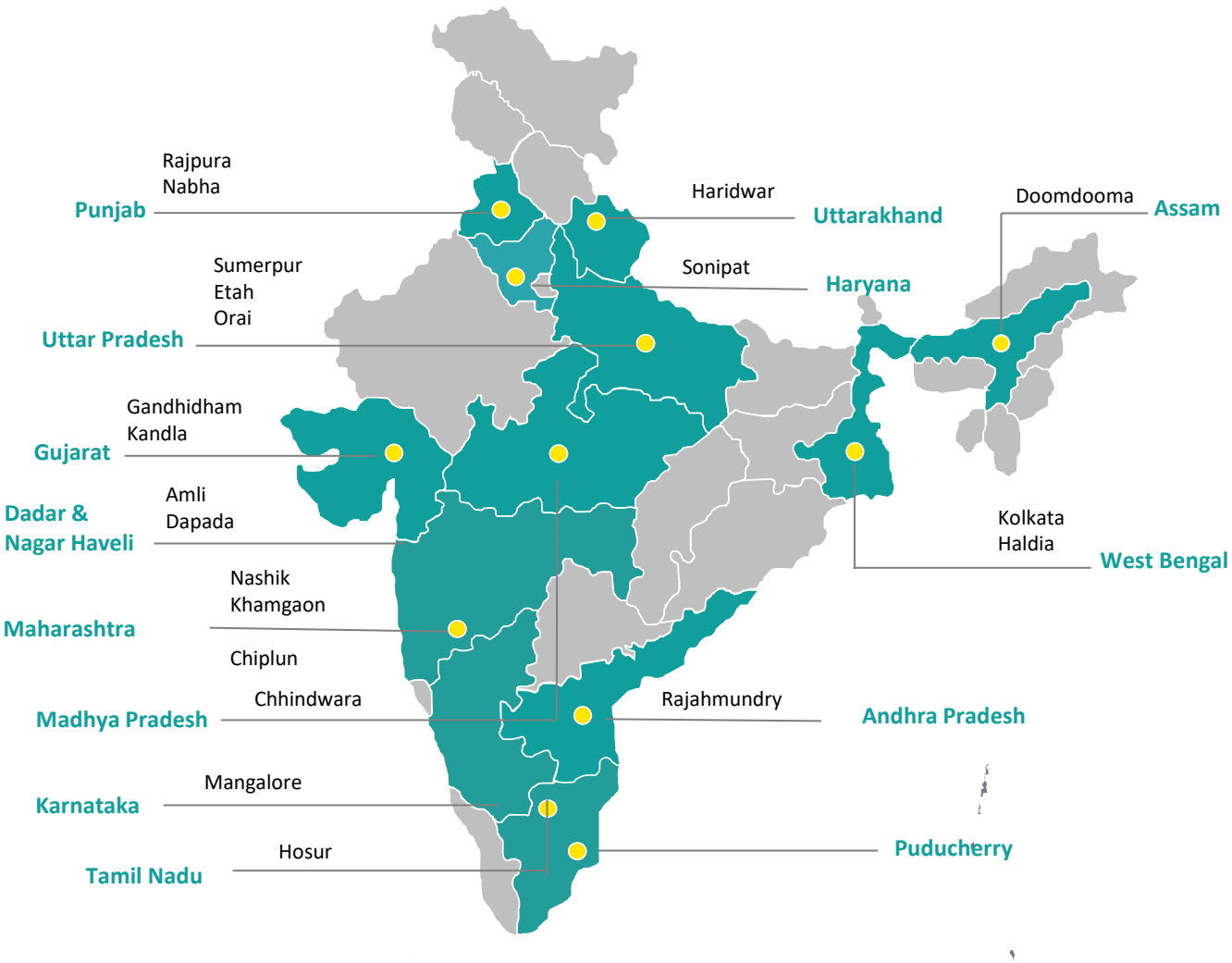
At its core, Prabhat adopts a multi-dimensional strategy covering health and nutrition, environmental sustainability and livelihoods, leveraging HUL's scale to catalyse positive social outcomes. The program has consistently engaged local populations as active contributors rather than passive beneficiaries, thereby reinforcing social capital and fostering community agency. Endorsed by notable external recognition including a Global CSR Award from the Global Energy & Environment Foundation, the initiative's impact has been independently validated[1].

ABOUT IMPACT ASSESSMENT STUDY

For 2021–24, an impact assessment study was undertaken to evaluate both the overall and pillar-specific impacts of HUL's Prabhat initiative on communities surrounding 18 factory locations. The study included a detailed analysis to verify the outcomes achieved under each of Prabhat's three core pillars and provided an estimation of the Social Return on Investment (SROI) generated by the initiative, quantifying the social value created through Prabhat's impact.

GEOGRAPHY OF THE STUDY

Impact assessment study included villages and wards across 22 locations of India.



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APPROACH & METHODOLOGY

METHODOLOGY

The impact assessment followed a three-phase approach, beginning with an inception phase that involved detailed review of programme documents and toolkits to refine the evaluation design. This was followed by an extensive data collection phase with direct and indirect beneficiaries, family members, employers, and panchayat officials, using interviews and discussions to capture diverse perspectives. The final phase focused on data analysis and synthesis of findings into a comprehensive report outlining key results and recommendations.

FRAMEWORKS DEPLOYED

The framework included evaluating programme impact, validating outcomes on the ground, and recommendations to enhance the Prabhat initiative. Each of the three pillars was analysed using a customised framework aligned to its unique design and implementation model. The subsequent section outlines these frameworks and the corresponding study coverage:

Livelihood Pillar:

IRECS Framework

Health and Nutrition Pillar:

OECD DAC Framework

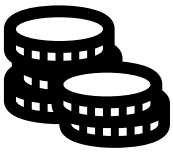
LIVELIHOOD PILLAR

The livelihood assessment drew on the IRECS framework—Inclusion, Relevance, Expectation, Convergence, and Service Delivery, which provided a structured lens to review skilling, agriculture, and dairy value-chain interventions. The framework helped gauge how fairly the programme reached beneficiaries, how well it matched local priorities and government agendas, and the socio-economic gains created through its delivery model. Given Prabhat's focus on expanding economic opportunities, particularly for women, the framework offered a relevant way to judge both effectiveness and value creation. As part of this assessment, income verification was conducted to determine the actual increases in earnings attributable to the programme. This review was based on beneficiary-submitted evidence, including self-declared income statements, Prabhat passbooks, salary documents, offer letters, bank messages, and digital payment records.

NUTRITION

For the Nutrition pillar, the assessment applied the OECD-DAC (EvalNet) criteria—Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. This framework was selected for its strong outcome orientation, alignment with the SDGs, support for transparent and comparable evaluation, and the ability to capture multi-dimensional impact. Its comprehensive structure was well-suited to analysing the pillar's varied nutrition objectives.

SOCIAL RETURN ON INVESTMENT (SROI)



Social Return on Investment (SROI) was estimated as the net social value created by the interventions relative to the initial investment, using HUL's capital and operating cost data for each pillar. Social value captured both social benefits, projected over at least three years with an assumed annual drop-off rate.

METHODOLOGY SUMMARY

Financial proxies were developed to monetize different types of changes, and results were extrapolated from the sample to the wider population using Census benchmarks where appropriate. Counterfactual scenarios were constructed to estimate what would have happened without the programme, and multi-year SROI was computed with inflation and drop-off adjustments. The analysis also incorporated risks, contractual considerations, and attribution factors to present a balanced view of Prabhat's overall economic, social, and environmental value.

LIMITATIONS OF THE STUDY

The assessment is primarily based on quantitative survey data, supported by a limited number of qualitative interactions, which may not fully capture the depth of beneficiary experiences.
Sampling relied on lists shared by implementation partners, which may introduce selection bias and limit representativeness of all eligible beneficiaries.
Some information, particularly around implementation processes and outcomes, is self-reported and may be influenced by recall or social desirability biases.

Type of Limitations	Details
Income verification limitations	• Income verification was constrained by the availability and quality of documentary evidence; in many cases, self-reported information had to be relied upon. • External economic factors, seasonal fluctuations, and market conditions influencing income were not fully captured in the analysis. • For self-employed or informally employed individuals, income was often difficult to verify due to limited or no documentation. • The analysis focuses on short- to medium-term income effects and does not fully capture long-term livelihood outcomes.
Nutrition verification limitations	• For nutrition-related outcomes, the sample of beneficiaries was identified with support from implementation partners, which may have led to over-representation of more engaged participants. • Verification of programme reach and behaviour change often relied on group sessions and self-reported practices rather than direct observation at the household level. • Data triangulation was constrained in some locations due to limited availability of government records or secondary data.

3

Social Return on Investment (SRoI)

Social Return on Investment (SROI)

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	LIVELIHOODS Skilling | Dairy Value Chain | Agri Value Chain	NUTRITION
Total Social Impact (3 Years) (INR)	2,03,52,46,199	11,54,65,416
Total Investment (FY 21-22, 22-23 & 23-24) (INR)	31,11,00,000	5,92,35,877
SROI	6.54	1.95

Total Social 3 Year Impact of PRABHAT (INR)

2,15,07,11,614

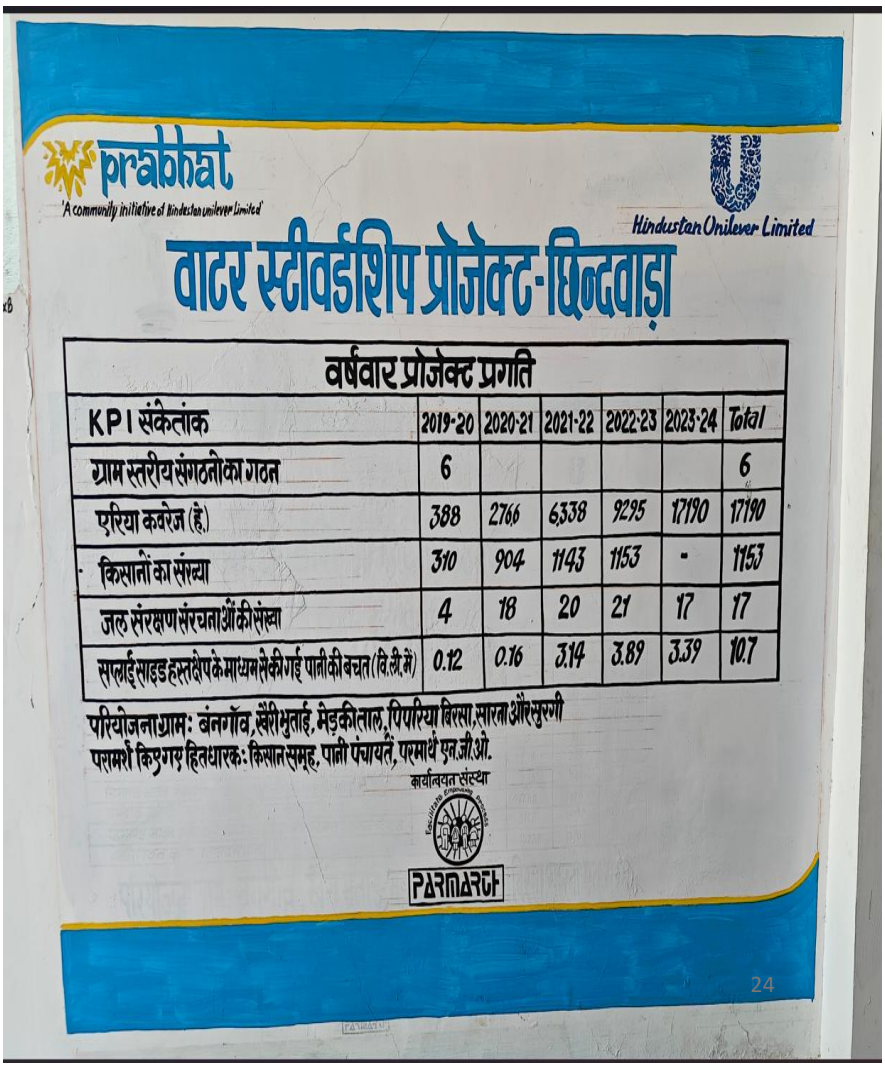
Total Investment (FY 21-22, 22-23 & 23-24) of PRABHAT (INR)

37,03,35,877

SROI PRABHAT 5.81

₹

" For every ₹1 invested, social value of ₹5.81 is created through PRABHAT "



Social Return on Investment (SROI)

For HUL PRABHAT, to calculate SROI, following impact indicators and corresponding financial proxies were considered to measure the social value generated for all the interventions:

		Impact Indicators	Financial Proxies
LIVELIHOODS			
Skilling	1	Enhanced earning capacity due to skill development of beneficiaries	Increase in average income of the beneficiaries
	2	Interest earned on savings	(Interest Rate on Government T-Bills) * (Average savings)
Dairy Value Chain	1	Improved cattle health due to free health checkups	Cost saved on visiting VET- Verified savings
	2	Income enhancements due to better cattle rearing practices	Increase in average income of the beneficiaries
	3	Income enhancements due to better cattle rearing practices	(Interest Rate on Government T-Bills) * (Average savings)
Agri Value Chain	1	Expansion in income due to adoption of modern farming practices	Average Annual Increase in Income Post Intervention
	2	Interest Earned on Savings	(Interest Rate on Government T-Bills) * (Average savings)
NUTRITION			
Nutrition	1	Community development due to increase in income of Nutrition Buddies	Salary of nutrition buddies

The SROI was derived after adjusting the following:

1. **Deadweight** – Deadweight refers to the proportion of outcomes that would have happened even in absence of the intervention
2. **Attribution** – Attribution accounts for the proportion of the observed impact that is due to external factors (not program itself)
3. **Drop off** – Dropoff represents the percentage reduction in program's impact over time (annually) due to various factors

SROI =

(Total social value generated over 3 years / Total amount invested in the programme)

- ✓ Total social value generated over 3 years is the sum of Net Present Value (NPV) of social value generated for first 3 years. It is assumed that the impact of the programme would last for at least three years
- ✓ Total amount invested in the programme is programme's total budget as per the agreement

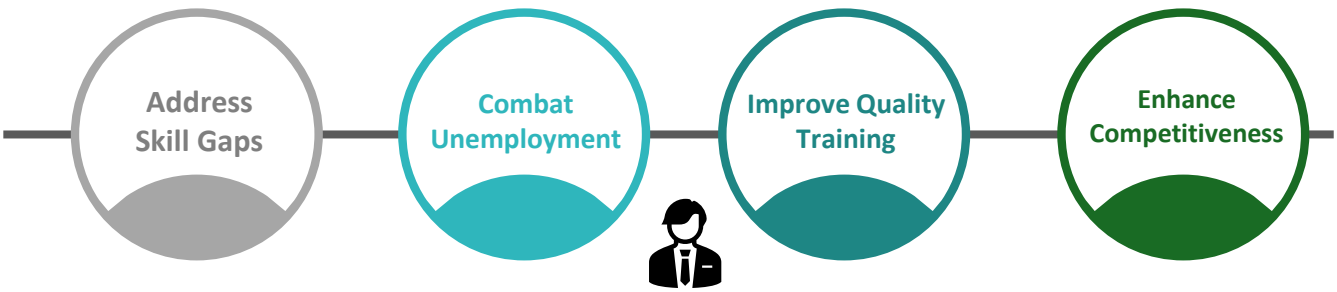
Thank You

Livelihoods-Skilling

Background & Context

- India's large youth population exists with deep skill gaps and high unemployment, due to a mismatch between theory-heavy education and the practical, technical and soft skills industry needs; very few workers receive formal vocational training, leaving many graduates unemployable.
- Skilling, upskilling and reskilling are crucial to turn the demographic dividend into growth and to support Make in India and Digital India, with programmes under Skill India Mission and PMKVY aligning training to emerging areas like AI, data and green technologies and leveraging public-private partnerships for inclusive growth.
- Despite substantial government investment in skilling and productivity, youth and women, drop-outs, migrants and informal workers in particular struggle to access quality, market-linked training and livelihoods.
- The HUL Prabhat Skilling programme addresses these gaps through an integrated livelihood approach looking at both skilling for jobs and enhancing agriculture through skill training, industry-relevant training, entrepreneurship development, improved agricultural practices, market linkages and access to finance,
- The programme's aim was to create sustainable livelihoods by training youth & women, upskilling existing workers and supporting micro-entrepreneurs to increase and diversify incomes.

Need for Skilling Programme



The Skilling Initiative

- The Prabhat Livelihoods Programme was launched in 2013, with a focus on communities in factory catchments and nearby rural-urban areas.
- The programme operates 16 Prabhat Livelihood Centres that train youth and workers in 30+ job roles across FMCG and retail operations, technical trades, service-sector and new-age roles, and agriculture, dairy and allied livelihoods, creating locally relevant, market-linked livelihood opportunities.

Alignment with Government Priorities

Theme	Alignment
Pradhan Mantri Kaushal Vikas Yojana	Supports demand-linked skill training, certification, and employability of youth and women in line with national skilling objectives.
Deen Dayal Upadhyaya Grameen Kaushalya Yojana	Contributes to sustainable rural livelihoods through skill development and placement-oriented employment opportunities.
Trade Related Entrepreneurship Assistance and Development Scheme for Women	Promotes women-led micro-enterprises through skill training and support for self-employment and income generation.
National Rural Livelihoods Mission	Strengthens women's livelihoods and economic resilience through skills, entrepreneurship, and community-based livelihood models.

Key Components of the Programme

Provide rural and peri-urban youth, women and people with disabilities with market-relevant skills and digital literacy

Bolster income resilience in communities near HUL factories thereby improving standards of living of family of beneficiaries

Encourage self-employment and the development of micro-entrepreneurship

Coverage under the Impact Assessment Study

Method	Coverage Description
Quantitative surveys	• 344
Qualitative surveys	• 15-20 FGDs • 15-20 KIIs/IDIs
Study Framework used	IRECS Framework
Locations covered	Amli, Baddi, Chhindwara, Chiplun, Doomdooma, Etah, Gandhidham, Haldia, Haridwar, Hosur, Khamgaon, Kolkata, Mangalore, Nashik, Puducherry and Sumerpur

Framework for Programme Evaluation and Impact Assessment

IRECS Parameter	Indicators
Inclusiveness	• Participation of women, youth, and economically vulnerable groups • Representation across identified geographies and target communities
Relevance	• Alignment of training trades with local livelihood opportunities and market demand • Appropriateness of training content to beneficiary skill levels and socio-economic context
Expectations	• Completion of training and certification outcomes • Employment, self-employment, or entrepreneurship outcomes post training • Reported improvement in income and livelihood stability
Convergence	• Alignment with government skilling and livelihood schemes • Linkages with local institutions, employers, and ecosystem partners
Service Delivery	• Effectiveness of training delivery models as applicable • Timely provision of counselling, assessment, certification, and placement support

Glimpses of the Tailoring course (Prabhat Lisvelihood Centre)

Summary of Key Findings

IRECS Parameter	Indicator	Finding
Inclusiveness	• Participation of women, youth, and economically vulnerable groups as defined in the MoU • Representation across identified geographies and target communities	• The programme prioritised equity, with **67.4% women participants** across 3 years, with **62.5% women participants** in 2021-22, **65.7% in** 2022-23 and **65.8%** in 2023-24. • A large share of participants were **unemployed or under-employed (53.5%)**, including **19% persons with disabilities**, reflecting the programme's focus on those with limited or unstable livelihood opportunities.
Relevance	• Alignment of training trades with local livelihood opportunities and market demand • Appropriateness of training content to beneficiary skill levels and socio-economic context	• **The programme primarily reached** individuals with limited or insecure livelihoods, with 53.5% unemployed prior to enrolment for the three years. • Most participants had small to medium-sized dependent families, and over 53% joined to upskill, indicating relevance of programme
Expectations	• Completion of training and certification outcomes • Employment, self-employment, or entrepreneurship outcomes post training • Reported improvement in income and livelihood stability	• The programme led to a strong and sustained rise in earnings, with **average monthly income increasing by ~28% post-training.**
Convergence	• Fitment of scheme with other existing schemes, leveraging local and government stakeholders	• The programme aligned closely with **NSQF and flagship government initiatives** (such as PMKVY, Digital India, and Atmanirbhar Bharat) by delivering demand-driven, inclusive skilling.
Service Delivery	• Efficiency in the mode of training/training pedagogy • Programme flexibility and schedule • End to end solution (includes training, counselling, placement)	• Participants rated service delivery very positively, with **96.1% rating trainers as good/excellent**, **92.7% satisfied with training materials**, **95.2% with inclusiveness and safety**, and **92.7% with post-training support**, indicating strong pedagogy and learner support systems. • The programme led to clear psychosocial and economic gains—**99% reported higher confidence**, **97% increased earning capacity**, and **85% savings ability**—with **97.4% overall satisfaction** with training delivery across centres.

Socio-Demographic Profile

Gender

344 respondents were surveyed across project locations, 67.4% of which were female while 32.6% were male.

Education Profile

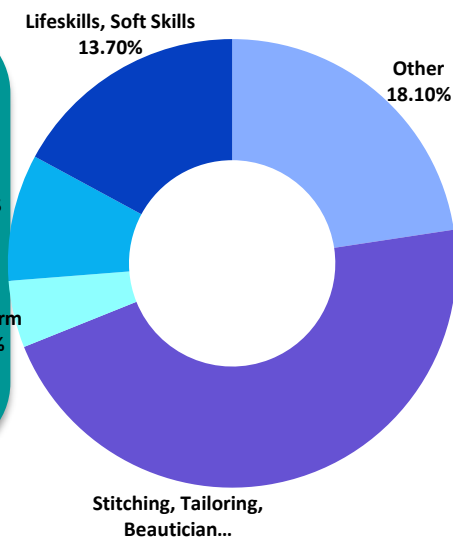
34.6% of the respondents have completed their undergraduate degree, while 31.1% have finished class XI-XII.

Household Size (No.of members)

51.7% of the respondents have 2-4 household members, 44.5% of the respondents have 5-7 and only 2.6% of them have 8-11 members. Within these, the average monthly household expenditure is INR 8,245.7

Courses Taken up by Females

- Most female respondents (37.1%) were concentrated in traditionally feminised trades like stitching, tailoring and beautician courses, indicating strong preference and easier entry in these domains.
- Participation in IT/ITES, life-skills, non-farm and other non-traditional sectors remained low, pointing to significant scope to diversify women's skilling into higher-growth, better-paid trades.



Courses Taken up by Males

- Male participation was heavily skewed towards IT/ITES and "other" trades (together over 50%), indicating a strong tilt towards technology-linked and miscellaneous skill areas rather than a single dominant vocational stream.

Key Findings: Inclusiveness

Gender Inclusion

The programme promoted meaningful participation of women across all stages of the intervention, including mobilisation, training, upskilling, and entrepreneurship development. The programme strongly prioritised women's participation, with 67.4% of respondents being female and 32.6% male, indicating outreach to women and their positive response to the skilling offer.

Inclusion of Economically Vulnerable Groups

4.07% the of respondents came from gig work and daily wage work, showing that the programme reached informal-sector households that face higher livelihood insecurity.

Inclusion of the Unemployed and Under-Employed

Before joining, 53.5% of respondents were unemployed, 13.4% had formal jobs and 8.72% were self employment (including farmers), while the rest were students, reflecting a strong focus on those with limited or unstable work opportunities.

Inclusion of Person with Disabilities (PwDs)

About 20.05% of respondents identified as Differently Abled, and women formed 22.4% of this segment, highlighting meaningful participation of persons with disabilities, especially women, in the programme.

Motivation of participants to join the programme

- Personal interest dominated participation (72%), followed by recommendations (43.1%) and guidance (28.42%).
- Visible community benefits influenced 22%, while guidance from local authorities and NGO staff reasons were 30.17%, highlighting individual motivation as the key driver.
- Overall, the data highlighted personal need is the dominant factor, while social influence and institutional guidance also play meaningful roles in driving participation.

Key Findings: Relevance

Dependent Family Members

Most respondents supported small to medium-sized families, with the majority **(74.12%)** having up to four dependents, suggesting that incremental income gains from training were likely to have a direct and meaningful effect on household income and overall standard of living.

Livelihood and Employment Need

Before joining the programme, **53.5%** of respondents were unemployed, 13.4% were in formal jobs and 3.5% were daily wage earners, with the remainder still studying, showing that the training primarily targeted individuals with limited or insecure livelihood options.

Community Requirements

53.48% of respondents joined the course to upskill and 60.5% enrolled due to genuine interest in the subject, indicating that the programme content closely matches learners' aspirations and perceived skill gaps, making the programme relevant to the learners.

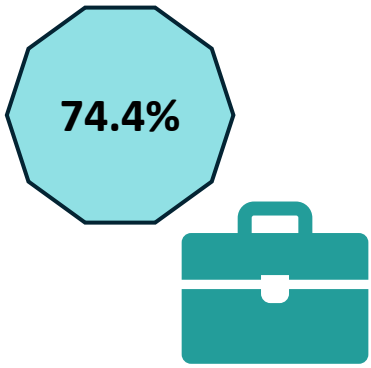
Prabhat Livelihood Centre, Chhindwara

Key Findings: Expectations

Employment Status

- Before training, 53.5% of respondents were unemployed, while the rest were split across formal jobs, daily wage work, self-employment and students, indicating limited and fragmented livelihood options.
- After completing the training, 74.4% of respondents reported being employed, pointing to a substantial improvement in labour-market attachment and demonstrating that the programme effectively converts training into jobs and also self-employment opportunities.

Post-training Employment Status



Sector-wise placement pattern

Most placed respondents moved into services (52%) followed by self-employment (29.3%), and manufacturing (17.6%), showing that the programme is particularly effective in enabling participants to start or strengthen their own enterprises.

Pace of Placement

- **30.31% – Placed Immediately**
- **13.29% – Placed Within 15 Days**
- **27.12% – Placed Within 1 Month:**
- **29.2% – Placed After 1 Month**

43%

≤ ₹6,000 after training

30.85%

₹10,000 or more after training

5.85%

₹20,000 or more after training

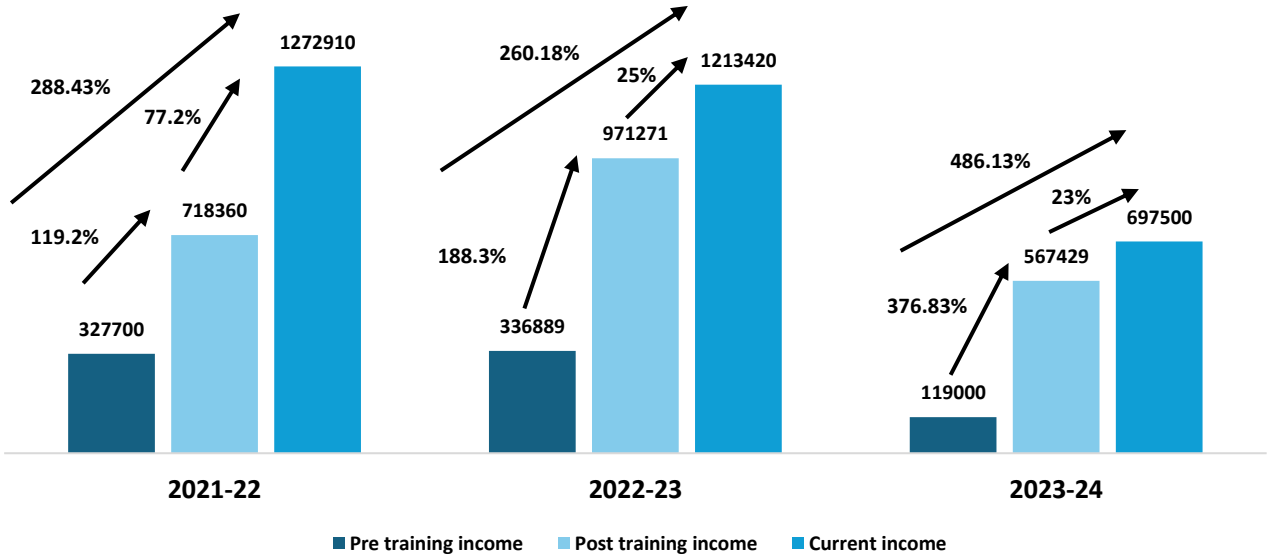
Post-training Income Levels:
43% of the placed participants reported monthly earnings up to INR 6,000, while 30.85% participants earned 10,000 or more and a smaller share of 5.85% crossed INR 20,000, indicated a wide but upward-shifting income spread after training.

Key Findings: Expectations

Economic Status

Total Monthly Income

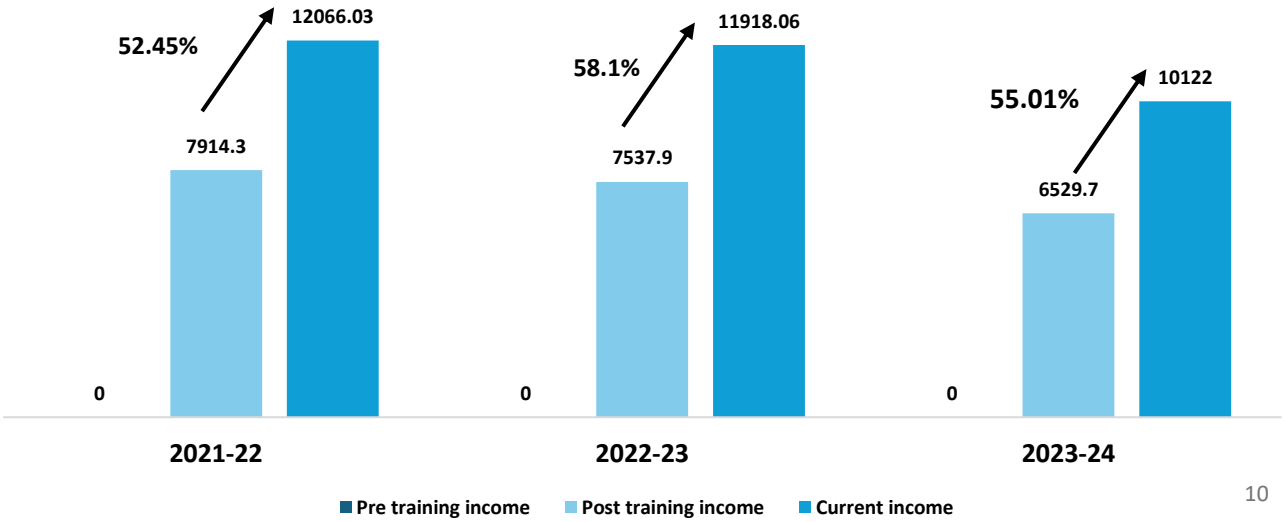
- **Total monthly income across 3 years rose substantially from INR 7,83,589 (pre-training) to INR 22,57,060 post training, reflecting an absolute increase of INR 14,73,471 and a 188.04% jump.**
- **The momentum continued with current income reaching 31,83,830 adding another INR 9,26,770 over the post-training level (41.06%).**
- **Overall, from pre-training to current, totally monthly income increased** INR 23,99,971 marking a 306.27% surge**.**
- **These figures indicate strong program impact demonstrating a sustained gain thereafter, improved employability and earning capacity across respondent**



Year-on-year Total Monthly income of Respondents

Average Income: Pre-Intervention Income 0

- **The average income of respondents with pre training income zero, increased from INR 0 to INR 11,435.8 with post-training income at INR 7308.8**
- **This reflects 56.5% growth from post-training to current, indicating strong programme impact and retention.**

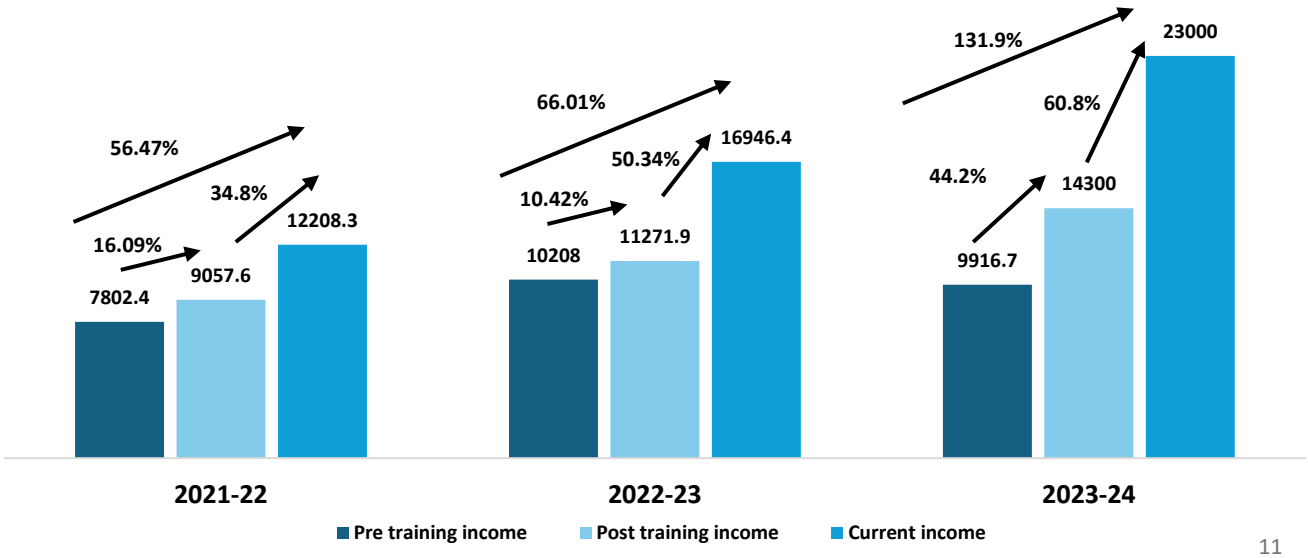


Year-on-year Average Income of Respondents with pre intervention income 0

Key Findings: Expectations

Average Income: Pre-Intervention Income more than 0

- Average monthly income increased from INR 9006.8 (before training) to INR 10,701.3(after training), representing an increase of INR 1,694.5 which is approximately 18.81% growth.
- Furthermore, the current average income stood at 11,238. The Progression impact of training program and long term effectiveness in significantly enhancing earning capacity and financial resilience among participant.



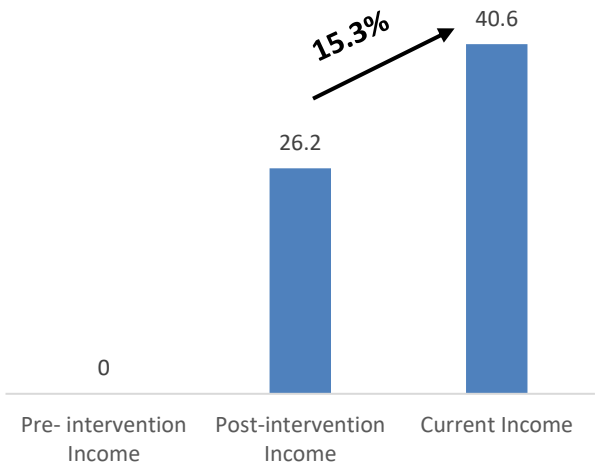
Average Income of Respondents with pre intervention income more than 0

11

Key Findings: Expectations

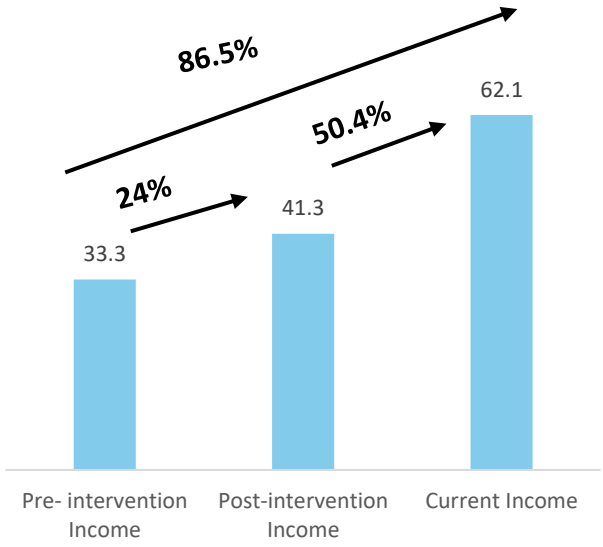
Total Extrapolated Income

- Aggregate monthly income scaled from **₹0** before training to **₹26.2 crore** post-training and further to **₹40.6 crore** in current state over the three years, demonstrating effective onboarding of first-time earners and improved economic participation across the total beneficiaries.



Extrapolated monthly income (IN CR) with pre intervention being 0

- Monthly earnings for the total group of earning beneficiaries grew strongly, rising from ₹33.3 crore before training to ₹41.3 crore at present, a gain of ₹62.1crore.
- This steady increase showed that the training helped employed beneficiaries improve their skills, find better opportunities, and earn more over time, leading to stronger and more stable livelihoods.

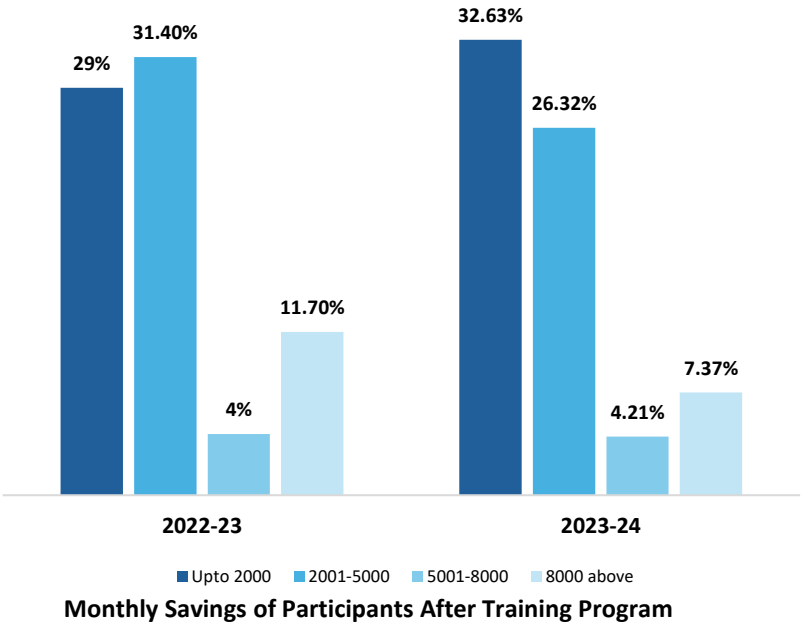


Extrapolated monthly income (IN CR) with pre intervention more than 0

Prabhat Livelihood Centre, Kolkata

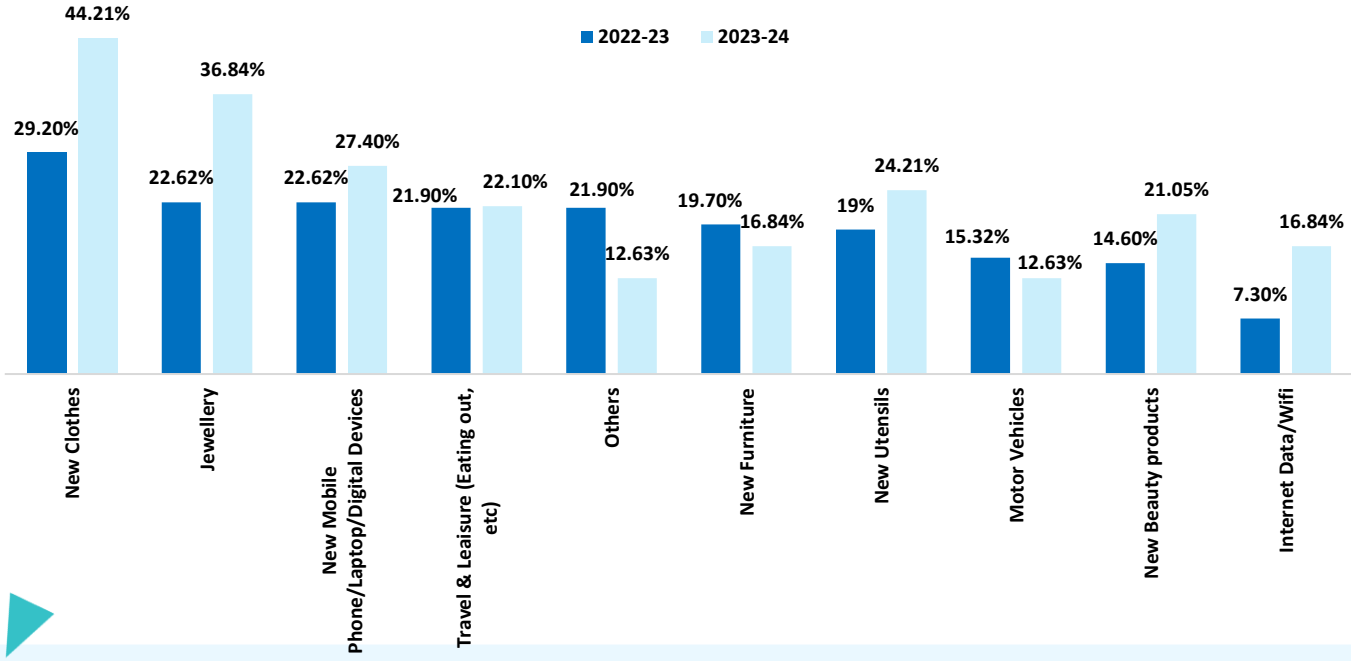
Savings

- After the training programme, participants have started saving from their monthly earnings. Across two years **30.6%** saved up to ₹2,000, **2931%** saved between ₹2,001–5,000, **4.31%** saved ₹5,001–8,000, and **9.91%** saved above ₹8,000.
- This shows a significant improvement in financial management, with a majority of participants now able to set aside a portion of their income as savings.



Monthly Savings of Participants After Training Program

Household expenditure behaviour post Prabhat training



- Household purchasing behaviour showed a clear rise in disposable income and spends arising from economic stability.
- Majority of the respondents purchased new clothes (35.34%), while many had also invested in digital devices such as mobile phones or laptops (24.6%).
- Aspirational and lifestyle-related spending increased, with higher purchases of jewellery (28.4%), travel and leisure activities (22%), and beauty products (17.24%).
- Essential household upgrades like new utensils (21.12%) also became more affordable.
- Although fewer respondents purchased motor vehicles (14.22%) or upgraded internet services (11.2%), these still reflect growing financial confidence.
- Overall, the data indicated enhanced purchasing power and quality of life among the respondents.

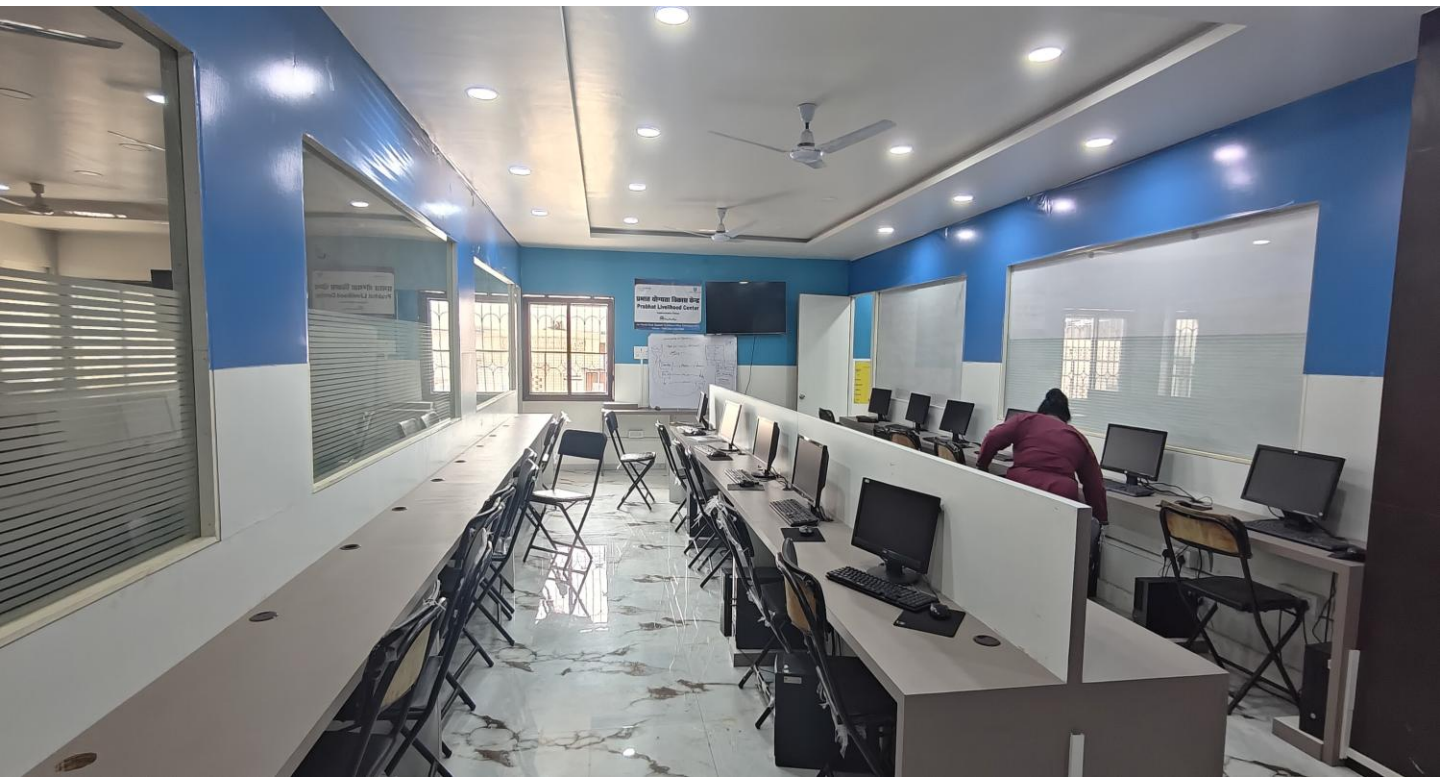
Key Findings: Convergence

Convergence with Government Schemes
The programme delivered demand-driven skill training and upskilling aligned with national skilling frameworks and priority sectors. Course design and delivery focus on employability, self-employment, and entrepreneurship outcomes, consistent with the objectives of central and state skilling and livelihood schemes.

By operating in identified rural and peri-urban locations and prioritising women, economically vulnerable households, unemployed and under-employed individuals, and persons with disabilities, the programme supports inclusive skilling and livelihood development in under-served communities, as envisaged under government priorities.

Alignment with National Priorities
The programme's emphasis on certification, placement facilitation, entrepreneurship support, and income generation contributes to national goals of workforce participation, livelihood enhancement, and economic self-reliance. Complementary linkages with counselling, digital enablement, and ecosystem partners strengthened convergence with broader development initiatives.

Prabhat livelihood Centre, Chhindwara



Key Findings: Service Delivery

5/5 score

Clarity of Training

Quality of Training

The programme's delivery translated into strong labour-market outcomes: 74.41% of respondents secured employment after completing the training, and 52.5% of respondents rated the relevance and clarity of training materials highly (5 out of 5), signalling that course content matched job requirements.

94.4%

Practical and hands on training

Quality of Pedagogy

Service delivery relied heavily on experiential learning, with 94.4% of respondents receiving practical, hands-on training in addition to classroom sessions, which likely strengthened skill application and confidence at the workplace.

90.08%

Training Location

Accessibility and Learner Experience

Participants reported very high satisfaction with how services were delivered: 100% were satisfied with infrastructure, 98.7% with batch timing, all respondents with the language and ease of understanding, and 90.08% with training location, reflecting a learner-centric design that minimised access barriers.

Perception of Trainers, Content, Inclusiveness and Support

Participants rated trainers highly, with 96.12% marking them as good or excellent; 92.7% felt similarly about training materials, 95.25% about inclusiveness and safety, and 92.7% about post-training support, confirming that both pedagogy and learner support systems are strong.

Effect on Confidence, Earnings and Savings

Post-training, 100% of respondents reported higher confidence, 96.8% experienced increased earning capacity and 74.13% were able to save part of their income, demonstrating clear economic and psychosocial gains from the programme.

Overall Satisfaction with Service Delivery

•Alumni feedback shows very high satisfaction: 97.41% were happy with training delivery overall, with 63.36% rating it excellent and 34.05% good, indicating consistently strong service quality across centres.

Location wise Findings

Location	Gender Participation indicator	Employment Status indicator	Change in income indicator
Amli	66.7%-female 33.3%-male	• Pre-training, 28.5% of respondents were unemployed. • Post-training, 66.7% secured jobs, with the majority in the service sector.	• Before Prabhat, 90.5% of respondents had no income. • After the program, the 47.6% earned between Rs 2000 and Rs 10000 and 14.2% earned more than Rs 10000.
Chhindwara	69.6%-female 30.4% - males	• Pre-training, 52.2% were unemployed • Post - training, 100% were placed within 15 days to one month, with the majority employed in the service sector.	• Before Prabhat, 47.8% of respondents had no income. • After Prabhat, 34.8% earned between Rs 2000 – 8000 and 52.2% earn between Rs 10000 to 20000.
Chiplun	100% - females	• Pre- training 38% of respondents were unemployed. • Post- training, 57.1% secured jobs, with the majority in the self employment.	• Before Prabhat, 28.6% of the respondents had no income. • After Prabhat, 71.4% earned between Rs 4000 - 10000 per month.
Doom Dooma	77.3% - females 22.7% - males	• Pre- training, 68.2% were unemployed. • Post training, 81.8% of the respondents secured employment, with the majority becoming self-employed and service sector.	• Before Prabhat, 81.1% of the respondents had no income. • After Prabhat, 86.4% earning between Rs 3000-8000 per month and 10.5% earning more than Rs 10000 per month.
Etah	8.7% - females 91.3% - males	• Before Prabhat Program, 73.9% of respondents were unemployed. • After Prabhat, 95.6% of the respondents secured employment, with the majority in service sector within 15 days to 1 month.	• Before Prabhat, 95.6% of the respondents had no income. • Post-Prabhat, 73.9% earning more than Rs. 10000 per month.

Location wise Findings

Location	Gender Participation indicator	Employment Status indicator	Change in income indicator
Haldia	47.6% - females 52.4%- males	• Pre- training, 76.2% of respondents were unemployed, • Post training, 80.9% secured jobs, with the majority engaged in service sector.	• Before Prabhat, 100% of respondents had no income. • After the program, 61.9% earned between Rs 2500 - 8000 per month, while 14.3% earned between Rs 9000-Rs 14000 per month.
Haridwar	90.5% - females 9.5% - males	• Pre- training, 47.6% of respondents were unemployed, • Post training, 71.4% secured jobs, with majority employed in service sector.	• Before Prabhat, 80.9% of respondents had no income. • After the program, 42.8% earned between Rs 1500 - 4500 per month, while 28.6% earned between Rs 5000 - Rs 1300 per month.
Hosur	63.6%- females 36.4% - males	• Pre- training , 36.4% were unemployed • Post - training, 81.8% of the respondents secured employment, with the majority in manufacturing sector and self-employed.	• Before Prabhat, 54.5% of the respondents had no income. • Post Prabhat, 31.8% earned between Rs 1000-8000 per month and 40.9% earning between Rs 10000-16000 per month.
Gandhidham	70%- Females 30%- Males	• Pre- training , 60% were unemployed • Post - training, 84% of the respondents secured employment, with the majority being self-employed.	• Before Prabhat, 77% of the respondents had no income. • Post Prabhat, 68% earned between Rs 0-9999 per month and 40.9% earning between Rs 10000- 16000 per month.
Khamgaon	50% -females 50% - males	• Pre-training, 36.4% of respondents were unemployed • Post training, 86.4% of the respondents secured employment, in service sector and manufacturing sector.	• Before Prabhat, 81.8% of the respondents had no income. • After Prabhat, 40.9% of the people earned between Rs 6000- 12000 per month.
Mangalore	81.8% - females 18.2% - males	• Pre- training 31.8% of the respondents were unemployed. • Post-training, 81.8% were placed, majority got placed in service sector.	• Before Prabhat, 63.6% of respondents had no income. • After Prabhat, 54.5% earned between Rs 4000 and Rs 8000 per month, while 36.4% earned between Rs 10000-Rs 18000 per month.

Location wise Findings

Location	Gender Participation indicator	Employment Status indicator	Change in income
Kolkata	45% -females 55%- males	• Pre-training, 65% of respondents were unemployed. • Post-training, 55% secured jobs, of which with the majority were placed in the service sector.	• Before training, 50% of respondents had no income. • After the program, 40% of respondents earned between Rs 8000- Rs 12000 per month.
Nalagarh/Baddi	64.3% - females 35.7% - males	• Pre- training 21.4% of the respondents were unemployed. • Post-training, 42.8% were employed out of which majority become self employed.	• Before Prabhat, 85.7% of respondents had no income. • After Prabhat, 35.7% earned between Rs 12000-25000 per month.
Nashik	66.7% - females 33.3% - males	• Pre- training, 52.4% of respondents were unemployed. • After training, 90.5% secured jobs with the majority with service sector and self employment.	• Before Prabhat, 76.2% of respondents had no income. • After Prabhat, 57.1% earned between Rs 1500 - 9000 per month, while 28.6% earned between Rs 11000- Rs 20000 per month.
Pondicherry	71.4% - females 28.6% - males	• Pre-training, 52.4% respondents were unemployed, • After training, 81% of the respondents secured employment, with the majority in service sector and self employment .	• Before Prabhat, 81% of the respondents had no income. • After Prabhat, 76.2% earned between Rs 3000-9500 and 19% earned between Rs 10000-15000 per month.
Sumerpur	77.3% - females 22.7%- males	• Pre-training, 91% of respondents were unemployed • After training, 100% of the respondents secured employment, with the majority in service sector and self employment.	• Before Prabhat, 91% of the respondents had no income. • After Prabhat, 50% earned Rs 2000-8000 per month and 36.4% earned Rs 10000-15000 per month.

Income Verification

Head	Details
Total number of respondents	344
Total income pre-intervention	INR 7,83,589
Total extrapolated pre-intervention income	INR 33,26,66,424
Total income as per survey	INR 31,83,830
Total extrapolated income	INR 62,12,70,360
Number of respondents with income proof documents	150
% respondents with income proof	100%
Total verified income from documentation proof	INR 19,10,920
Total unverified income	INR 0

Estimated total income added in the economy by the Skilling Programme across 35,736 beneficiaries from FY 2021 to FY 2024

INR 62.1 crore

Recommendations

Suggestions for HUL Skilling Programme

Deepen Business Entrepreneurship

Introduce a structured curriculum on business planning, financial management, product development, and go-to-market strategies within each course to support learners who want to start or grow enterprises.

Expansion of Advanced and Digital Skilling

Addition of specialised IT modules on emerging technologies such as artificial intelligence and cybersecurity, aligned with current industry requirements and, where possible, backed by recognised government or industry certifications.

Alignment of Training with Local Labour Market Demands

Conduct periodic assessments of regional job trends and employer needs, and update or introduce courses that respond to local opportunities and future job roles.

Strengthen Convergence with Government Schemes

Establish a clear process for connecting trainees—especially aspiring entrepreneurs—to relevant government financial inclusion, self-employment and enterprise development schemes.

Dairy Value Chain and Farm-Based Livelihood

HUL's Dairy Value Chain Initiative

Background and Context

Dairy has emerged as a critical secondary source of income for millions of rural households and plays a significant role in generating employment, particularly for marginal farmers and women. Despite this strong livestock base, the growth potential of the dairy and milk processing sector remains constrained by several structural challenges.

The dairy sector faces constraints such as fragmented holdings, low profitability, poor disease and feed management, and weak access to technology, services, and markets, limiting gains in productivity and farmer incomes. Gaps in animal health support, breeding practices, awareness of government schemes, and market linkages further constrain growth.

The project addresses these gaps through an integrated approach involving improved processes, technology adoption, and stakeholder convergence. It aims to enhance dairy awareness, cattle health and productivity, reduce costs, and expand livelihood opportunities for women dairy entrepreneurs.

The impact assessment covering 2021-22, 2022–23 and 2023–24 examines the programme's contribution to improving beneficiaries' living conditions, with a focus on changes in productivity, income, and overall livelihoods.

Goals & Objectives

- Improve cattle health and link dairy farmers in 76 villages to government and private schemes.
- Increase dairy farmers' income through higher milk production and sales.
- Boost savings through collective purchase of dairy inputs.

Project Location & Target

- 76 Villages in Uttar Pradesh (Etah, Orai, Sumerpur) and Punjab (Nabha, Rajpura).
- Focus on small and marginal dairy farmer participation, with emphasis on women farmers.

Key Outcomes

- Project will benefit over 22,000 dairy farmers from 76 villages, mostly women.
- Promoting dairy awareness & healthcare through regular camps.
- Ensuring comprehensive cattle health services.
- Improving breed, productivity, and milk output while reducing dairying costs.
- Strengthening livelihood opportunities for women dairy entrepreneurs.

Alignment with Government Priorities

Coverage under the Impact Assessment

Method	Coverage Description
Quantitative surveys	• 129
Qualitative surveys	• 8-10 KIIs • 10-12 FGDs
Study Framework used	IRECS Framework
Locations covered	Sumerpur, Etah, Orai, Rajpura, and Nabha

Framework for Programme Evaluation and Impact Assessment

IRECS Framework

- The impact assessment of the Dairy Value Chain Initiative was conducted using the IRECS framework, which was chosen for its suitability in evaluating projects with multi-faceted objectives.
- The framework allowed the assessment to cover all critical dimensions—Inclusiveness, Relevance, Expectation, Convergence, and Service Delivery—and provided a structure for understanding both immediate and long-term impacts of the programme on beneficiaries.
- The IRECS framework guided the evaluation by focusing on programme inclusiveness, relevance to farmer needs, achievement of expectations, convergence with government and private schemes, and quality of service delivery.

Survey Locations

-Sumerpur
-Etah
-Orai
-Rajpura
-Nabha

Quantitative Methods

Surveys were conducted with beneficiaries who were impacted by the Dairy Value Chain initiative, focusing on key indicators such as income, milk productivity, input costs, and market linkages.

Qualitative Methods

In-Depth Interviews (IDIs):

Beneficiaries, and Implementation Partners (IPs) to gather insights on interventions, and operational challenges

Village representatives to understand convergence, policy alignment, and local support mechanisms.

Qualitative Methods

Focus Group Discussions (FGDs):

Selected beneficiaries participated in FGDs to validate survey findings, share their experiences, and provide qualitative insights into programme effectiveness and service delivery.

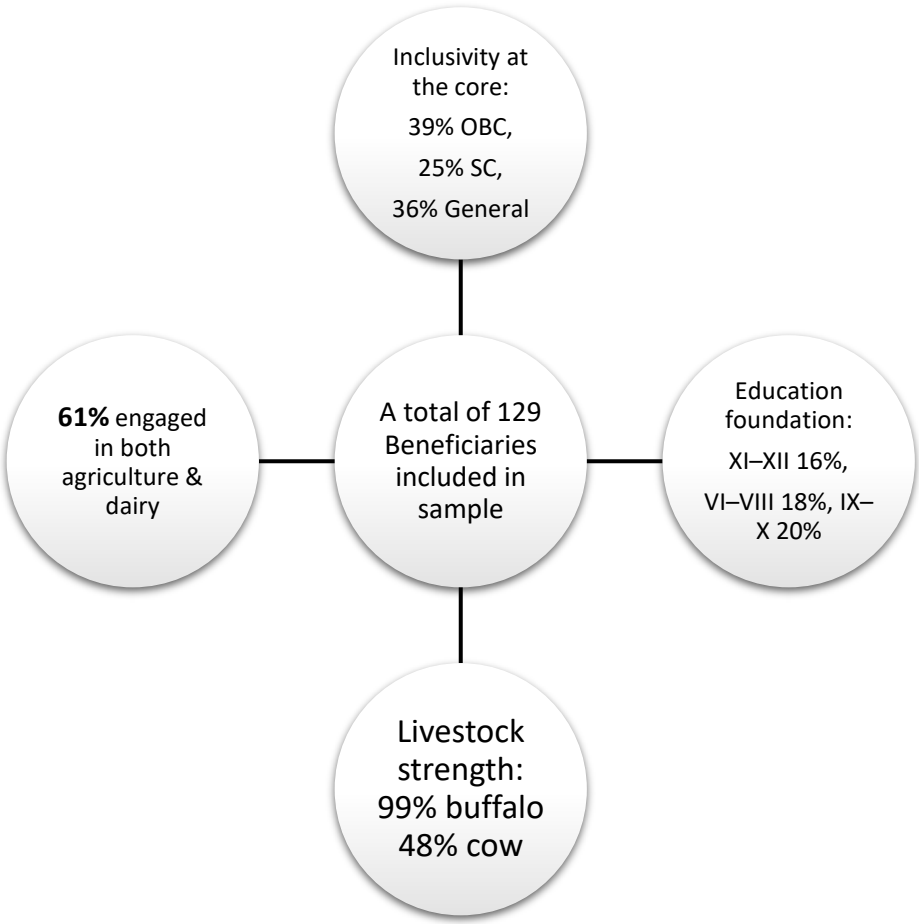
Summary of Key Findings

- The dairy project has positively impacted farmers' livelihoods through increased productivity, reduced costs, and improved access to advisory and market services.
- Average monthly milk income rose by 19%, milk yield improved substantially for cows and buffaloes, milk fat content increased by 1-2 percentage points, and veterinary and feed costs decreased significantly.
- Technical guidance, mentoring, and training materials were widely received, while AI and feed support contributed to better herd management and efficiency.
- Private milk vendors remained the main marketing channel, though formal cooperative channels had limited reach.

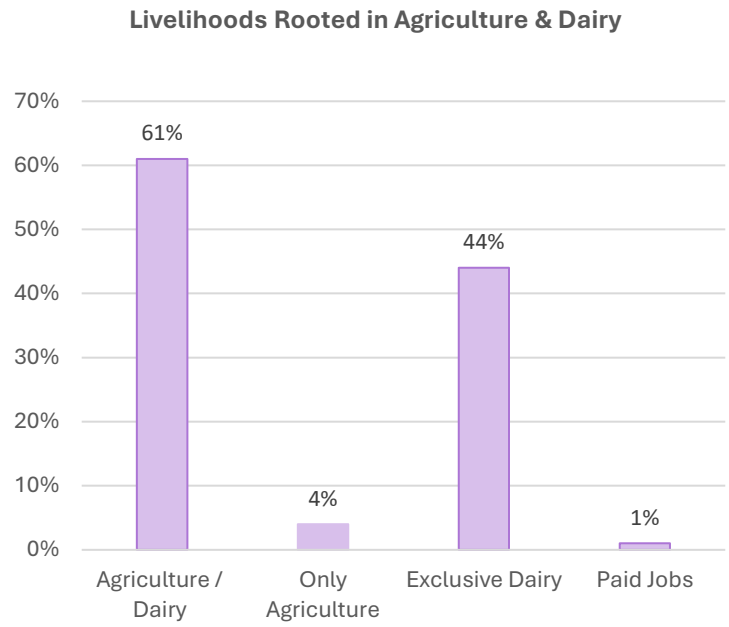
Programme Outcome Measurement using IRECS Dimensions

Socio-Economic Profile

- From an **Inclusiveness** perspective, the programme targeted marginalised and vulnerable households, ensuring participation of socially disadvantaged groups.
- A total of 129 dairy beneficiaries were surveyed during the project.
- The sample beneficiaries were predominantly in the 35–55 years age group, which was the most represented range, with an average age of 4 years, reflecting the core productive segment actively involved in agriculture and dairy activities.



Key Findings: Inclusiveness



•Most respondents belonged to socially disadvantaged groups, with OBC households forming the largest share (39%) followed by SC households (25%), while 36% belonged to the General category. This distribution indicates that the dairy value chain intervention reached a substantial proportion of socially and economically vulnerable families, particularly those traditionally dependent on agriculture and dairy-based livelihoods.

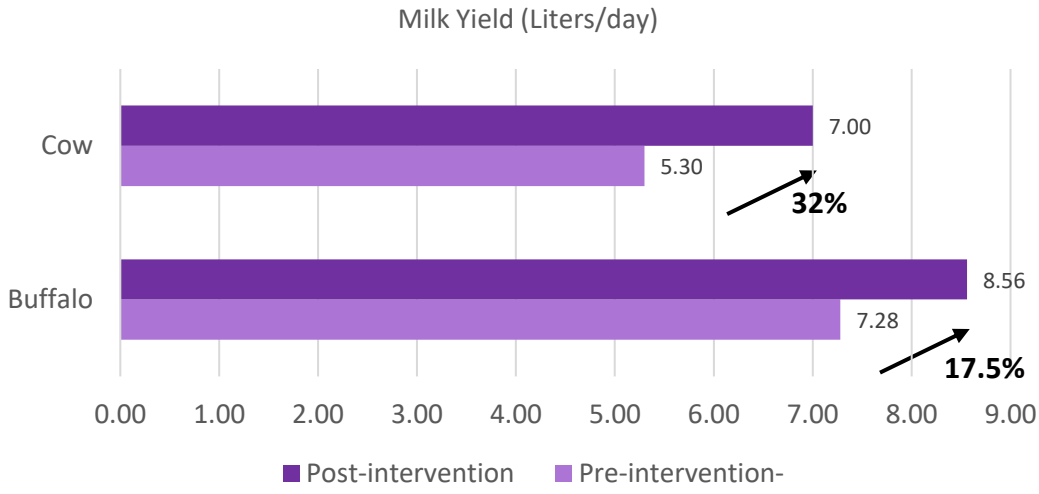
•Educational attainment among participants was low to moderate, with 18% educated up to middle school (VI–VIII), 20% up to secondary level (IX–X), and 16% up to higher secondary level (XI–XII). This indicates that the programme primarily engaged households with basic to intermediate formal education, who are largely dependent on dairy and agriculture for their livelihoods.

•Livelihoods were largely agrarian, with most respondents dependent on agriculture and dairy, either in combination (61%) or exclusively through dairy (44%). Only a small share relied solely on agriculture (4%), and engagement in paid jobs was negligible (1%), underscoring strong dependence on farm- and dairy-based livelihoods.

•Livestock ownership was largely buffalo-centric, with 99% of households keeping buffalo, while 48% also owned cows, indicating mixed but buffalo-dominated dairy systems.

Key Findings: Relevance

Increased Milk Productivity through Better Breeding Services

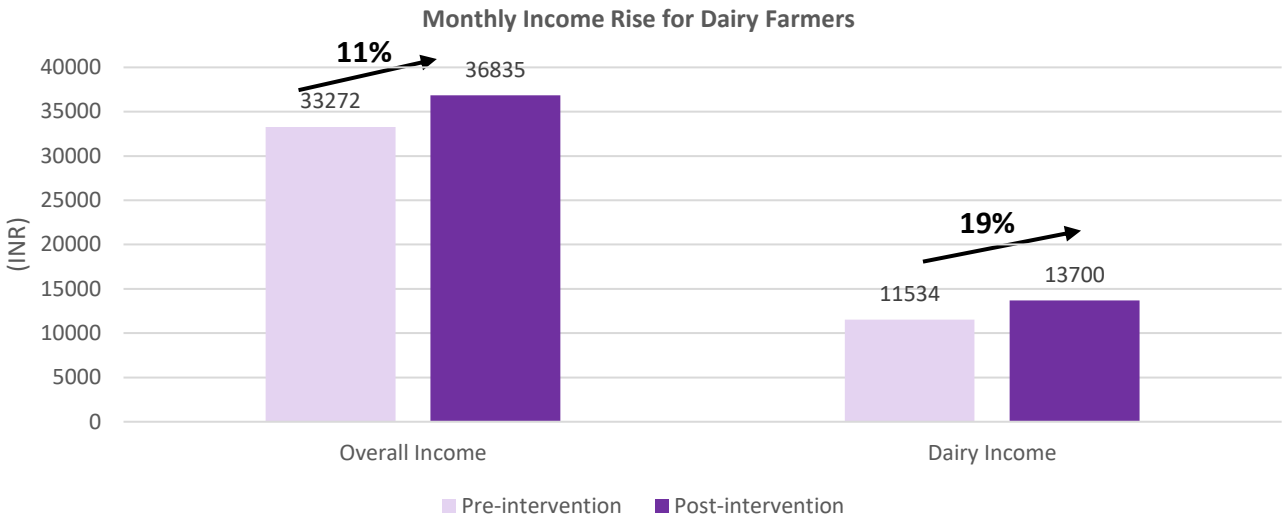


- The intervention directly addressed key productivity gaps by combining AI services, technical support, and subsidies.
- Nearly all respondents reported improved artificial insemination conception rates, with about 99% experiencing significant improvement.
- About 88% of AI users reported a significant reduction in dry days, while around 12% experienced a slight reduction, indicating substantial improvement in herd reproductive efficiency.
- Shorter non-lactation periods and subsidies that reduced AI costs (typically saving INR 201–300 per service) improved overall herd productivity and made breeding services more affordable for farmers.

Increase in Average Daily Milk Production

- The interventions were relevant to farmers' productivity needs and exemplified effective Service Delivery through timely support.
- **The intervention led to substantial improvements in milk productivity. Average milk yield per cow increased from 5.3 liters/day to 7 liters/day, observing nearly 32% improvement.**
- **Similarly, the average buffalo yield increased from 7.28 liters/day to 8.56 liters/day, reflecting a gain of roughly 18%.**
- The respondent dairy farmers attributed the improved milk yield to better animal health services, timely AI practices, adoption of balanced nutrition, and reliable access to affordable feed and inputs through the Farmer Service Centres.
- Farmers reported an increase in milk fat percentage after the intervention. For most households, fat levels rose by around 1–2 percentage points, with some farmers experiencing even higher gains, indicating an improvement in milk quality.
- A substantial majority of beneficiaries, roughly 78%, reported an increase in fat percentage, indicating the efficacy of the interventions.

Key Findings: Relevance

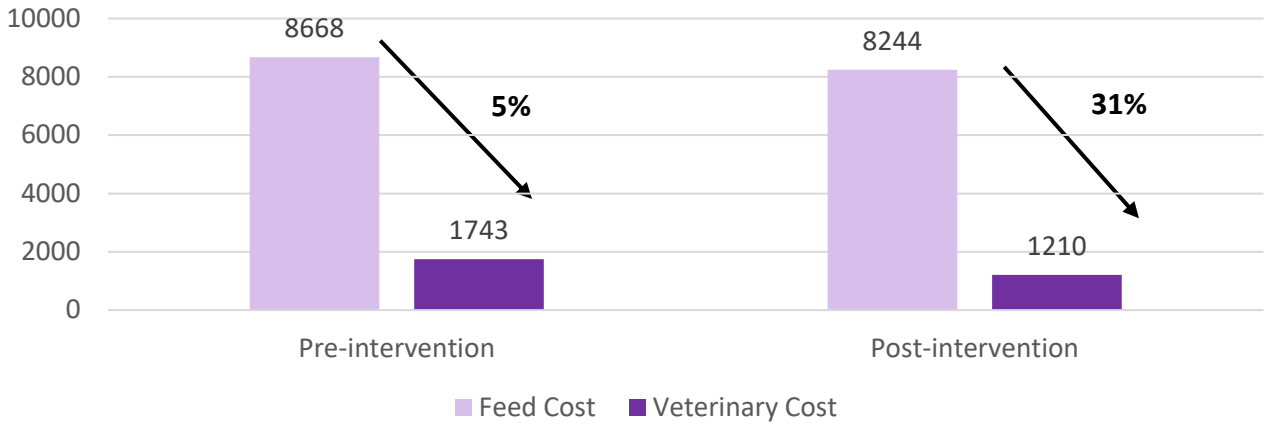


₹ Increase in Monthly Earnings from Dairy

The programme demonstrated **Relevance** by addressing key income challenges for dairy farmers and met **Expectations** by enhancing their earnings.

- Farmers who joined in 2022–23 and 2023–24 reported a clear post-intervention income gain. Overall income increased from ₹33,272 to ₹36,835 (11%), driven mainly by higher dairy earnings, which rose from ₹11,534 to ₹13,700 (19%), indicating a positive livelihood impact.
- Farmers reported that this gain was largely driven by strengthened extension and advisory support, particularly on balanced nutrition and veterinary support, which improved animal health and boosted milk productivity.
- Additionally, access to Artificial Insemination (AI) breeding services under the project supported gradual herd improvement.
- Collectively, these interventions enhanced milk yield and quality, leading to better price realization and higher overall earnings.

Key Findings: Relevance



Decline in Monthly Veterinary Expenditure

- The outcome highlights the effectiveness of accessible veterinary and preventive care services in reducing farmers' costs. Average monthly veterinary consultation expenses declined markedly from INR 1,743 before the intervention to INR 1,210 after the intervention—resulting in an average saving of INR 533 per month, or a 31% reduction.
- The reduction is attributable to improved cattle health, wider adoption of better management and preventive practices, and the availability of free veterinary services through treatment camps and doorstep visits. Together, these measures reduced reliance on paid veterinary consultations and contributed to overall cost savings for dairy farmers.

Reduction in Feed and Fodder Cost

- Monthly expenditure on feed and fodder declined from ₹8,668 to ₹8,244, resulting in an average saving of ₹424 per farmer.
- This reduction is attributed to support from the Farmer Service Centre (FSC), which enabled access to affordable feed through bulk procurement, improved ration planning, and timely advisory services.
- Overall, the intervention helped farmers lower input costs while improving livestock feeding efficiency.

Key Findings: Expectation and Service Delivery

Strong Outreach

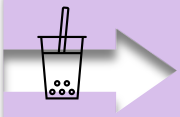
The programme demonstrated strong outreach and continuity of support, with 85% of beneficiaries receiving inputs multiple times over the year and a further 15% benefiting once or twice, reflecting sustained engagement and impact.

Continuous Support

Strong programme engagement was evident with 92% of beneficiaries receiving monthly follow-ups, 7% quarterly and 1% contacted once or twice a year, demonstrating consistent support and extensive outreach across majority of the participants.

Building Knowledge

Technical guidance or mentoring was cited as a core benefit by 29% of respondents, while training materials or information booklets (64%), physical resources such as seeds, equipment, and nutrition supplements (50%), and financial or livelihood support (43%) also contributed to strengthening on-ground knowledge, skills, and resources.



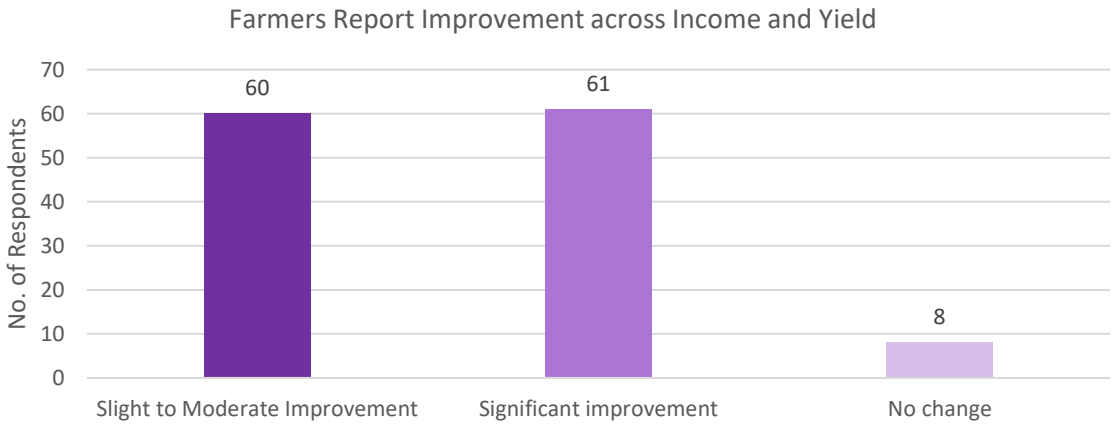
Developing Formal Market Channels

Multiple marketing options for farmers, with a gradual shift toward formal and structured channels supporting transparency and stable income.

Remunerative Prices

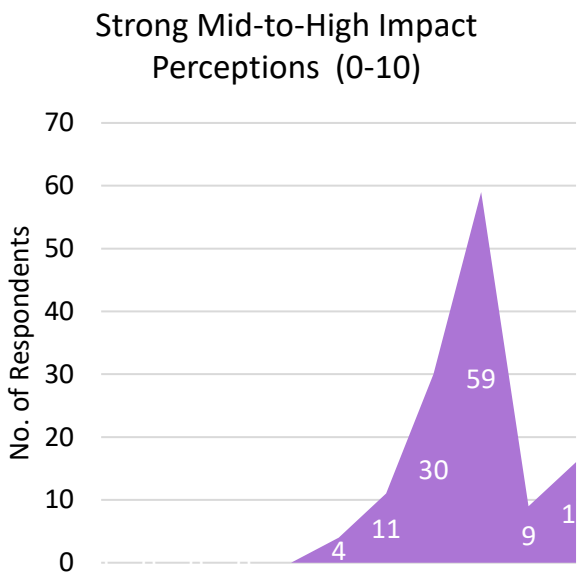
Milk price analysis showed that farmers earned an average of INR 55 per litre with INR 8 percentage point of fat content, reflecting stable and predictable market trends that support consistent dairy incomes.

Key Findings: Perceived Improvements due to Prabhat Dairy Initiative

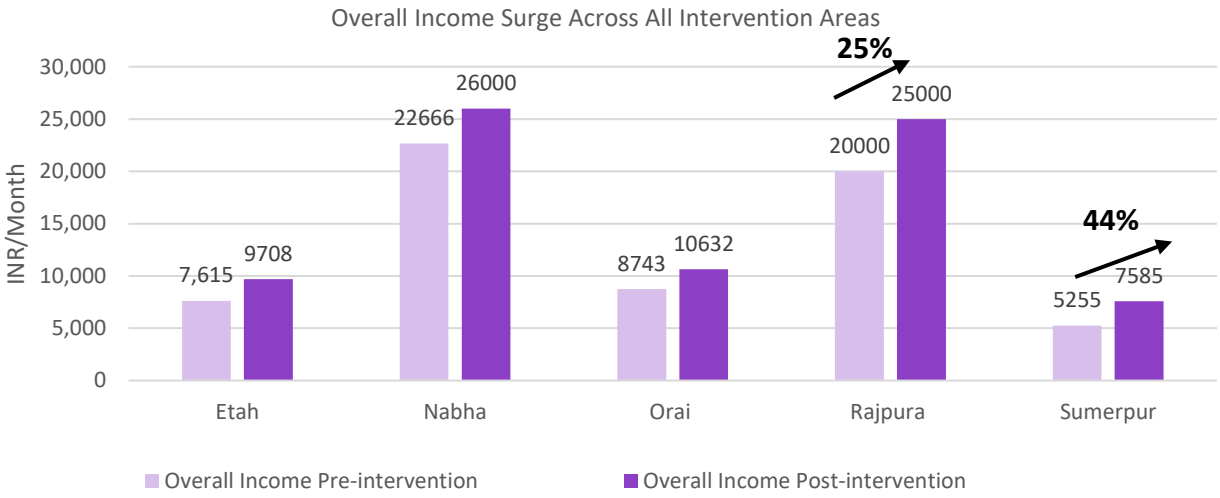


- The survey asked farmers to indicate the changes they noticed in their income, nutrition practices, and related areas since joining the programme.
- Out of 129 respondents, most reported a slight to moderate level of improvement (60), followed by significant improvement (61), while only 8 indicated no change.
- Overall, the results showed that the majority of participants experienced positive changes, with most improvements being slight but noticeable.

- The degree of improvement was assessed on a 0–10 scale, with higher scores indicating greater perceived positive change across income, nutrition, and related outcomes.
- Most respondents reported moderate to high improvement, with the largest share rating their experience at 8 (59 respondents), followed by 7 (30 respondents).
- Strong positive impacts were evident, as 25 respondents reported high scores of 9 or 10, while relatively few farmers reported lower mid-range improvement (15 respondents rated 5 or 6), indicating that overall benefits were widely felt.
- Overall, the results showed that farmers largely experienced meaningful positive change.



Location-wise Findings

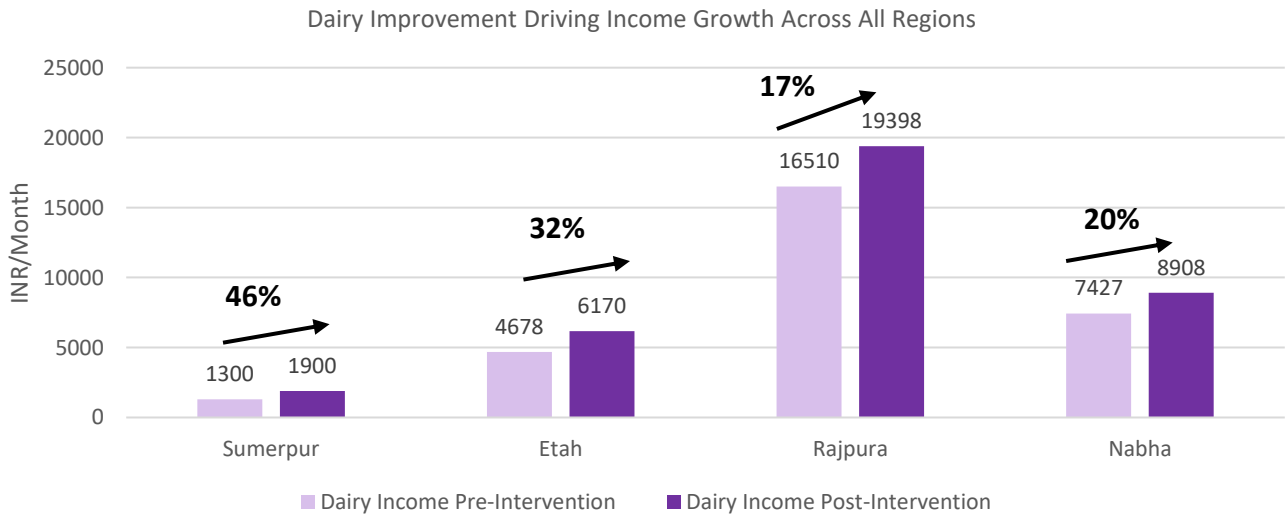


Overall Income

- All project locations recorded a clear increase in overall monthly household income after the intervention.
- Sumerpur (+44%) and Rajpura (+25%) showed the strongest percentage improvements.
- Income gains reflect enhanced dairy productivity and reduced expenditure on inputs.

Dairy Income

- Dairy income increased across all locations, showing strong impact of dairy-focused interventions.
- Highest percentage gains: Sumerpur (+44%), Etah (+32%), Nabha (+20%).
- Indicates improved milk yield, better quality, and greater access to input services.
- Also, feed and fodder expenses decreased by 16–19% across all locations.
- Cost reduction due to better ration balancing, collective procurement, and improved fodder management.
- Lower input costs directly boosted farmer profitability.



Income Verification

Income Verification	Post-intervention
Total numbers of respondents	129
Total income as per survey	41,88,000
Percentage respondents with income proof documents /Self Declaration	100%
Total verified income from documentation proof	41,88,000
Total extrapolated income (Calculated by taking out the average income of verified respondent (129) and factoring it with the universe population of beneficiaries)	714,232,558

Strengthening Women Dairy Farmers through Veterinary Support

Supporting women dairy farmers with veterinary services has increased productivity, income, and empowerment, highlighting the need to scale such interventions for broader livelihood and gender equity benefits.

Gurinder Kaur, a resident of Rajpura in Punjab, has been engaged in dairying for over 15 years and relies on it as a key source of household income. She owns two Murrah buffaloes and two young calves, producing around 20 litres of milk per day. With a family of five—including two school-going daughters—her monthly income from dairying ranged between ₹25,000 and ₹30,000 prior to the intervention.

Challenges Faced

Before joining the Prabhat Dairy Value Chain Programme, Ms. Kaur faced several challenges common to small dairy farmers. Detecting heat cycles in her buffaloes was difficult, often leading to delayed breeding and longer dry periods. Access to timely veterinary care was limited, resulting in higher health-related expenses and productivity losses. Input procurement was also fragmented and costly, and fly infestation posed a persistent problem affecting animal health and comfort.

Support Received under Prabhat Programme

Through the programme, Ms. Kaur gained access to regular breeding and animal health services at her doorstep. Improved heat detection support helped reduce the dry period of her buffaloes, leading to better reproductive efficiency. Timely veterinary visits and preventive care significantly lowered her animal health expenses. She also began sourcing quality feed, medicines, and other inputs from the Farmer Service Centre, reducing input costs and ensuring reliability.

Outcomes and Impact

The programme's interventions resulted in tangible benefits. Milk productivity increased by one to two litres per animal per day, and effective medicines helped control fly infestation, improving animal health. Overall, these improvements enhanced her monthly income by at least ₹5,000 and strengthened her net dairy income, boosting financial stability.

Conclusion

Today Gurinder Kaur's dairy enterprise is more efficient, less risky, and better managed. The Prabhat Dairy Value Chain Programme has not only increased productivity and reduced costs but also contributed to a more secure and sustainable livelihood for her family, supporting her children's education and overall well-being.

Recommendations

Expand Successful Productivity Interventions

Expand advisory services, promote balanced nutrition and herd management practices, and strengthen women-focused training to replicate productivity gains across villages.

Strengthen Farmer Service Centres as Integrated Hubs

Strengthen FSCs as high-performing service hubs offering integrated access to feed, inputs, artificial insemination, veterinary services, and continuous advisory support.

Enhance Breeding and Animal Health Services

Strengthen the breeding ecosystem through high-quality AI services, broader outreach, timely technician availability, and reinforced preventive animal healthcare.

Strengthen Market Access and Value Chain Linkages

Strengthen market access by expanding Prabhat Milk Collection Centres and farmer collectives, enabling better prices, transparent testing, and stronger linkage with formal dairy markets.

Enhance Field Touchpoints & Digital Monitoring

Institutionalise regular monthly advisory visits, deepen farmer engagement, and introduce user-friendly digital tools to track services, herd health, and outcomes in real time.

Leverage Government Schemes through Stronger Convergence

Strengthen farmer linkages with relevant government schemes, including feed subsidies, veterinary services, and cattle insurance, to maximise benefit uptake and mitigate livestock-related risks.

Agri Value Chain Initiative

Background and Context

Livelihood insecurity remains a key challenge across rural and semi-urban geographies, where limited access to skills, stable income opportunities, and market linkages constrains economic mobility for vulnerable households. Youth, women, and small producers often depend on low-productivity activities with minimal scope for income diversification. Inadequate institutional support, weak aggregation mechanisms, and limited exposure to formal markets further restrict the ability of communities to transition towards sustainable and resilient livelihood pathways. These challenges underscore the need for focused interventions that strengthen local capacities and enable integration with broader economic systems.

Under Project Prabhat, Hindustan Unilever Limited (HUL) partnered with rural communities around its operational locations to promote sustainable farm and non-farm livelihood models, with a strong emphasis on women and vulnerable groups. The intervention focused on enhancing employability, supporting enterprise creation, and facilitating access to markets, finance, and support services. The intervention aimed to build individual and institutional capacities, improve income security, and create long-term socio-economic resilience among target communities, while ensuring effective implementation, monitoring, and accountability throughout the programme period.

The present assessment for the period 2021–22 to 2023–24 examined the performance and effectiveness of the intervention in achieving its intended livelihood outcomes during the assessment period. Specifically, it assessed the extent to which the intervention strengthened beneficiaries' access to skills, income opportunities, and sustainable livelihood options. The assessment reviewed how effectively programme activities were implemented, including capacity-building efforts, enterprise and employment support, and facilitation of market and ecosystem linkages.

In addition, the assessment examined improvements at both individual and institutional levels, such as changes in employability, income generation, and participation in economic activities, as well as the functioning of community-based institutions involved in delivery.

Goals & Objectives

- Enhance incomes of targeted communities through upskilling, employment, and entrepreneurship, with inclusion of vulnerable groups.
- Capture and document project progress, impact, success stories, and key learnings for similar projects.
- Scale up the impact and outreach of project interventions.

Project Location & Target

- Program was implemented in Nashik in Nashik district and Chiplun in Ratnagiri district of Maharashtra, Dapada in Dadar and Nagar Haveli and Chhindwara in Madhya Pradesh.

Key Interventions

- Promoting community-based agri-value chains for better price realisation and increased farm-based employment.
- Promoting skills among youth, both male and female, to undertake market-oriented production of goods and services through non-farm enterprises.
- Documenting learnings from pilot interventions for scaling up and replication of the business connect approach.

Alignment with Government Priorities

Support to State Extension Programme for Extension Reforms (ATMA Scheme)

- The Agri value chain programme supports the goals of the ATMA scheme by strengthening farmer training, demonstrations, and uptake of improved farming practices. Its field-level advisory and handholding reinforce the decentralised, farmer-focused extension system promoted under ATMA.

Deendayal Antyodaya Yojana-NRLM

- The programme's focus on livelihood promotion, enterprise development, and strengthening community-based institutions aligns with NRLM objectives of enhancing income security and building resilient livelihoods for rural households through self-employment and collective models.

Formation & Promotion of 10,000 Farmer Producer Organizations (FPO) Scheme of GoI

- The programme aligns with the objectives of the FPO scheme by improving governance systems, strengthening business planning, and expanding market linkages for farmer collectives. This support helps FPOs achieve scale, improve price realisation, and connect with organised value chains, contributing to the development of sustainable and commercially viable farmer enterprises in line with national priorities.

Framework for Programme Evaluation and Impact Assessment

The impact assessment of the Agri Value Chain initiative was guided by the IRECS framework, which provides a structured approach to evaluating programmes across institutional, economic, and service-delivery aspects. Using five core dimensions—Inclusiveness, Relevance, Expectations, Convergence, and Service Delivery—the framework enabled a holistic review of programme and farmer-level outcomes.

IRECS Parameter	Indicators
Inclusiveness	• Degree of member engagement, equity in service access, and representation of small and marginal farmers.
Relevance	• Extent to which FPO services—such as input supply, advisory support, aggregation, and marketing—are aligned with farmers' needs.
Expectations	• Evaluation of whether anticipated outcomes, including productivity improvements, cost reductions, and better price realisation, were achieved.
Convergence	• Linkages with government schemes, private buyers, financial institutions, and agriculture extension services.
Service Delivery	• Effectiveness, transparency, and timeliness in procurement, advisory services, aggregation, and market facilitation.

Coverage under the Impact Assessment

The sample covered diverse agricultural locations such as Chhindwara, Chiplun, Dapada and Nashik, representing varied cropping patterns, market conditions, and farmer profiles. This geographic spread ensured that the assessment captured differences in FPO performance and farmer outcomes across distinct agro-economic contexts.

Method	Coverage Description
Quantitative surveys	• 461
Qualitative surveys	• 5 KIIs • 2-4 FGDs
Study Framework used	IRECS framework
Locations covered	Chhindwara, Chiplun, Dapada and Nashik

Key Findings: Inclusiveness and Relevance

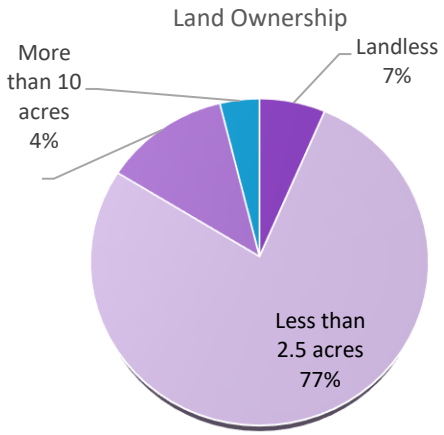
Socio-Economic Profile

1

The programme demonstrated strong **inclusiveness** by primarily engaging small and marginal farmers, with most beneficiaries owning less than 2.5 acres of land. High participation of women and beneficiaries with basic to moderate education levels indicates effective outreach to economically and socially vulnerable groups across diverse geographies.

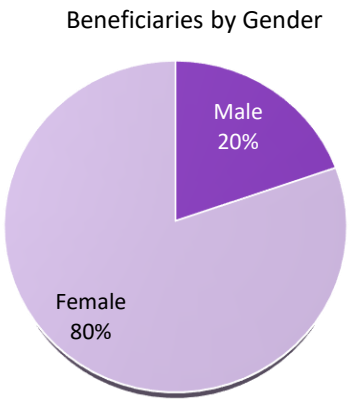
Inclusive Reach Among Small and Marginal Farmers

- Most beneficiaries were small and marginal farmers, with the majority owning less than 2.5 acres of land, indicating the programme's strong focus on economically vulnerable households; very few participants had medium or large landholdings.
- This pattern reflects the **inclusive nature of the intervention**, ensuring access and benefits for landless and smallholder households who are often excluded from formal agricultural support systems.



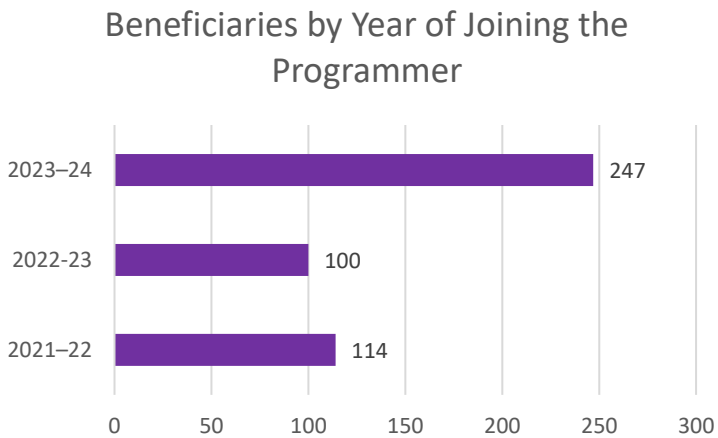
Women-Centric Reach: 80% Beneficiaries were Women

- **W**omen formed the majority of participants, reflecting strong female engagement in producer collectives, livelihood activities, and household economic decision-making.



Beneficiary Participation on the Rise

- The year-wise distribution showed a sharp increase in enrolment in 2023–24, accounting for the largest share of beneficiaries, indicating significant scaling up of the programme in recent years.
- Participation in 2021–22 and 2022–23 remained relatively steady, reflecting a strong initial uptake followed by expansion.

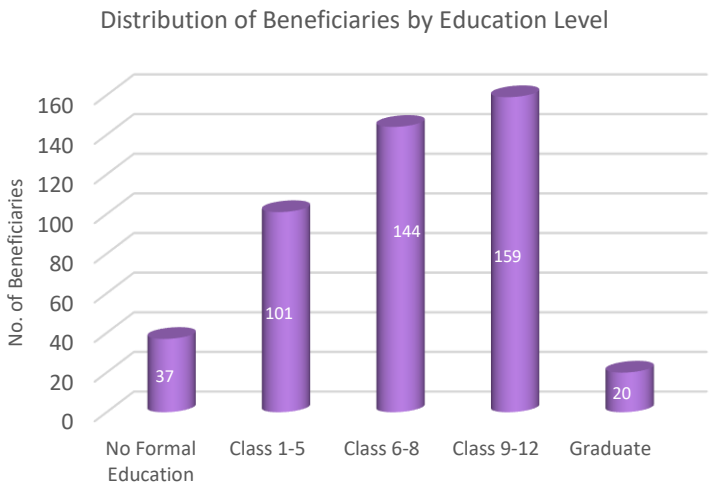


Key Findings: Inclusiveness and Relevance

Socio-Economic Profile

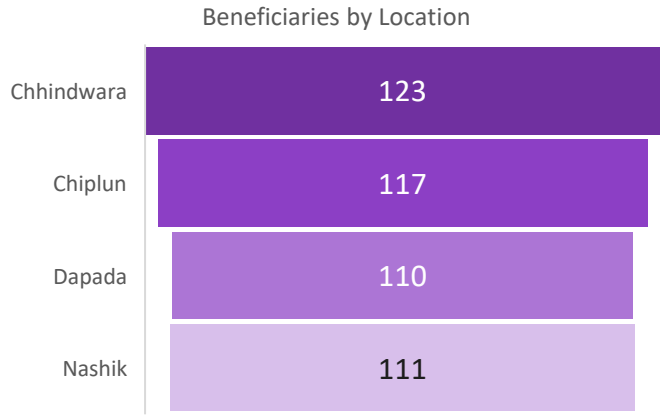
Programme Reach Across Education Levels

- Beneficiaries had basic to moderate education levels, with most educated up to middle or secondary school, and only a small proportion having higher education, indicating a largely grassroots yet progressively educated member base.
- This reflects the programme's inclusive design, enabling participation of grassroots and less-educated beneficiaries who are often excluded from formal initiatives.



Geographically Diverse and Inclusive Reach

- The distribution of beneficiaries across Chhindwara, Chiplun, Dapada, and Nashik was fairly even, indicating the programme's broad geographical reach.
- This reflects its inclusive design, ensuring participation from multiple locations and promoting a diverse beneficiary base.



Key Findings: Expectations

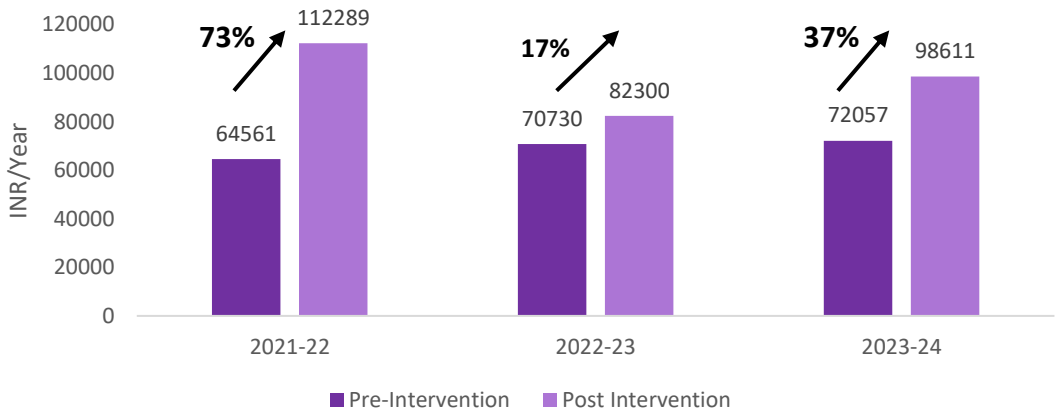
The intervention closely aligned with farmer needs by addressing key gaps in productivity, input access, and market participation, ensuring **relevance** to local agricultural conditions and priorities. The assessment shows a clear improvement in farmers' economic outcomes after the intervention, with stronger agricultural performance driven by better practices, improved access to quality inputs, and more effective use of collective market platforms. Enhanced aggregation, direct buyer linkages, and stronger FPO institutions have enabled farmers to secure higher prices and greater value from their produce, leading to noticeable gains in productivity, income, and overall farm-level stability.

2

Enhanced Farm Income

- The farm income analysis shows a substantial rise in earnings under the FPO intervention, with average annual income increasing from ₹69,915 to ₹98456 — an improvement of about 41%, clearly demonstrating the positive impact of FPO participation on farmers' livelihoods.
- The year-wise assessment further indicates that farmers who joined in 2021–22 achieved the highest income growth (~74%), followed by those joining in 2023–24 (~37%), while farmers joining in 2022–23 recorded a moderate but positive increase (~16%), confirming that income gains strengthen with longer association.
- This income gain is driven by improved agronomic practices, better access to quality inputs, stronger aggregation and market linkages through FPOs, and enhanced business planning, clearly demonstrating the effectiveness of the Prabhat FPO initiative in improving farmer productivity and returns.

Rising Farm Incomes through FPO Interventions



3

Improved Market Participation and Reduced Intermediaries

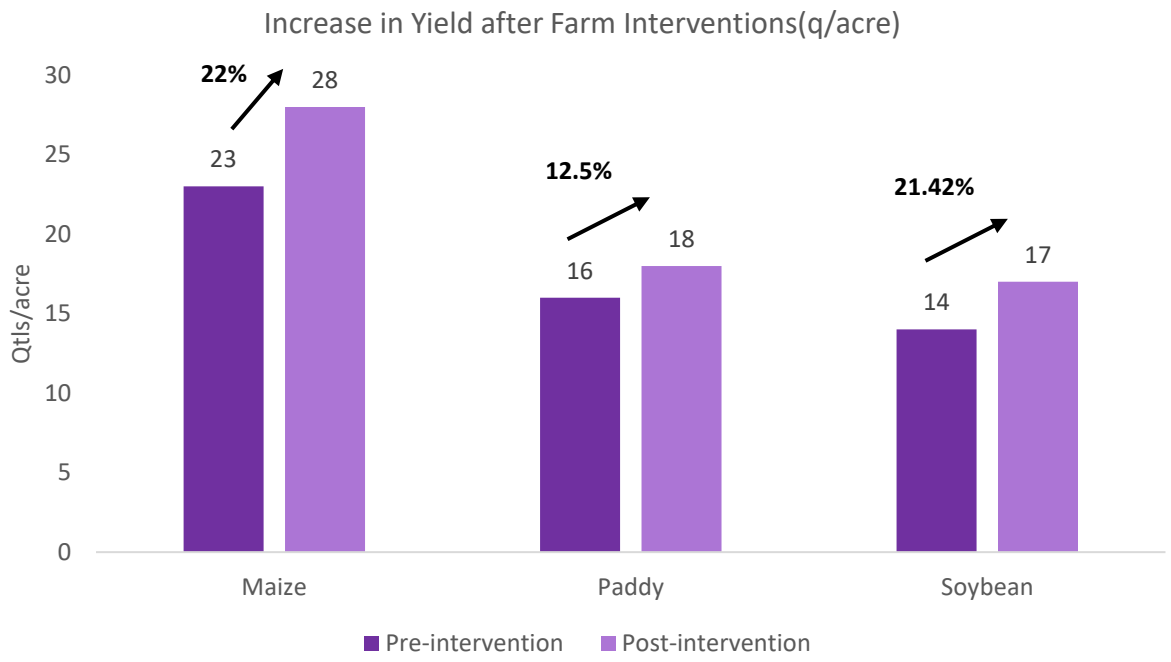
- The Agri Value Chain intervention enabled farmers to shift from fragmented, intermediary-driven sales towards more organized and transparent market participation through FPO-led aggregation.
- Collective aggregation and direct market linkages enabled farmers to earn 10–15% higher prices than they received through intermediaries.
- By negotiating directly with bulk buyers such as millers, processors, and large traders, FPOs secured better price terms, reduced transport costs through consolidated deliveries, and rewarded farmers for improved quality.
- Stronger bargaining power, transparent weighing, and timely, reliable payments ensured that farmers captured a larger share of market value, leading to sustained increases in farm income.

Key Findings: Expectations

Assessment of Perception of Beneficiaries

4 Increased Crop Productivity

- The project resulted in clear productivity gains across key crops grown by FPO members.
- Maize yields increased from 23 to 28 q/acre (22%), paddy from 16 to 18 q/acre (15%), and soybean from 14 to 17 q/acre (33%).
- These improvements reflect the impact of better agronomic practices, quality inputs, and stronger extension support, leading to higher farm productivity and profitability.



5 Average Household Savings Growth

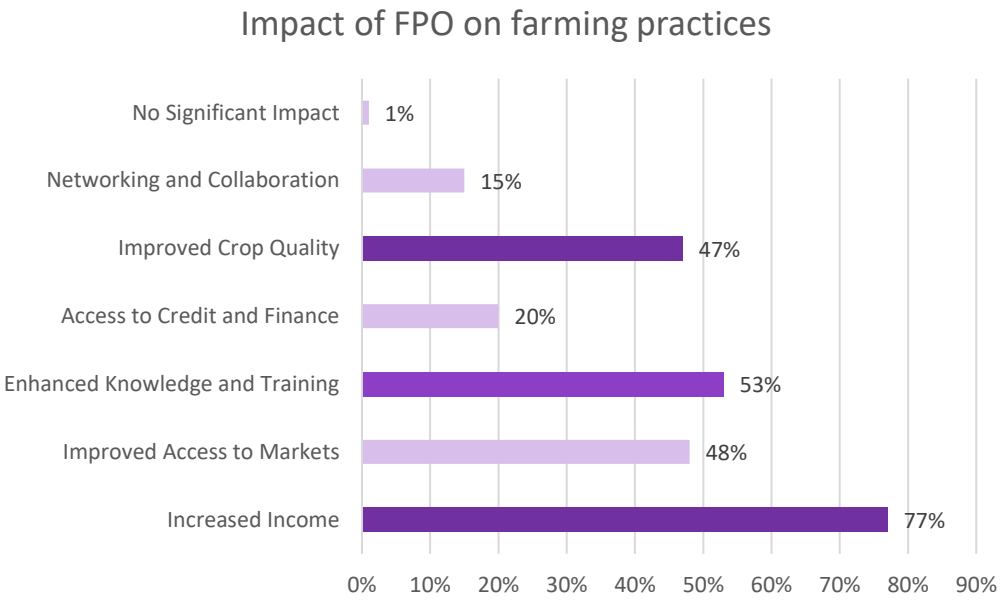
- Average monthly savings increased from ₹3,784 before the intervention to ₹6417 after—an increase of ₹2,633 or about 70%.
- This rise is largely driven by higher household incomes generated through agri value chain programme, including better market access, collective sales, improved price realization, and lower input costs, which together strengthened members' financial position and enabled more consistent monthly savings.

Key Findings: Expectations

6

Impact of FPO on Farming Practices

- A large majority of farmers experienced positive changes in farming practices due to the FPO, reporting Increased Income (77%), Enhanced Knowledge and Training (53%), and Improved Access to Markets (48%), out of a total of 359 responses.
- Improvements were also observed in crop quality (47%), along with better access to credit and finance (20%) and stronger networking and collaboration (15%), while only 2 farmers (1%) reported no significant impact.



7

Capacity Building as a Key Driver of Outcomes

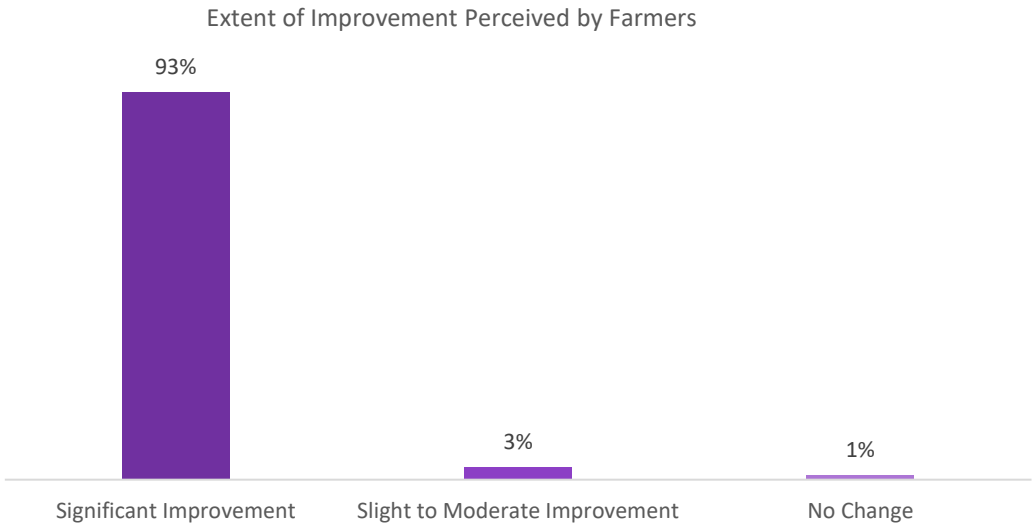
- Training and skill development emerged as a highly relevant intervention, with 301 of the 461 farmers surveyed reporting that they received such support, either as a standalone service or in combination with input support and market linkages.
- Training, exposure to improved farming practices, and continuous advisory support enhanced farmers' technical knowledge, decision-making, and adoption of better practices.
- This highlights the programme's focus on addressing farmers' practical needs by strengthening skills that directly support improved production and market participation.

Key Findings: Expectations

Farmer's Perception of Changes in Income and Crop Yield

8

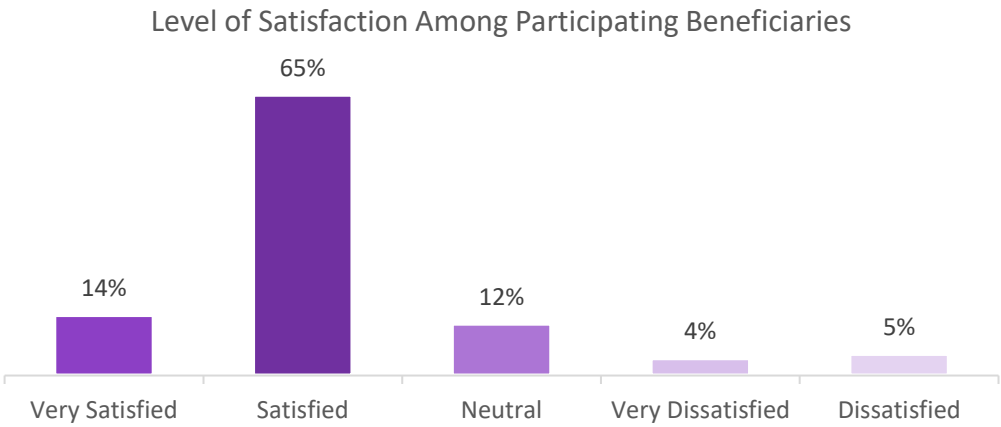
- The programme broadly met farmer **expectations** by delivering visible improvements in farm income, crop productivity, and overall livelihood outcomes.
- Farmers reported noticeable improvements in their farm income, crop yield and related outcomes after joining the programme. Out of **454 farmers**, a large majority **422 (93%)** reported **slight to moderate improvement**, while **14 (3%)** experienced **significant improvement**. Only **18 (4%)** reported **no change**.
- Overall, the findings indicate that the programme has led to positive outcomes for most farmers



Beneficiary Satisfaction Level

9

- The majority of respondents expressed a high level of satisfaction with the overall support received under the Prabhat Value Chain initiative. Out of 461 respondents, 64 (14%) reported being Very Satisfied, and 299 (65%) reported being Satisfied. This indicates that approximately 79% of respondents were positively satisfied with the support provided.
- A smaller proportion of respondents reported Neutral (12%) or negative experiences, with Dissatisfied (5%) and Very Dissatisfied (4%). Overall, the data suggests that the initiative is effectively meeting the expectations of most participants, though there remains a small segment that may benefit from improved or more tailored support.

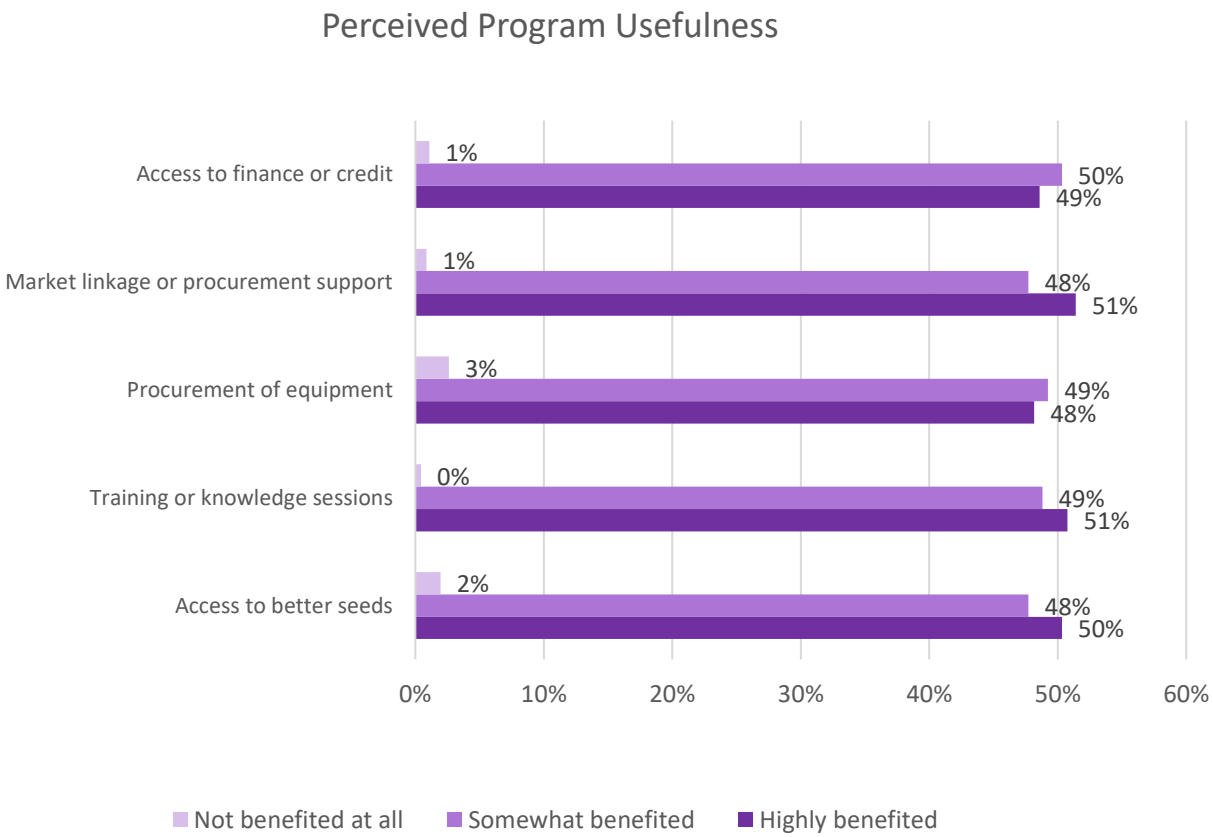


Key Findings: Expectations

10

Perceived Usefulness of Programme Components

- The high perceived usefulness of programme components indicates effective **convergence** with multiple stakeholders, including market actors and support institutions. Coordination across training, input support, and market linkage services strengthened delivery and improved farmer outcomes.
- Farmers reported consistently high usefulness across all program components, with more than 97% experiencing high or moderate benefits, indicating strong overall program effectiveness.
- Market linkage/procurement support and training or knowledge sessions were perceived as the most impactful, followed closely by access to better seeds, highlighting their central role in improving productivity and decision-making. While equipment support and access to finance also delivered positive outcomes, farmers valued knowledge, market access, and quality inputs the most.

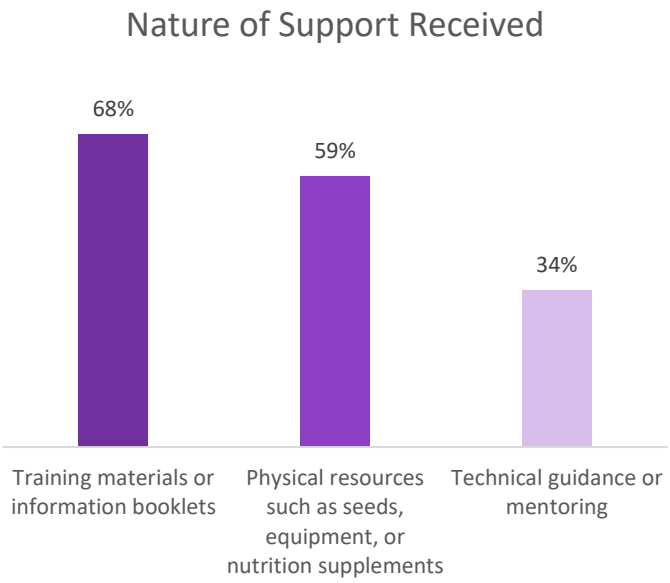


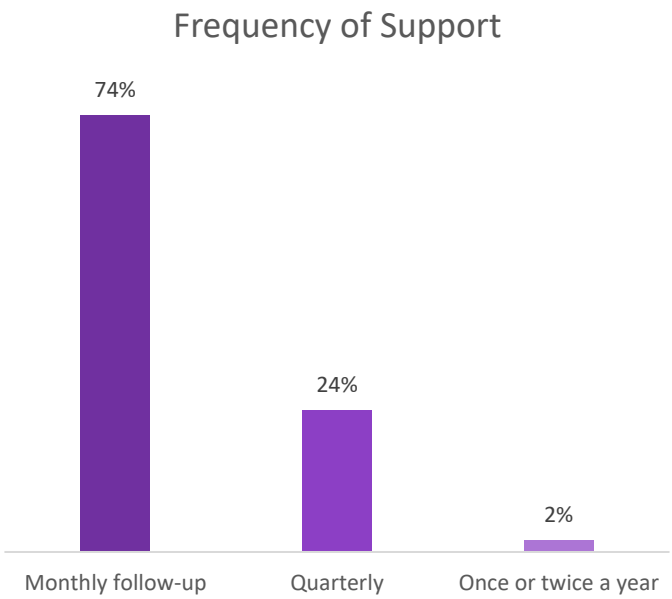
Key Findings: Service Delivery

11

Nature and Frequency of Support

- **Service delivery** was comprehensive and responsive, combining training, input support, technical guidance, and financial assistance to address farmer needs holistically. Regular and frequent follow-up ensured timely guidance, effective problem-solving, and improved adoption of recommended practices.
- Farmers were supported through a comprehensive mix of knowledge, material, technical, and financial inputs, reflecting a holistic approach to improving productivity and livelihood outcomes. Out of 442 farmers, 301 (68%) reported receiving training materials or information booklets, 260 (59%) received physical resources such as seeds, equipment, or nutrition supplements, 152 (34%) received technical guidance or mentoring, and 141 (32%) benefited from financial or livelihood support.
- Farmers receive strong and regular support through continuous engagement and follow-up. Out of 455 farmers, 337 (74%) reported monthly follow-up, 107 (24%) received support quarterly, and only 11 (2%) reported contact once or twice a year. This reflects a highly responsive support system that enables timely guidance, effective problem-solving, and better adoption of recommended practices.



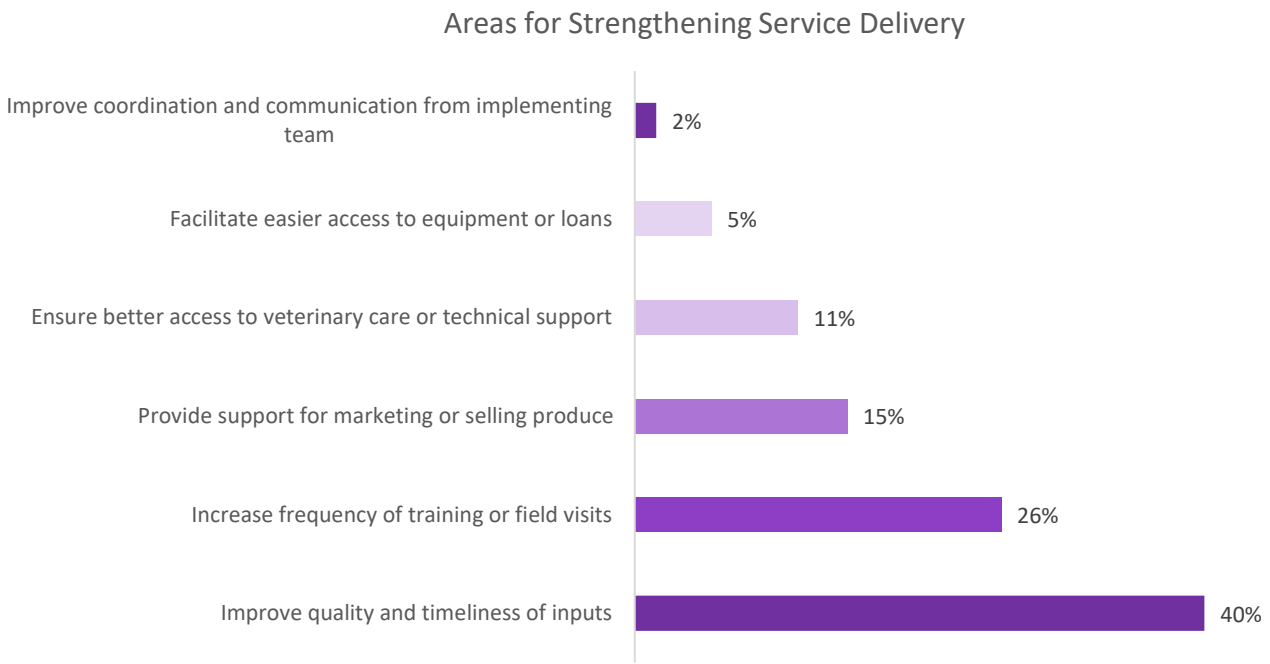


Key Findings: Service Delivery

12

Optimizing Service Delivery with Beneficiary Insights

- Beneficiaries provided constructive suggestions reflecting their interest in improving program outcomes. The majority (40%) highlighted the need for timely, high-quality inputs like seeds, while 26% requested more frequent training and field visits to enhance skills.
- Support for marketing produce (15%) and better access to veterinary care or technical support (11%) were also emphasized. Smaller shares suggested easier access to equipment or loans (5%) and improved coordination from the implementing team (2%).
- Overall, the feedback shows beneficiaries are engaged, proactive, and eager to maximize productivity and income.



Income Verification

Income Verification	Post-intervention
Total numbers of respondents	461
Total income as per survey	4,53,88,000
Percentage respondents with income proof documents /Self Declaration	100%
Total verified income from documentation proof	4,53,88,000
Total extrapolated agricultural income (Calculated by taking out the average income of respondents and factoring it with the universe population of beneficiaries)	63,96,65,588

Recommendations

Key Suggestions for Strengthening HUL Agri Value Chain Programme

Build Farmer Capabilities for Modern and Market-Ready Agriculture

Strengthen farmers' capacity to adopt appropriate technologies, improved production practices, and value-added activities through focused trainings, on-field demonstrations, and continuous mentoring that translate knowledge into practice.

Expanding Market Linkages for Value Chain Efficiency

Improve farmer returns through direct buyer linkages and collective sales, while strengthening grading, sorting, basic processing, and storage to enhance quality, reduce losses, and increase marketable surplus.

Market-Aligned Crop Planning and Advisory Support

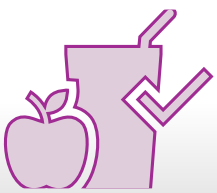
Develop crop- and region-specific production plans aligned with market demand, covering input planning, cultivation practices, and post-harvest management. Strengthen targeted advisory support to encourage technology adoption and sustain productivity gains among participating farmers.

Revitalising Participation and Member Engagement

Reinforce farmer participation through targeted outreach, village-level interactions, practical demonstrations, and consistent communication on programme benefits, while using regular feedback and tailored support to address varying member needs and improve overall engagement.

Strengthening Timely Access to Quality Inputs

Enhance input planning, forecasting, and bulk procurement systems to ensure timely availability of quality inputs at competitive prices, reducing production risks and input costs as highlighted by beneficiary feedback.



Promoting Value Addition and Quality Practices

Introduce and scale grading, sorting, quality standardisation, and processing into higher-value products to improve produce quality, reduce post-harvest losses, and enhance farmer returns through improved price realisation and diversified market opportunities.

Strengthening Convergence with Public Support Systems

Align FPO operations with relevant government programmes on agriculture, extension and capacity building, subsidies, and market infrastructure to improve scale, efficiency, and long-term sustainability.


Hindustan Unilever Limited
Nashik,
prabhat
CKD
Centre For Knowledge & Development

Nutrition

Background & Context

- India continues to face a high burden of malnutrition across key life stages, particularly among adolescents, pregnant and lactating women, and young children. Evidence from national (NFHS-5) and programme assessments highlights widespread anaemia among adolescent girls and women of reproductive age, alongside high levels of stunting, wasting, and sub-optimal infant and young child feeding practices. These nutrition gaps adversely affect maternal health, pregnancy outcomes, child survival, cognitive development, and long-term productivity.
- Inadequate nutrition during adolescence impacts physical growth and reproductive health, while poor maternal nutrition during pregnancy and lactation contributes to low birth weight, pre-term births, and increased risk of maternal and neonatal complications. Early childhood malnutrition, particularly during the first 1,000 days, results in irreversible damage in terms of stunting and increased susceptibility to illness. The COVID-19 pandemic has further exacerbated these challenges by disrupting food security, access to health and nutrition services, and community-level delivery mechanisms.
- While the Government of India has introduced multiple nutrition-focused initiatives through the health and women and child development systems, gaps remain at the individual, community, and system levels. These include limited awareness of appropriate nutrition practices, social norms and food taboos, inconsistent service delivery, supply chain disruptions, and under-utilisation of available data for decision-making. Addressing these interconnected challenges requires sustained community-based engagement alongside strengthened frontline systems.

In this context, the **HUL Prabhat Nutrition Programme** has been designed to address critical nutrition vulnerabilities among adolescents, pregnant and lactating women, and children under five through a life-cycle approach. The programme delivers an integrated package of interventions at the individual, household, community, and system levels, with a strong focus on behaviour change, peer learning, and convergence with government programmes. Central to the intervention is a cadre of trained **Prabhat Nutrition Buddies**, who provide regular counselling, monitoring, and community mobilisation, while supporting frontline workers to improve the reach, quality, and effectiveness of existing nutrition services.

Alignment with Government Priorities

The HUL Prabhat Nutrition Programme is closely aligned with the Government of India's nutrition and health priorities, particularly the life-cycle approach promoted under **POSHAN Abhiyaan** and **Mission Poshan 2.0**. The programme complements government efforts to reduce anaemia, undernutrition, stunting, and poor maternal and child health outcomes by focusing on adolescents, pregnant and lactating women, and children under five—key target groups identified under national nutrition strategies.

Alignment with Government Priorities

Through community-based behaviour change communication, household-level counselling, and peer-led engagement, the programme strengthens demand for nutrition services while supporting frontline systems such as ICDS and the public health delivery network. By reinforcing appropriate infant and young child feeding practices, maternal nutrition, adolescent health behaviours, and community participation, the intervention contributes to improved service uptake, convergence, and sustainability of government-led nutrition initiatives.

Theme	Alignment Focus
Poshan Abhiyaan (National Nutrition Mission)	• Reduction of stunting, undernutrition, and anaemia among women and children • Promotion of Infant and Young Child Feeding (IYCF) practices • Life-cycle approach covering adolescents, mothers, and young children • Community mobilisation and capacity building
ICDS systems strengthening, PM Poshan	• Improved nutrition awareness and behaviour change among adolescents and women • Support to Anganwadi-led growth monitoring and counselling • Strengthening community participation and convergence at village level
Anaemia Mukt Bharat	• Awareness and counselling on anaemia prevention, dietary diversity, and IFA compliance • Focused engagement with adolescent girls and pregnant women

Key Components of the Programme

Key Components

Individual-Level Interventions

- Interpersonal Counselling (IPC)
- **Home visits** for personalised guidance, monitoring of maternal and child nutrition, and follow-up support.

Community-Level Interventions

- Strengthening **Jan Andolan** through community-led events, Poshan Maah activities, and food demonstrations,
- Support for creating **nutri-gardens** at household and village levels
- Enhanced **AWC engagement** for growth monitoring, counselling, and improved utilisation of ICDS services.

School-Level Interventions

- Nutrition awareness sessions in **middle, secondary, and senior secondary schools**
- IPC-led demonstrations and communication activities to address **anaemia, menstrual nutrition, and healthy eating behaviours**

Coverage under the Impact Assessment

Method	Coverage Description
Quantitative surveys	• 216
Qualitative surveys	• 12 KIIs • 10-15 FGD
Study Framework used	OECD-DAC Framework
Locations covered	Chhindwara, Etah, Hosur, and Sumerpur.

Location	Implementation Partner	Total No. of Beneficiaries (FY 2021-24)	Survey Respondents
Chhindwara	AIF	3,21,656	52
Etah		2,80,813	62
Hosur		3,12,495	48
Sumerpur		2,92,384	53

Framework for Programme Evaluation and Impact Assessment

The evaluation applied the **internationally recognized OECD-DAC framework** to systematically assess the Prabhat Nutrition Programme across relevance, coherence, efficiency, effectiveness, impact, and sustainability:

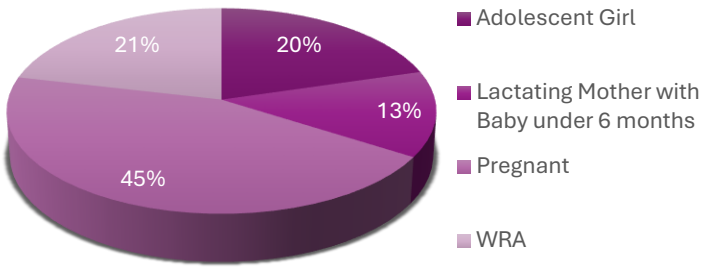
Summary of Findings

OECD-DAC Parameter	Indicator	Key Findings
Relevance	Pre-programme need for nutrition support	• **93%** of respondents were already seeking external nutrition support before the programme
	Nutrition awareness gaps (baseline)	• **62%** respondents unaware of importance of micronutrients; • **54%** respondents unaware of link between maternal malnutrition and child underdevelopment
Efficiency	Repeated engagement	• **79%** respondents received monthly follow-up; **45%** received more than three home visits
	Quality of interactions	• **82%** respondents reported home visits lasting over 30 minutes
	Participatory tools	• **84%** respondents reported interactive tools were *always* used
Effectiveness	Comfort during sessions	• **62%** of the respondents felt comfortable to very comfortable; **0%** reported discomfort
	Event participation	• **97%** respondents attended nutrition-related events regularly
	Active engagement	• **72%** respondents actively participated in programme activities
Impact	Food group awareness	• **70%** respondents recalled all food groups
	IFA consumption	• **86%** respondents reported regular IFA tablet consumption
	Nutri-garden adoption	• **88%** respondents reported regular maintenance of nutri-gardens
	Economic benefits	• **98%** respondents reported perceived economic improvement (savings, productivity, health)
Sustainability	Post-programme follow-up	• **81%** of the respondents continued to receive monthly follow-up support
	Community-level continuation	• **90%** respondents reported sustained nutrition awareness through SHGs/PRI/teachers
	In-law support	• **75%** reported increased support from in-laws
	Male support	• **87%** respondents reported increased male support within households

Socio-Economic Profile of the Respondents

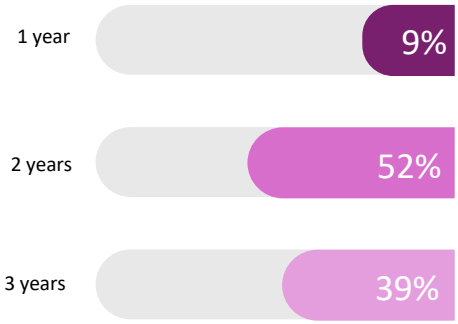
The analysis across beneficiary categories over the assessment period showed that most respondents were pregnant women and lactating mothers, including many in their first pregnancy, along with adolescent girls and women of reproductive age (WRA).

Category of Respondents

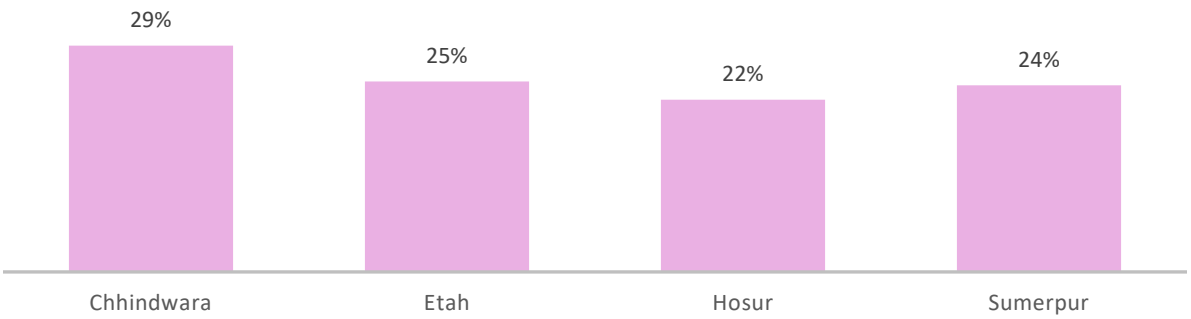


First Pregnancies	Lactating Mother with Baby under 6 months	Pregnant Women
	97%	88%

Period of Programme Participation

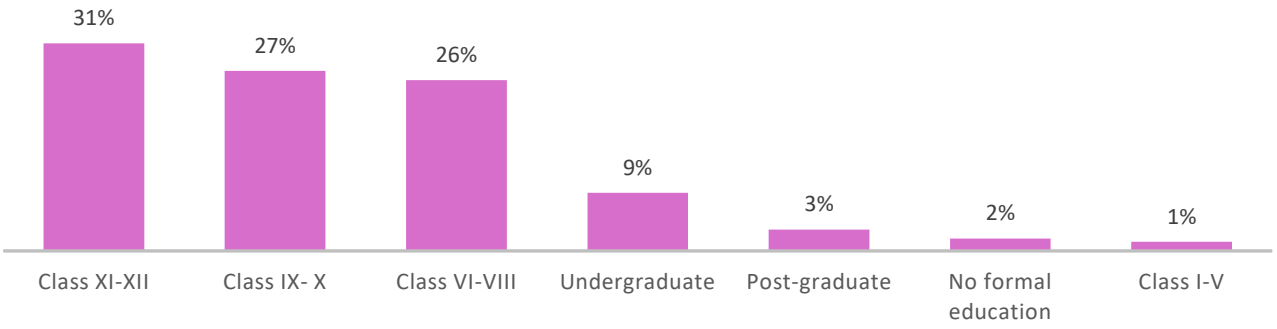


Geographical Distribution



The assessment covered multiple programme locations and respondents largely had schooling up to class VI–XII, indicating a need for clear and simple nutrition communication.

Educational Background



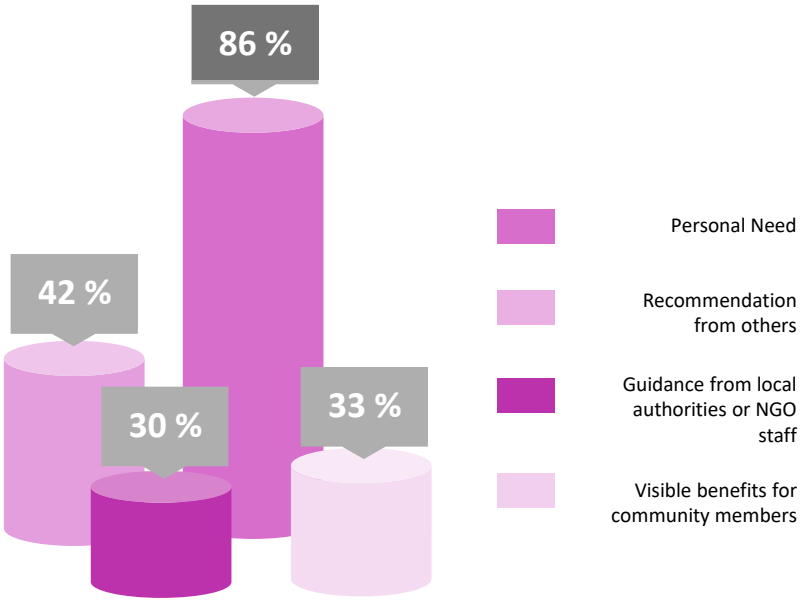
Key Findings: Relevance

93%

Need for External Nutritional Support Pre-Programme

Before the programme, 93% of respondents were already seeking external support, with 86% seeking help from AWCs and 61% seeking help from ASHAs, ANMs and other community health workers, showing a clear need for a reliable intervention.

This need became the strongest driver for joining, especially for pregnant women, where **86%** enrolled due to personal need. Community trust also shaped participation, with many joining after seeing visible benefits around them or based on recommendations from others, reflecting strong alignment of programme outcomes with community needs.

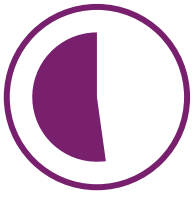


62%

A significant lack of awareness regarding nutrition was evident before the intervention:

Before the start of the programme, 62% of respondents were not aware of the importance of intake of micronutrients during adolescence, pregnancy or after giving birth.

54%



Before the start of the programme, 54% of women were not aware that nutrient deficiency can lead to underdevelopment in children, including wasting, stunting, and being underweight for their age.

Key Findings: Coherence

Alignment with National Priorities

POSHAN Abhiyaan & Mission Poshan 2.0: Reinforces national goals on improving maternal, adolescent, and child nutrition through behaviour change, dietary diversity, anaemia reduction, and Jan Andolan mobilisation.

ICDS & Anganwadi System: Complements ICDS by strengthening AWW/ASHA-led counselling, promoting MCP card use, growth monitoring, and access to supplementary nutrition.

Anemia Mukt Bharat (AMB): Aligns with the 6x6x6 strategy by promoting IFA consumption, deworming, diet diversity, and anaemia awareness across PLW, WRA, and adolescents.

National Deworming Day (NDD): Supports STH reduction by encouraging regular deworming

Mother's Absolute Affection (MAA) Programme: Reinforces IYCF guidelines including early initiation of breastfeeding, correct positioning, exclusive breastfeeding, and timely complementary feeding.

Nutrition Rehabilitation Centres (NRCs): Indirectly supports NRC goals by improving community-level feeding and care practices to prevent severe malnutrition.

Alignment with International Agendas

Sustainable Development Goals (SDGs 2, 3, 4.7, 5, 17): Supports global commitments on ending malnutrition, improving maternal and child health, strengthening life skills for adolescents, advancing gender equality, and building community partnerships

Global Accelerated Action for the Health of Adolescents (AA-HA!): Aligns with WHO's framework by improving adolescent nutrition, anaemia prevention, and healthy lifestyle behaviours.

Key Findings: Efficiency

Efficiency was reflected in consistent beneficiary mobilisation, with most participants engaging in repeated group meetings and receiving sustained home-visit support from Nutrition Buddies with participatory approach.

Attendance of group meetings was largely concentrated in the mid-range, with **27%** in 10–20 meetings and **29%** participating in 5–10 meetings, indicating steady and repeated engagement rather than one-off participation.

Less than 5 meetings

25%

5 to 10 meetings

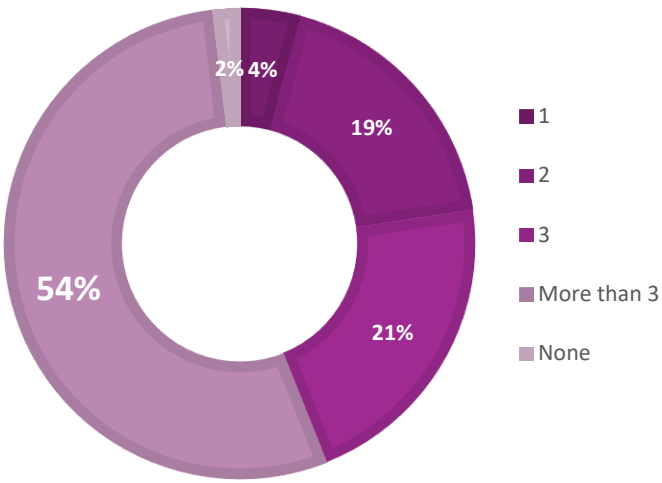
29%

10 to 20 meetings

27%

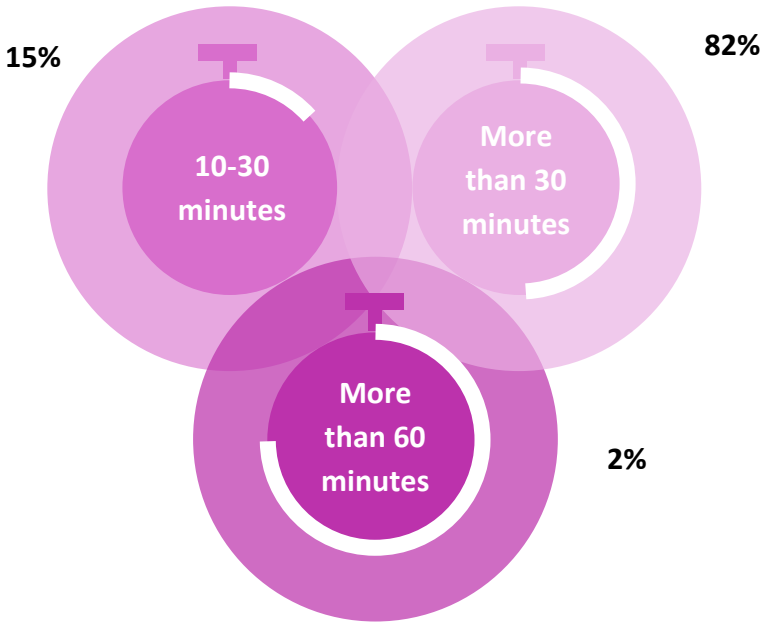
More than 20 meetings

3%

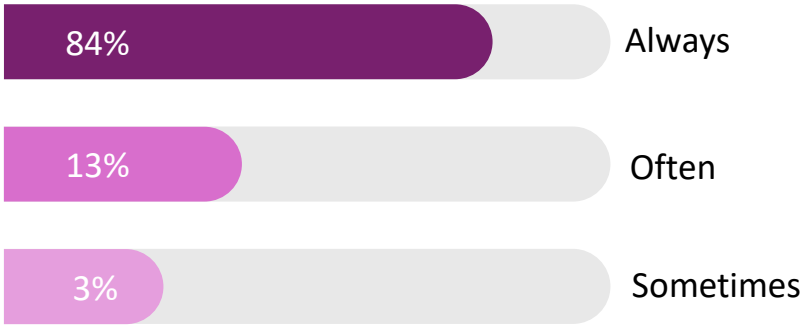


54% of all respondents received **more than 3 home visits**, with lactating mothers reporting highest contact (72%). Adolescent girls reported engaging with the programme mostly in group settings.

Home visits were reported to be substantive, with **82%** reporting visits longer than 30 minutes, with **99%** women of reproductive age, **86%** of adolescents and lactating mothers and **72%** pregnant women, reporting the same indicating tailored counselling.



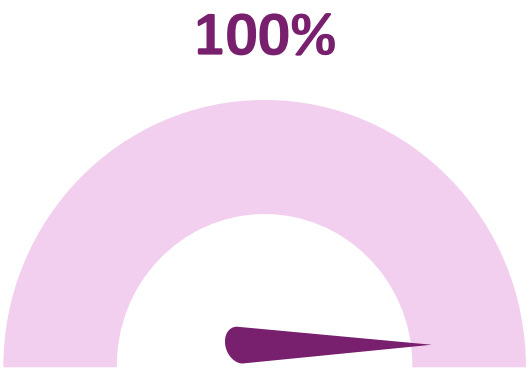
Key Findings: Efficiency



Use of interactive tools was consistently strong, with 84% of all beneficiaries reporting that Nutrition Buddies *always* used games, picture cards, or digital aids—highest among lactating mothers (93%) and adolescents (89%), indicating efficient use of behaviour change communication (BCC) tools to enhance engagement and comprehension.

Satisfaction with Session Content

Satisfaction with session content was high, with **100%** reporting being *satisfied. 88%* lactating mothers reported being extremely satisfied, reflecting the programme's effectiveness in delivering clear, relevant counselling through well-structured content for sensitive target groups.



Satisfaction: Session Content

Key Findings: Effectiveness

The programme proved effective in creating a comfortable learning environment and ensuring consistent monitoring, especially for pregnant women. Strong community participation, further reflects its ability to mobilise beneficiaries meaningfully.

62%

Comfort Level during Sessions

62% respondents across categories reported feeling comfortable to very comfortable during sessions, indicating strong interpersonal effectiveness with 0% discomfort reported across all category of respondents.

Regular Attendance of Events related to Nutrition

97% respondents across categories reported regular attendance of nutrition related programmes such as Poshan Maah, World Handwashing Day, Annaprashan and Godhbharai events with highest engagement among lactating mothers (100%).

97%

72%

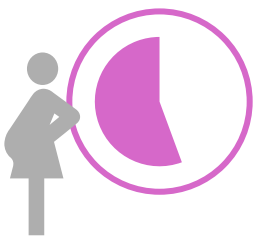
Level of Participation in Events related to Nutrition

72% respondents across categories reported actively participating in the events and attending most of them while 20% reported being moderately active and attending some events. Lactating mothers girls reported being most active (83%) followed by adolescent (77%).

Key Findings: Impact

The programme demonstrated impact on behavioural and knowledge gains across pregnancy, lactation, nutrition practices, and health monitoring, with several indicators showing strong shifts. While improvements were widespread, varying levels of adoption across groups also highlight where continued support and reinforcement are still needed.

65%



Knowledge Gained During Pregnancy

The programme has strengthened comprehensive knowledge for over half the respondents, with **565%** recalling *all* key practices including daily IFA and calcium consumption, de-worming, and entitlement to one free meal from the AWC.

64%

Knowledge Gained on Lactation Practices

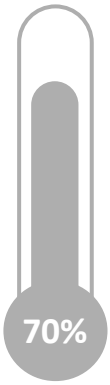
64% of respondents remember all recommended lactating practices. Lactating mothers with infants under 6 months showed strong knowledge uptake across key breastfeeding behaviours like awareness of correct positioning, body support, identifying weak newborns and expressing milk.

Knowledge Gained During Adolescent Phase

66% adolescents remember all recommended adolescent practices including menstrual hygiene guidance, weekly blue IFA tablets and de-worming twice a year.

66%

Key Findings: Impact



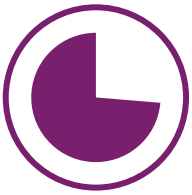
Overall Food Group Awareness

Across all respondent groups, the strongest recall was for **“all of the above” (70%)**, indicating wide absorption of general dietary diversity messages. Recall of all food groups was highest among lactating mothers (86%) and women of reproductive age (80%).

Awareness of Key Nutrition Aspects Post-Programme

Awareness levels were strongly skewed toward the highest category, with **71-79%** of respondents aware of anaemia/iron-rich foods, food taboos, family planning, rest during pregnancy and safe food handling. Very low “not aware” responses suggest the programme effectively mainstreamed basic nutrition concepts across groups.

71%



Anaemia & Iron-Rich Foods

79%

Food taboos in pregnancy/lactation/adolescent nutrition

79%

Family Planning & Delaying First Birth

77%

Safe Handling of Food and Water

78%

Importance of Workload Reduction during Pregnancy

Key Findings: Impact

86%

Increased Consumption of IFA Tablets

Adoption of IFA supplementation was notably high, with **86%** reporting regular consumption. Women of reproductive age and lactating women showed high uptake, while **16%** adolescents and pregnant women still did not consume IFA, indicating persistent gaps in adherence and supply, and motivation barriers.

Perceived Economic Improvement

Perceived income and productivity improvement through saved working days, savings, crop yield, personal and child health, etc. were substantial as **98%** reported some degree of improvement. Lower gains among lactating mothers reflected the constraints of early childcare, which may have limited their ability to translate programme benefits into productivity or income outcomes.

98%

88%

Adoption of Nutri-garden

Overall, 88% of respondents reported regular maintenance of nutri-gardens, with highest uptake among lactating mothers (100%) and adolescent girls' households (89%). Irregular maintenance (10%), particularly among women of reproductive age (15%), indicates sustainability challenges linked to time and seasonality.

Awareness and Access to Government Nutrition Schemes

Overall, 67% reported awareness and access to government nutrition and anaemia schemes, led by women of reproductive age (76%) and adolescent girls (68%). 29% were aware but not accessing. Non-awareness remained limited (4%), though higher among lactating mothers (7%).

67%

Key Findings: Sustainability

The sustainability indicators show that **programme influence extended beyond direct beneficiaries into family and community structures**, with consistent staff follow-ups and strengthened household support systems forming a strong foundation for long-term behaviour retention.

81%

Post-Programme Support

81% of respondents reported receiving monthly follow-up, support, or guidance from programme staff or Nutrition Buddies, indicating strong continuity of engagement. The frequency of contact was highest among lactating mothers (100%), followed by pregnant women adolescent girls (80%), reflecting effective prioritisation of groups with higher and more immediate nutrition and care needs.

Sustained Community Awareness

90% respondents reported that community groups such as SHGs, teachers, and PRI members were actively involved in continuing nutrition awareness, indicating effective community-level ownership of programme messages. Engagement was particularly high among lactating mothers (100%) and women of reproductive age (93%).

90%

75%

Increased Support from In-Laws

75% respondents reported that since participation, their in-laws became significantly more supportive of their nutrition needs and 23% reported some change.

Increased Male Support in Family

87% respondents reported increased support from men in their households following programme participation, suggesting positive shifts in intra-household attitudes toward women's nutrition needs. However, the absence of change reported by some pregnant women indicates that household support remains uneven during the crucial period of pregnancy.

87%

Recommendations

Suggestions for HUL Nutrition Programme

Specialised Rapport-Building for Pregnant & Lactating Women

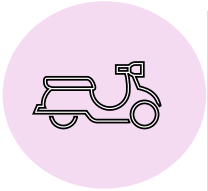
Lactating mothers continue to show the **lowest knowledge** on correct breastfeeding positioning (**16%**), newborn weakness identification (**14%**), expressing milk (**12%**). Increase the frequency of home visits to raise their comfort levels and narrow the engagement gap with pregnant women.

Strengthen Nutri-Garden Promotion

Scale up demonstrations, seed support, and follow-up on nutri-garden practices. Lactating mothers had the lowest regular maintenance (**11%**), suggesting the need for additional nudges and community-based models.

Strengthen Family & Household Support

Although support improved, **25–33% households still show limited involvement**. Enhance family counselling during home visits and community events to deepen male and in-law participation in maternal and child nutrition decisions.



Provide Logistical Support for Nutrition Buddies

Introduce **transport allowances, bicycles, or scooters** to help Nutrition Buddies reach remote areas, improving visit frequency and service quality.

Improve and Expand Supply Chain for Essential Products

Empanel local vendors for uninterrupted supply of Nutri Kits, IFA, calcium, deworming tablets, soap banks, and sanitary pads. This is critical to address the non-consumption of micronutrients and ensure product availability for adolescents and lactating mothers with lower adherence.

Final Impact Assessment Report of Swasthya Curriculum (Project- 1)

Hindustan Unilever Limited (HUL)

April 2026

Price Waterhouse Chartered Accountants LLP

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- Our work was limited to the specific samples/ procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/ samples/ procedures or information available after the review could affect the findings outlined in this report. Further, the study did not include conducting any KYC checks/due diligence of the implementing partners and beneficiaries.

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- Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders. The recommendations provided may not be exhaustive from the perspective of bringing about improvements in the project and additional steps/efforts may be required on the part of the management to address the same.

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List of Acronyms

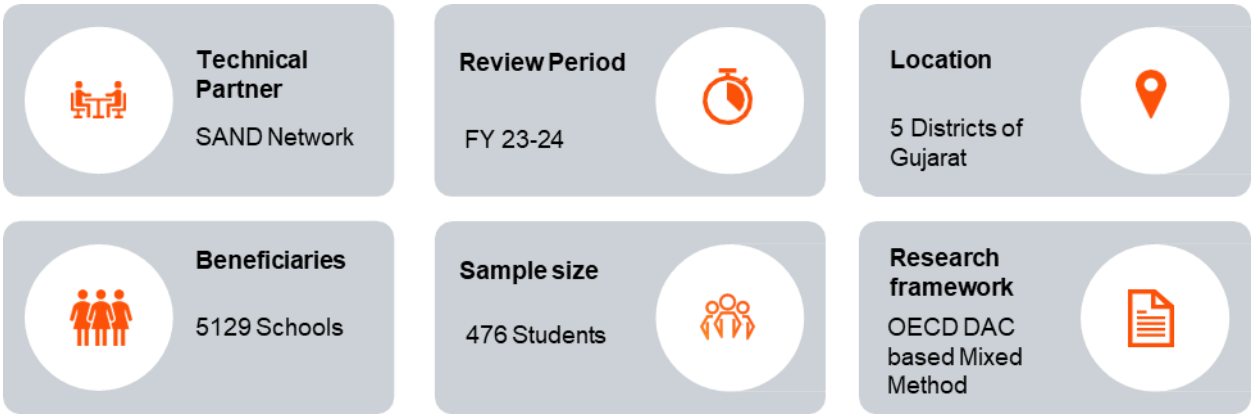
Abbreviation	Full Form
CI	Confidence Interval
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
HUL	Hindustan Unilever Limited
IDI	In-depth Interviews
KPI	Key Performance Indicators
MoE	Margin of Error
MoU	Memorandum of Understanding
NGO	Non-Government Organisation
OECD-DAC	Organisation for Economic Co-operation and Development- Development Assistance Committee
POSHAN	Prime Minister's Overarching Scheme for Holistic Nourishment
PWCALLP	Price Waterhouse Chartered Accountants LLP
WASH	Water, Sanitation and Hygiene

Executive Summary

About the Study:

Hindustan Unilever Limited (HUL) initiated Swasthya Curriculum Project in 2016. The project embeds comprehensive health education into government school systems, teaching healthy habits through age-appropriate, engaging methodologies. The Project was implemented in collaboration with SAND Network (Technical Partner) in 5 Districts of Gujarat in 2023-24. HUL **engaged Price Waterhouse Chartered Accountants LLP ("PWCALLP", "PW")** to carry out the impact assessment of this Project with a purpose to evaluate the impact created. The **PW's scope of work** encompassed a desk review of project documents, development of research tools, data collection and analysis, and the presentation of key findings and recommendations in a report for management's consideration.

A **mixed methodology** involving both quantitative and qualitative research methods was deployed by PW to carry out the impact assessment study. As a part of the **qualitative assessment**, **29 interactions** including In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs) were also conducted to ensure holistic feedback on the project activities from the stakeholders.



Key Findings of the Study

A. Health Habit Formation

- 99% of respondents actively adopted all four core health practices from the Swasthya curriculum: clean hands, healthy meals, proper toilet hygiene, and safe water consumption.
- 98% of children now wash hands with soap 4+ times daily, demonstrating habit formation.
- 100% consistently practice proper toilet hygiene with water-pouring techniques
- 94% completed the 24-day habit tracker consistently, revealing program engagement.

B. Knowledge Retention & Application

- 99% accurately distinguished balanced diets from junk food, reflecting nutritional literacy.
- The Swasthya curriculum has driven positive behavioral changes, with children actively choosing nutritious meals over junk food - Narrated by a Principal during interactions.
- 97% of households now boil drinking water, demonstrating understanding of safe consumption practices.

- 99% correctly identified clean toilet facilities, showing comprehensive sanitation knowledge.
- 93% demonstrated strong curriculum recall, indicating highly effective program design.

C. Social Learning & Curriculum Design

- 99% actively remind peers to wash hands, showing initiative in promoting hygiene behaviors among friends.
- 94% found content easily understandable.
- 99% preferred puzzles and activities as their most preferred curriculum component, demonstrating interactive and entertainment-based learning.

Recommendations:

- **Blended Learning Approach for Enhanced Curriculum Delivery:** Principals recommended **incorporating short educational videos alongside the existing book-based curriculum** to create an **enriched hybrid model**. This approach **leverages smart classroom infrastructure where available** while **maintaining adaptability for resource-limited schools**, ensuring consistent student engagement across diverse educational settings
- **Habit Reinforcement for Sustainability:** To **ensure lasting impact across future cohorts**, implement portable **Habit Charts as visual behaviour reinforcement tools** and provide Digital Assets (videos, interactive content) that **schools can reuse indefinitely**. These **sustainable resources** build on the successful 24-day tracker model, **supporting continuous behavioural change across multiple student batches ensuring both program impact and sustainability**.

For the detailed findings, OECD- DAC framework Analysis and recommendations, please refer to the **Section 3: Detailed Findings and Recommendations.**

1. Introduction and Background

1.1 About Hindustan Unilever Limited (HUL) and its CSR

HUL is committed to operating and growing its business in a socially responsible manner. The Company's purpose is to make sustainable living commonplace, which serves as the foundation for its relationships and guides how it allocates resources. This purpose shapes the value created for all stakeholders and governs the business model. HUL has long held the belief that being a responsible, sustainable business makes a stronger, better business. HUL is committed to sustainable development and inclusive growth and has been focusing on a wide range of issues in relation to health and hygiene, skill development, education, social advancement, gender equality, empowerment of women, ensuring environmental sustainability and rural development projects.[1]

1.2 About the project under assessment

The Swasthya Curriculum is a behaviour change project that educates school children on the importance of adopting four key hygiene and wellbeing habits. Launched in 2016, this health education project, strategically partners with state governments to **embed comprehensive health education into government school systems**, teaching essential practices such as **proper handwashing, safe water consumption, nutrition awareness, and sanitation through age-appropriate, engaging methodologies**.[2]

This **24-day swasthya curriculum** is based on model of behaviour change and guides primary school children aged **5-10 years** to become the agents of change. Under this project, students received daily instructions through specially designed educational materials. The curriculum content is developed by **child education experts and incorporates diverse activities, interactive games, and engaging characters to create a fun and immersive learning experience**. The content is easily adaptable to support in-classroom learning models and also includes a training module for the teachers. The project was implemented in collaboration with the **SAND Network (Technical Partner)** and more details of the same are outlined below:

Table 1: Overview of the Swasthya Curriculum project[3]

Implementation Period (review period)	Project Location	Total Schools Reached	Total Students Reached
2023-2024	Dahod, Mahisagar, Aravali, Gandhinagar and Ahmedabad (Gujarat)	5,129	4,80,844

[1] Source: https://www.hul.co.in/investors/corporate-governance/policies/corporate-social-responsibility-policy/
[2] Source: https://www.hul.co.in/sustainability/health-and-wellbeing/
[3] Source: As per details shared by HUL

2. Approach and Methodology

2.1 Scope of work

HUL engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct an impact assessment of Swasthya Curriculum project with a purpose to evaluate the impact created through the activities undertaken during the implementation period. The scope of work included reviewing the Key performance indicators (KPIs) as defined under the framework for implementing the project for the outputs, outcomes and impact of the projects. **OECD- DAC Framework** with the parameters Relevance, Coherence, Efficiency, Effectiveness, Impact & Sustainability was used to provide recommendations on the project's impact for the further evaluation and consideration.

2.2 Overall Methodology

Team has adopted a **coherent and integrated approach** to deliver the scope of work of the engagement. The following **4-stage approach** ensured that impact assessment study was carried out in systematic and consultative manner:

Stage 1: Desk Review

- The impact assessment began with a **kick-off meeting with the project team from HUL** to discuss the overall scope of work, gain a detailed understanding of the project activities and further, align on the expectations of the HUL from the assessment.
- Following the meeting, PWCALLP team **prepared and shared a list of documents** required for initiating the impact assessment. Below **documents were received from HUL** to initiate the desk review.
    - Service agreement signed with the SAND Network highlighting project specific details
    - Swasthya Curriculum Book providing an overview of the project
    - MIS data set to help in mapping stakeholders
    - Brief about the project to understand the objective, coverage and achievements
- Following a thorough desk review of project documents and preliminary discussions with the HUL team, we identified and **mapped the relevant project stakeholders** for subsequent interactions.

Stage 2: Sampling Plan and Tool preparation

- The sampling methodology adopted a mixed-method framework, incorporating quantitative interviews with students (primary beneficiaries) and qualitative engagements with key stakeholders to comprehensively assess perceived outcomes, measure project impact, and derive strategic insights into stakeholder perspectives across the project ecosystem.
- **Quantitative Sampling Plan:** Based on data provided by the HUL team, the project reached 5,129 schools and 4,80,844 students across 5 districts in Gujarat. Using the student population as the universe for sample size determination, a sample **size of 384** was calculated at a 95% confidence level with a 5% margin of error.
- To ensure comprehensive representation of the findings from all the locations in our sample, a booster sample was added, and the sample size was subsequently increased to **476 participants**. The sample size for the quantitative assessment was derived using the following formula:
- $n' = n/1+ \{[z^2 * p (1-p)]/m^2 * N\}$ where the parameters are:
    - n' – sample

- z is z score depending on Confidence Interval (in this case, CI = 95% and z = 1.96)
- n = z2 * p(1-p)/m2
- N = population size
- m = margin of error (5%)
- p = population proportion (considered as 50% or 0.5)

The quantitative sample distribution across the five districts of Gujarat was as follows:

Table 2: Quantitative Sampling Plan

Districts	No. of sample	Number of Schools
Ahmedabad	72	3
Aravalli	107	4
Dahod	154	6
Gandhinagar	44	2
Mahisagar	99	4
Total	**476**	**19**

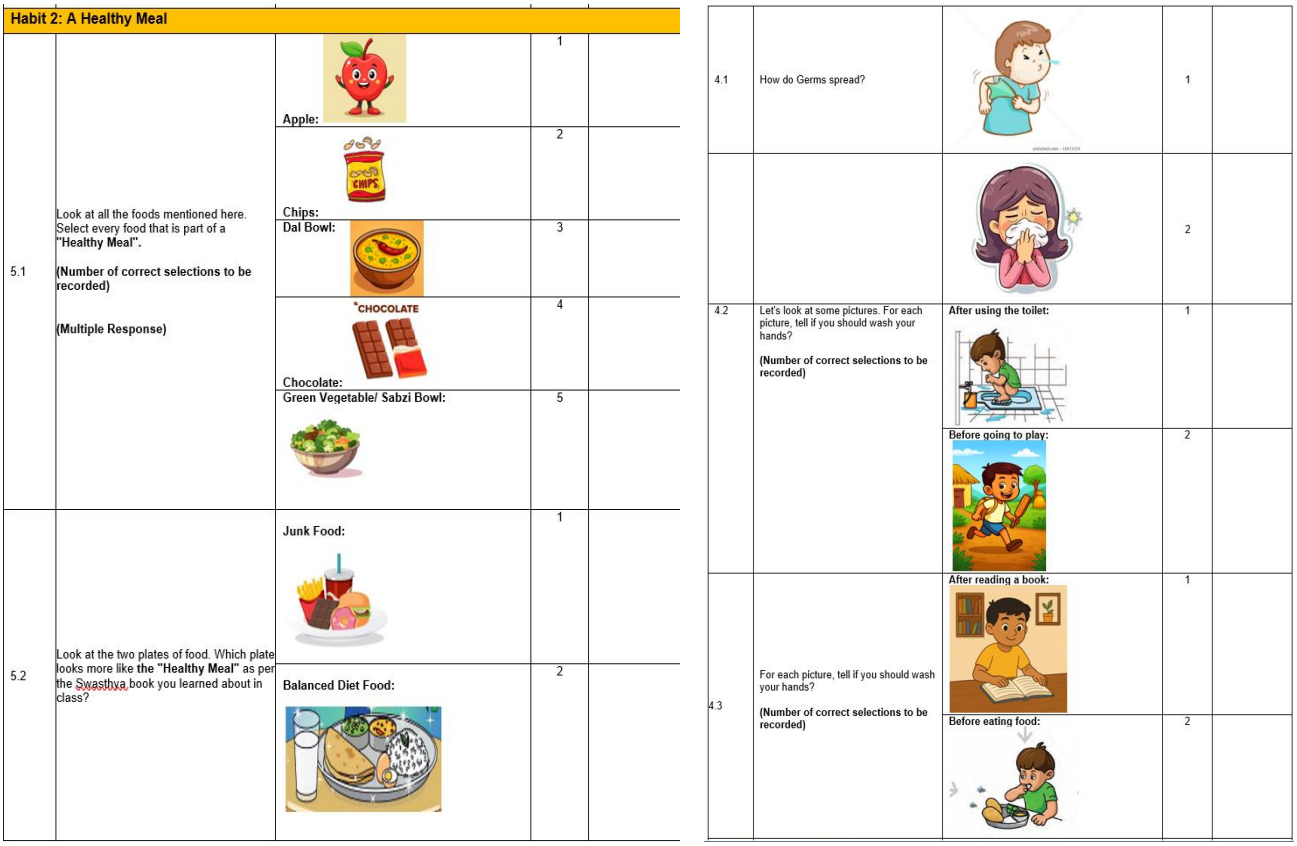
- **Qualitative Sampling Plan:** In addition to the quantitative survey, qualitative interactions with the key stakeholders of the project were also conducted to capture their perceptions and experience regarding the project.
- As part of the qualitative sample, 2 schools from each district were covered. As illustrated in the table below, total 29 qualitative interactions were conducted.

Table 3: Qualitative Sampling Plan

Stakeholder	Type of interaction	Total Sample
Students	Focussed Group Discussion	10 (2 for Each District)
Teachers	In- Depth Interview	10 (2 for Each District)
Principal of School	In- Depth Interview	05 (1 for Each District)
Mobilizers	Focussed Group Discussion	01
Head Trainer	In- Depth Interview	01
Project Team-Technical Partner	In- Depth Interview	01
Project Team-HUL	In- Depth Interview	01
Total		**29**

- Key indicators and research tools were shared and **finalised after the incorporation of feedback from the HUL team**.
- The tools were digitised and translated into **Gujarati**. Further, the data collection plan was finalised **in consultation** with the HUL team.
- Team **reviewed and understood the implementation processes for this CSR project**. The HUL team was apprised of the data collection plan for the field visit.

Figure 1: Snippets from the Tool

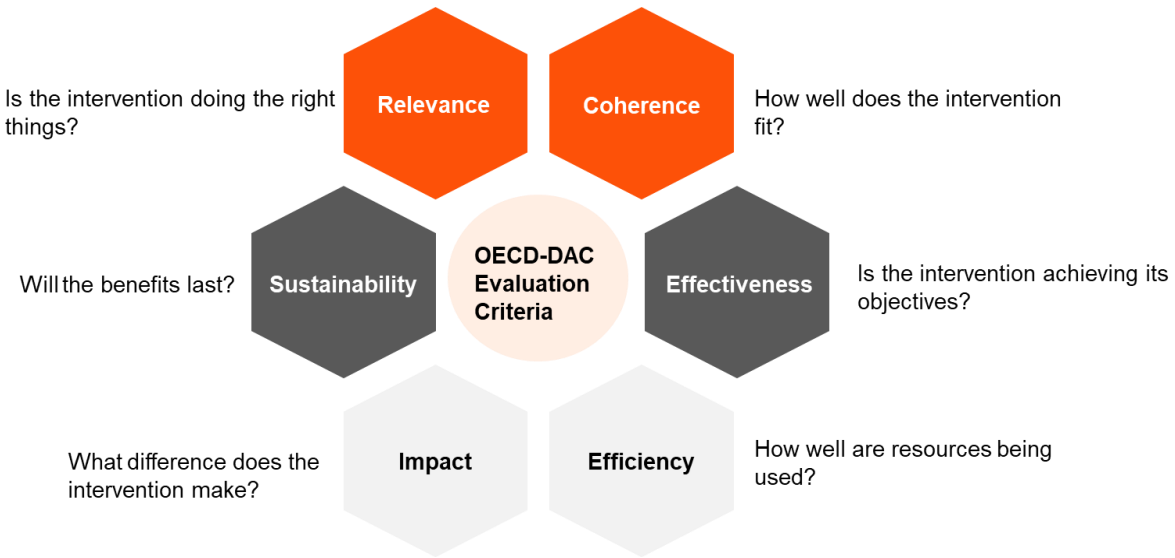


Habit 2: A Healthy Meal				
5.1	Look at all the foods mentioned here. Select every food that is part of a **"Healthy Meal".** **(Number of correct selections to be recorded)** **(Multiple Response)**	Apple:	1	
		Chips:	2	
		Dal Bowl:	3	
		Chocolate:	4	
		Green Vegetable/ Sabzi Bowl:	5	
5.2	Look at the two plates of food. Which plate looks more like **the "Healthy Meal"** as per the Swasthya book you learned about in class?	Junk Food:	1	
		Balanced Diet Food:	2	

4.1	How do Germs spread?		1	
			2	
4.2	Let's look at some pictures. For each picture, tell if you should wash your hands? **(Number of correct selections to be recorded)**	**After using the toilet:**	1	
		Before going to play:	2	
4.3	For each picture, tell if you should wash your hands? **(Number of correct selections to be recorded)**	**After reading a book:**	1	
		Before eating food:	2	

The impact of the project was assessed using "**OECD- DAC framework**". This framework helped in ensuring accountability, improving evaluation quality, and guided strategic planning for sustainable development, aiding in assessing project merit and long-term impact. OECD- DAC framework measured the performance of the **project on six parameters –Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability**. Overview of areas assessed under each of these six parameters is provided below:

Figure 2: OECD- DAC Framework



Stage 3: Data collection & field visit

- Following finalisation of data collection plan, research team was **oriented on research tools and dos & don'ts during data collection**. The team conducted interactions with identified stakeholders to understand the challenges as well as benefits of the project. The purpose was to understand the impact created by the intervention and roadmap going forward.
    - A **quantitative survey with project beneficiaries** was undertaken to record their feedback. In-depth interviews (IDIs) with **key stakeholders** were conducted.
    - Focus group discussions (FGDs) with students were undertaken to **gauge their views on the project**.
    - Once data was collected, **data entry and cleaning were carried out**

Stage 4: Data analysis and report writing

- Following completion of data cleaning, **analysis was carried out to arrive at key findings for this project**. Initially, the data was analysed separately wherein **quantitative data was analysed for statistical patterns/ trends/ changes, and while qualitative data was used to gather the perceptions and narratives**.
- The next phase **involved comparing these analyses** to identify where the findings align such as **correlating statistical trends** identified through quantitative survey with students' perspectives and opinions collected through qualitative interactions.
- This cross-verification not only **enhanced the validity of the findings** but also **enriched the narrative by capturing the multifaceted impact of the project**. The draft report was prepared accordingly and shared with HUL team for review and inputs.
- PWCALLP submitted the final report to HUL team for **management's consideration after incorporating the inputs received from the team**.

2.3 Assumptions and Limitations

General:

- The information transmitted, including any attachments, are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination, copying, paraphrasing, reproduction, or distribution in any manner or form, whether by photocopying, electronically, by internet, within another document or otherwise; or other use of or taking of any action in reliance upon this information by persons or entities other than the intended recipient or for purposes other than as stated in the Agreement, is prohibited. Further, any quotation, citation, or attribution of this publication, or any extract from it to any third party unless expressly agreed in the Agreement is strictly prohibited. PWCALLP makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.

- The nature of service provided under this engagement does not in any manner constitute provision of legal service or/ advice as the term is generally understood under various laws for the time being in force. The intent of PWCALLP was to provide assistance and support in accomplishing the stated objective of the assignment and as an adjunct activity may have included research of applicable laws, regulatory compliance requirements and an understanding of the process and procedure as per local statutory enactments without in any way rendering any specialist legal advice. Our report is not a substitute for legal advice, that may be provided by a duly qualified independent legal practitioner.

- Our scope of work, including any advice/ assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.

- By giving our consent to the publication of our report and opinion on the Company's website ('your website') we do not accept any duty of care and deny any liability.

- You are responsible for the controls over and the security of your website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We remind you that the examination of controls over the maintenance and integrity of your website is beyond the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on your website.

Pertaining to this report:

- The report prepared by the PWCALLP is based upon the (a) information/ documents provided by HUL and its technical partner and (b) data collected during the field visit to the project location by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.

- PWCALLP's work was limited to the samples/ specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

3. Detailed Findings and Recommendations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3.1 Challenges Prior to the project

Based on the discussions with the stakeholders, various challenges were highlighted that existed prior to the project:

- **Inadequate Hygiene and Nutritional Awareness:** Teachers and principals from multiple schools consistently reported during discussions that government schools in **rural and urban poor areas**, which primarily serve **students from marginalized backgrounds**, face **challenges related to hygiene and nutrition**. Poor personal hygiene practices and limited WASH (Water, Sanitation, and Hygiene) awareness **increased infection risks and disrupted children's learning environment**. Additionally, **insufficient knowledge about balanced nutrition makes these young students vulnerable to malnutrition and fatigue.** Consequently, malnourishment causes reduced concentration and academic performance for these children.

- **Inadequate Habit Formation and Reinforcement:** The principal and head trainer for the curriculum mentioned in discussions that **isolated classroom sessions** conducted by teachers and schools generated **short-lived knowledge** that **frequently diminished** without **proper reinforcement**. Young children require **repeated, engaging practice and consistent role models to develop lasting behavioural habits**. Therefore, establishing **permanent behavioural changes necessitated a holistic project**, which is designed for **continuous, interactive engagement with young learners through systematic reinforcement mechanisms**.

3.2 Summary of the Impact Created

1. Profile of the respondents

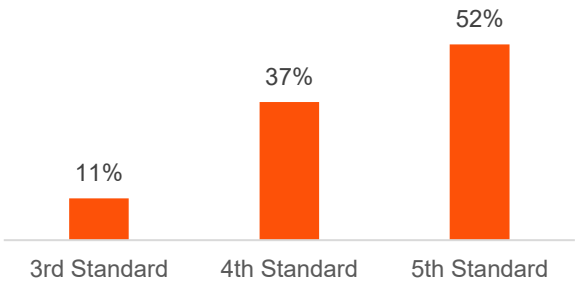
This section presents the socio-demographic profile of the respondents (n=476).

- The respondent profile revealed a fairly balanced gender representation with **a slight female predominance (54%, n=476)**. The grade distribution revealed that 52% (n=476) of participants were enrolled in 5th standard, while 37% (n=476) were from 4th standard. The gender and grade-wise distributions are graphically represented below.

- This demographic profile demonstrates the **project's strategic targeting of students aged 9-11 years** during their **critical formative years**, when **habit formation and behavioural patterns are most malleable** and likely to become lifelong practices. Additionally, the project ensured inclusivity by targeting all students within selected schools, ensuring universal participation across diverse backgrounds.

Figure 3 : Gender distribution of the respondents (n=476)

Figure 4 : Grade distribution of the respondents (n=476)



2. Swasthya Curriculum Book: Recall, Comprehension, and Adoption

- As mentioned by HUL team, the Swasthya curriculum book was designed as a compact, visually appealing resource **featuring simple-vernacular language and colourful illustrations**. The book incorporated engaging elements such as comic characters, interactive puzzles, catchy jingles, and diverse learning activities to facilitate enjoyable and effective learning experiences for children.

- Teachers and Principals received training and orientation from HUL appointed Head Trainer and Mobilisers **on curriculum implementation and effective delivery approaches**. Following completion of a comprehensive training that included video-based learning modules, teachers distributed these books directly to students **accompanied by simplified introductory orientation session** to ensure seamless curriculum implementation.

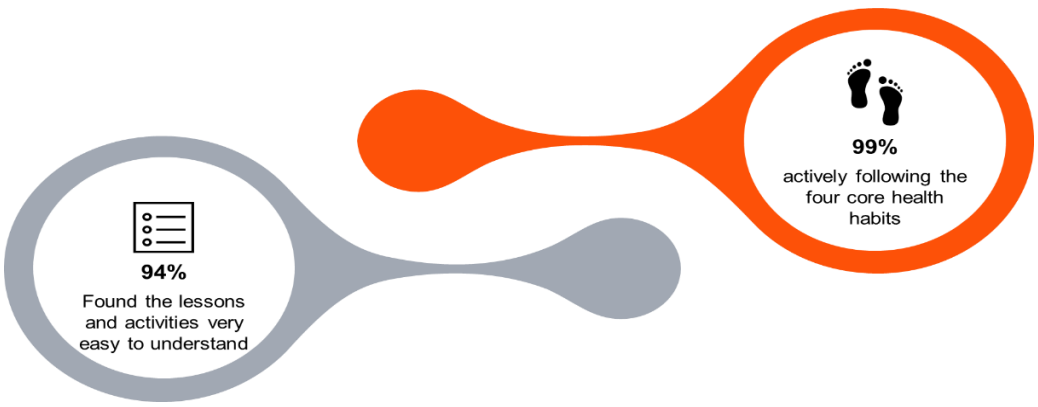
Figure 5: Colorful illustrations in the Swasthya Curriculum book

- When presented with the Swasthya Curriculum book, an overwhelming majority of students (93%, n=476) **demonstrated strong recall, indicating they remembered the book very well, while only 7% reported partial recollection.** This high retention rate suggests effective curriculum design and successful implementation.

- When probing about the duration needed for the project to effectively instil habits among students, most principals and teachers agreed **that a 24-day period is sufficient as comprehended in the project**. They believe that young students are particularly adaptable and can easily adopt new behaviours within this timeframe. After this formal tracking period, teachers continue to reinforce these habits by providing daily recaps during the initial class periods. **This ongoing reinforcement helps to solidify the students' understanding and practice of these habits, ensuring that they become a natural part of their daily routines**.

- One of the teachers from Government School, Kathawada, Ahmedabad highlighted that integrating lessons on these habits into the morning classes has been particularly effective. During these early periods, students are usually more alert and receptive, which makes it easier for them to grasp new concepts. **By introducing these important lessons when students are most attentive and refreshed, the lessons are more likely to resonate and have a lasting impact**. This strategic timing leverages the students' natural readiness to learn, thereby enhancing the overall effectiveness of this project.

- The comprehensibility evaluation of the curriculum content demonstrated positive results in content accessibility.



- Notably, **no students reported difficulty in understanding the content**, suggesting the child friendly approach and interactive design elements effectively facilitated student comprehension. According to the teachers, the **use of comics and pictures aided students' understanding of the material**. Since the content was tailored for primary school students, incorporating more visual elements was essential, as text-heavy materials might have made it challenging for them to grasp the essence of the subject.

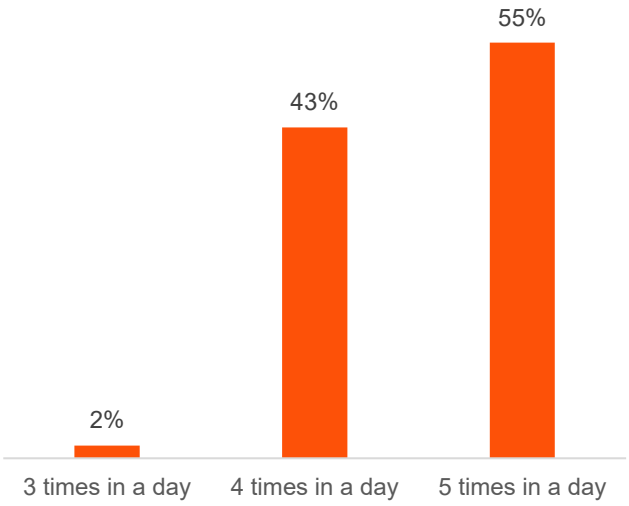
3. Clean Hand Practices: Adoption and Behavioural Impact

- Under the clean hands practice module, **consistent handwashing with soap was identified as a crucial behavioural change to instil in students**. Children were taught to wash their hands with soap **during five critical occasions daily**: (a) after using the toilet, (b) before breakfast, (c) before lunch, (d) before dinner, and (e) during shower.

- Handwashing behaviour evaluation demonstrated success in habit formation. **Nearly all respondents (99%, n=476) reported regular handwashing practices.**

- In discussions with both students and teachers, the **practice of maintaining clean hands emerged as the most consistently** followed hygiene routine among the students. This widespread adherence reflects a strong commitment to promoting health and cleanliness within the school environment. Students **demonstrated a notable recall** of all the necessary steps involved in proper handwashing, indicating effective education on this crucial aspect of personal hygiene. This not only shows the **success of instructional efforts but also underscores the importance of reinforcing such habits** to ensure the well-being of the school community.

Figure 6: Student reporting Handwashing Frequency per Day (n=476)



- Further analysis of frequency patterns (Figure 6) showed that over half (55%) adhered to the recommended 5-times-daily handwashing routine, while 43% maintained a 4-times-daily schedule. This indicates **strong habit formation**, with **98% of students washing their hands at least 4 times daily**.

- Behavioural assessment by specific handwashing occasions demonstrated differentiated adoption patterns. Perfect adoption **(100%) was recorded for post-toilet and pre-lunch handwashing, while pre-meal practices showed strong adherence: 99.8% for breakfast and 98.3% for dinner.**

- Notably, shower-time handwashing exhibited markedly lower compliance (55.3%), indicating potential challenges in integrating this practice or **possible confusion about its necessity as a separate hygiene step**.

- To assess self-reported handwashing behaviours, pictorial assessments were conducted using visual scenarios to test students' understanding of appropriate handwashing occasions. When presented with comparative images,

- 99% of students **correctly identified 'after using the toilet' rather than 'before going to play' as a necessary handwashing practice**.

- Similarly, **98% accurately selected 'before eating food'** over 'after reading a book' as an appropriate time for handwashing. These **high accuracy rates confirm students' strong conceptual understanding of critical hygiene moments.**

- Assessment of handwashing methods revealed that the **vast majority of students (98%) now use the recommended water and soap combination for hand hygiene**. However, 1% of respondents still rely solely on water, while another 1% reported using traditional methods such as ash (*rakh*) for handwashing.

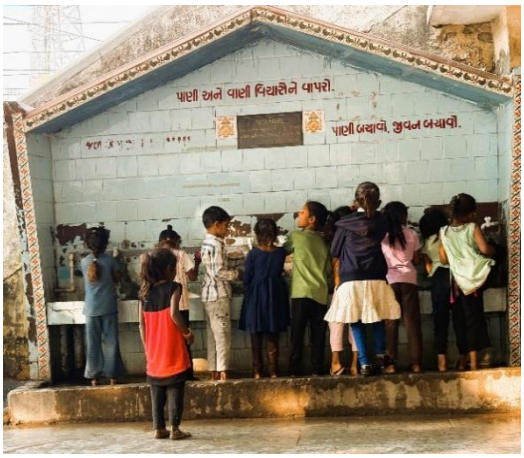
- Overall, teachers reported that the **school has begun to supply soap at handwashing stations due to student demand.** If the soap runs out, students promptly obtain more from the teachers, showing their commitment to proper hygiene practices and avoiding washing their hands with just water.

Image 1: Students washing hands before mid-day meal, Lunawada block, Mahisagar during field visit

- Students are actively pursuing healthy habits as when recess starts, all the students eagerly rush to wash their hands before they eat their midday meal (image 1), showcasing their **understanding of the importance of hygiene in maintaining their health and well-being**.

- During the discussion, principal from Bhuwaldi Primary School, Ahmedabad highlighted that as part of the Swachh Bharat Abhiyan, the school prioritizes educating students about hygiene and best practices during assemblies. During assemblies, students who are **recognized as the best dressed or the cleanest receive a flower as a token of acknowledgment**. This gesture not only celebrates their efforts but also motivates them and their peers to uphold similar standards. This **initiative aims to instil lifelong habits in students by reinforcing the importance of cleanliness**.

Image 4: Students washing hands at Jaspur School, Gandhi Nagar during field visit



- Furthermore, principal shared that the school takes additional steps by engaging with parents during Parent-Teacher Meetings (PTMs) to ensure these practices are reinforced at home. It was reported across all the schools that **parents have expressed that their children not only adhere to these handwashing practices themselves but also actively encourage their siblings and other family members to wash their hands before meals**. This ripple effect demonstrates the positive impact of the school's efforts and the students' role in promoting good hygiene within their families.

- During interactions with the principal and teachers, it was noted that initiatives like the Swachh Bharat Abhiyan have contributed to instilling healthy habits among students. The **regular discussions around this national campaign have fostered daily adoption of these practices**. Additionally, schools acknowledged that the Swasthya curriculum book has been instrumental in conveying the importance of these habits to students. A teacher from Jaspur School in Gandhi Nagar highlighted the use of smart classes to showcase videos on healthy habits, further reinforcing these values among students.

- These findings indicate **successful adoption of proper hygiene practices among nearly all participants**, **with minimal reliance on inadequate cleaning methods**.

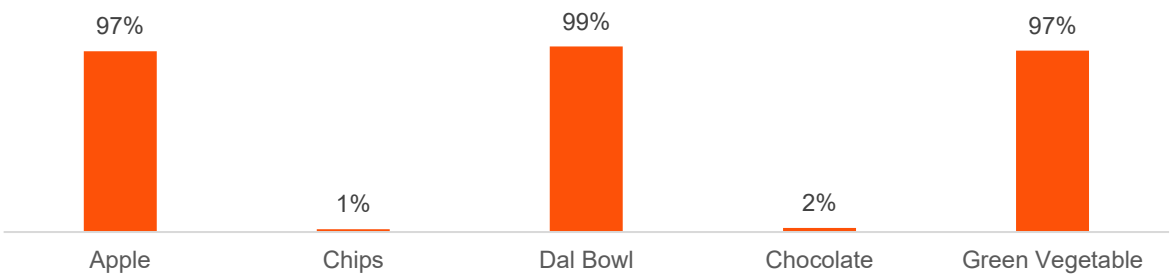
4. Nutritional Behaviour Change: Healthy Meal Adoption and Impact

- Consuming nutrition-rich meals was identified as one of the core healthy habits to instil in children. To achieve this objective, the **curriculum incorporated comprehensive lessons explaining the benefits of nutritious foods over junk food consumption through the demonstration of a colourful plate depicted in the book.**

Figure 8: Illustration of nutritious foods in curriculum book

- Nutritional knowledge was validated through pictorial assessments where students were presented with various food items and asked to identify components of a healthy meal. The results demonstrated strong understanding of nutritious food choices: **99% of respondents correctly selected dal (lentils)**, while **97% accurately identified *hari sabzi*** (green vegetables) as part of a healthy meal. These **high accuracy rates indicate the curriculum's effectiveness in building foundational nutritional literacy**.

Figure 10: Student Recognition of Healthy Meal Components (n=476)



Multiple choice question, and total may not add upto 100%

- In a comparative assessment about healthy meal, students were shown junk food and balanced diet meal plates for identification during the survey. 99.6% correctly selected the balanced diet option demonstrating **strong ability to apply their nutritional learning to real-world meal selection.**

> "The Swasthya curriculum perfectly aligns with our fight against malnutrition in the region and complements the national POSHAN Abhiyaan priorities. What we've observed is truly encouraging, children have embraced positive behavioural changes, actively choosing nutritious meals while staying away from junk food for their overall well-being."
>
> **- Narrated by a Principal of a school in Dahod during our interactions**

- During the discussion about healthy meals, students shared that they have **reduced their consumption of junk food, opting to eat it only occasionally**. They **demonstrated a clear understanding of what constitutes a healthy meal**, easily recalling that it should include green vegetables, milk, rice, and fruit. They also recognized that the mid-day meals provided at school fall into the category of healthy meals, as emphasized by their teachers.

- **Teacher from Bhulawadi Primary School, Ahmedabad highlighted that after the intervention we have ensured that junk food is not permitted in the school, a policy designed to help students appreciate the importance of healthy meals**. This restriction reinforces lessons about nutrition and encourages students to make healthier food choices.

- Students expressed the belief that **homemade food is generally healthier, reflecting the positive influence of the Swasthya curriculum projec**t. This initiative has clearly helped them grasp essential concepts of nutrition and the importance of maintaining a balanced diet.

5. Toilet Hygiene: Behavioural Adoption and Health Impact

- The clean toilet habit component emphasized two critical behaviours: consistent use of toilet facilities for defecation and maintaining cleanliness of these spaces. This dual approach targeted both personal hygiene and community level sanitation standards. The project aimed to **establish lifelong habits that contribute to improved public health outcomes**

- The survey revealed that **95% (n=476) of respondents have access to toilets at home**. For the remaining 5%, teacher interactions disclosed that these students come from extremely marginalized backgrounds and rely on public toilets and face challenges with open defecation practices. The parents of these students are daily wage labourers who frequently migrate in search of better livelihood opportunities. As a result, they often lack access to permanent sanitation facilities at home, making it challenging to maintain consistent hygiene practices. However, these students have **successfully internalized clean toilet habits and consistently utilize school toilet facilities whenever possible**.

100% of respondents reported of **actively using toilets at school (n=476) and home (n=451) while maintaining consistent cleanliness of these facilities.**

- To assess practical understanding of toilet hygiene, students participated in a pictorial assessment comparing clean and dirty toilet facilities. **99% (n=476) correctly identified the clean toilet as the preferred option, indicating their comprehensive grasp of sanitation principles and ability to apply hygiene knowledge in real-world scenarios**.

> “The Chamatkari Sonu character and visual displays have been wonderful tools for teaching children about how dirty toilets spread germs and create unhygienic environments in an enjoyable way. During toilet hygiene lessons, these pictures helped us show students the problems with dirty facilities, so they naturally want to keep their toilets clean and hygienic.”
>
> **- Narrated by a Teacher in Aravalli during our interactions**

- Analysis of toilet maintenance practices revealed universal compliance, **with all students (100%) consistently implementing the water-pouring practice after toilet use**. This perfect rate indicates **successful habit formation in comprehensive toilet hygiene practices,** showing students have embraced both personal and facility cleanliness responsibilities.

- At a school in Ahmedabad, students disclosed that the toilets lack flushing facilities, prompting them to use water buckets to maintain cleanliness. The students have **grasped the significance of clean toilets and hygiene**, expressing their willingness to carry water buckets to ensure the toilets remain clean. They recognize that maintaining a clean toilet is essential for health and well-being.

Image 7: Students washing their hands at a toilet facility in Gandhinagar school during our field visit

- Teachers from all the schools mentioned that **many parents report a positive change in their children's behaviour and cleanliness at home** since receiving the Swasthya curriculum books. The curriculum effectively **encouraged students to adopt better hygiene practices**. However, some parents remain hesitant or less responsive to these changes in their children's behaviour.
- For the project to succeed fully, **parental involvement is crucial**, as students spend a significant portion of their time at home. Therefore, educating and sensitizing parents about these healthy habits will be essential to reinforce the practices learned at school and support the students' overall development.

6. Clean Drinking Water: Student Behaviours and Health Benefits

- The clean water habit focused on **promoting consumption of clean, purified, and boiled safe drinking water.** Students were taught that water purification before consumption, using any available method, is preferable to drink directly from handpumps, taps, or wells, as this critical step **ensures safety and prevents contamination**.
- To practical understanding of water safety, students evaluated two drinking scenarios through pictorial assessment: direct handpump consumption versus boiled water consumption. Results showed outstanding comprehension, with **98.5% of students (n=476) correctly choosing the boiled water option**. This finding **confirms students' ability to distinguish between safe and unsafe water consumption practices.**

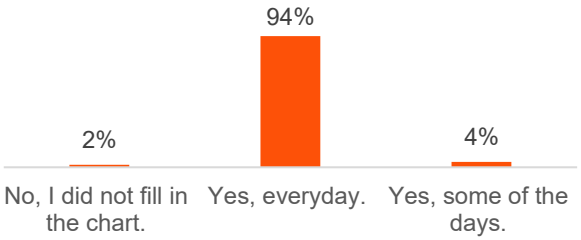
97% of respondents (n=476) reported that **drinking water in their homes is now boiled and purified before consumption.**

- During the interactions, it was observed that some students **reported having access to water purifiers or RO systems at home**. For families who cannot afford such systems, they ensure safe drinking water by boiling it. Typically, mothers boil the water and store it in large containers so that the family can consume it throughout the day**. This practice reflects a strong awareness of hygiene and health among these households.**
- However, a few students mentioned that they consume regular tap water without boiling it, which raises concerns about potential health risks. This indicates the **need for continued awareness campaigns and education on the importance of safe drinking water practices, especially for families who may not have access to purification methods**.

7. Curriculum Engagement and Peer Influence

- The curriculum incorporated a 24-day tracking chart designed for students to complete with parental assistance and teacher verification through signatures. This monitoring tool documented **consistent implementation of project activities and measured behavioural changes in children over the tracking period**.

Figure 12: Student Participation in 24-Day Habit Tracker (n=476)



- Assessment of habit tracker completion **revealed high student engagement**, with 94% of respondents (n=476) reporting that they filled the 24-day chart on all the days, while 4% completed it on some days.

- The majority of students expressed a strong desire to receive the Swasthya Curriculum book again. They found it **highly engaging and entertaining, which made learning enjoyable. Students also shared that the content was easy to understand and practical**, helping them adopt healthy habits in their daily lives.

- This feedback highlights the effectiveness of the curriculum in combining education with interactive elements, making it both informative and appealing. The enthusiasm among students suggests that **continuing or expanding access to such resources could further reinforce positive behavioral changes and sustain interest** in health and hygiene practices.

Image 10: Students showing retained curriculum books during field visit, Aravalli school

- This **98% overall engagement rate indicates the habit tracker's effectiveness** as a **behavioural reinforcement tool** and **demonstrates students' commitment to habit formation.**

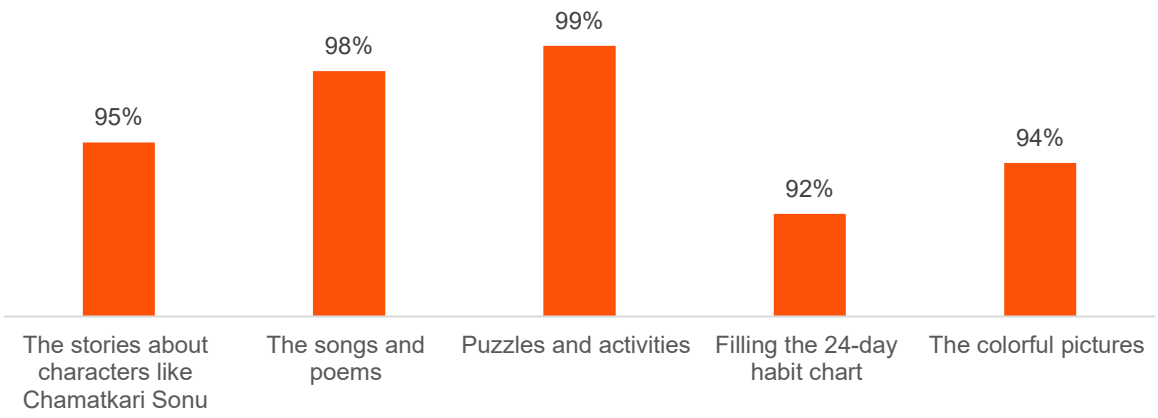
- The project also leveraged peer learning to amplify educational impact across school and home environments. Through student interactions, it was discovered that several participants **had voluntarily extended the learning experience to their siblings and cousins by sharing curriculum materials**. This voluntary knowledge sharing indicates strong project engagement and demonstrates the curriculum's impact through peer learning.

99% of respondents (n=476) **take initiative to remind friends to wash their hands when they see them eating with dirty hands.**

- Assessment of overall curriculum impact revealed strong student engagement through interactive learning methods. Interactions with students highlighted their **appreciation for the fun learning approach, particularly emphasizing enjoyment of colouring activities and book characters**.

- This positive feedback was corroborated by survey data, where 99% of respondents (n=476) identified **puzzles and activities as their most preferred curriculum component**, followed closely by songs and poems at 98%. This feedback confirms the **effectiveness of interactive, entertainment-based learning approaches.** The distribution of student preferences across curriculum components is illustrated in the following figure.

Figure 14: Distribution of Student Preferences Across Curriculum Components (n=476)



Multiple choice question, and total may not add upto 100%

8. Overall Impact of the Swasthya Curriculum

- The Swasthya Curriculum project has demonstrated an impact on inculcating healthy habits among primary school students. The findings reveal exceptional adoption rates, with **99% of students practicing regular handwashing**, **98.5% choosing safe water consumption**, and **99.6% accurately identifying healthy meal components**. Similarly, **toilet hygiene practices achieved near-universal compliance, reflecting deep behavioural integration**.
- The curriculum's child-friendly design which features comics, puzzles, and habit trackers, proved highly effective with students consistently completing the habit chart and expressing strong enthusiasm for continued access to the book.
- Beyond individual behaviour change, the project fostered **peer influence and family-level impact, as students actively encouraged siblings and family members to adopt hygiene practices.** Teachers and principals reported noticeable improvements in cleanliness and nutrition awareness at home, underscoring the curriculum's ripple effect.
- In conclusion, the Swasthya Curriculum has **empowered underprivileged children with sustainable health practices, fostering individual well-being and community resilience**. The curriculum's influence extends beyond classrooms, encouraging awareness of wellness and fostering gradual, positive change.

3.3 OECD- DAC analysis

Basis the interactions with the key stakeholders and desk review, the impact of the project was also assessed on the OECD- DAC framework parameters. The OECD- DAC analysis summary has been presented in below table:

Parameter	Assessment from Study
Relevance	• The project directly addressed critical challenges highlighted by stakeholders - **inadequate hygiene and nutritional awareness among government school students** from marginalized backgrounds, where **poor personal hygiene practices** and limited WASH awareness were increasing infection risks and disrupting learning environments. • The curriculum strategically targeted **students aged 9-11 years (4th and 5th standards) during their critical formative years** when habit formation and behavioral patterns are most malleable, with 52% from 5th standard and 37% from 4th standard ensuring optimal age-appropriate intervention.

Parameter	Assessment from Study
	• The project tackled the fundamental issue of isolated classroom sessions generating **short-lived knowledge** by designing a holistic approach with continuous, interactive engagement and systematic reinforcement mechanisms for lasting behavioral change.
Coherence	• The curriculum coherently addressed **interconnected health behaviors - handwashing (5 critical occasions), nutritional awareness** (balanced diet vs junk food), toilet hygiene, and safe water consumption - creating a comprehensive health education framework rather than isolated interventions. • The project demonstrated strong coherence with **existing national programs like Swachh Bharat Abhiyan, with schools using assemblies** and recognition systems to reinforce curriculum messages, creating synergy with broader government health initiatives. • The 24-day tracking system with parental assistance and teacher verification, combined with ongoing daily recaps and **morning class integration, created coherent reinforcement across home-school environments** ensuring consistent messaging and support..
Effectiveness	• The project achieved outstanding adoption across all target behaviors - **99% students practicing regular handwashing, 98.5% choosing safe water consumption practices**, 99.6% accurately identifying healthy meal components, and **100% compliance in toilet hygiene practices**. • 93% of students demonstrated **strong recall of the curriculum book**, with perfect comprehension (no students reported difficulty understanding content), and practical application evidenced through 99% correctly **identifying handwashing occasions** and 98% **accuracy in meal selection assessments**. • Students successfully **integrated practices into daily routines**, with 98% **washing hands at least 4 times daily**, schools providing soap at handwashing stations due to student demand, and students actively seeking soap from teachers when supplies ran out.
Efficiency	• The 24-day implementation period **proved highly efficient**, with principals and teachers confirming this duration as sufficient for young students to adopt new behaviors, while **teachers continued reinforcement through daily recaps** during initial class periods without additional resource burden. • **Efficient use of existing school infrastructure** through trained teachers and principals, supplemented by HUL-appointed Head Trainers and Mobilizers, with smart **classes utilized for video-based learning modules**, maximizing reach without extensive additional infrastructure. • The curriculum achieved 94% completion rate of 24-day tracking charts and 99% student **preference for interactive components**, demonstrating **efficient design that maintained high engagement through simple**, visually appealing vernacular content with comic characters and puzzles.
Impact	• The 24-day implementation period **proved highly efficient**, with principals and teachers confirming this duration as **sufficient for young students to adopt new**

Parameter	Assessment from Study
	behaviors, while teachers continued **reinforcement through daily recaps** during initial class periods without additional resource burden. • Efficient use of existing school infrastructure through **trained teachers and principals**, supplemented by HUL-appointed Head Trainers and Mobilizers, with **smart classes utilized for video-based learning modules**, maximizing reach without extensive additional infrastructure. • The curriculum **achieved 94% completion rate of 24-day tracking charts** and 99% **student preference for interactive components**, demonstrating **efficient design** that maintained high engagement through simple, visually appealing vernacular content with comic characters and puzzles.
Sustainability	• Teachers **continue reinforcing** habits through daily recaps during initial class periods, **schools maintain supportive policies** (soap provision, junk food restrictions), and **integration with regular assembly programs ensures continuation** beyond project duration without additional resources. • Students demonstrated deep **behavioral integration with voluntary knowledge** sharing to family members, active demand for hygiene supplies, and **ability to maintain** practices even in challenging circumstances (students carrying water buckets for toilet cleaning when flush facilities unavailable). • Comprehensive teacher training through **video-based learning modules created local capacity for continued implementation**, while parental involvement through PTMs and **home-based tracking charts established support systems for long-term habit maintenance** across both school and home environments.

3.4 Project Recommendations

- **Blended Learning Approach for Enhanced Curriculum Delivery:** It was shared by the principals that since schools are having smart classrooms so incorporating short educational videos alongside the existing book-based curriculum to create a hybrid model would be better and enriching experience for students. This approach would leverage smart classroom infrastructure where available while maintaining adaptability for schools with limited resources, ensuring consistent engagement across diverse settings.
- **Habit Reinforcement for Sustainability:** To ensure long-term impact and scalability, the curriculum should not only cater to students currently enrolled but also anticipate the needs of future cohorts. A sustainable approach would involve creating supplementary resources that schools can retain and reuse over time. Specifically, it is recommened that:
    - **Introducing Habit Charts** as portable, visual tools that reinforce key behaviors beyond the initial curriculum period. These charts can serve as daily reminders, accelerating habit consolidation both at home and in school environments.
    - **Providing Digital Assets** such as soft copies, videos, or interactive content that schools can store and share year after year. This ensures continuity without recurring printing costs and reduces environmental impact.

  These resources will build on the success of the 24-day tracker while maintaining the curriculum's engaging visual appeal. By complementing the existing learning ecosystem, they create a lasting

presence that supports behavioral change across multiple student batches, making the program both impactful and sustainable.

3.5 Case Study

The case study presented below are based on insights gathered from interactions with various project stakeholders during our field visit:

Change Story: Transforming Hand Hygiene Culture at Government School, Dahod

Prior to the Swasthya curriculum implementation, handwashing during mid-day meals was not a common practice at a government school in Dahod district, with only a few students occasionally washing their hands before eating. The introduction of the Swasthya curriculum's comprehensive hand hygiene module, featuring engaging comic characters and interactive activities, brought about a remarkable transformation. **Students now consistently ensure proper handwashing with soap before mid-day meals, demonstrating complete behavioral change from their previous practices**. The school principal observed **an unprecedented level of ownership among students,** who actively approach teachers and administration whenever soap supplies run low, requesting immediate replenishment to maintain their hygiene routine.

This proactive behaviour reflects **deep internalisation of hygiene principles taught through the curriculum**. More significantly, the behavioral **change extended beyond school boundaries, with students implementing these practices consistently at home and becoming advocates of cleanliness (Swachhta) within their families and broader community**. The principal noted that children have evolved into **change agents who maintain hygiene standards both institutionally and domestically**. This transformation exemplifies the Swasthya curriculum's effectiveness in creating lasting behavioral change that aligns perfectly with Swachh Bharat Mission objectives, demonstrating how targeted educational interventions can generate community-wide impact through student-led advocacy.

Change Story: Student-Driven Health Behavior Transformation at Home, Mahisagar

During our interactions with teachers at a Government Primary School in Mahisagar district, they shared remarkable feedback they received from parents during Parent-Teacher Meetings (PTMs) following the Swasthya curriculum implementation. Teachers reported that **parents expressed amazement at the behavioral changes they witnessed at home**. According to teachers, prior to the intervention, children showed little awareness about health practices, often consuming junk food without question and drinking water directly from taps.

Post-curriculum implementation, teachers noted that **parents reported extraordinary transformations in their children's behavior**. Teachers shared how parents mentioned that students began actively requesting boiled water for drinking, refusing to consume untreated tap water despite previous habits. During PTMs, **mothers told teachers how their children now specifically ask for nutritious foods like dal, vegetables, and fruits while consciously avoiding chips, chocolates, and other junk food items they previously craved**.

Teachers emphasized that the most striking feedback from parents was about their children's insistence on proper handwashing before meals and after using toilets. "One parent told me that her daughter now teaches the family about washing hands with soap," shared a teacher during our interaction.

Teachers expressed satisfaction that parents were grateful for these positive changes, with many noting that children had become health advocates within their families, creating a community-wide impact beyond the classroom.

Final Impact Assessment Report of Swasthya Curriculum (Project-2)

Hindustan Unilever Limited (HUL)

April 2026

Price Waterhouse Chartered Accountants LLP

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- Our work was limited to the specific samples/ procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/ samples/ procedures or information available after the review could affect the findings outlined in this report. Further, the study did not include conducting any KYC checks/due diligence of the implementing partners and beneficiaries.

- We assume no responsibility for any user of the report, other than HUL. Any person who chooses to rely on the report shall do so at their own risk.

- Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders. The recommendations provided may not be exhaustive from the perspective of bringing about improvements in the project and additional steps/efforts may be required on the part of the management to address the same.

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List of Acronyms

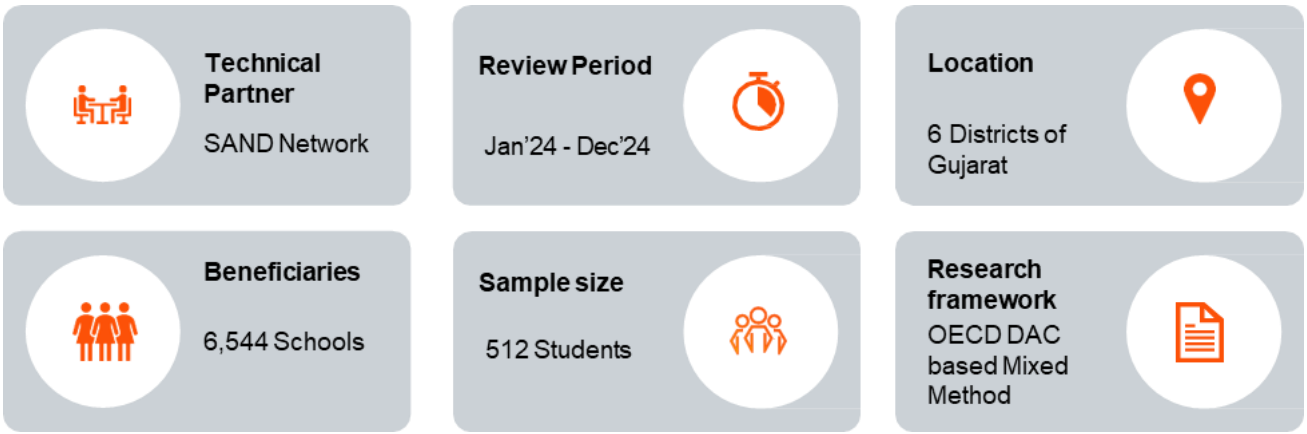
Abbreviation	Full Form
CI	Confidence Interval
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
HUL	Hindustan Unilever Limited
IDI	In-depth Interviews
KPI	Key Performance Indicators
MoE	Margin of Error
MoU	Memorandum of Understanding
NGO	Non-Government Organisation
OECD-DAC	Organisation for Economic Co-operation and Development- Development Assistance Committee
POSHAN	Prime Minister's Overarching Scheme for Holistic Nourishment
PWCALLP	Price Waterhouse Chartered Accountants LLP
WASH	Water, Sanitation and Hygiene

Executive Summary

About the Study:

Hindustan Unilever Limited (HUL) initiated **Swasthya Curriculum Project** in 2016. The project embeds comprehensive health education into government school systems, teaching healthy habits through age-appropriate, engaging methodologies. The Project was implemented in collaboration with SAND Network (Technical Partner) in 6 Districts of Gujarat from January 2024 – December 2024. HUL **engaged Price Waterhouse Chartered Accountants LLP ("PWCALLP")** to carry out the impact assessment of this Project with a purpose to evaluate the impact created. The **scope of work** encompassed a desk review of project documents, development of research tools, data collection and analysis, and the presentation of key findings and recommendations in a report for management's consideration.

A **mixed methodology** involving both quantitative and qualitative research methods was deployed by PWCALLP to carry out the impact assessment study. While **quantitative sample of 512 students** was covered to understand the impact created, team also carried out **34 qualitative interactions** including In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs) to ensure holistic feedback on the project activities from the stakeholders.



Key Findings of the Study

A. Health Habit Formation

- 100% of respondents actively adopted all four core health practices from the Swasthya curriculum: clean hands, healthy meals, proper toilet hygiene, and safe water consumption.
- 98% of children now wash hands with soap 4+ times daily, demonstrating habit formation.
- 99% consistently practice proper toilet hygiene with water-pouring techniques
- 88% completed the 24-day habit tracker consistently, revealing program engagement.

B. Knowledge Retention & Application

- 99% accurately distinguished balanced diets from junk food, reflecting nutritional literacy.
- 93% of households now boil drinking water, demonstrating understanding of safe consumption practices.
- 100% correctly identified clean toilet facilities, showing comprehensive sanitation knowledge.

- 90% demonstrated strong curriculum recall, indicating highly effective program design.

C. Social Learning & Curriculum Design

- 98% actively remind peers to wash hands, showing initiative in promoting hygiene behaviors among friends.
- 94% found content easily understandable.
- 100% preferred character-driven stories and multimedia content, demonstrating entertainment-based learning.

Project Recommendations:

- **Blended Learning Approach for Enhanced Curriculum Delivery:** Principals recommended **incorporating short educational videos alongside the existing book-based curriculum** to create an **enriched hybrid model**. This approach **leverages smart classroom infrastructure where available** while **maintaining adaptability for resource-limited schools**, ensuring consistent student engagement across diverse educational settings
- **Habit Reinforcement for Sustainability:** To **ensure lasting impact across future cohorts**, implement portable **Habit Charts as visual behaviour reinforcement tools** and provide Digital Assets (videos, interactive content) that **schools can reuse indefinitely**. These **sustainable resources** build on the successful 24-day tracker model, **supporting continuous behavioural change across multiple student batches ensuring both program impact and sustainability**.
- **Readiness-Based Low-Water School Strategy:** Conduct a **light "School Readiness and Context Assessment" for schools with no in-school water supply to classify water and toilet access for future projects**. For low-infrastructure schools, apply a "No-Running-Water Adaptation Protocol" that **embeds curriculum content on low-water hygiene methods** (e.g., shared covered buckets, tippy-taps, staggered handwashing) and train teachers to prioritise these context-appropriate practices.

For the detailed findings, OECD- DAC framework Analysis and recommendations, please refer to the **Section 3: Detailed Findings and Recommendations.**

1. Introduction and Background

1.1 About Hindustan Unilever Limited (HUL) and its CSR

HUL is committed to operating and growing its business in a socially responsible manner. The Company's purpose is to make sustainable living commonplace, which serves as the foundation for its relationships and guides how it allocates resources. This purpose shapes the value created for all stakeholders and governs the business model. HUL has long held the belief that being a responsible, sustainable business makes a stronger, better business. HUL is committed to sustainable development and inclusive growth and has been focusing on a wide range of issues in relation to, health and hygiene, skill development, education, social advancement, gender equality, empowerment of women, ensuring environmental sustainability and rural development projects[1]:

1.2 About the project under assessment

The Swasthya Curriculum is a behaviour change project that educates school children on the importance of adopting four key hygiene and wellbeing habits. Launched in 2016, this health education project, strategically partners with state governments to **embed comprehensive health education into government school systems**, teaching essential practices such as **proper handwashing, safe water consumption, nutrition awareness, and sanitation through age-appropriate, engaging methodologies**.[2]

This **24-day Swasthya curriculum** is based on model of behaviour change and guides primary school children aged **5-10 years** to become the agents of change. Under this project, students received daily instructions through specially designed educational materials. The curriculum content is developed by **child education experts and incorporates diverse activities, interactive games, and engaging characters to create a fun and immersive learning experience**. The content is easily adaptable to support in-classroom learning models and also includes a training module for the teachers. The project was implemented in collaboration with the **SAND Network (Technical Partner)** and more details of the same are outlined below:

Table 1: Overview of the Swasthya Curriculum project[3]

Implementation Period (review period)	Project Location	Total Schools Reached	Total Students Reached
January 2024 – December 2024	Panchmahal, Chota Udaipur, Mehsana, Patan, Sabarkantha, Bhavnagar (Gujarat)	6,544	5,67,106

[1] Source: https://www.hul.co.in/investors/corporate-governance/policies/corporate-social-responsibility-policy/
[2] Source: https://www.hul.co.in/sustainability/health-and-wellbeing/
[3] Source: As per details shared by HUL

2. Approach and Methodology

2.1 Scope of work

HUL engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct an impact assessment of Swasthya Curriculum project with a purpose to evaluate the impact created through the activities undertaken during the implementation period. The scope of work included reviewing the Key performance indicators (KPIs) as defined under the framework for implementing the project for the outputs, outcomes and impact of the projects. **OECD- DAC Framework** with the parameters Relevance, Coherence, Efficiency, Effectiveness, Impact & Sustainability was used to provide recommendations on the project's impact for the further evaluation and consideration.

2.2 Overall Methodology

Team has adopted a **coherent and integrated approach** to deliver the scope of work of the engagement. The following **4-stage approach** ensured that impact assessment study was carried out in systematic and consultative manner:

Stage 1: Desk Review

- The impact assessment began with a **kick-off meeting with the project team from HUL** to discuss the overall scope of work, gain a detailed understanding of the project activities and further, align on the expectations of the HUL from the assessment.
- Following the meeting, PWCALLP team **prepared and shared a list of documents** required for initiating the impact assessment. Below **documents were received from HUL** to initiate the desk review.
    - Service agreement signed with the SAND Network highlighting project specific details
    - Swasthya Curriculum Book providing an overview of the project
    - MIS data set to help in mapping stakeholders
    - Brief about the project to understand the objective, coverage and achievements
- Following a thorough desk review of project documents and preliminary discussions with the HUL team, we identified and **mapped the relevant project stakeholders** for subsequent interactions.

Stage 2: Sampling Plan and Tool preparation

- The sampling methodology adopted a mixed-method framework, incorporating quantitative interviews with students (primary beneficiaries) and qualitative engagements with key stakeholders to comprehensively assess perceived outcomes, measure project impact, and derive strategic insights into stakeholder perspectives across the project ecosystem.
- **Quantitative Sampling Plan:** Based on data provided by the HUL team, the project reached 6,544 schools and 5,67,106 students across 6 districts in Gujarat. Using the student population as the universe for sample size determination, a sample **size of 396** was calculated at a 95% confidence level with a 5% margin of error.
- To ensure comprehensive representation of the findings from all the locations in our sample, a booster sample was added, and the sample size was subsequently increased to **512 participants**. The sample size for the quantitative assessment was derived using the following formula:
- $n' = n/1+ \{[z^2 * p (1-p)]/m^2 * N\}$ where the parameters are:
    - n' – sample
    - z is z score depending on Confidence Interval (in this case, CI = 95% and z = 1.96)

- n = z2 * p(1-p)/m2
- N = population size
- m = margin of error (5%)
- p = population proportion (considered as 50% or 0.5)

The quantitative sample distribution across the five districts of Gujarat was as follows:

Table 2: Quantitative Sampling Plan

Districts	No. of sample	Number of Schools
Bhavnagar	67	3
Chhota Udaipur	109	4
Mehsana	87	3
Panchmahal	110	4
Patan	62	2
Sabarkantha	77	3
Total	**512**	**19**

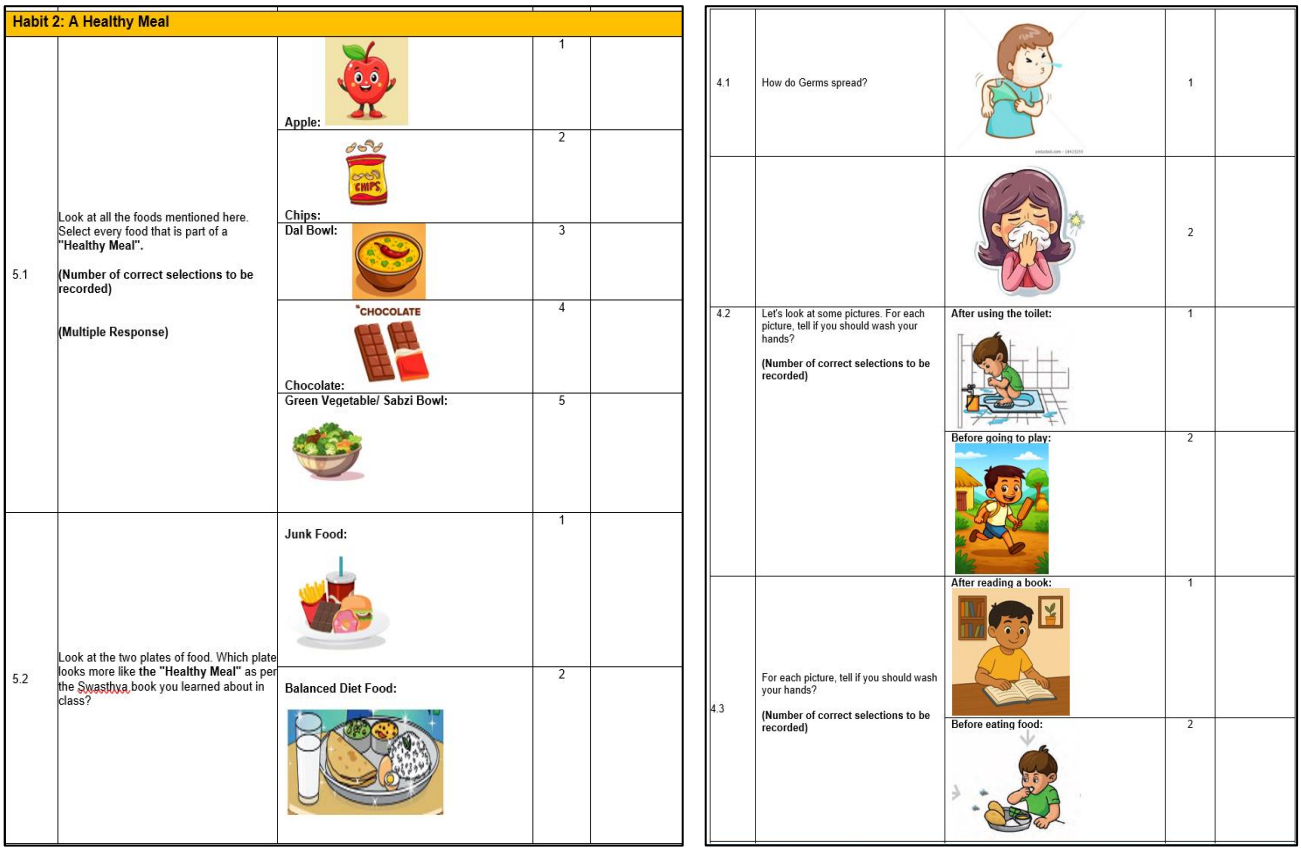
- **Qualitative Sampling Plan:** In addition to the quantitative survey, qualitative interactions with the key stakeholders of the project were also conducted to capture their perceptions and experience regarding the project.
- As part of the qualitative sample, 2 schools from each district were covered. As illustrated in the table below, total 34 qualitative interactions were conducted.

Table 3: Qualitative Sampling Plan

Stakeholder	Type of interaction	Total Sample
Students	Focussed Group Discussion	12 (2 for Each District)
Teachers	In- Depth Interview	12 (2 for Each District)
Principal of School	In- Depth Interview	06 (1 for Each District)
Mobilizers	Focussed Group Discussion	01
Head Trainer	In- Depth Interview	01
Project Team-Technical Partner	In- Depth Interview	01
Project Team-HUL	In- Depth Interview	01
Total		**34**

- Key indicators and research tools were shared and **finalised after the incorporation of feedback from the HUL team**.
- The tools were digitised and translated into **Gujarati**. Further, the data collection plan was finalised **in consultation** with the HUL team.
- Team **reviewed and understood the implementation processes for this CSR project**. The HUL team was apprised of the data collection plan for the field visit.

Figure 1: Snippets from the Tool

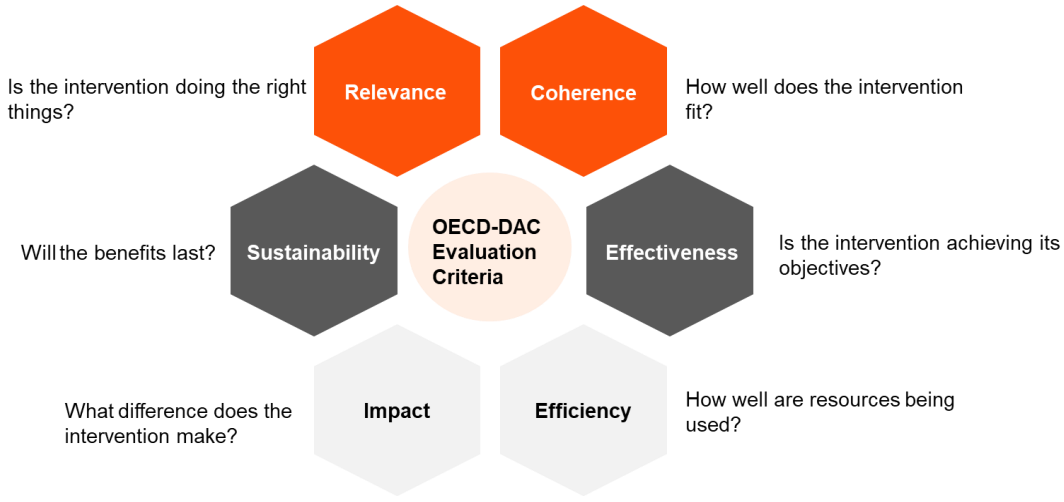


Habit 2: A Healthy Meal				
5.1	Look at all the foods mentioned here. Select every food that is part of a "Healthy Meal". (Number of correct selections to be recorded) (Multiple Response)	Apple:	1	
		Chips:	2	
		Dal Bowl:	3	
		Chocolate:	4	
		Green Vegetable/ Sabzi Bowl:	5	
5.2	Look at the two plates of food. Which plate looks more like the "Healthy Meal" as per the Swasthya book you learned about in class?	Junk Food:	1	
		Balanced Diet Food:	2	

4.1	How do Germs spread?		1	
			2	
4.2	Let's look at some pictures. For each picture, tell if you should wash your hands? (Number of correct selections to be recorded)	After using the toilet:	1	
		Before going to play:	2	
4.3	For each picture, tell if you should wash your hands? (Number of correct selections to be recorded)	After reading a book:	1	
		Before eating food:	2	

The impact of the project was assessed using "**OECD- DAC framework**". This framework helped in ensuring accountability, improving evaluation quality, and guided strategic planning for sustainable development, aiding in assessing project merit and long-term impact. OECD- DAC framework measured the performance of the **project on six parameters –Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability**. Overview of areas assessed under each of these six parameters is provided below:

Figure 2: OECD- DAC Framework[4]



[4] Source: https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html

Stage 3: Data collection & field visit

- Following finalisation of data collection plan, research team was **oriented on research tools and dos & don'ts during data collection**. The team conducted interactions with identified stakeholders to understand the challenges as well as benefits of the project. The purpose was to understand the impact created by the intervention and roadmap going forward.
- A **quantitative survey with project beneficiaries** was undertaken to record their feedback. In-depth interviews (IDIs) with **key stakeholders** were conducted.
- Focus group discussions (FGDs) with students were undertaken to **gauge their views on the project**.
- Once data was collected, **data entry and cleaning were carried out.**

Stage 4: Data analysis and report writing

- Following completion of data cleaning, **analysis was carried out to arrive at key findings for this project**. Initially, the data was analysed separately wherein **quantitative data was analysed for statistical patterns/ trends/ changes, and while qualitative data was used to gather the perceptions and narratives**.
- The next phase **involved comparing these analyses** to identify where the findings align such as **correlating statistical trends** identified through quantitative survey with students' perspectives and opinions collected through qualitative interactions.
- This cross-verification not only **enhanced the validity of the findings** but also **enriched the narrative by capturing the multifaceted impact of the project**. The draft report was prepared accordingly and shared with HUL team for review and inputs.
- PWCALLP submitted the final report to HUL team for **management's consideration after incorporating the inputs received from the team**.

2.3 Assumptions and Limitations

General:

- The information transmitted, including any attachments, are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination, copying, paraphrasing, reproduction, or distribution in any manner or form, whether by photocopying, electronically, by internet, within another document or otherwise; or other use of or taking of any action in reliance upon this information by persons or entities other than the intended recipient or for purposes other than as stated in the Agreement, is prohibited. Further, any quotation, citation, or attribution of this publication, or any extract from it to any third party unless expressly agreed in the Agreement is strictly prohibited. PWCALLP makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.
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- Our scope of work, including any advice/ assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.

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Pertaining to this report:

- The report prepared by the PWCALLP is based upon the (a) information/ documents provided by HUL and its technical partner and (b) data collected during the field visit to the project location by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.

- PWCALLP's work was limited to the samples/ specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

3. Detailed Findings and Recommendations

3.1 Challenges Prior to the project

Based on the discussions with the stakeholders, various challenges were highlighted that existed prior to the project:

- **Hygiene and Nutritional Challenges:** Teachers and principals from government schools serving marginalized communities consistently pointed to hygiene and nutrition issues as significant barriers. Limited understanding of WASH principles and poor personal hygiene increase infection risks, disrupting the learning environment. Similarly, insufficient knowledge of balanced nutrition contributes to malnutrition and fatigue, undermining students' concentration and academic outcomes.

- **Need for Sustained Habit Formation:** According to the principal and head trainer, one-off classroom sessions fail to create lasting behavioural change due to lack of ongoing reinforcement. Young children benefit from continuous, engaging practice and consistent role modelling. Consequently, lasting improvements require a comprehensive program that offers systematic, repeated interaction to embed positive habits.

3.2 Summary of the Impact Created

1. Profile of the respondents

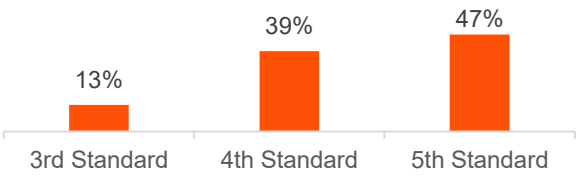
This section presents the socio-demographic profile of the respondents (n=512).

- The respondent profile achieved **balanced gender representation with an equal split of male and female respondents** (50% each, n=512). Grade-wise distribution indicated that 47% of participants were enrolled in 5th standard, followed by 39% from 4th standard. The gender and grade-wise distributions are illustrated below.

- This demographic profile demonstrates the **project's strategic targeting of students aged 9-11 years** during their **critical formative years**, when **habit formation and behavioural patterns are most malleable** and likely to become lifelong practices. Additionally, the project ensured inclusivity by targeting all students within selected schools, ensuring universal participation across diverse backgrounds.

Figure 3 : Gender distribution of the respondents (n=512)

Figure 4 : Grade distribution of the respondents (n=512)

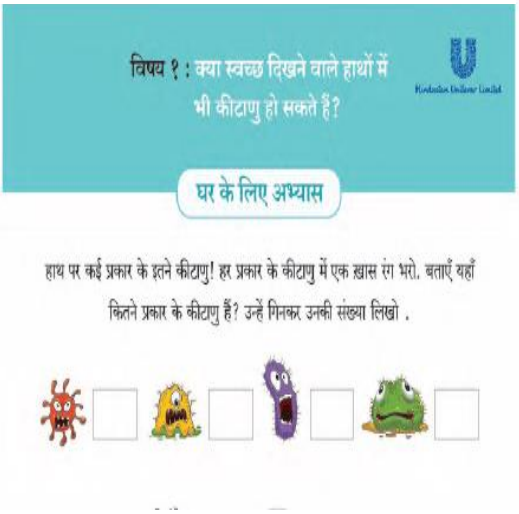


2. Swasthya Curriculum Book: Recall, Comprehension, and Adoption

- As mentioned by the HUL team, the Swasthya curriculum book was designed as a **compact, visually engaging resource featuring vernacular language and vibrant illustrations**, which underwent multiple iterative revisions to **ensure maximum child-friendliness** and accessibility. The book incorporated **interactive elements** including **comic characters, puzzles, jingles, and diverse activities** to create an enjoyable and effective learning experience for children.

- HUL-appointed Head Trainers and Mobilizers conducted **structured training and orientation sessions through audio-visuals mode for teachers & principals on effective curriculum delivery**. Engaging teachers in the implementation process was crucial, as they serve as **primary influencers and role models for children** through their daily interactions, positioning them as the most **effective agents for reinforcing behavioral change** and ensuring sustained habit formation among students. Equipped with comprehensive training including video-based learning modules, teachers subsequently introduced the Swasthya curriculum books to students through **simplified orientation sessions**, **ensuring smooth adoption and consistent implementation across schools**.

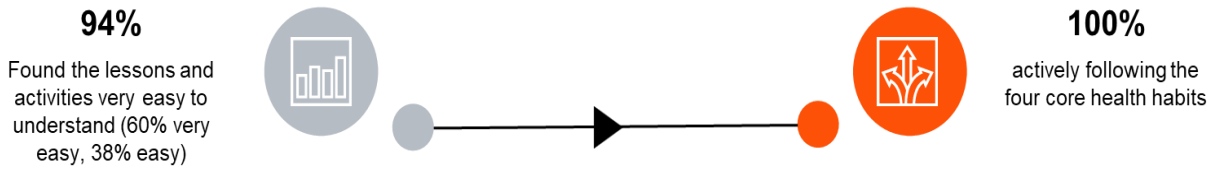
Figure 5: Colourful illustrations in the Swasthya Curriculum book



- 90% of students (n=512) demonstrated **strong recall of the Swasthya curriculum book upon presentation**, while only 10% reported partial recollection, **reflecting effective curriculum design and successful implementation**.

- Majority principals and teachers across visited schools affirmed that the project's 24-day period is **sufficient for instilling habits among young students, given their natural adaptability to new behaviours**. During this timeframe, teachers **reinforce learning through daily recaps in class periods**, **solidifying students' understanding and practice to ensure these habits become an integral part of their daily routines**.

- The comprehensibility evaluation of the curriculum content demonstrated positive results in content accessibility. 98% of students found the lessons and activities in the books accessible, **with 60% rating them as "very easy" and 38% as "easy"**, suggesting the **child friendly approach and interactive design elements** effectively facilitated student comprehension. Teachers in interactions revealed that the **use of comics, pictures, and stories significantly aided students' comprehension of the curriculum material**.



3. Clean Hand Practices: Adoption and Behavioural Impact

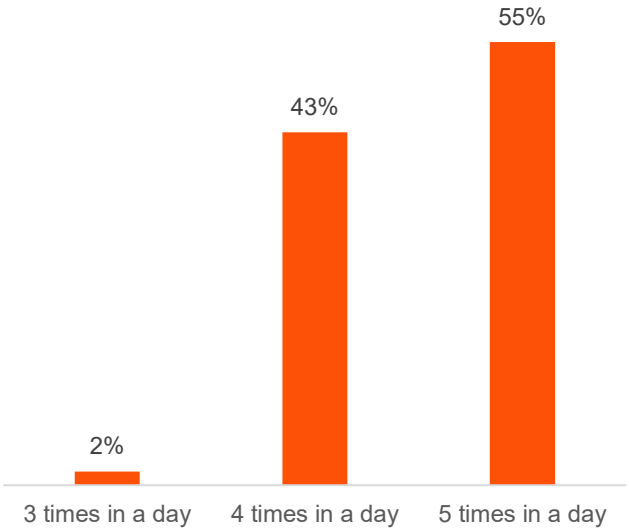
- Under the clean hands practice module, **consistent handwashing with soap was identified as a crucial behavioural change to instil in students**. Children were taught to wash their hands with soap **during five critical occasions daily**: (a) after using the toilet, (b) before breakfast, (c) before lunch, (d) before dinner, and (e) during shower.

- Handwashing behaviour evaluation demonstrated success in habit formation. **All respondents (100%, n=512) reported regular handwashing practices.**

- In discussions with both students and teachers, the **practice of maintaining clean hands emerged as the most consistently** followed hygiene routine among the students. This widespread adherence reflects a strong commitment to promoting health and cleanliness within the school environment.

- During school visits, students demonstrated strong recall of proper handwashing steps, **enthusiastically reciting jingles with accompanying actions taught for memorization**. This indicates highly effective hygiene education, reflecting **successful instructional delivery** and reinforcing the importance of sustained habit formation for students' well-being.

Figure 6: Student reporting Handwashing Frequency per Day (n=512)



- Analysis of frequency patterns (as depicted in figure 8) showed **65% of students adhered to the endorsed 5-times-daily handwashing routine**, while 33% maintained a 4-times-daily schedule, **resulting in 98% washing hands at least 4 times daily, demonstrating strong habit formation**.

- Behavioural assessment across specific handwashing occasions revealed **compliance**, with students achieving **100% adoption for post-toilet use, pre-lunch, and pre-dinner**, while before breakfast closely followed at 98%, **indicating near-universal integration of handwashing into daily routines.**

- However, handwashing during bath time registered a noticeably lower adherence rate of 65%, potentially indicating that students either **struggle to incorporate this as a separate practice or do not recognize it as an independent hygiene requirement beyond regular bathing**.

- Self-reported handwashing behaviours were **evaluated through pictorial assessments**, where students were presented with visual scenarios and comparative images to gauge their understanding of appropriate handwashing occasions. A strong **96% of students correctly identified "after using the toilet"** over "before going to play" as a necessary handwashing practice, **demonstrating clear understanding of hygiene priorities**.

- Similarly, 92% accurately identified **"before eating food"** over "after reading a book" as an appropriate handwashing occasion, **underscoring students' strong conceptual understanding of critical hygiene moments**.

- 92% of students now use the **recommended water and soap combination for hand hygiene**. However, 6% still rely solely on water, while 1% reported using traditional methods such as clay (mitti), indicating areas for continued reinforcement of proper handwashing practices.

Image 1: Students washing hands before mid-day meal, Godhra block, Panchmahal during field visit

- Students across schools reported actively embracing healthy habits, **washing their hands before midday meals as recess begins, reflecting a strong understanding of hygiene's importance**. Notably, some students at Bortalav School, Bhavnagar **demonstrated unique initiative by carrying personal paper soap containers** (shown in adjacent image), **ensuring uninterrupted access to proper handwashing regardless of soap availability at school**.

Image 2: Students at Bortalav School, Bhavnagar showcasing personal paper soap containers during field visit

- Teachers across schools observed that **student awareness has prompted schools to maintain soap supply at handwashing stations**. Remarkably, students themselves have become **hygiene advocates, proactively alerting staff when soap depletes and refusing to compromise on proper handwashing practices by avoiding water-only alternatives**

- During discussions, the principal of Lakhanka P. School, Bhavnagar highlighted that the **student-appointed general secretary independently manages soap stock at washing stations**. These students **actively maintain inventory and refill liquid soap at handwashing stations without requiring teacher support, demonstrating remarkable ownership, awareness, and initiative in sustaining hygiene practices**.

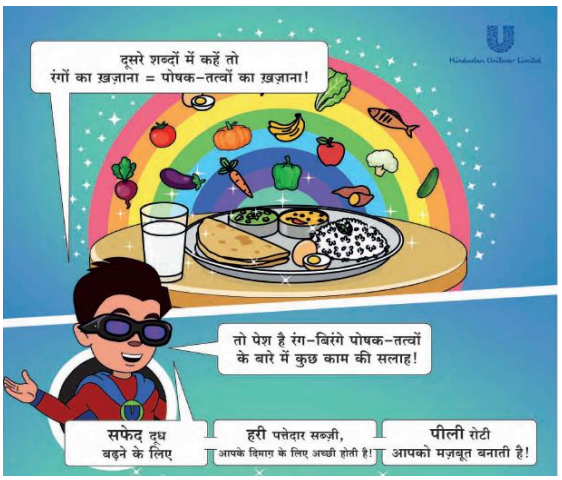
- Principals across schools observed that the **curriculum strongly aligns with Swachh Bharat Abhiyan, successfully instilling hygiene and cleanliness habits among students as envisioned by the campaign.** Linking curriculum discussions with the national initiative **fosters a broader understanding of community cleanliness and well-being among students.** Furthermore, students reported **sharing their learnings with children of neighbours and relatives, organically extending the project's impact beyond school premises into the wider community**.

- However, during a visit to a school in Poshina, Sabarkantha district, it was observed that the school lacked direct water supply, requiring students to walk outside to reach a handpump for handwashing. This infrastructure gap poses challenges in maintaining handwashing standards supported under the project, highlighting the need for pre-program infrastructure assessment to ensure effective delivery.

4. Nutritional Behaviour Change: Healthy Meal Adoption and Impact

- Consuming nutrition-rich meals was identified as one of the core healthy habits to instil in children. To achieve this objective, the **curriculum incorporated comprehensive lessons explaining the benefits of nutritious foods over junk food consumption through the demonstration of a colourful plate depicted in the book.**

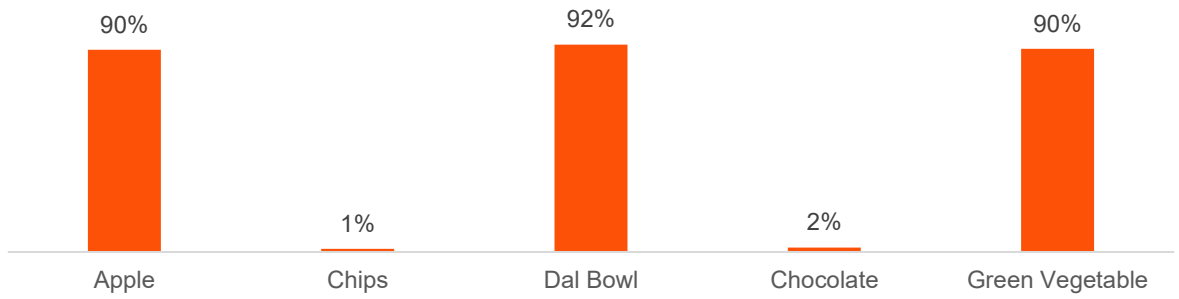
Figure 7: Illustration of nutritious foods in curriculum book



- Nutritional knowledge was evaluated through pictorial assessments where students identified components of a healthy meal from various food items. Results demonstrated **strong understanding, with 92% correctly selecting dal (lentils), while 90% accurately identified green vegetables and apple as healthy meal components, reflecting the**

curriculum's effectiveness in building foundational nutritional literacy.

Figure 8: Student Recognition of Healthy Meal Components (n=512)



Multiple choice question, and total may not add upto 100%

- In a comparative pictorial assessment, students were presented with junk food and balanced diet meal plates for identification. **99% correctly selected the balanced diet option**, reflecting their **capacity to translate curriculum-based nutritional knowledge into practical food selection decisions.**

> "The Swasthya curriculum has been effective in reinforcing our efforts against malnutrition, aligning seamlessly with the national POSHAN Abhiyaan objectives. Through its **vibrant illustrations and engaging stories**, it has strengthened our nutritional education with children now consciously choosing balanced meals over junk food. Parents have echoed this behavioural shift, reporting a decline in their children's demand for items like chips and chocolates."
>
> **- Narrated by a Principal of a school in Patan during our interactions**

- During discussions, students reported reducing junk food consumption to occasional intake of about once a month. They **displayed strong nutritional awareness, enthusiastically recalling the food plate from the curriculum comprising green vegetables, milk, rice, and fruit as essential components of a healthy meal**. Students further identified school mid-day meals as nutritious, reflecting successful reinforcement of teachers' dietary guidance.

- A teacher from Rajpur Primary School, Mehsana highlighted that **post-intervention, students no longer view junk food as appealing.** Remarkably, they now actively **report and call out peers who bring junk food to school, demonstrating a strong shift from attraction to aversion towards unhealthy food choices.**

- During discussion, students **articulated a strong conviction that homemade food is inherently healthier**, embodying the **positive influence of the Swasthya curriculum on their dietary perceptions**. This clearly demonstrates the initiative's success in cultivating a fundamental understanding of nutrition and the significance of maintaining a balanced diet among young learners.

5. Toilet Hygiene: Behavioural Adoption and Health Impact

- The clean toilet habit component emphasized two critical behaviours: consistent use of toilet facilities for defecation and maintaining cleanliness of these spaces. This dual approach targeted both personal hygiene and community level sanitation standards. The project aimed to **establish lifelong habits that contribute to improved public health outcomes**

- The survey revealed that **96% (n=512) of respondents have access to toilets at home** The remaining 4% represents students from highly underserved backgrounds with limited access to household sanitation, depending on public toilets or resorting to open defecation. Despite these constraints, these

students shared that they have internalized clean toilet habits from the curriculum, actively **maintaining clean toilet habits and prioritizing school sanitation facilities for their needs**.

100% of respondents reported of **actively using toilets at school (n=512) and home (n=487) while maintaining consistent cleanliness of these facilities.**

- To assess practical understanding of toilet hygiene, students participated in a pictorial assessment comparing clean and dirty toilet facilities. **100% (n=512) correctly identified the clean toilet as the preferred option, indicating their comprehensive grasp of sanitation principles and ability to apply hygiene knowledge in real-world scenarios**.

> "Even children as young as 2nd-3rd standard remain mindful of water usage and toilet cleanliness, providing welcome relief to our cleaning staff. The curriculum activities, complemented by our regular teaching, have genuinely instilled a lasting sense of hygiene and cleanliness among students in their washroom habits."
>
> **- Narrated by a Teacher in Mehsana during our interactions**

- Analysis of toilet maintenance practices revealed near-universal compliance, with **99% of students consistently implementing the water-pouring practice after toilet use**. This remarkably high rate reflects successful habit formation in comprehensive toilet hygiene, demonstrating that students have **embraced cleanliness and facility maintenance as integral responsibilities**.

- Across locations, some schools reported a **lack of consistent water supply and flush facilities**. As a result, students mentioned **using water buckets and fetching water to maintain cleanliness in toilets**. Despite these challenges, students have thoroughly **grasped the significance of clean toilets and hygiene**, acknowledging that utilizing water buckets to ensure toilets remain clean has now become **a habitual practice for them.**

Image 3: Well-maintained toilets equipped with water buckets at a school in Kawant, Chhota Udepur

- During interactions with teachers and principals, it was revealed that parents during PTMs have acknowledged **positive behavioral changes at home** in toilet hygiene and handwashing practices. However, since some families belong to marginalized communities, ensuring sustained parental involvement remains a challenge.

- Teachers further emphasized that since students spend a considerable portion of their time at home, **actively engaging and educating parents on these healthy practices can amplify the project's impact**. Strengthening parental involvement would reinforce habits nurtured at school, ensuring a holistic approach to the students' overall development.

6. Clean Drinking Water: Student Behaviours and Health Benefits

- The clean water habit focused on **promoting consumption of clean, purified, and boiled safe drinking water.** Students were taught that water purification before consumption, using any available method, is preferable to drink directly from handpumps, taps, or wells, as this critical step **ensures safety and prevents contamination**.

- To assess the practical understanding of water safety, students evaluated two drinking scenarios through a pictorial assessment: direct handpump consumption versus boiled water consumption. Results showed

that **87% of students (n=512) correctly identified boiled water as the safer option**. This finding confirms that students can **effectively distinguish between safe and unsafe water consumption practices.**

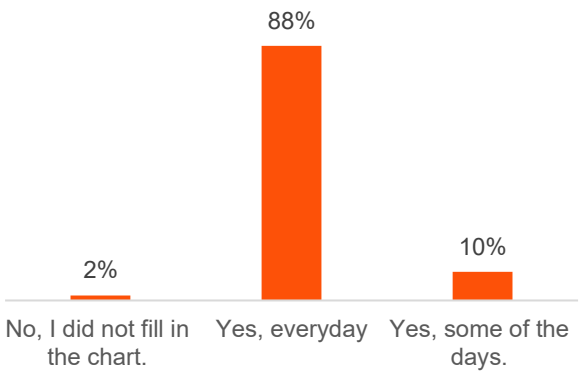
93% of respondents (n=512) reported that **drinking water in their homes is now boiled and purified before consumption.**

- During the interactions, it was observed that some students **reported having access to water purifiers or RO systems at home**. For families who cannot afford such systems, they ensure safe drinking water by boiling it. Typically, mothers boil the water and store it in large containers so that the family can consume it throughout the day**. This practice reflects a strong awareness of hygiene and health among these households.**
- However, a few students across different schools **reported consuming tap water and handpump water without boiling**. The reasons cited included the **additional cost of gas or firewood required for heating water**, and the **seasonal practice of boiling water only during winters but not in summers**. This raises concerns about potential health risks and underscores the **need for sustained awareness and behavioural change communication on safe drinking water practices**, particularly among families who may lack access to affordable and consistent water purification methods.

7. Curriculum Engagement and Peer Influence

- A 24-day tracking chart was integrated into the curriculum, requiring students to complete it with support from parents and validation through teacher signatures. This monitoring mechanism recorded the sustained execution of project activities and assessed behavioural transformations in children throughout the tracking duration.
- The habit tracker analysis indicated strong participation among students, with majority of **88%** respondents (n=512) reporting **consistent completion of the 24-day chart throughout the designated period**, while 10% completed it on some days.

Figure 9: Student Participation in 24-Day Habit Tracker (n=512)



- This **98% overall engagement rate indicates the habit tracker's effectiveness** as a **behavioural reinforcement tool** and **demonstrates students' commitment to habit formation.**
- A majority of the students expressed that these books should also be **made available to their juniors as well and subsequent batches in school**. They found the content to be **highly engaging and enjoyable, making the learning process both interesting and fun**. Students further highlighted that the material **was easy to comprehend, contextually relatable, and practical in nature**, enabling them to effectively adopt and integrate healthy habits into their daily lives.

- This response highlights the curriculum's success in effectively integrating educational content with engaging interactive components, creating a learning experience that is both educational and attractive to learners. The evident student enthusiasm indicates that providing ongoing and broader availability of similar materials could enhance positive behavioural results and maintain sustained engagement in health and hygiene practices.

Image 4: Students showing retained curriculum books during field visit to a school in Bhavnagar

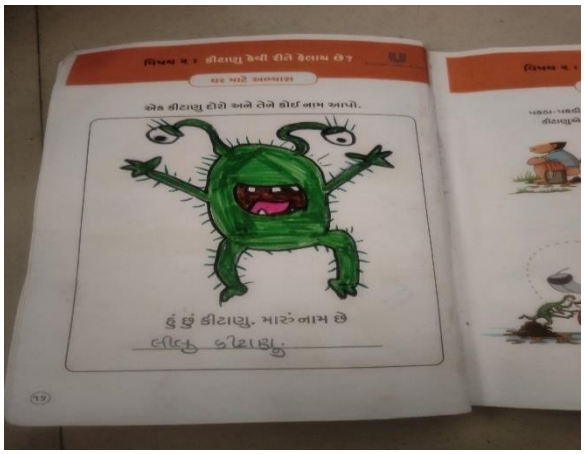
- The project effectively harnessed the power of **peer learning to extend its educational reach beyond the classroom**. During interactions, it was noted that a number of students had **taken the initiative to share the curriculum materials with their siblings, cousins and neighbours**, thereby creating an informal learning ecosystem. This spontaneous transfer of knowledge not only underscores the high level of student engagement with the project but also highlights the curriculum's **ability to inspire a ripple effect**, **reinforcing healthy habits across a wider network of young learners**.

98% of respondents (n=512) **take initiative to remind friends to wash their hands when they see them eating with dirty hands.**

- Assessment of the overall curriculum impact revealed **strong student engagement driven by interactive learning methods**. During interactions, students expressed their **appreciation for the fun and activity-based learning approach, with enthusiasm for colouring activities, poems, and book characters**. The school administrations also acknowledged the high level of engagement generated by the curriculum. Notably, one school in Mehsana took the **initiative to digitize the book by scanning and converting it into a PDF version, which is now being utilized through smart TVs to ensure continuity of teaching beyond the programme period**.

Image 5: Students showcasing their coloured pages from the curriculum books at a school in Bhavnagar

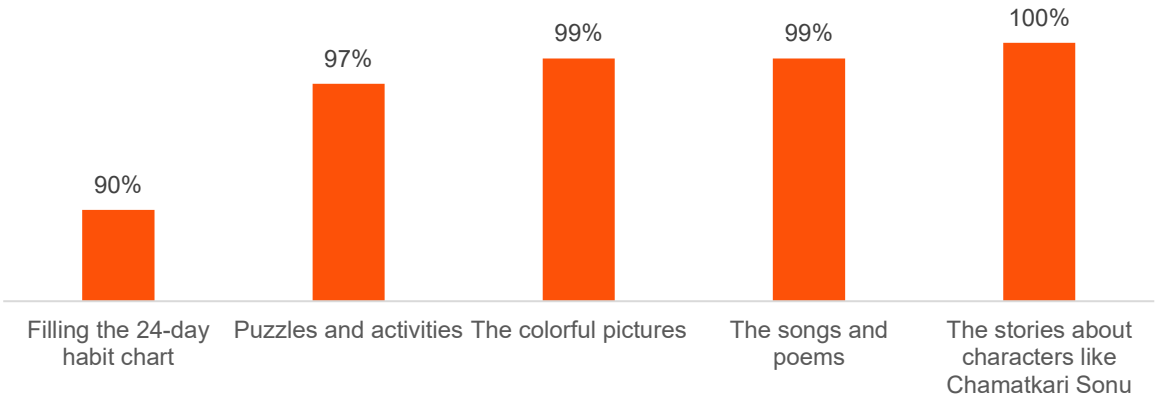
Image 6: Students showcasing their coloured pages from the curriculum books at a school in Mehsana



- The feedback was corroborated by survey data, where 100% of respondents (n=512) identified **stories about characters such as Chamatkari Sonu as their most preferred curriculum component**, **followed closely by colourful pictures and songs and poems**, both at 99%.These findings **reinforce**

the value of incorporating creative and activity-based pedagogical methods in health and hygiene education to sustain student interest and engagement. The distribution of student preferences across curriculum components is illustrated in the following figure.

Figure 10: Distribution of Student Preferences Across Curriculum Components (n=512)



Multiple choice question, and total may not add upto 100%

8. Overall Impact of the Swasthya Curriculum

- The Swasthya Curriculum project has **emerged as an effective intervention in instilling hygiene and health-related behaviours among primary school students**. The assessment findings paint a compelling picture of behavioural adoption, with **universal compliance in handwashing practices (100%),** a strong shift towards safe drinking water consumption (87%), and near-complete awareness of healthy dietary choices (99%). Notably, adherence to proper toilet hygiene practices at the school level was found to be universal, signifying a meaningful and sustained shift in student behaviour.

- The thoughtfully designed curriculum, **enriched with engaging elements such as comics, interactive puzzles, and daily habit trackers, resonated deeply with young learners.** Students demonstrated consistent participation in completing the habit tracking charts and **voiced a keen desire for the curriculum to be extended to future batches**, reflecting both the appeal and effectiveness of the pedagogical approach adopted.

- The **ripple effect of the project was evident beyond the confines of the classroom**, as students emerged as **active agents of change within their households**. Many students took it upon themselves to share their learnings with siblings and neighbours, promoting the adoption of improved hygiene practices at home. Teachers and school principals reported, noting visible **enhancements in cleanliness standards and nutritional awareness among students' families**, thereby amplifying the project's reach and influence.

- In conclusion, the Swasthya Curriculum has proven to be **a transformative initiative, equipping children from disadvantaged backgrounds with the knowledge and habits essential for long-term health and well-being**. Its impact has permeated beyond school walls, **nurturing a culture of hygiene consciousness and catalysing incremental yet impactful change** across homes and communities at large.

3.3 OECD- DAC analysis

Basis the interactions with the key stakeholders and desk review, the impact of the project was also assessed on the OECD- DAC framework parameters. The OECD- DAC analysis summary has been presented in below table:

Parameter	Assessment from Study
Relevance	• Strategic focus on the age group of 9 to11 years in government schools maximizes relevance by **targeting children during formative years** when they are **most receptive to behavioural change**, ensuring maximum developmental impact for underprivileged populations. • The curriculum addressed challenges faced by underprivileged students, including **traditional practices (e.g. ash for handwashing), open defecation (5% lacking home toilets**), and **limited access to safe water**, making it highly relevant to target beneficiaries' actual living conditions. • Focusing on four practical habits: clean hands, safe water, toilet hygiene, and nutrition, **aligns closely with children's daily routines and common disease pathways**, making the **intervention highly relevant to reducing preventable illnesses and improving immediate well-being**.
Coherence	• The project coherently addressed **interconnected health behaviours** (handwashing, nutrition, toilet hygiene, clean water) through a unified curriculum that **reinforced the relationship between different hygiene practices**. • Seamless coordination between HUL team, Head Trainers, Mobilizers, teachers, principals, and students **ensured consistent message delivery** and implementation across all participating schools. • The curriculum successfully integrated various **learning modalities** - visual (comics, pictures), auditory (jingles, poems), kinaesthetic (activities, demonstrations), and tracking mechanisms - creating a **coherent and comprehensive learning experience**.
Effectiveness	• The project achieved **remarkable 100% adoption of all four core health habits** among underprivileged students, demonstrating extraordinary effectiveness in **translating knowledge into sustained behavioural change** across marginalized communities. • **100%** reported **regular handwashing**, 98% wash hands at least four times daily, 99% consistently pour water after toilet use, and 99% can distinguish a balanced meal, 87% identify boiled water as safer option, **indicating substantial and widespread adoption of promoted practices**. • **High content comprehension** (98% finding materials very easy & easy) and 90% recall of the curriculum book demonstrate that **pedagogical design**: stories, characters, visuals, habit trackers, **successfully translated abstract health messages into memorable, actionable behaviours for young learners.** • **Evidence of internalized norms is strong:** students remind peers, report junk food, manage soap inventory, and insist on soap use**, indicating movement from passive knowledge to active, peer-enforced behaviour change and emerging child-led** hygiene standards in schools**.**
Efficiency	• The compact, **visually engaging curriculum book featuring vernacular language**, vibrant illustrations, and **interactive elements** (comics, puzzles, jingles) **maximized learning impact** while minimizing resource requirements. • HUL-appointed Head Trainers and Mobilizers conducted structured training for teachers and principals using **comprehensive video-based learning modules**,

Parameter	Assessment from Study
	ensuring **efficient knowledge transfer** and consistent implementation across schools. • The 24-day project period was identified by principals and teachers as **sufficient for habit formation among young students**, with daily classroom recaps providing **effective reinforcement** without resource wastage.
Impact	• Students demonstrated **measurable shifts across all targeted areas** - 65% adhered to 5-times daily handwashing, **92% adopted soap-water combination**, and students actively became hygiene advocates, alerting staff when soap supplies depleted. • Parents **acknowledged positive behavioural changes** at home during PTMs, students shared learnings with siblings and neighbours, and teachers reported **enhanced cleanliness standards in students' families**, creating ripple effects beyond school boundaries. • Students took **ownership of hygiene infrastructure** (managing soap stocks independently), schools maintained consistent soap supplies due to student awareness, and one school **digitized the curriculum for continued use beyond the program period**.
Sustainability	• The 100% adoption rate of core health habits among underprivileged students indicates **profound behavioural change that transcends project duration**, **creating sustainable health practices that students will likely maintain throughout their lives**. • Teacher training within government school systems **creates lasting institutional capacity for continued delivery to underprivileged students**, while the curriculum's engaging design **ensures sustained student interest and easy replication across similar government school contexts**.

3.4 Project Recommendations

- **Blended Learning Approach for Enhanced Curriculum Delivery:** It was shared by the principals that since schools are having smart classrooms so incorporating short educational videos alongside the existing book-based curriculum to create a hybrid model would be better and enriching experience for students. This approach would leverage smart classroom infrastructure where available while maintaining adaptability for schools with limited resources, ensuring consistent engagement across diverse settings.

- **Habit Reinforcement for Sustainability:** To ensure long-term impact and scalability, the curriculum should not only cater to students currently enrolled but also anticipate the needs of future cohorts. A sustainable approach would involve creating supplementary resources that schools can retain and reuse over time. Specifically, it is recommended that:

    - **Introducing Habit Charts** as portable, visual tools that reinforce key behaviours beyond the initial curriculum period. These charts can serve as daily reminders, accelerating habit consolidation both at home and in school environments.

    - **Providing Digital Assets** such as soft copies, videos, or interactive content that schools can store and share year after year. This ensures continuity without recurring printing costs and reduces environmental impact.

    These resources will build on the success of the 24-day tracker while maintaining the curriculum's engaging visual appeal. By complementing the existing learning ecosystem, they create a lasting presence that

supports behavioural change across multiple student batches, making the program both impactful and sustainable.

- **Readiness- Based Low - Water School Implementation Strategy:** Considering cases like the school in Poshina, Sabarkantha where there is no in-school water supply, a light “School Readiness and Context Assessment” can be introduced before future rollouts to categorize schools by water/toilet access (no running water, limited, adequate). For weak-infrastructure schools, a “No-Running-Water Adaptation Protocol” can be implemented that embeds curriculum content on low-water hygiene methods (e.g., shared covered buckets, tippy-taps, staggered handwashing). HUL team can also use assessment findings to orient teachers on which adaptations to prioritise, ensuring the existing curriculum is realistically practiced within local constraints.

3.5 Case Study

The case study presented below are based on insights gathered from interactions with various project stakeholders during our field visit:

Building a Culture of Clean Toilets in Government School, Patan

In a primary school in Sabarkantha district, toilets often remained dirty through the day. Many students hesitated to use them, and cleaners were informed only when a teacher happened to notice the condition. There was no sense of shared responsibility; the toilets were simply "someone else’s job," and younger children in particular tried to avoid using them during school hours.

With the introduction of the Swasthya Curriculum, teachers used the "clean toilet" lessons and pictures to talk about why toilet hygiene matters for everyone’s health. One simple activity, showing children how germs look dirty in the pictures and explaining the danger they cause, sparked change. Students in Classes 3 to 5 agreed they wanted their school to "look and smell clean" and began linking toilet cleanliness with school pride and self-respect.

Over the next few weeks, teachers noticed a gradual shift in student behaviour. Children started reminding each other to pour water after use and to leave the toilets in a better state for the next person. When they saw a dirty toilet or empty water bucket, they took the initiative to immediately inform teachers instead of ignoring it. The toilets stopped staying dirty for long periods and all standards became more comfortable using them, leading to a visibly cleaner environment and a shared sense of ownership.

Cleanliness Lessons Reinforcing Religious Practices and Parental Support in Godhra

In a primary school in Godhra, Panchmahal district, students participated in the Swasthya Curriculum sessions on cleanliness and hygiene, with a strong focus on proper handwashing and maintaining overall personal hygiene. Teachers used stories, pictures and simple demonstrations to explain how germs spread and why washing with soap and water is important in daily life.

During discussions, teachers noticed that many children related these practices to what they already did at home before prayers, where washing hands is a common religious routine. The curriculum’s messages on hygiene naturally aligned with these existing practices. As students began to connect classroom learning with their religious habits, they started washing more carefully and regularly before prayer, both in school and at home.

At subsequent parent–teacher meetings, parents reported that children were now more particular about washing properly before prayers and daily activities and were reminding younger siblings as well. Parents expressed happiness that the school was reinforcing a behaviour that was both hygienic and spiritually significant for them. This alignment led to strong parental support for the project and positive feedback, as families felt the curriculum aligned with their beliefs while improving their children’s health habits.

Final Impact Assessment Report of ‘Swasthya Ki Baat’ (Project-1)

Hindustan Unilever Limited (HUL)

April 2026

Price Waterhouse Chartered Accountants LLP

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- Our work was limited to the specific samples/ procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/ samples/ procedures or information available after the review could affect the findings outlined in this report. Further, the study did not include conducting any KYC checks/due diligence of the implementing partners and beneficiaries.

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List of Acronyms

Abbreviation	Full Form
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
HUL	Hindustan Unilever Limited
IFA	Iron and Folic Acid
IPC	Inter-Personal Communication
OECD DAC	Organisation for Economic Co-operation and Development Assistance Committee
KII	Key Informant Interview
KPI	Key Performance Indicators
POSHAN	Prime Minister's Overarching Scheme for Holistic Nourishment
PWCALLP	Price Waterhouse Chartered Accountants LLP
RMP	Rural Medical Practitioner
SKB	Swasthya Ki Baat

Executive Summary

About the Study:

Hindustan Unilever Limited (HUL) initiated **Swasthya Ki Baat Project** as a community-based behaviour change initiative to drive awareness and improve knowledge among rural, lower-income families on the importance of iron and protein for physical and mental development. The Project was implemented in collaboration with Group M Media India Private Limited (Technical Partner) across 2 aspirational districts i.e. Muzaffarpur (Bihar) and Birbhum (West Bengal) during November 2023 to March 2024. HUL **engaged Price Waterhouse Chartered Accountants LLP ("PWCALLP")** to carry out the impact assessment to understand the impact created by this project. The **scope of work** encompassed a desk review of project documents, development of research tools (questionnaires), data collection and analysis, and the presentation of key findings and recommendations in a report for management's consideration.

A **mixed methodology** involving both quantitative and qualitative research methods was deployed by PWCALLP to carry out the impact assessment study. While **quantitative sample of 216 mothers** was covered to understand the impact created, team also carried out **16 qualitative interactions** to ensure holistic feedback on the project activities from the stakeholders.

Technical Partner

Group M Media India Private Limited

Review Period

FY 23-24

Location

Birbhum (West Bengal) & Muzaffarpur (Bihar)

Beneficiaries

3,57,022 mothers

Sample size

216 mothers

Research framework

OECD DAC based Mixed Method

Key Findings of the Study

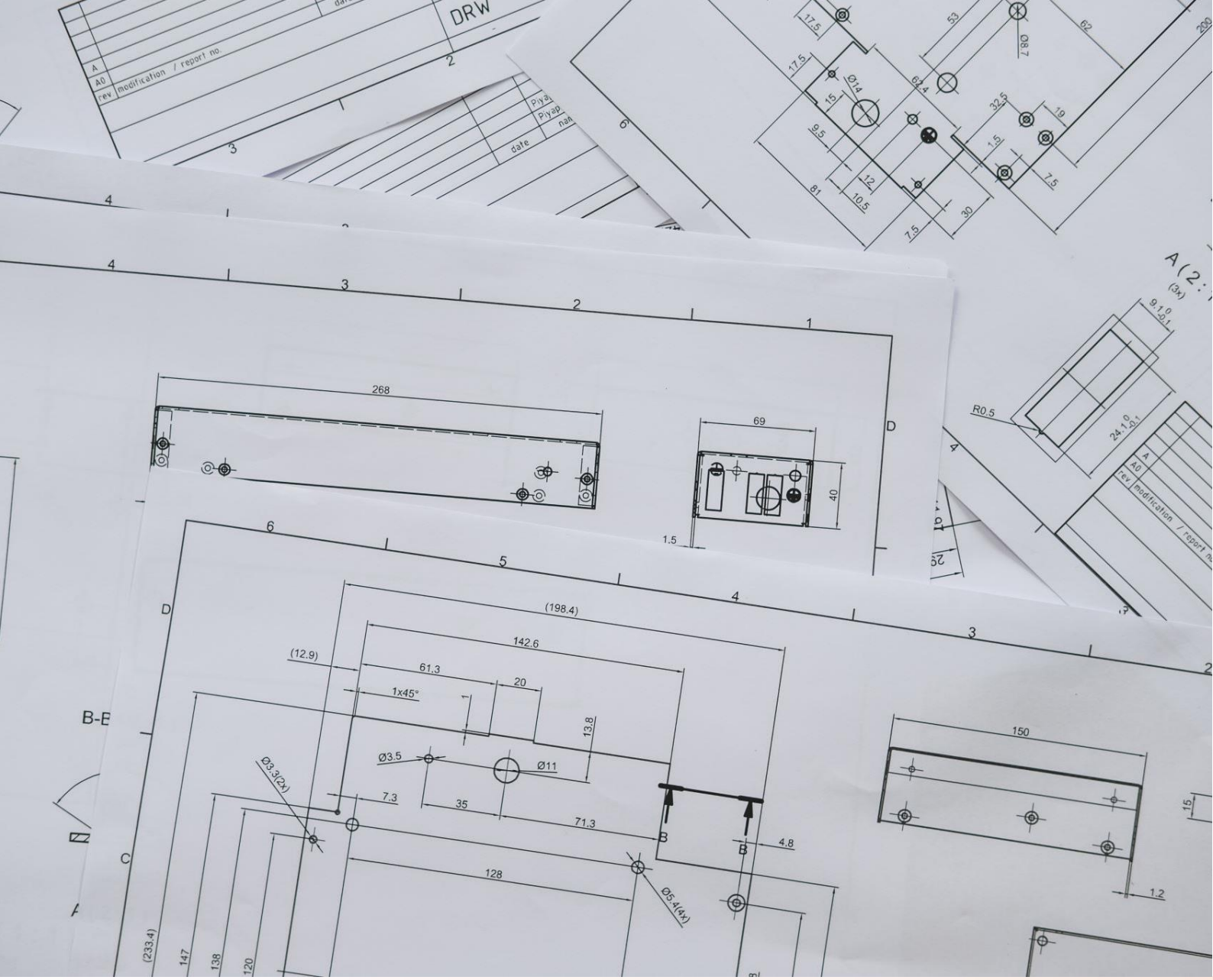
- 88% demonstrated awareness of the Swasthya Ki Baat project and could recall the project tagline "Safalta ka Swaad, Iron aur Protein ke Saath" indicating **effective project recall and message penetration**. At the state level, 100% in Muzaffarpur recalled the tagline, while 74.8% recalled it in Birbhum, suggesting **stronger message penetration in Muzaffarpur**.
- 96.8% rated inclusion of iron in their child's diet as "Very Important," and 99.5% rated inclusion of protein as "Very Important," **demonstrating attitudinal shifts towards nutrient-conscious feeding.** At the state level, 97.3% in Muzaffarpur and 96.1% in Birbhum rated iron as "Very Important," reflecting **recognition of importance across both states.**
- Overall, 94.9% associated iron with body strength, 90.3% with increasing blood levels, and 85.6% with brain development **demonstrating robust knowledge of iron benefits**. Respondents in **Muzaffarpur reported slightly higher recognition of iron benefits** with 95.6% associating iron with body strength, 93.8% with increasing blood, and 86.7% with brain development as compared to 94.2%, 86.4%, and 84.5% respectively in Birbhum. **A notable difference was observed in illness prevention,** cited by 85.0% in Muzaffarpur versus 64.1% in Birbhum**.**

- Similarly, 96.3% respondents associated protein with body strength, 92.6% with growth, and 88% with muscle development **demonstrating robust knowledge of protein benefits. Muzaffarpur respondents reported higher recognition** of body strength (96.5% vs. 96.1%), **growth (95.6% vs. 89.3%) and illness prevention (85.8% vs. 78.6%), while Birbhum respondents demonstrated higher recognition of muscle development (90.3% vs. 85.8%).**
- **49.5%** now include **iron-rich foods daily** in their child's diet, and **45.4%** include **protein-rich foods daily**, with a further 28.2% and 21.3% respectively including them 4 to 6 times per week. Daily inclusion of iron-rich foods **was significantly higher in Muzaffarpur (70.8%) compared to Birbhum (26.2%)**. Similarly, daily inclusion of protein-rich foods was 69.9% in Muzaffarpur versus 18.4% in Birbhum.
- **78.4%** reported that their **child's diet improved significantly** after participation in the project. At the state level, **90.3% of respondents in Muzaffarpur reported significant diet improvement compared to 61.0% in Birbhum**.
- **67.1%** identified the **Bindi Tracker tool** as the most useful project activity, **followed by nutrition riddles (59.3%)** and the Sapno Ka Safar game (39.8%). Among those who received the Bindi Tracker tool, **70.3%** reported still using it regularly. This tool was rated as the most useful activity by **92.9% in Muzaffarpur** compared **nutrition riddles (61.2%) in Birbhum**, **indicating differing tool preferences.**
- **92.1%** reported **being "Very Satisfied"** with the project, and **81.6%** felt the project completely addressed their community's nutrition needs. 99.1% of respondents in Muzaffarpur reported being "Very Satisfied" compared to 81.8% in Birbhum. Similarly, 99.1% in Muzaffarpur felt the project completely addressed their community's nutrition needs versus 55.8% in Birbhum, creating **opportunity for Birbhum**.
- Only **24.1%** could correctly identify three iron-rich food items, and **52.3%** could correctly identify three protein-rich food items, **indicating that while awareness of the importance of nutrients is high, specific food-source knowledge requires reinforcement.** This indicates that while both states exhibit knowledge gaps, **Birbhum respondents demonstrated marginally better food-source identification ability**.
- **Financial constraints emerged as the primary barrier to dietary improvement** across all stakeholder groups, with most families earning ₹5,000–15,000 per month and dependent on irregular daily wages.

Project Recommendations:

- **Periodic Reinforcement Sessions for Sustained Behaviour Change:** Stakeholders across all categories recommended that **such sessions should be conducted periodically rather than as a one-time intervention**, to prevent knowledge regression and sustain behavioural changes.
- **Reusable and Durable Project Tools:** The Bindi Tracker tool is consumable and requires replenishment. Project materials such as posters provided to RMPs deteriorated over time. **Future iterations should provide durable, reusable, and replenishable tools and materials to ensure sustained engagement**.
- **Integration of Livelihood/Income-Generation Support:** Given that **financial constraints** were identified as **the primary barrier** to dietary improvement, future projects should consider integrating livelihood enhancement components alongside nutrition awareness to address the root cause of malnutrition.
- **Strengthening Food-Source Knowledge:** While awareness of the importance of iron and protein is very high, **specific knowledge of food sources remains a gap** (only 24% correctly identify 3 iron-rich foods). **Focused reinforcement on identifying locally available, affordable iron and protein sources is recommended.** Further, reinforcement strategies may be tailored to the specific knowledge gaps in each state, with Bihar requiring relatively greater focus on protein-source identification and both states needing significant reinforcement on iron-source knowledge.

For the detailed findings, OECD DAC Analysis and recommendations, please refer to the **Section 3: Detailed Findings and Recommendations**.

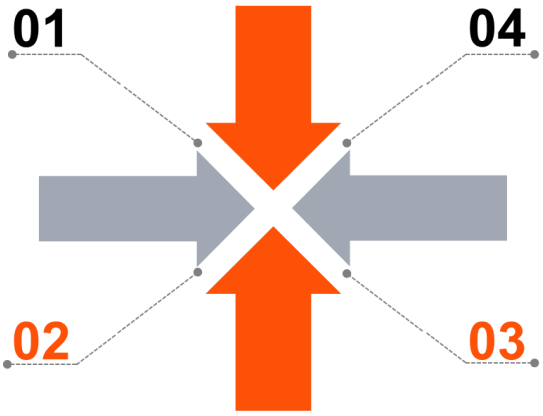


1. Introduction and Background

1.1 About Hindustan Unilever Limited (HUL) and its CSR

HUL is committed to operating and growing its business in a socially responsible manner. The Company's purpose is to make sustainable living commonplace, which serves as the foundation for its relationships and guides how it allocates resources. This purpose shapes the value created for all stakeholders and governs the business model. HUL has following focus areas for undertaking its CSR activities[1]:

Figure 1: HUL's CSR Focus Areas



Promoting Health & Hygiene and Nutrition

Promoting and encouraging healthy and hygienic habits; focus on nutrition; advocacy for behavior change; sanitation and cleanliness; waste management, collection and segregation; providing necessary medical support through Telemedicine Centres, Mobile Medical Units, Health Camps, etc.

Disaster Response

Managing and responding to disasters, if any, measures for disaster recovery; undertaking relief, rehabilitation and re-construction measures and activities.

Environmental Sustainability and Water Conservation including drinking water and creating Eco Model Villages

Environmental sustainability, ecological balance, protection of flora and fauna, conservation of natural resources, measures to prevent climate change and creating water positive, zero waste to landfill and carbon neutral villages. Promoting water security, water use efficiency, regenerative agriculture. Supporting awareness generation, innovation and incubation. Supporting implementation for soil and moisture conservation in flagship government programmes including National Rural Employment Guarantee Scheme (MGNREGS).

Rural Development, Skill Development, Entrepreneurship Development and Education

Strengthening rural areas by promoting and enhancing alternate livelihoods, empowering women entrepreneurs, promoting gender equality, economic empowerment etc. Skill development including employment enhancing vocational skills, entrepreneurship development in skilling and in value chains; supporting business incubators.

Promoting education through special education and developing infrastructure of anganwadis centres, primary schools, etc.

1.2 About the project under assessment

Swasthya Ki Baat (SKB) project is a **community-based behaviour change initiative** designed to drive awareness and improve knowledge among rural community on the importance of iron and protein for physical and mental development and family success. The project envisages that access to the right information will improve community awareness, leading to behaviour change within families and ultimately better nutrition and health outcomes.

The project consisted of focused home-to-home interventions comprising a 'Village Launch Meet' and two rounds of Inter-Personal Communication (IPC) sessions targeting mothers of children aged 0–15 years and mothers-in-laws. It also consisted of outreach activities including sessions with Anganwari Workers (AWWs), Male Engagement Sessions, School Contact Projects, and engagement of Rural Medical Practitioners (RMPs). The project was **implemented in collaboration with the Group M Media India Private Limited (Technical Partner).** Below table provides a quick overview of project specifics:

Table 1: Overview of the Swasthya Ki Baat project[2]

Implementation Period (review period)	Project Location	Target Audience	Total Beneficiaries Reached
2023-2024	Birbhum (West Bengal) & Muzaffarpur (Bihar)	**Primary:** Mothers of children aged 0–15 years	**Primary:** 3,57,022 **Secondary:** 90,634

[1] Source: https://www.hul.co.in/investors/corporate-governance/policies/corporate-social-responsibility-policy/
[2] Source: As per the Statement of Work with the Group M Media India Private Limited and details shared by HUL team over email

Implementation Period (review period)	Project Location	Target Audience	Total Beneficiaries Reached
		Secondary: Mothers-in-law, male family members, Anganwadi workers, school students, RMPs	

The programme employed a range of innovative, interactive tools and activities designed for low-literacy, rural audiences:

- **Sapno Ka Safar game**: A life-size board game where 3 women volunteers play out the journey of nurturing a child demonstrating how the right nutrition (iron and protein-rich diet) helps children reach their dreams and become successful.
- **Deck of Cards**: A card game designed to help participants identify locally available sources of iron and protein, reinforcing that nutritious foods are accessible and affordable.
- **Bindi Tracker tool**: A take-home calendar tool where mothers and children stick a red bindi for iron-rich food consumed and a yellow bindi for protein-rich food, over a 21-day period. This tool served as a daily nudge in the kitchen to reinforce iron and protein consumption.
- **Nutrition Riddles**: Nutrition-themed riddle cards used to test and reinforce learning, with prizes for correct answers.
- **Darpan (Mirror) tool**: A small mirror with a coloured bindi sticker, serving as a daily reminder for women to take their IFA tablets.

Image 1: Sapno Ka Safar Game

Image 2: A card from Deck of Cards

Image 3: A nutrition-themed riddle card

2. Approach and Methodology

2.1 Scope of work

HUL engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct an impact assessment of Swasthya Ki Baat project with a purpose to assess the impact created through the activities undertaken during the implementation period (FY 2023-24). The scope of work included reviewing the Key performance indicators (KPIs) as defined under the framework for implementing the project. The outputs, outcomes and impact of the project was assessed using **the OECD DAC Framework to provide recommendations for the further evaluation and consideration**.

2.2 Overall Methodology

Team has adopted a **coherent and integrated approach** to deliver the scope of work of the engagement. The following **4-stage approach** ensured that impact assessment study was carried out in systematic and consultative manner:

Stage 1: Desk Review

- The impact assessment began with a **kick-off meeting with the project team from HUL** to discuss the overall scope of work, gain a detailed understanding of the project activities and further, align on the expectations of the HUL from the assessment.
- Following the meeting, PWCALLP team **prepared and shared a list of documents** required for initiating the impact assessment. Below **documents were received from HUL** to initiate the desk review.
    - Statement of Work with the Group M Media India Private Limited highlighting project specific details
    - Informational Deck on Swasthya Ki Baat project providing a brief overview of the programme's objectives, target audience, key messages and intervention methods.
- Following a thorough desk review of project documents and preliminary discussions with the HUL team, we identified and **mapped the relevant project stakeholders** for subsequent interactions.

Stage 2: Sampling Plan and Tool preparation

- The sampling methodology adopted a **mixed-method framework**, incorporating quantitative interviews with mothers (primary beneficiaries) and qualitative engagements with other key stakeholders to comprehensively assess perceived outcomes, measure project impact, and derive strategic insights into stakeholder perspectives across the project ecosystem.
- **Quantitative Sampling Plan:** Based on data provided by the HUL team, the project reached 1,19,438 mothers in Birbhum, West Bengal and 2,37,584 mothers in Muzaffarpur, Bihar. Using the population (total mothers) as the universe for sample size determination for each location, a total sample **size of 193** was calculated at a 95% confidence level with a 10% margin of error.
- To ensure comprehensive representation of the findings from all the locations in our sample, a booster sample was added, and the sample size was subsequently increased to **216 participants**. The sample size for the quantitative assessment was derived using the following formula:
- $n' = n/1+ \{[z^2 * p (1-p)]/m^2 * N\}$ where the parameters are:
    - n' – sample
    - z is z score depending on Confidence Interval (in this case, CI = 95% and z = 1.96)
    - n = z2 * p(1-p)/m2

- N = population size
- m = margin of error (10%)
- p = population proportion (considered as 50% or 0.5)

The quantitative sample distribution across the two districts was as follows:

Table 2: Quantitative Sample Covered

State	District	Block	Village	Sample
Bihar	Muzaffarpur	Gaighat	Durganagar	26
Bihar	Muzaffarpur	Gaighat	Ramnagar (Hasna)	29
Bihar	Muzaffarpur	Gaighat	Patsarma	28
Bihar	Muzaffarpur	Moraul	Pikhi Gajpatti	30
West Bengal	Birbhum	Nalhati	Meghegram	36
West Bengal	Birbhum	Nalhati	Tejhati	16
West Bengal	Birbhum	Rampurhat	Dadpur	27
West Bengal	Birbhum	Rampurhat	Ayas	24
Total				**216**

- **Qualitative Sampling Plan:** In addition to the quantitative survey, qualitative interactions with the key stakeholders of the project were also conducted to capture their perceptions and experience regarding the project.

- As part of the qualitative sample, a total of 15 qualitative interactions were conducted as below.

Table 3: Qualitative Sample Covered

Stakeholder	Type of interaction	Total Sample
Beneficiary Mothers and Mother-in-laws	Focus Group Discussion (FGD)	2 (1 for Each District)
Students	FGD	1* (Muzaffarpur)
Male Family Members	FGD	2 (1 for Each District)
Anganwadi Workers	Key Informant Interview (KII)	8 (4 for Each District)
Rural Medical Practitioner (RMP)	KII	2 (1 for Each District)
HUL CSR project team representative	KII	1
Total		**16**

- Key indicators and research tools were shared and **finalised after the incorporation of feedback from the HUL team**.

- The tools were digitised and translated into **Hindi (for Bihar) and Bengali (for West Bengal)**. Further, the data collection plan was finalised **in consultation** with the HUL team.
- Team **reviewed and understood the implementation processes for this CSR project**. The HUL team was apprised of the data collection plan for the field visit.
- Though the FGD with students were planned at both the locations of Birbhum (West Bengal) and Muzaffarpur (Bihar), the team was not able to conduct the FGD at Birbhum, West Bengal location due to unavailability of beneficiary students during field visit.

The impact of the project was assessed using **OECD DAC framework**. This framework helped in providing overall feedback on the efficacy of the implementation process and its efficiency in terms of achieving the desired project outputs. OECD DAC framework measured the performance of the **project on six parameters - Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability**. Overview of areas assessed under each of these five parameters is provided below:

Figure 2: OECD DAC Framework

Stage 3: Data collection & field visit

- Following finalisation of data collection plan, research team was **oriented on research tools and dos & don'ts during data collection**. The team conducted interactions with identified stakeholders to understand the challenges as well as benefits of the project. The purpose was to understand the impact created by the intervention and roadmap going forward.
- A **quantitative survey with project beneficiaries** was undertaken to record their feedback.
- Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with **key stakeholders** were conducted.
- Once data was collected, **data entry and cleaning were carried out.**

Stage 4: Data analysis and report writing

- Following completion of data cleaning, **analysis was carried out to arrive at key findings for this project**. Initially, the data was analysed separately wherein **quantitative data was analysed for statistical patterns/ trends/ changes, while qualitative data was used to gather the perceptions and narratives**.

- The next phase **involved comparing these analyses** to identify where the findings align such as **correlating statistical trends** identified through quantitative survey with students' perspectives and opinions collected through qualitative interactions.

- This cross-verification not only **enhanced the validity of the findings** but also **enriched the narrative by capturing the multifaceted impact of the project**. The draft report was prepared accordingly and shared with HUL team for review and input.

- PWCALLP submitted the final report to HUL team for **management's consideration after incorporating the inputs received from the team**.

2.3 Assumptions and Limitations

General:

- The information transmitted, including any attachments, are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination, copying, paraphrasing, reproduction, or distribution in any manner or form, whether by photocopying, electronically, by internet, within another document or otherwise; or other use of or taking of any action in reliance upon this information by persons or entities other than the intended recipient or for purposes other than as stated in the Agreement, is prohibited. Further, any quotation, citation, or attribution of this publication, or any extract from it to any third party unless expressly agreed in the Agreement is strictly prohibited. PWCALLP makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.

- The nature of service provided under this engagement does not in any manner constitute provision of legal service or/ advice as the term is generally understood under various laws for the time being in force. The intent of PWCALLP was to provide assistance and support in accomplishing the stated objective of the assignment and as an adjunct activity may have included research of applicable laws, regulatory compliance requirements and an understanding of the process and procedure as per local statutory enactments without in any way rendering any specialist legal advice. Our report is not a substitute for legal advice, that may be provided by a duly qualified independent legal practitioner.

- Our scope of work, including any advice/ assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.

- By giving our consent to the publication of our report and opinion on the Company's website ('your website') we do not accept any duty of care and deny any liability.

- You are responsible for the controls over and the security of your website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We remind you that the examination of controls over the maintenance and integrity of your website is beyond

the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on your website.

Pertaining to this report:

- The report prepared by the PWCALLP is based upon the (a) information/ documents provided by HUL and its technical partner and (b) data collected during the field visit to the project location by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.

- PWCALLP's work was limited to the samples/ specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

- Our understanding of the project was primarily based on conversations with the HUL team, their technical partner and project-related documents (such as Statement of Work and Informational Deck pertaining to the project) shared by the HUL team.

3. Detailed Findings and Recommendations

3.1 Challenges Prior to the project

Based on the discussions with the stakeholders, various challenges were highlighted:

- **Pervasive Malnutrition and Nutritional Deficiency: Rural Medical Practitioners in Pikhi Gajpatti village in Muzaffarpur and Tejhati village in Birbhum confirmed that malnutrition and nutritional deficiency cases are common**, with anemia being particularly prevalent among children, pregnant women, and lactating mothers. One RMP estimated seeing approximately 15–20 anemia cases per year prior to the project.

- **Inadequate Nutritional Awareness and Knowledge:** Across all stakeholder groups, lack of awareness about the importance of iron and protein and their specific food sources was identified as a key challenge. For an instance, **male family members from Ramnagar (Hasna) village in Muzaffarpur confirmed that prior to the project, families did not know specifically which foods contained iron and which contained protein** and there was a lack of awareness. While families had access to nutritious ingredients such as leafy greens from their own fields, they were not consuming them regularly or purposefully.

3.2 Summary of the Impact Created

1. Profile of the respondents

This section presents the socio-demographic profile of the respondents (n=216).

- The respondent profile revealed a fairly balanced location representation **(52.3% from Muzaffarpur and 47.7% from Birbhum, n=216)**.
- **Most of the respondents aged between 18 to 45 years** (Figure 4) with almost all the respondents reporting to be married (97.7%, n=216, Figure 3) and average of 2 children per respondent.

Figure 3: Marital Status of the respondents (n=216)

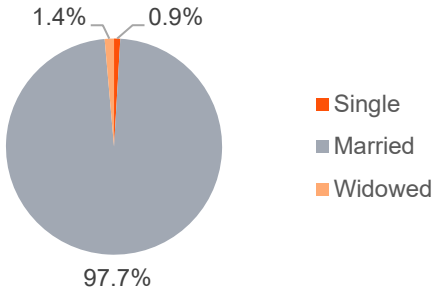
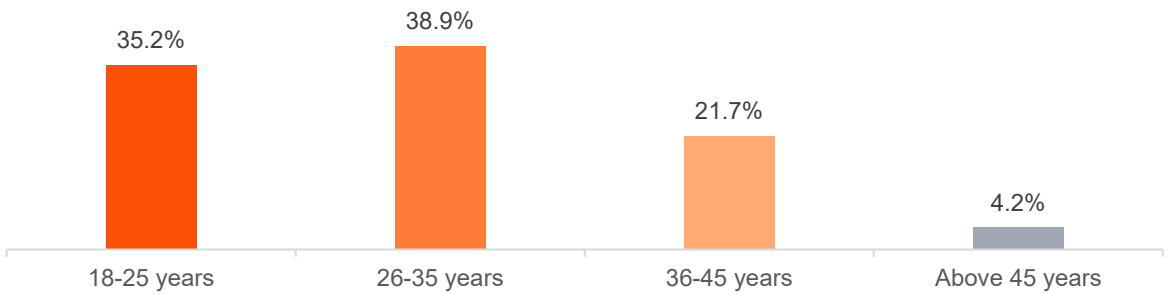


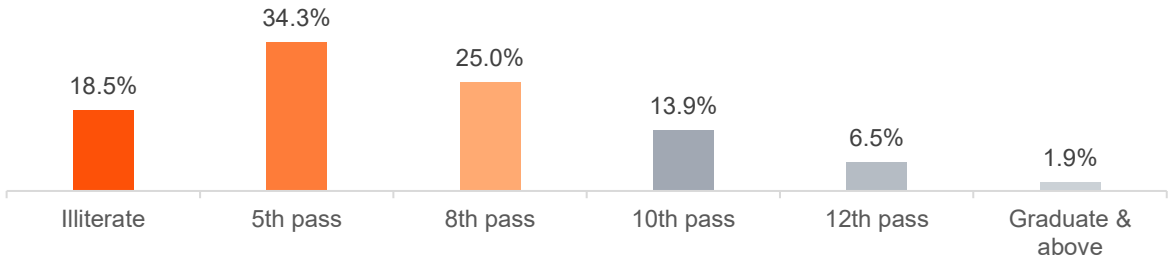
Figure 4: Age Distribution of the respondents (n=216)



- The educational distribution (Figure 5) revealed respondents to be:
    - 18.5% illiterate
    - 34.3% educated up to 5th standard
    - 25% educated up to 8th standard
    - 13.9% educated up to 10th standard
    - 6.5% educated up to 12th standard and

- 1.9% educated to be graduate and above.

Figure 5: Educational Status of the respondents (n=216)



This educational profile indicates that a significant majority of respondents (**77.8%**) had educational attainment at or below the 8th standard, with over half (52.8%) being either illiterate or educated only up to the 5th standard. This **validates the programme's design choice** of deploying visual, interactive, and gamified tools alongside oral, face-to-face delivery through IPC sessions and Anganwadi Workers, **ensuring effective knowledge dissemination among communities**.

- 44.9% (n=216) of the respondents reported the occupation of the chief wage earner of the household to be farmer/farm labour with 30.6% reporting it to be unskilled worker.
- 41.7% (n=216) reported their monthly household income to be ₹5,001–10,000 with 41.2% reporting it to be ₹10,001–15,000.

Figure 6: Occupation of Chief Wage Earner of the Household (n=216)

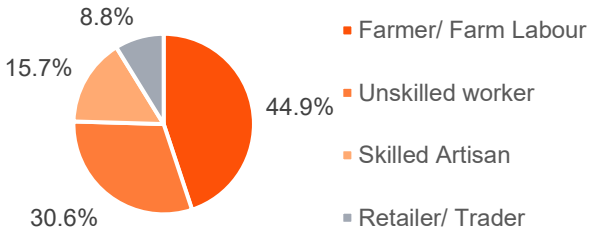
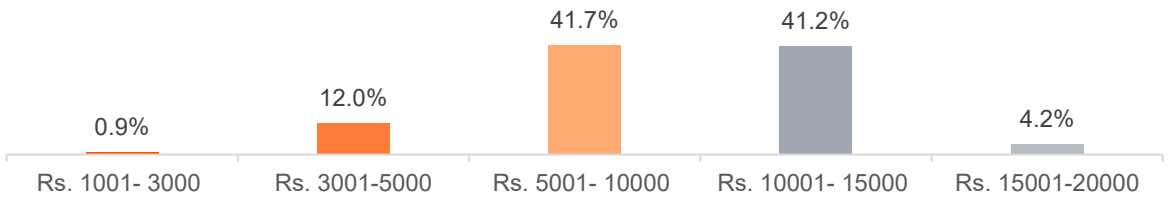


Figure 7: Distribution of Monthly Household Income of the respondents (n=216)

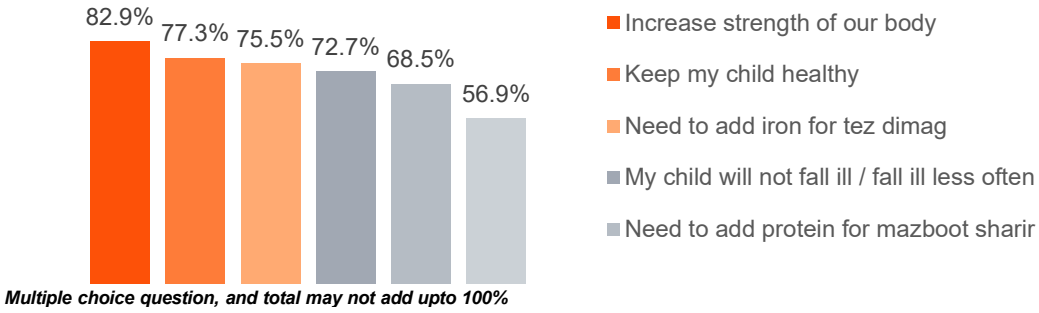


- This demographic profile demonstrates the **project's strategic targeting of low-income, rural households where malnutrition is most acute.** The **prevalence of low household income** (95.8% earning ₹15,000 or below) displays that the project targeted the beneficiaries who are most vulnerable to nutritional deficiencies.

2. Project Awareness and Recall

- 88% of respondents (n=216) reported awareness of the Swasthya Ki Baat project, and an identical 88% recalled the project tagline **"Safalta ka Swaad, Iron aur Protein ke Saath", demonstrating project recall and message penetration** across the target communities. State-wise, tagline recall was universal in Muzaffarpur, Bihar (100%, n=113) while 74.8% (n=103) of respondents recalled the same in Birbhum, West Bengal.
- When asked about the benefits they associate with the project tagline, respondents demonstrated comprehension as below, **strengthening the recall of the message**.

Figure 8: Benefits associated with "Safalta ka Swaad, iron aur Protein ke Saath" (n=216)

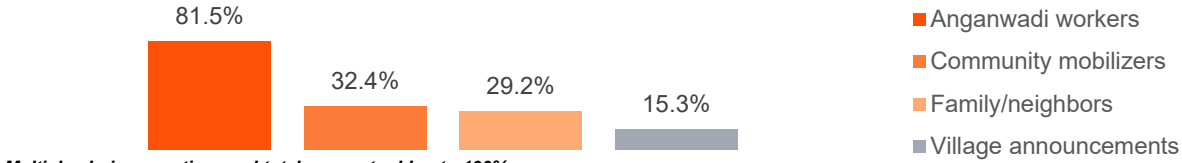


Multiple choice question, and total may not add upto 100%

- The qualitative findings corroborated the project recall. Students who participated in School Contact Projects could still recite the tagline: ***"Safalta ka Swaad, Iron aur Protein ke Saath."*** Male family members confirmed that **prior to the project, there was a genuine lack of awareness and that the concepts became clear only after the Mohalla sessions** where the male members of the family were engaged.

- **Anganwadi Workers (81.5%. n=216)** were the primary information channels through which beneficiaries learned about the project highlighting their **critical role for project dissemination, underscoring the strategic value of the project's design in leveraging existing community health infrastructure**.

Figure 9: Source of information about the project (n=216)



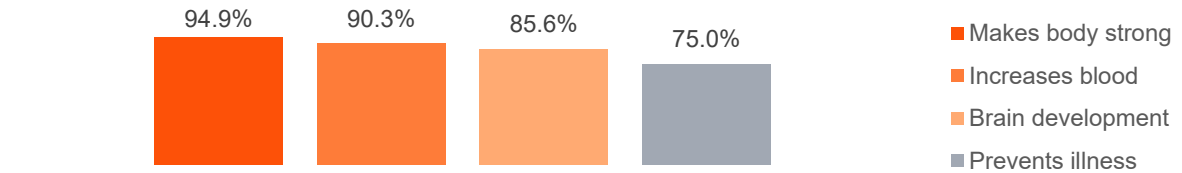
Multiple choice question, and total may not add upto 100%

3. Knowledge of Iron and Protein: Importance and Benefits

- 96.8% (n=216) of respondents rated inclusion of iron in their child's diet as "Very Important," and 99.5% (n=216) rated inclusion of protein as "Very Important," demonstrating strong attitudinal shifts towards nutrient-conscious feeding. At the state level, 97.3% (n=113) of respondents in Muzaffarpur (Bihar) and 96.1% (n=103) in Birbhum (West Bengal) rated iron as "Very Important," reflecting near-universal recognition across both states.

- Respondents were able to identify the benefits of iron for children's health - Makes body strong (94.9%, n=216), Increases blood (90.3%), etc.

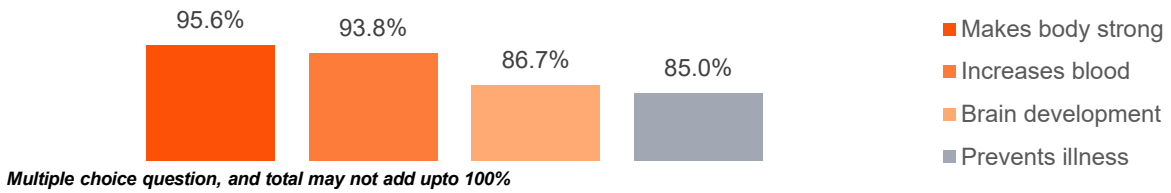
Figure 10: Benefits of iron for children's health (n=216)



Multiple choice question, and total may not add upto 100%

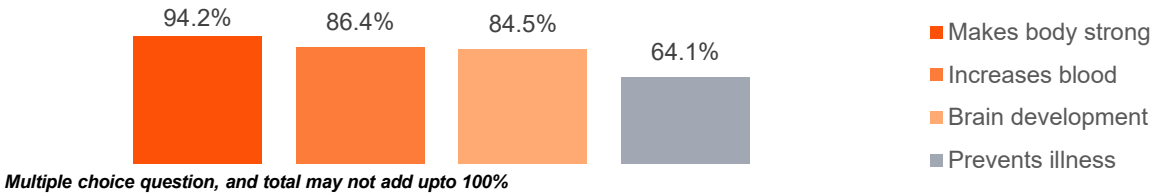
- State-wise, respondents in Muzaffarpur (Bihar) reported slightly higher recognition of iron benefits with 95.6% (n=113) associating iron with body strength, 93.8% with increasing blood, 86.7% with brain development, and 85.0% with illness prevention as compared to 94.2% (n=103), 86.4%, 84.5%, and 64.1% respectively in Birbhum (West Bengal). **The most notable gap was in illness prevention, where Bihar respondents demonstrated much higher recognition.**

Figure 11: Benefits of iron for children's health - Muzaffarpur, Bihar (n=113)



Multiple choice question, and total may not add upto 100%

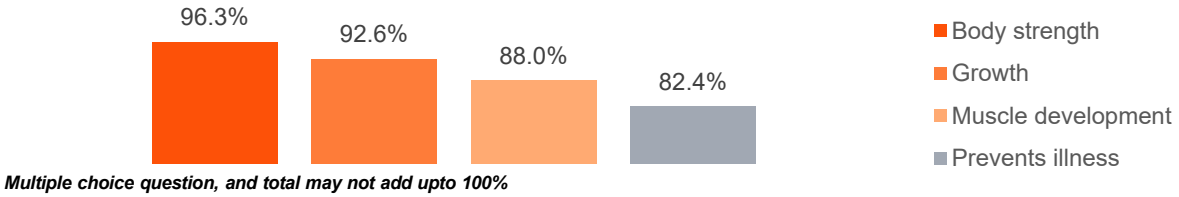
Figure 12: Benefits of iron for children's health - Birbhum, West Bengal (n=103)



Multiple choice question, and total may not add upto 100%

- Similarly, respondents were able to identify the benefits of protein for children's health such as Body strength (96.3%, n=216), Growth (92.6%), etc.

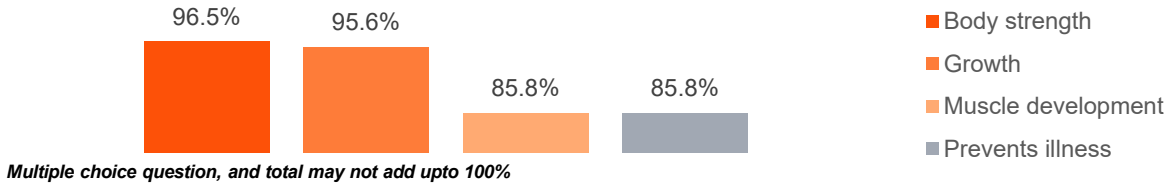
Figure 13: Benefits of protein for children's health (n=216)



Multiple choice question, and total may not add upto 100%

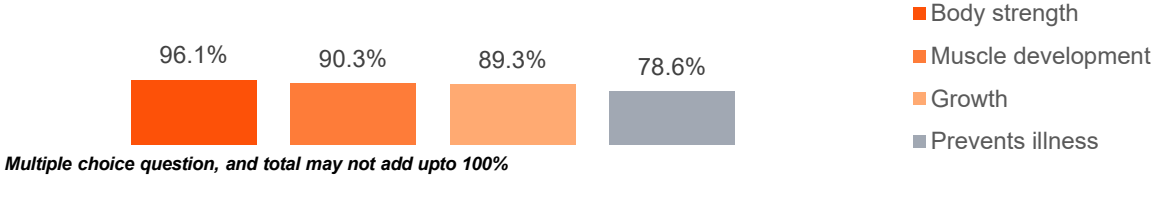
- State-wise, Muzaffarpur (Bihar) respondents reported protein benefits with 96.5% associating protein with body strength, 95.6% with growth, and 85.8% with muscle development as compared to 96.1%, 89.3%, and 90.3% respectively in Birbhum (West Bengal). While body strength was near-universally recognised across both states, Bihar respondents reported higher recognition of growth (95.6% vs. 89.3%) and illness prevention (85.8% vs. 78.6%), while West Bengal respondents demonstrated slightly higher recognition of muscle development (90.3% vs. 85.8%).

Figure 14: Benefits of protein for children's health - Muzaffarpur, Bihar (n=113)



Multiple choice question, and total may not add upto 100%

Figure 15: Benefits of protein for children's health - Birbhum, West Bengal (n=103)



Multiple choice question, and total may not add upto 100%

- These findings indicate that the project successfully **built a strong foundational understanding of why iron and protein matter**. Qualitative interactions confirmed this knowledge transfer. Students also recalled that Iron is important for keeping the body healthy and for strengthening muscles and if there is no Iron, the brain doesn't function properly, which impacts studying and memory.

- **RMPs validated the medical accuracy of project messages**, confirming that the information provided about sources and benefits of iron and protein was medically accurate and suitable for the target audience.

Image 4: Project Poster

4. Knowledge of Iron and Protein: Food Sources

- While awareness of importance of iron and protein was very high, **the assessment of specific food-source knowledge revealed a significant gap** that represents an opportunity for project refinement. **Only 24.1% of the respondents were able to correctly identify 3 iron-rich food items, while only 52.3% of the respondents were able to correctly identify 3 protein-rich food items.**

- State-wise, 21.2% of respondents in Muzaffarpur (Bihar) and 27.2% in Birbhum (West Bengal) could correctly identify three iron-rich food items. For protein-rich food identification, 46.0% in Bihar and 59.2% in West Bengal answered correctly. **However, despite Bihar demonstrating higher project recall, West Bengal respondents showed marginally better food-source identification, possibly reflecting differences in baseline dietary source knowledge.**

Location	Correct identification of 3 nutrient rich food items	
	Iron rich	Protein rich
Muzaffarpur, Bihar (n=113)	21.2%	46.0%
Birbhum, West Bengal (n=103)	27.2%	59.2%
Overall (n=216)	**24.1%**	**52.3%**

- This **gap between awareness of nutrient importance and specific food-source knowledge** reveals that respondents frequently confused iron-rich and protein-rich food sources and held widespread misconceptions (e.g., bananas being iron-rich). **This suggests that while the project successfully built attitudinal and motivational change, the translation into precise, actionable food choices requires stronger reinforcement.**

- **86.6% of respondents reported that rich sources of iron are easily available** to them, and **92.1% said the same for protein sources**, **indicating that accessibility is not the primary constraint**, rather, the **gap lies in knowledge and affordability**.

> "After learning about iron and protein sources, families started feeding children iron- and protein-rich foods in a more disciplined and regular manner. Even though items like leafy greens (palak, bathua, sarson ka saag) were available in their own fields, they were not consuming them regularly or purposefully before. Being from a rural background, we did not know specifically which foods contained iron and which contained protein. There was a genuine lack of awareness. Concepts became clear only after the sessions."
>
> **- Narrated by a Male Family Member during an FGD in Muzaffarpur, Bihar**

5. Dietary Practices and Behavioural Change

- **77.7% of respondents include iron-rich foods 4 or more times per week, and 66.7% include protein-rich foods 4 or more times per week** representing dietary inclusion, even with the severe economic constraints of the target population.

Figure 16: Inclusion of iron-rich foods in child's diet (n=216)

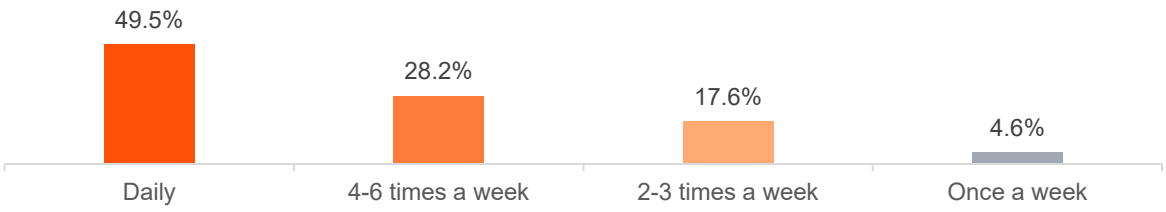
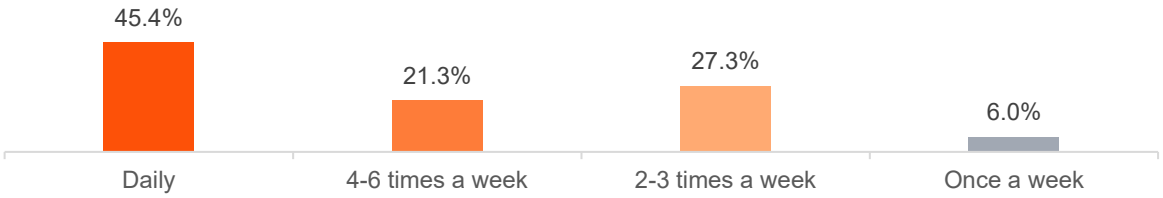


Figure 17: Inclusion of protein-rich foods in child's diet (n=216)



- State-wise analysis reveals significant variation in dietary frequency. For iron-rich foods, in Muzaffarpur (Bihar), 70.8% (n=113) of respondents reported daily inclusion while in Birbhum (West Bengal), only 26.2% (n=103) reported daily inclusion **displaying a higher daily intake of iron-rich foods in Muzaffarpur (Bihar) as compared to Birbhum (West Bengal).**

Figure 18: Inclusion of iron-rich foods in child's diet - Muzaffarpur, Bihar (n=113)

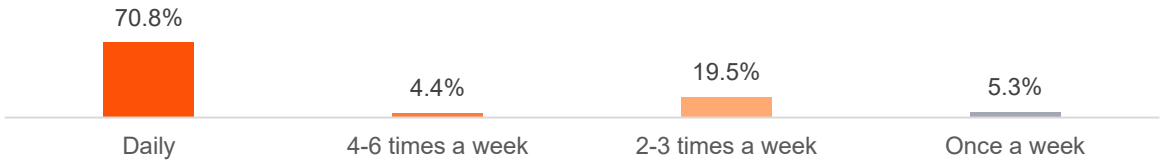
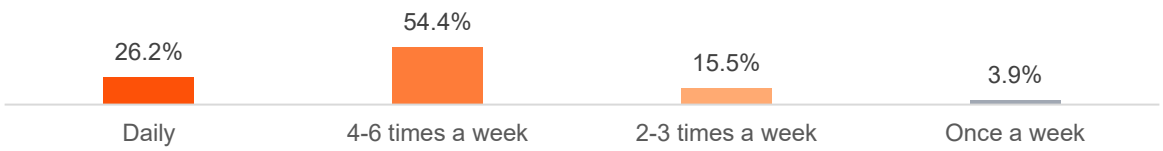


Figure 19: Inclusion of iron-rich foods in child's diet - Birbhum, West Bengal (n=103)



- For protein-rich foods, in Muzaffarpur (Bihar), 69.9% (n=113) reported daily inclusion while in Birbhum (West Bengal), only 18.4% (n=103) reported daily inclusion **displaying a higher daily intake of protein-rich foods in Muzaffarpur (Bihar) as compared to Birbhum (West Bengal).**

Figure 20: Inclusion of protein-rich foods in child's diet - Muzaffarpur, Bihar (n=113)

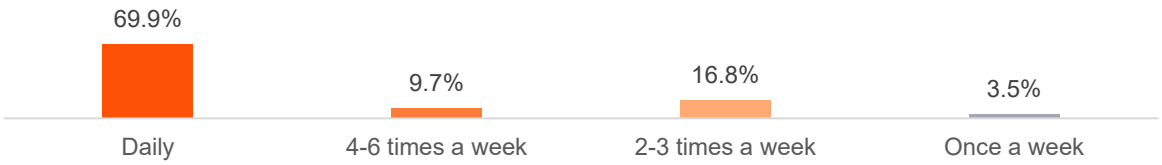
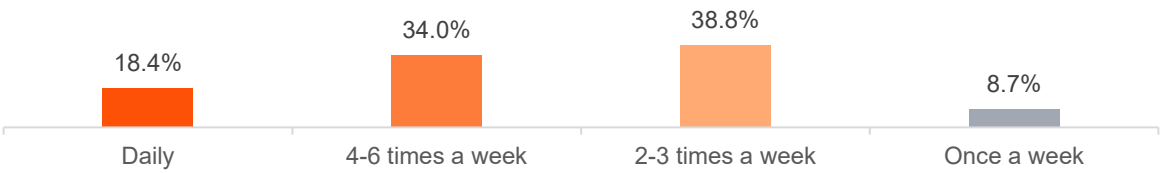


Figure 21: Inclusion of protein-rich foods in child's diet - Birbhum, West Bengal (n=103)



- Among the 190 respondents who were aware of the project, 78.4% reported that their **child's diet improved significantly** after participating in SKB, with a further 21.1% reporting somewhat improved diets. Only 0.5% (1 respondent) reported no change.
- State-wise, 90.3% of respondents in Muzaffarpur (Bihar) reported significant improvement in their child's diet, while in Birbhum (West Bengal), 61.0% reported significant improvement. **Though both states reported positive dietary shifts, the proportion of "significant" improvement was notably higher in Bihar, potentially reflecting its higher daily dietary inclusion rates and stronger project impact.**

Figure 22: Improvement in child's diet after participating in 'Swasthya Ki Baat' project (n=190)

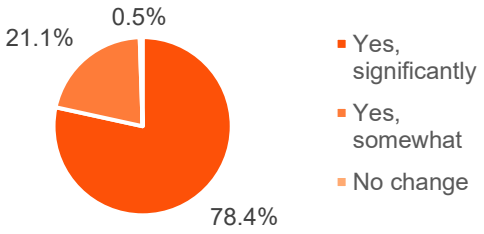


Figure 23: Improvement in child's diet after participating in 'Swasthya Ki Baat' project – Muzaffarpur, Bihar (n=113)

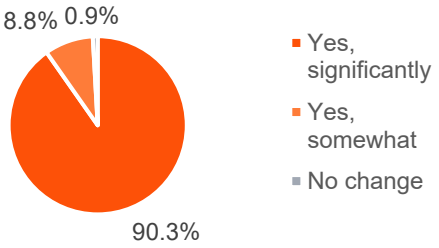
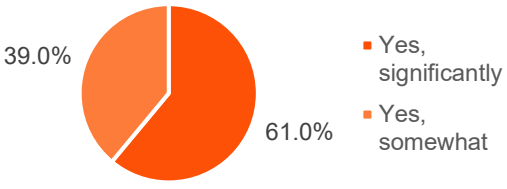


Figure 24: Improvement in child's diet after participating in 'Swasthya Ki Baat' project – Birbhum, West Bengal (n=77)



- **Mothers and mothers-in-law described specific changes after learning about iron and protein sources, they informed that families started feeding children iron- and protein-rich foods in a more disciplined and regular manner**. Even though items like leafy greens (palak, bathua, sarson ka saag) were available in their own fields, they were not consuming them regularly or purposefully before.

- Male family members also confirmed that **food purchasing decisions shifted** and that earlier the usage was less but after the project, they started fully utilising these foods in their home. **Specific purchasing changes included regular purchase of green leafy vegetables, incorporation of affordable protein sources like dal, soybean, moong, and chana, and occasional purchase of eggs, meat, and fish when financially feasible**. The key change was a conscious budget-management approach with families now actively plan to incorporate iron and protein sources within their limited means by mixing and matching affordable options.

> "We consciously try to include dal, vegetables, soybean, peas, spinach, milk, and eggs in children's diets now. The current generation of mothers thinks about these things, but the previous generation didn't. Whatever is possible at home, that gets done, "*jitna ho paata hai karte hain*." We know what to eat, what to feed, what to give but it is heavy on our pockets. We are helpless people."
>
> **- Narrated by Mothers during an FGD in a project village in Muzaffarpur, Bihar**

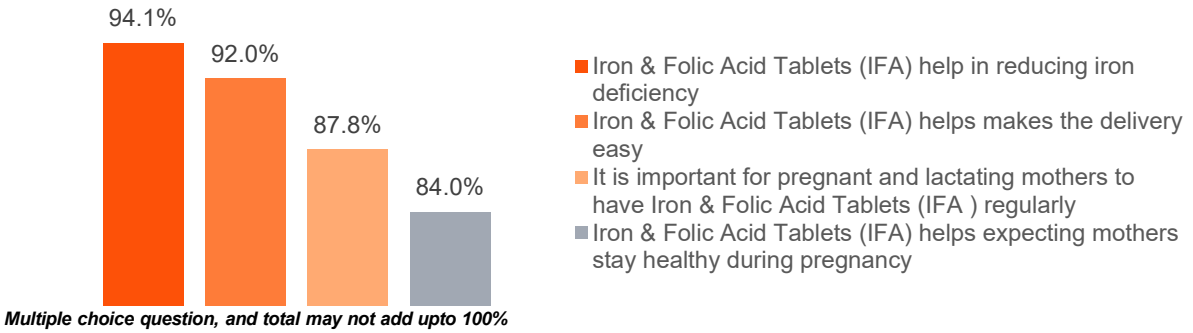
- Participants also described observed **improvements in children's health**. They informed that children who were frequently sick earlier showed improvement with noticeable mental and physical development.

6. IFA Tablet Awareness and Practices

- The **project also reinforced awareness of Iron and Folic Acid (IFA) tablets**, a critical supplement for preventing anemia, especially among pregnant and lactating women. **87% (n=216)** of respondents had heard of IFA tablets with **98.4% (n=188)** of those aware had taken IFA tablets.

- Respondents also identified the following key benefits of IFA such as (a) fulfils iron requirements (94.1%, n=188), (b) helps make delivery easy (92.0%), (c) important for pregnant and lactating mothers (87.8%) and (d) helps expecting mothers stay healthy during pregnancy (84.0%).

Figure 25: Benefits of Iron & Folic Acid Tablets (IFA tablets) (n=188)



Multiple choice question, and total may not add upto 100%

However, the survey also revealed a knowledge gap regarding proper IFA tablet consumption. 85.1% (n=188) believed IFA tablets should be taken with milk, 28.7% with Calcium and 14.9% with Chai/Coffee, which are to be avoided for consumption with IFA tablets. While only 76.6% mentioned to take it with water and 14.9% with nimbu paani (lemon water, which aids iron absorption). This represents an area for targeted reinforcement in future project iterations.

How should one take Iron & Folic Acid Tablets (IFA) tablets?	Percentage (n=188)	Recommended
Water	76.6%	Yes
Nimbu Paani	20.7%	Yes
Milk	85.1%	No
Calcium	28.7%	No
Chai/Coffee	14.9%	No

- **AWWs confirmed that the Darpan (mirror) tool served as an effective daily reminder for IFA tablet consumption**. They informed that when women see the coloured bindi on the mirror, it reminds them to take their iron (red) and protein (yellow) tablets.

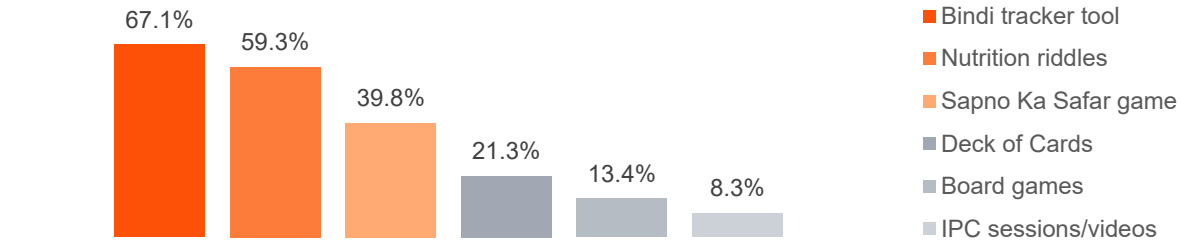
Image 5: Darpan (Mirror) tool

Image 6: Bindi Tracker tool

7. Project Tools and Activities: Effectiveness and Engagement

- A distinctive feature of the Swasthya Ki Baat project was its suite of interactive, gamified tools designed for low-literacy rural audiences. The quantitative survey assessed which activities respondents found most useful with **"Bindi Tracker Tool" emerging as the most impactful project component overall**.

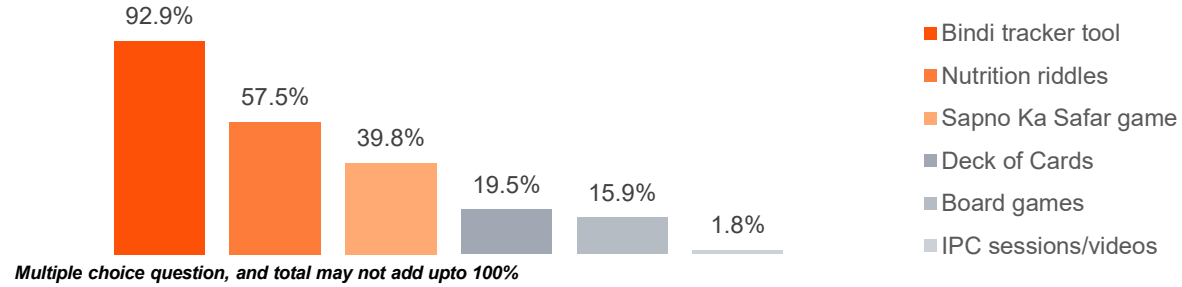
Figure 26: Most useful 'Swasthya Ki Baat' project activity (n=216)



Multiple choice question, and total may not add upto 100%

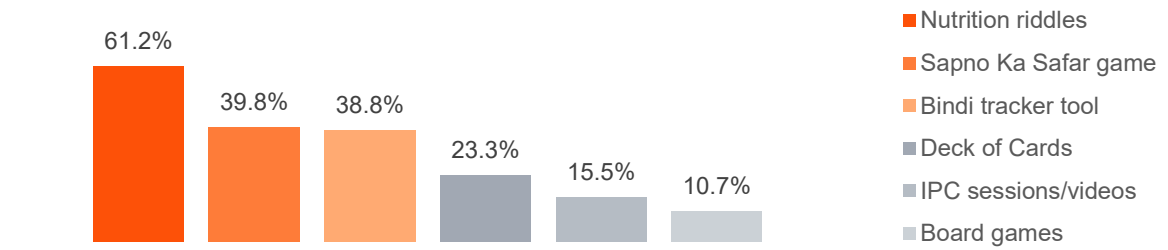
- State-wise, the Bindi Tracker tool was rated as the most useful activity by 92.9% of respondents in Muzaffarpur (Bihar), followed by nutrition riddles (57.5%) and Sapno Ka Safar game (39.8%). In Birbhum (West Bengal), nutrition riddles (61.2%) were rated most useful, followed by Sapno Ka Safar game (39.8%) and the Bindi Tracker tool (38.8%). **This divergence in tool preference indicates a need for a location-sensitive toolkit in future iterations.**

Figure 27: Most useful 'Swasthya Ki Baat' project activity - Muzaffarpur, Bihar (n=113)



Multiple choice question, and total may not add upto 100%

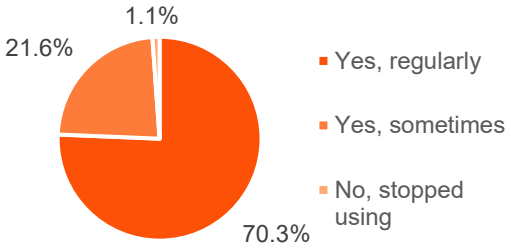
Figure 28: Most useful 'Swasthya Ki Baat' project activity - Birbhum, West Bengal (n=103)



Multiple choice question, and total may not add upto 100%

- Among the 145 respondents who received the Bindi Tracker tool, **only 1.1% reported to have stopped using it completely**. The 91.9% continued usage rate of the Bindi Tracker tool demonstrates that this simple, visual, take-home tool successfully embedded itself into daily household routines. During the qualitative interactions with mother and mothers-in-law, mothers explained that every time they cooked or ate something, they would place a bindi (red for iron-rich, yellow for protein-rich foods) on the calendar. This made it easy to see at a glance how much iron and protein was being consumed by the family.

Figure 29: Still use the Bindi Tracker tool? (n=145)



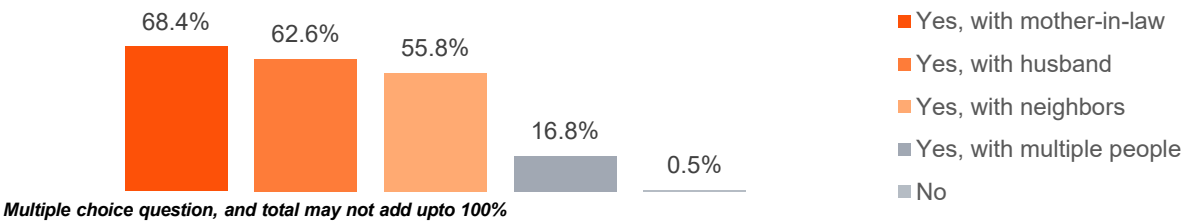
- **AWWs similarly found the Bindi Tracker tool to be their most effective** counselling aid mentioning that beneficiaries remember the colour-coded bindi system, red bindi for iron and yellow bindi for protein which helps them recall which foods and tablets to consume.

- Among students, the **interactive methodology including puzzles, songs, badges, and cards proved highly effective for long-term retention**. Students could vividly recall the activities - the card game/puzzle activity (paheli), the health jingle, the class monitor badges, and posters. Students informed that they continued wearing the badges until they got damaged/worn out, demonstrating the lasting positive impression these interactive elements made.

8. Knowledge Sharing and Ripple Effect

- **99.5% (n=216) respondents shared the project learnings with at least one other person** demonstrating knowledge diffusion which was also confirmed during qualitative interactions. Male family members also described that women would attend the sessions, learn about iron and protein sources, and then come home and implement the learnings in daily cooking.

Figure 30: Sharing of 'Swasthya Ki Baat' project learnings with other family members (n=190)



Multiple choice question, and total may not add upto 100%

- **Students shared information with parents about iron and protein food sources**, and parents responded positively, although students noted that detailed conversations about Iron and Protein don't typically happen in daily community interactions.

9. Overall Project Satisfaction and Community Needs

- **92.1% (n=190) respondents reported to be "Very Satisfied"** and 7.9% respondents reported to be "Somewhat Satisfied" with 'Swasthya Ki Baat' project. Also, 81.6% (n=190) respondents that 'Swasthya Ki Baat' project addressed their community's nutrition needs "completely" while 18.4% reported that the project addressed it "partially" which **reflects the project's strong resonance with its target audience.**

- State-wise, satisfaction was near-universal in Muzaffarpur (Bihar) with 99.1% (n=113) reporting "Very Satisfied" compared to 81.8% (n=77) "Very Satisfied" in Birbhum (West Bengal). On community needs, 99.1% (n=113) in Muzaffarpur (Bihar) felt the project completely addressed their needs compared to 55.8% (n=77) in Birbhum (West Bengal). **This suggests that the project resonated more strongly with the audience in Muzaffarpur (Bihar) as compared to Birbhum (West Bengal).**

- This was also reinforced during qualitative interactions with Anganwadi workers who strongly recommended continuation and stated that children will not become malnourished if such projects keep happening, people will remain aware of iron and protein needs, the mother will cook properly, and the child will not become malnourished.

- **RMPs endorsed the project as addressing a real need in the community**, stating that such projects should happen in interior areas such as theirs.

10. Overall Impact of the Swasthya Ki Baat Project

Beyond individual behaviour change, the project fostered family-level impact through conscious budget-management approaches to nutrition and community-level awareness through knowledge sharing as revealed during interactions with the beneficiary mothers and mothers-in-law. **One RMP also reported a noticeable reduction in anemia cases (from approximately 15–20 to around 10 per year),** and AWWs observed reduced malnutrition among children in project areas.

However, the assessment also identified critical gaps: specific food-source knowledge remains weak, financial constraints remain the primary barrier to dietary improvement, and one-time interventions risk knowledge regression without periodic reinforcement. These findings inform the recommendations outlined later in the report.

3.3 OECD DAC analysis

Basis the interactions with the key stakeholders and desk review, the impact of the project was also assessed on the OECD DAC framework parameters. The OECD DAC analysis summary has been presented in below table:

Parameter	Assessment from Study
Relevance	• The project targeted **aspirational districts (Muzaffarpur, Bihar and Birbhum, West Bengal)** to reach communities **most vulnerable to malnutrition and nutritional deficiency, ensuring those most in need received priority attention.** • The project demonstrated inclusiveness by **engaging communities across diverse socio-economic backgrounds**. The **project displays reach to the most vulnerable sections with respondent profile covering 18.5% illiterate, 82.9% earning ₹10,000 or below per month, and 75.5% dependent on farming or unskilled labour**. • The **project's multi-stakeholder engagement model** ensured inclusion of mothers, mothers-in-law, male family members, children, Anganwadi workers, and Rural Medical Practitioners creating a **360-degree**

Parameter	Assessment from Study
	engagement ecosystem with intervention reach across age, gender, and community roles. • The **project addressed challenges faced by vulnerable communities, including widespread anemia (confirmed by RMPs as the most common nutritional issue), low awareness of iron and protein food sources, and economic constraints limiting dietary diversity**, making it relevant to target beneficiaries' actual needs. • **Project tools and activities were designed to be appropriate for low-literacy audiences** including visual aids (Bindi Tracker tool, Deck of Cards), interactive games (Sapno Ka Safar), audio-visual content, and local language delivery ensuring contextual relevance and accessibility.
Coherence	• The **project aligned with India's flagship POSHAN Abhiyaan**, the Prime Minister's Overarching Scheme for Holistic Nourishment, which emphasises convergence, targeted approaches, and leveraging technology for nutrition improvement by focusing on iron and protein awareness among mothers and children. • The project leveraged the existing Anganwadi ecosystem as its primary dissemination channel (81.5% of beneficiaries learned through AWWs), creating seamless convergence between the project's activities and the government's institutional health and nutrition infrastructure. AWWs confirmed that the project complemented their regular work well and reinforced what they were already advising during immunisation visits and home visits. • RMPs confirmed visible coordination between AWWs, teachers, and the project team, which strengthened the impact. The project complemented existing government efforts and involved the relevant stakeholders, creating a multi-layered convergence across health, nutrition, and education sectors.
Effectiveness	• The project achieved **88% awareness and tagline recall**, with 96.8% recognising iron as "Very Important" and 99.5% for protein, demonstrating effectiveness in building knowledge foundations among marginalised communities. • **78.4% of project participants reported significantly improved child diets**, with **49.5% now including iron-rich foods daily and 45.4% including protein-rich foods daily**, demonstrating translation of knowledge into dietary behavioural change despite severe economic constraints. • The Bindi Tracker tool achieved 91.9% continued usage, and 99.5% of aware participants shared project learnings with family members, transforming beneficiaries into nutrition advocates within their communities and multiplying project effectiveness through knowledge diffusion. • **However, effectiveness in building specific food-source knowledge was limited.** Only 24% respondents correctly identifying 3 iron-rich foods and 52.3% respondents correctly identifying 3 protein-rich foods indicating that **while the project was effective in attitudinal change, actionable knowledge translation requires reinforcement.**

Parameter	Assessment from Study
Efficiency	• **77.8% of respondents had educational attainment at or below the 8th standard.** The project's design choice of deploying visual, interactive, and gamified tools through IPC sessions and Anganwadi Workers, **demonstrates efficient alignment between tool design and audience profile thereby optimising knowledge dissemination.** • Families began consciously substituting expensive food items with cost-effective alternatives to maintain nutritional balance within their limited means. **This demonstrates efficient translation of project awareness into household-level resource optimisation for nutrition improvement.**
Impact	• One RMP reported noticeable reduction in anemia cases from approximately 15–20 to around 10 per year after the implementation of the project. • **99.5% of aware participants shared project learnings with family members, transforming beneficiaries into nutrition advocates within their communities and multiplying project effectiveness through knowledge diffusion.**
Sustainability	• **70.3% respondents continued regular usage of the Bindi Tracker tool and 78.4% reported significantly improved child diets** indicating that the project has catalysed **behavioural shifts that extend beyond the project duration**. • **AWW engagement creates lasting institutional capacity**, as **AWWs continue to reinforce project messages during routine immunisation visits ensuring continuity beyond the project's active period**. • However, sustainability faces three key risks - the Bindi Tracker tool is a consumable tool that eventually runs out of bindis, requiring replenishment; one-time project exposure risks knowledge regression, as one RMP stated: "With one-time listening, who will remember for years?"; and economic constraints remain the fundamental barrier to sustained dietary improvement. **Periodic reinforcement and durable tool design are essential for long-term sustainability.**

3.4 Project Recommendations

- **Periodic Reinforcement Sessions for Sustained Behaviour Change:** Stakeholders across all categories - AWWs, RMPs, mothers and mothers-in-law, male members, and students recommended that the project should be conducted periodically rather than as a one-time intervention. One RMP stated that if we make the project periodic, the change can last longer. Male family members also shared that when projects run regularly, there is a connect in the mind otherwise the mind drifts. Mothers and mothers-in-law also recommended repeat sessions every 2–3 months stating that people tend to forget after a long gap. A structured reinforcement schedule with "booster sessions" at 2–3 month intervals focusing on food-source identification, practical cooking tips, and new content would prevent knowledge regression, build on the strong foundation already created, and deepen behavioural change over time. Additionally, these periodic revisits would serve as a valuable follow-up mechanism to assess the adoption and application of knowledge disseminated during earlier sessions and to monitor the extent of

behavioural changes adopted by the community over time, thereby enabling course corrections and targeted reinforcement where needed.

- **Strengthening Food-Source Knowledge Through Targeted Interventions:** The quantitative assessment revealed a critical gap between awareness of nutrient importance and ability to correctly identify food sources. **Common misconceptions (e.g., bananas being iron-rich, confusing iron and protein sources) were widespread**. Given the state-wise variation of 21.2% correct identification of iron-rich foods in Muzaffarpur against 27.2% in Birbhum, and 46.0% as compared to 59.2% for protein-rich foods in Muzaffarpur and Birbhum respectively, reinforcement strategies may be tailored to the specific knowledge gaps in each state, with Bihar requiring relatively greater focus on protein-source identification and both states needing significant reinforcement on iron-source knowledge. Future project iterations may:
    - Incorporate simplified and durable visual food-source charts with clear categorisation of locally available iron vs. protein-rich foods that can be displayed permanently in kitchens and Anganwadi centres.
    - Include practical food demonstration sessions as recommended by male family members where participants can see, touch, and taste iron and protein-rich preparations made from affordable, locally available ingredients.
- **Durable, Reusable, and Replenishable Project Tools:** The Bindi Tracker tool which was rated as the most useful activity by 67.1% and still used regularly by 70.3%, is a consumable tool that eventually exhausts its supply of bindis. RMP posters, being paper-based, deteriorated over time. Male family members noted that the Sapno Ka Safar board game was taken back after the session and not left with families, limiting their reinforcement potential. Future project iterations may:
    - Provide refillable Bindi packs for the Bindi Tracker tool or design a reusable version that can be used repeatedly.
    - Supply durable, weatherproof posters for RMP clinics and Anganwadi centres.
    - Leave interactive tools (games, card decks) with communities for continued use which were earlier taken back after the community interactions.
    - Develop digital assets (short videos, audio messages) that can be shared via mobile phones for ongoing reinforcement.
- **Integration of Livelihood and Income-Enhancement Components:** Financial constraints were unanimously identified as the primary barrier to dietary improvement across all stakeholder groups. Mothers and mother-in-laws noted during FGD that they know what to eat, what to feed, but it is heavy on the pockets. Male members also noted that future projects should integrate livelihood/income enhancement components alongside nutrition awareness suggesting vermicompost units, mushroom/vegetable cultivation, fishery, poultry, and small group-based enterprises.

  Hence, Pairing micro-enterprise support could address the root economic barrier and create a self-sustaining nutritional ecosystem.
- **Optimised Scheduling and Engagement Design:** AWWs recommended scheduling sessions during morning hours (8–11 AM), which are most convenient for both health workers and beneficiaries. Male family members also noted that their daily wage work limits regular availability, but women can be more consistently engaged, and men may support by managing household responsibilities. Additionally, Students recommended comedy-based/humorous approaches for health education to make it entertaining, memorable, and informative at the same time.

  Future project design may incorporate these scheduling preferences, consider gender-differentiated engagement strategies, and explore entertainment-education formats for enhanced retention.

- **Expanded Role for RMPs as Trained Resource Persons:** RMPs expressed a desire to be more actively involved, not just as an attendee but as a trained resource person. Given their trusted position in the community, providing RMPs with structured training on nutrition counselling and durable materials (e.g., prescription pads with nutrition messages, medicine pouches with iron/protein source information) would create a permanent, self-sustaining channel for nutrition awareness at the point of healthcare delivery. One RMP specifically suggested that prescription pads with nutrition slogans/messages printed on the back can be given so that every patient who receives a prescription also gets exposure to nutrition information.

3.5 Case Studies

The case studies presented below are based on insights gathered from interactions with various project stakeholders during our field visit:

Breaking the Cycle: How a Rural Family in Bihar Transformed Their Kitchen Through Swasthya Ki Baat

In the villages surrounding Muzaffarpur (one of India's aspirational districts) in Bihar, families survive on daily wages of ₹5,000–7,000 per month. When the Swasthya Ki Baat project team arrived, most families had never heard the terms "iron" or "protein" in relation to specific foods. As one male participant recalled, "Being from a rural background, we did not know specifically which foods contained iron and which contained protein. There was a genuine lack of awareness."

The project's IPC sessions and interactive tools, particularly the Bindi Tracker tool with red and yellow bindis catalysed a practical transformation. Families began consciously planning meals to incorporate affordable iron and protein sources within their limited means. Mothers who previously had access to leafy greens growing in their own fields but consumed them without nutritional purpose, now started actively bringing and incorporating these into children's diets alongside affordable protein sources like dal, soybean, moong, and chana. Men confirmed that women started specifically requesting iron and protein rich foods, and men would procure them accordingly substituting expensive items with cost-effective alternatives to maintain nutritional balance.

The local Anganwadi Worker reinforced these messages during routine visits, while the Rural Medical Practitioner observed a tangible clinical impact of declining anemia cases from approximately 15–20 per year before the project to around 10 per year afterwards. They noted that "Whenever awareness campaigns are run, the graph of such cases declines as people become more active and aware."

Yet the story also illustrates the project's most significant challenge. Despite knowing what to eat, the father (a daily wage labourer) acknowledged: "We know what to eat, what to feed but it is heavy on our pockets. We are helpless people." The family member echoed a request to pair nutrition awareness with livelihood support, so that the knowledge they now possess can be fully translated into the nutritious meals for their children.

A Young Mother's Journey in Dadpur: From Awareness to Action

In Dadpur village, Rampurhat block of Birbhum district (one of India's aspirational districts in West Bengal), Reshmi Begum, a young married mother in her early twenties with one child, lives in a farming household earning ₹5,001–10,000 per month. Like many young daughters-in-law in rural Bengal, Reshmi does not control her own kitchen. Her mother-in-law decides what to cook, and her husband handles food purchases from the market.

When the Swasthya Ki Baat programme arrived in her village, Reshmi engaged deeply, participating in the Village Launch Meet, Anganwadi Sessions, and Mohalla Sessions, learning about the programme through multiple channels including Anganwadi workers, community mobilizers, family members, and village announcements. She recalled the programme tagline and associated it with the need for iron for *tez dimag* (sharp mind), protein for *mazboot sharir* (strong body), keeping her child healthy, and preventing illness.

What made Reshmi's story distinctive was how she used the programme tools to influence a household she did not directly control. She found all four key activities useful - the Sapno Ka Safar game, Deck of Cards, Bindi Tracker tool, and Nutrition Riddles. Crucially, she shared her learnings with both her husband and her mother-in-law. The Bindi Tracker tool, which she continues to use regularly, became her daily nudge in the kitchen, a visual reminder that transcended household hierarchies.

The result was a tangible dietary shift. Reshmi's household now includes iron and protein rich foods 4–6 times per week with milk, eggs, meat, and banana becoming regular additions. She reported that her child's diet improved significantly after the programme. She rated the programme as "Very Satisfied" and confirmed it completely addressed her community's nutrition needs.

Reshmi's journey illustrates how the programme empowered even young mothers with limited household decision-making authority to become catalysts for nutritional change using simple, visual tools and shared knowledge to shift family-wide dietary practices within the constraints of rural household dynamics and limited income.

Final Impact Assessment Report of 'Swasthya Ki Baat' (Project-2)

Hindustan Unilever Limited (HUL)

April 2026

Price Waterhouse Chartered Accountants LLP

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- While information obtained (if any) from the public domain or external sources has not been verified for authenticity, accuracy or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. However, it must be noted that some of these websites may not be updated regularly. We assume no responsibility for the reliability and credibility of such information.

- Our work was limited to the specific samples/ procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the program, selected as sample respondents. Accordingly, changes in circumstances/ samples/ procedures or information available after the review could affect the findings outlined in this report. Further, the study did not include conducting any KYC checks/due diligence of the implementing partners and beneficiaries.

- We assume no responsibility for any user of the report, other than HUL. Any person who chooses to rely on the report shall do so at their own risk.

- Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders. The recommendations provided may not be exhaustive from the perspective of bringing about improvements in the project and additional steps/efforts may be required on the part of the management to address the same.

- PWCALLP performed and prepared the Deliverable at Client's direction and exclusively for Client's sole benefit and use pursuant to the requirement stated under Rule 8(3) of the Companies (CSR Policy) Rules, 2014. Our report is based on the completeness and accuracy of the above stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.

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List of Acronyms

Abbreviation	Full Form
FGD	Focus Group Discussions
IFA	Iron and Folic Acid
IPC	Inter-Personal Communication
HUL	Hindustan Unilever Limited
KII	Key Informant Interviews
KPI	Key Performance Indicators
PDS	Public Distribution System
PWCALLP	Price Waterhouse Chartered Accountants LLP
SCP	School Contact Program
SKB	Swasthya Ki Baat
SOW	Statement of Work
RMP	Rural Medical Practitioners

Executive Summary

About the Study:

Hindustan Unilever Limited (HUL) launched the **Swasthya Ki Baat program** in **2024**, as a community-based initiative aimed at fostering essential behaviour changes among rural, lower-income families. Operating across Muzaffarpur, Bihar, the program focused on **bridging the knowledge gap among households regarding critical roles of iron and protein in physical and mental development of individuals**, especially children. HUL collaborated with **Group M Media India Private Limited as their technical partner** in executing the program over a concentrated five-month period from November 2024 to March 2025.

To measure the effectiveness of this intervention, HUL commissioned Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct a comprehensive impact assessment. This evaluation was designed to provide an analysis of the program's outcomes through a detailed desk review, the creation of specialized research tools, and extensive data collection. The final assessment synthesized these insights into a formal report, offering HUL management evidence-based findings and strategic recommendations to refine future nutritional health initiatives.

To evaluate programmatic efficacy, PWCALLP deployed a **mixed-methodology research design**, blending quantitative rigor with qualitative depth. This dual approach ensured a comprehensive understanding of the program's reach, capturing both statistical trends and nuanced community feedback to provide a holistic view of its impact.

The study's framework consisted of the following components:

- **Quantitative Analysis:** A survey of 97 mothers was conducted to measure specific shifts in knowledge and behavioural outcomes among the primary target demographic.
- **Qualitative Insights:** The team facilitated 9 interactions, including Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). These sessions engaged a diverse range of stakeholders, providing deeper context to the data and identifying the underlying drivers of the program's success.

Technical Partner
Group M Media India Private Limited

Review Period
FY 2024-25

Location
Muzaffarpur (Bihar)

Beneficiaries Achieved
3,82,369^

Sample size
97 mothers

Research Framework
OECD DAC Framework

^ Mothers, Mothers-in-Laws, School Students, RMPs

Key Findings of the Study

- **100%** respondents stated that they are aware of the program slogan “संतुलित आहार स्वस्थ पररवार खाएं एक कटोरी आयरन-प्रोटीन हर बार” indicating effective program recall and message penetration.
- A majority of participants now recognize the foundational components of a healthy diet, with high awareness levels for **lentils (93%) and green leafy vegetables (84%)**. There is also a strong

understanding of the importance of **Rice (71%), Milk/Milk Products (58%), and Wheat/other flours (54%)** in maintaining physical development. Respondents specifically reported higher consumption of **Gram Flour (Sattu), Wild Spinach (Bathua), and fresh fruits** following their participation in the initiative.

- **100%** of respondents, however, feel more confident in their knowledge of iron and protein intake since attending the programme. This **increased knowledge** has translated into a measurable **shift in purchasing habits** of families, as they have changed their daily grocery choices to prioritize nutritious food items. They also feel more **open to trying new recipes or ingredients** for increasing their overall iron and protein intake during meals.
- All respondents agree that it is **"important"** to **include iron-protein rich foods** in the diet of their children for their holistic development. 92% of mothers surveyed include such foods in their child's diet at least 2-3 times per week, while 54% respondents stated that they include iron-protein rich foods in their child's diet daily.
- There is **97%** agreement on **reduction in daily reliance on junk/ market-ready foods**, with **82%** mothers stating **improvement in their child's diet** since participation in the program. During the survey, **92%** associated iron with **increasing blood levels**, and **88%** with **brain development** while **89%** associated protein with **body strength**, and **85%** with **muscle development**, demonstrating robust knowledge of nutrient benefits.
- **94%** surveyed mothers used the **Recipe Book** to prepare meals for their family. **84%** identified the **Bindi Tracker** tool as the most useful program activity. **72%** reported using the Bindi Tracker regularly, whereas remaining respondents continue to use it sometimes. **99%** also confirmed having taken **Iron and Folic Acid Tablets**, with **76%** citing its importance for **pregnant and lactating mothers**.
- **100%** surveyed mothers were **"satisfied"** with the program, while **85%** felt the programme completely addressed their **community's nutrition** needs. However, financial constraints, and lack of availability of food at home emerged as the primary barrier to dietary improvement across all stakeholder groups, with most families earning less than ₹15,000 per month and dependent on irregular daily wages.

Project Recommendations:

- **Periodic Reinforcement Sessions for Sustained Behaviour Change:** Stakeholders across all categories recommended that the **program should be conducted periodically rather than as a one-time intervention**, to prevent knowledge regression and sustain behavioural changes.
- **Reusable and Durable Program Tools:** While the Bindi Tracker tool is consumable and requires replenishment, many respondents quoted that the Recipe Book got torn and did not last very long. Program materials such as posters provided to RMPs also deteriorated over time. **Future iterations should provide durable, reusable, and replenishable tools and materials to ensure sustained engagement**.
- **Integration of Livelihood/Income-Generation Support:** Given that **financial constraints** were identified as **the primary barrier** to dietary improvement, **future programs could consider integrating material support or livelihood enhancement components** alongside nutrition awareness to address the root cause of malnutrition.

For the detailed findings, OECD DAC Analysis and recommendations, please refer to the **Section 3: Detailed Findings and Recommendations.**

1. Introduction and Background

1.1 About Hindustan Unilever Limited (HUL) and its CSR

HUL is deeply committed to operating its business in a **socially responsible** and **sustainable manner**. Its purpose centres on making sustainable living **commonplace**, which forms the foundation for its stakeholder relationships, resource choices, and overall business model. HUL believes that responsible and sustainable business practices lead to stronger, better business outcomes. Additionally, it focuses on a wide range of **sustainable development initiatives** such as water conservation, health and hygiene, skill development, education, social advancement, gender equality, women's empowerment, environmental sustainability, and rural development, demonstrating a longstanding commitment as a responsible corporate citizen.[1]

1.2 About the Project under Assessment

The **Swasthya Ki Baat (SKB)** program (FY 24-25), is a **community-driven initiative** designed to bridge the nutritional gap by educating families on the vital roles of **protein and iron** in physical and mental development. By focusing on **correct dietary quantities**, the program empowers households with the knowledge necessary to foster long-term behaviour change. Through this targeted approach, SKB aims to transform community awareness into actionable health habits, ultimately ensuring **nutritional outcomes** and the **holistic success of families**.

The program engages **primary caregivers**, including mothers of children aged 0–15 years, pregnant and lactating women, and mothers-in-law, through village-level **Launch Meets, Inter-Personal Communication (IPC)** sessions, and **Anganwadi**-based sessions. It also involves students in classes V–VIII via a **School Contact Program (SCP)**, encouraging them to share the nutritional messaging with their parents. These efforts are supported by a **360-degree amplification model** that involves additional stakeholders, including Anganwadi workers, Rural Medical Practitioners (RMPs), male members and key opinion leaders from the communities. The program was implemented in collaboration with the Group M Media India Private Limited (Technical Partner) over a concentrated five-month period from November 2024 to March 2025. Below table provides a quick overview of program specifics[2]:

Table 1: Overview of the 'Swasthya Ki Baat FY 24-25' program

Implementation Period (Review Period)	Project Location	Target Audience	Total Beneficiary Coverage
2024-2025	Muzaffarpur, Bihar	Mothers and Mothers-in-Laws[3]	3,02,425
		School Students[4], RMPs	80,258

A range of interactive tools and activities were employed to facilitate communication with target beneficiaries and reinforce core nutritional concepts. These interventions utilized established resources from the previous year (FY 23-24), including a **deck of interactive cards** to assist participants in identifying local sources of iron and protein, **nutrition-themed riddle cards**, and a **Bindi Tracker** to monitor daily dietary intake. To support adherence to Iron and Folic Acid (IFA) supplementation, a hangable **Darpan (Mirror) tool**, was also shared with women.

During this phase (FY 24-25), updated messaging was introduced to emphasize the frequency and portioning of iron and protein consumption among participants, **"संतुलित आहार स्वस्थ परिवार, खाएं एक कटोरी आयरन-प्रोटीन हर बार"** (Balanced Diet, Healthy Family; Eat a Bowl of Iron and Protein Every Time). This communication was supplemented by live demonstrations of a model food plate. Additionally, recipe books were distributed to mothers and mothers-in-law to encourage the preparation of nutritious meals at home and to integrate nutrient-dense ingredients into familiar food formats. In SCP sessions, a pyramid-game was played to illustrate the importance of an iron and protein-rich diet. In this activity, students threw balls of varying densities, symbolizing different levels of physical strength, at a stack of glasses to demonstrate how nutritional intake directly impacts body resilience and health.

[1] Source Link as on 01.04.2026
[2] As per the Statement of Work with Group M Media India Private Limited and details shared by HUL team
[3] This includes women covered through IPC - 1, Anganwadi Sessions and Reminder Sessions.
[4] This includes students covered through the SCP.

2. Approach and Methodology

2.1 Scope of work

HUL engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct an impact assessment of Swasthya ki Baat FY 24-25 program with a purpose to evaluate the impact created through the activities undertaken during the implementation period. The scope of work included reviewing the Key performance indicators (KPIs) as defined under the framework for implementing the program, and for the outputs, outcomes and impact of the program. **OECD DAC Framework** with the parameters Relevance, Coherence, Efficiency, Effectiveness, Impact & Sustainability was used to provide recommendations on the program's impact for further evaluation and consideration.

2.2 Overall Methodology

The Team has adopted a **coherent and integrated approach** to deliver the scope of work for this engagement. The following **a four-stage approach** was implemented to ensure that the impact assessment study was conducted in a systematic and consultative manner:

Stage 1: Desk Review

- The impact assessment commenced with a **kick-off meeting** with the HUL program team to finalize the scope of work and establish a comprehensive understanding of program activities. This session ensured direct alignment on HUL's expectations regarding the assessment's methodology and outcomes.
- Following the meeting, PWCALLP team **prepared and shared a list of documents** required for initiating the impact assessment. Below **documents were received from HUL** to initiate the desk review:
    - Statement of Work (SOW) with the Group M Media India Private Limited highlighting program specific details
    - Informational Deck on Swasthya Ki Baat FY 24-25, providing a brief overview of the program objectives, target audience, key messages and intervention methods
    - Updated communication materials (Poster and Calendar) shared with program beneficiaries
- Following a thorough desk review of program documents and preliminary discussions with the HUL team, we identified and **mapped the relevant program stakeholders** for subsequent interactions.

Stage 2: Sampling Plan and Tool preparation

- The sampling methodology adopted a **mixed-method framework**, incorporating quantitative interviews with mothers and qualitative engagements with other key stakeholders to comprehensively assess perceived outcomes, measure program impact, and derive strategic insights into stakeholder perspectives across the program ecosystem.
- **Quantitative Sampling Plan:** Based on data provided by the HUL team, the program reached 3,02,425 women. Using this population as the universe for sample size determination for each location, a total sample **size of 97** was calculated at a 95% confidence level with a 10% margin of error. The sample size for the quantitative assessment was derived using the following formula:

  $n' = n/1+ \{[z^2 * p (1-p)]/m^2 * N\}$ where the parameters are:
    - n' – sample
    - z is z score depending on Confidence Interval (in this case, CI = 95% and z = 1.96)
    - n = z2 * p(1-p)/m2
    - N = population size

- m = margin of error (10%)
- p = population proportion (considered as 50% or 0.5)

The quantitative sample distribution across the two districts was as follows:

Table 2: Quantitative Sampling Covered

State	District	Block	Village	Sample
Bihar	Muzaffarpur	Sakra	Shakra Bazid	24
			Dihri Ishak	25
		Bochaha	Unsar	24
			Parati	24
Total				**97**

- **Qualitative Sampling Plan:** In addition to the quantitative survey, qualitative interactions with the key stakeholders of the program were also conducted to capture their perceptions and experience regarding the program. As part of the qualitative sample, a total of 9 qualitative interactions were conducted as below.

Table 3: Qualitative Sample Covered

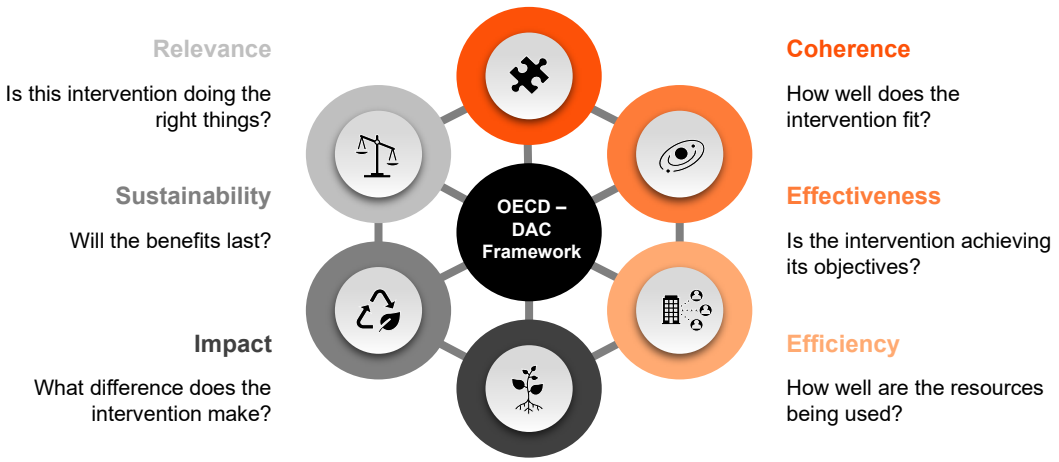
Stakeholder	Type of interaction	Total Sample
Beneficiary Mothers and Mother-in-laws	Focus Group Discussion (FGD)	1
Students	FGD	1
Male Family Members	FGD	1
Anganwadi Workers	Key Informant Interview (KII)	4
Rural Medical Practitioner (RMP)	KII	1
HUL CSR program team representative	KII	1
Total		**9**

  - Key indicators and research tools were shared and **finalised after the incorporation of feedback from the HUL team**.
  - The tools were digitised and translated into **Hindi (for Bihar)**. Further, the data collection plan was finalised **in consultation** with the HUL team.
  - Team **reviewed and understood the implementation processes for this CSR program**. The HUL team was apprised of the data collection plan for the field visit.

- The impact of the program was assessed using "**OECD DAC framework**". This framework helped in ensuring accountability, improving evaluation quality, and guided strategic planning for sustainable development, aiding in assessing program merit and long-term impact. OECD DAC framework measured the performance of the **program on six parameters, Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability**. Overview of areas assessed under each of these parameters is provided below: [5]

[5] Source Link as on 01.04.2026

Figure 1: OECD DAC Framework



Stage 3: Data collection & Field visit

- Following finalisation of data collection plan, research team was **oriented on research tools and dos & don'ts during data collection**. The team conducted interactions with identified stakeholders to understand the challenges as well as benefits of the program. The purpose was to understand the impact created by the intervention and roadmap going forward.
- A **quantitative survey with the program's beneficiaries** was undertaken to record their feedback. KIIs and FGDs were conducted to **gauge their views on the program**.
- Once data was collected, **data entry and cleaning were carried out.**

Stage 4: Data analysis and report writing

- Following completion of data cleaning, **analysis was carried out to arrive at key findings for this program**. Initially, the data was analysed separately wherein **quantitative data was analysed for statistical patterns/ trends/ changes, while qualitative data was used to gather the perceptions and narratives**.
- The next phase **involved comparing these analyses** to identify where the findings align such as **correlating statistical trends** identified through quantitative survey with students' perspectives and opinions collected through qualitative interactions.
- This cross-verification not only **enhanced the validity of the findings** but also **enriched the narrative by capturing the multifaceted impact of the program**. The draft report was prepared accordingly and shared with HUL team for review and inputs.
- PWCALLP submitted the final report to HUL team for **management's consideration after incorporating the inputs received from the team**.

2.3 Assumptions and Limitations

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- Our scope of work, including any advice/ assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.

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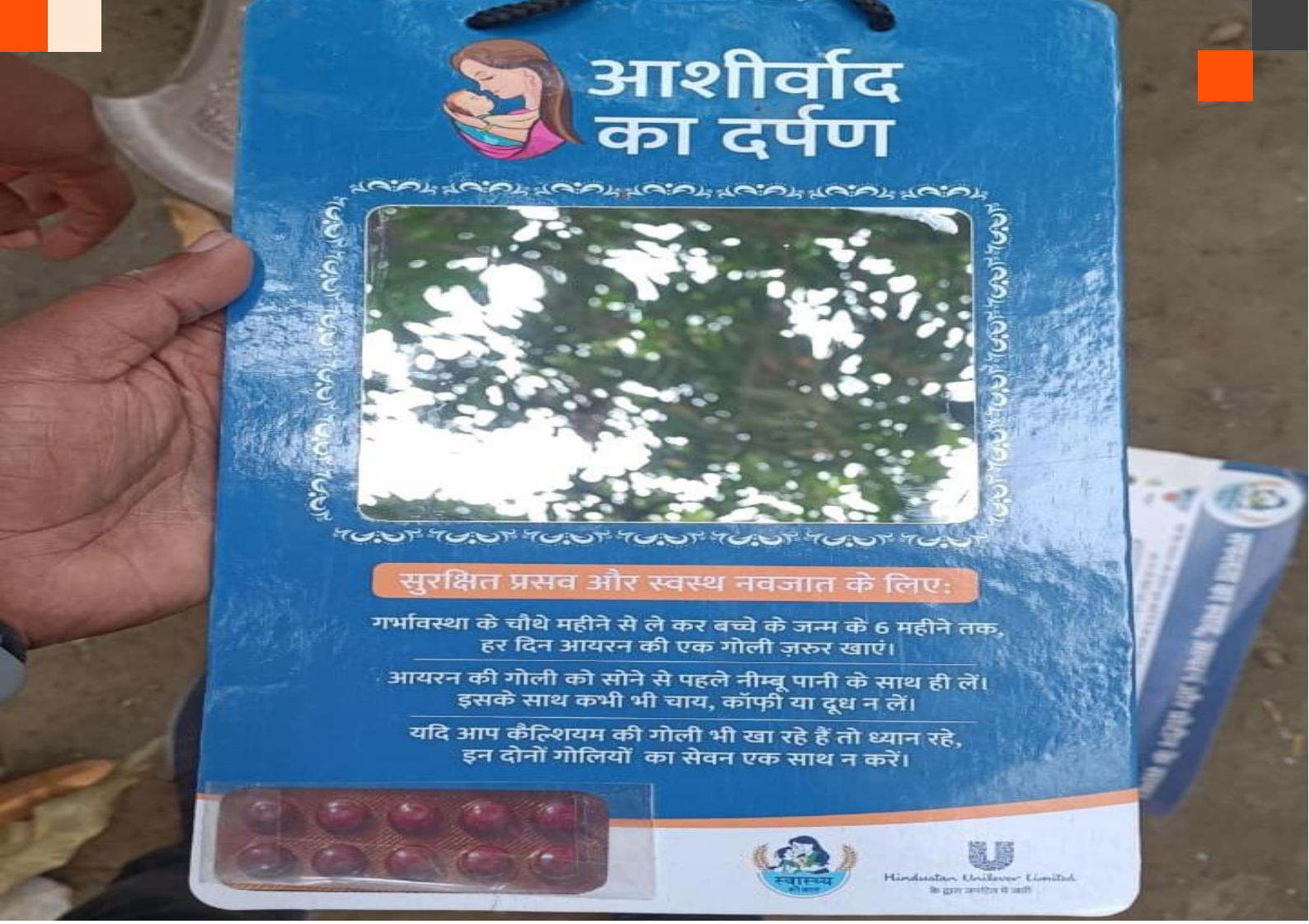
Pertaining to this report:

- The report prepared by the PWCALLP is based upon the (a) information/ documents provided by HUL and its technical partner and (b) data collected during the field visit to the project location by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.

- PWCALLP's work was limited to the samples/ specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.



3. Detailed Findings and Recommendations

3.1 Challenges Prior to the Project

Based on the discussions with the stakeholders, various challenges were highlighted:

- **Prevalence of Nutritional Deficiencies:** Conversations with Anganwadi Workers and RMPs established that **malnutrition** and **health deficiencies** have been critical concerns within the target communities. **Anaemia** was identified as a persistent health challenge, particularly impacting children, pregnant women, and lactating mothers. These health issues were contributors to a diminished **quality of life**, serving as a **barrier to long-term economic productivity** for individuals.

- **Gaps in Nutritional Awareness and Consumption Frequency:** There was reported **lack of knowledge regarding iron and protein-rich foods** across households prior to the program. Beyond general awareness, respondents shared **little understanding of daily requirements and appropriate portion sizes** before having participated in program sessions. Consequently, even when nutritious food was accessible, the absence of guidance on frequency and quantity hindered optimal health outcomes.

3.2 Summary of the Impact Created

1. Survey Respondent Profile

This section presents the socio-demographic profile of the survey respondents (n=97).

- The respondents are mothers aged **18 to 45 years** (Figure 3). They are predominantly **married** (99%), with the remainder being widowed. Approximately half of them (51%) have **children over the age of 2 years and under the age of 15 years**. **12%** of them belong to **high-priority groups**, including pregnant women and mothers with children under six months of age (Figure 2).

- The educational profile of the respondents indicates that **59% are either illiterate or have completed an education only up to 8th grade** (Figure 4). This demographic data validates the program's strategic selection of **interactive and visual tools**, ensuring that knowledge dissemination remains effective and accessible for the target audience.

Figure 3: Age Distribution of the respondents (n=97)

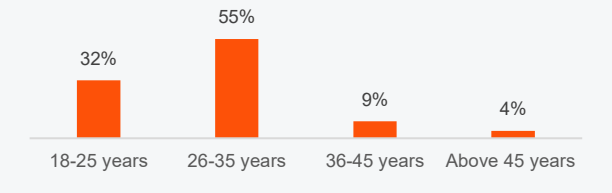


Figure 2: Age of Youngest Child of Respondent (n=97)

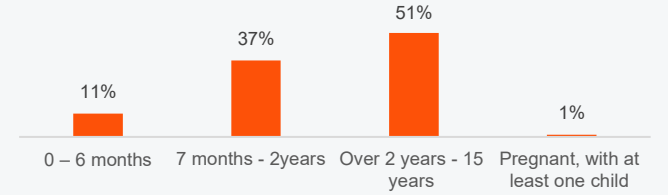
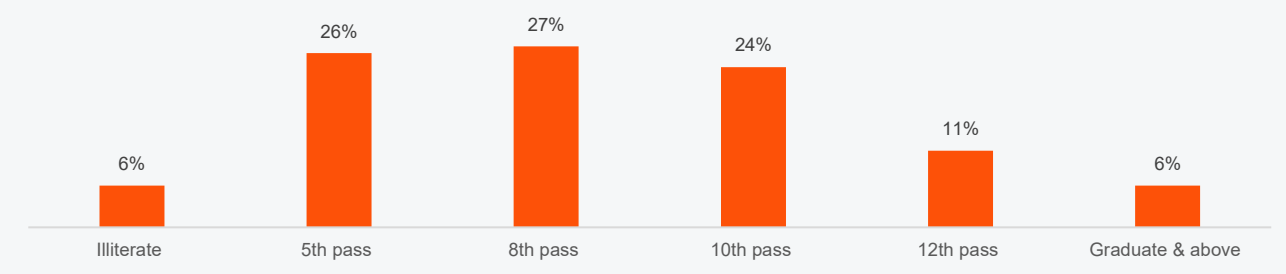


Figure 4: Educational Status of the respondents (n=97)



- Primary earning members in the respondents' households engage in **farming or agricultural labour** (27%) and unskilled labour (27%). Additionally, 26% of the respondents' households are supported by individuals who are **self-employed or working in private sector services** (Figure 6). Given that 97% live in households with **four or more members**, these figures indicate the program's broader reach within the community.

- All respondents report a monthly household income of **INR 20,000 or less**, confirming that the intervention effectively reaches populations most **susceptible to nutritional deficiencies**. **78%** of the sample earns **INR 15,000 or less per month** (Figure 5). Regarding the utilization of social safety schemes, nearly half (49%) of the respondents reported that their children take **mid-day meals** at school, while approximately **60% leverage the Public Distribution System (PDS)** for essential food supplies.

Figure 6: Occupation of Primary Earning Member (n=97)

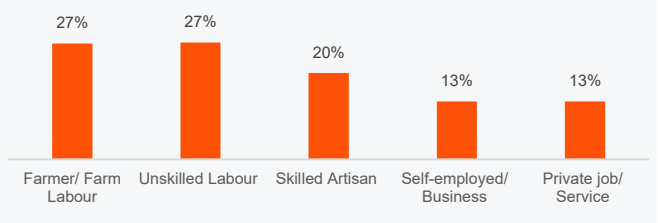
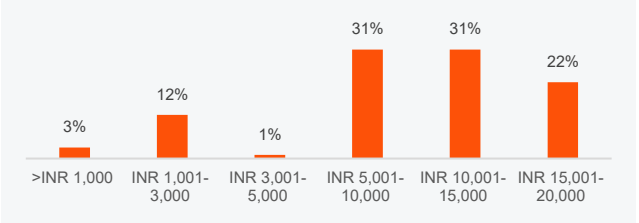


Figure 5: Distribution of Monthly Household Income (n=97)



2. Program Awareness and Retention

- **All** (100%) respondents demonstrate strong **program retention**. This is evident in their ability to describe the messaging on program posters and other communication materials. Qualitative discussions corroborated this survey finding, with participants **frequently reciting the slogan** "संतुलित आहार स्वस्थ परिवार, खाएं एक कटोरी आयरन-प्रोटीन हर बार". A mother-in-law shared that the slogan stayed with her long after the session ended, leading her to reflect deeply on whether her own daily meals were truly enough to **support a long, healthy life for herself and her family**.

- Respondents predominantly learned about the program through **Anganwadi workers (92%)**, identifying them as the **primary drivers for mobilizing the community**. When asked to reflect on the program, participants demonstrated an understanding of its benefits, as detailed below:

Figure 7: Program Poster

Figure 9: Source of Information about the Program (n=97)

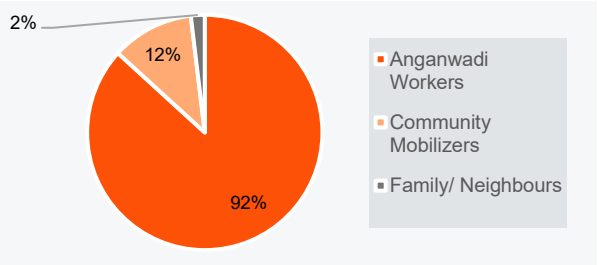
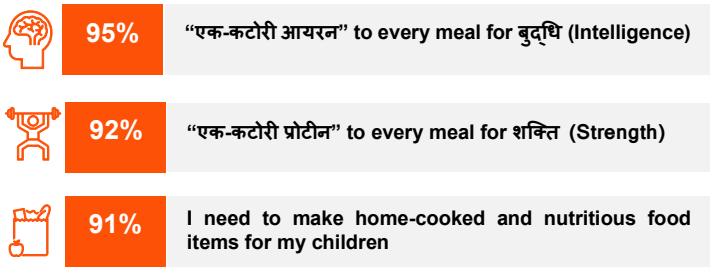


Figure 8: Benefits Associated with Program Slogan (n=97)



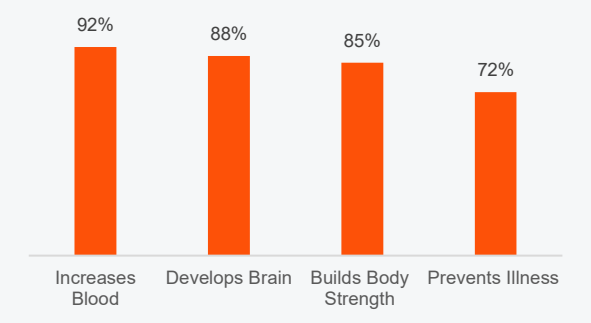
3. Knowledge Absorption

A. Importance and Benefits of an Iron and Protein-Rich Diet

- **All (100%)** respondents recognize **iron and protein as vital components of a healthy diet**, particularly for a child's development. They also acknowledge the **fundamental importance of other essential nutrients**, including calcium, vitamins, and minerals. This is further validated by an **Anganwadi worker**, who views the program as a **positive addition** to her routine counselling with pregnant and lactating mothers. In her opinion, by integrating seamlessly into meetings with mothers, this program helps in amplifying existing government efforts, creating a combined impact that significantly improves nutritional awareness and the adoption of healthy practices across the community.

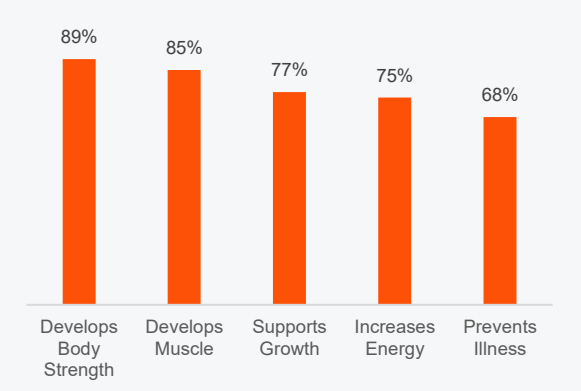
- Survey data indicates **high nutritional literacy** among respondents. A vast majority (92%) identified **iron's role in blood formation**, while 88% recognize its impact on **brain development** (Figure 11). Additionally, as seen in Figure 10, respondents connect **protein intake largely with body strength** (89%), suggesting that the program's emphasis on physical 'शक्ति' has been highly effective. However, in both cases, perception on the link between iron and protein intake with prevention of illness can be improved.

Figure 11: Benefits of Iron for Children's Health (n=97)



Multiple choice, hence total may not add up to 100%.

Figure 10: Benefits of Protein for children's health (n=97)



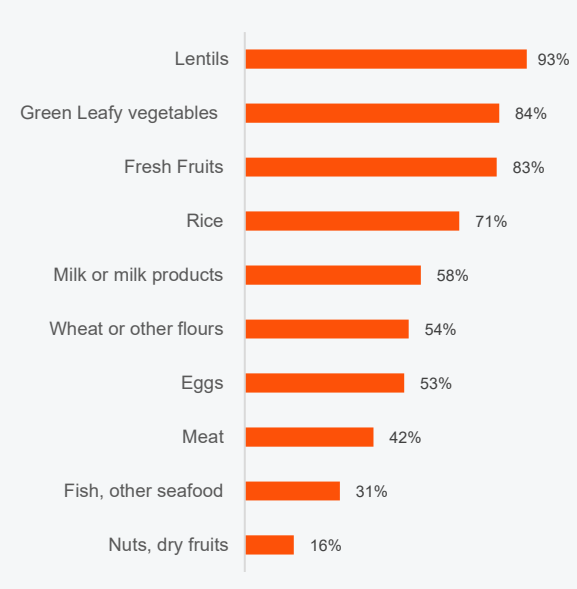
Multiple choice, hence total may not add up to 100%.

B. Information on Iron and Protein-Rich Food Sources

- A majority of participants now recognize the foundational components of a healthy diet, with high awareness levels for **lentils (93%) and green leafy vegetables (84%)**. There is also a strong understanding of the importance of **Rice (71%), Milk/Milk Products (58%), and Wheat/other flours (54%)** in maintaining physical development. Respondents specifically reported higher consumption of **Gram Flour (Sattu), Wild Spinach (Bathua), and fresh fruits** following their participation in the initiative.

- While **100%** respondents report **increased confidence** in their knowledge of iron and protein, qualitative discussions reveal a lingering challenge in distinguishing which specific foods are rich in which nutrient. This suggests that while the **intent** to include these nutrients is universal, there is still a slight gap in the precise **categorization** of food sources.

Figure 12: Components of a Healthy Diet (n=97)



Multiple choice, hence total may not add up to 100%.

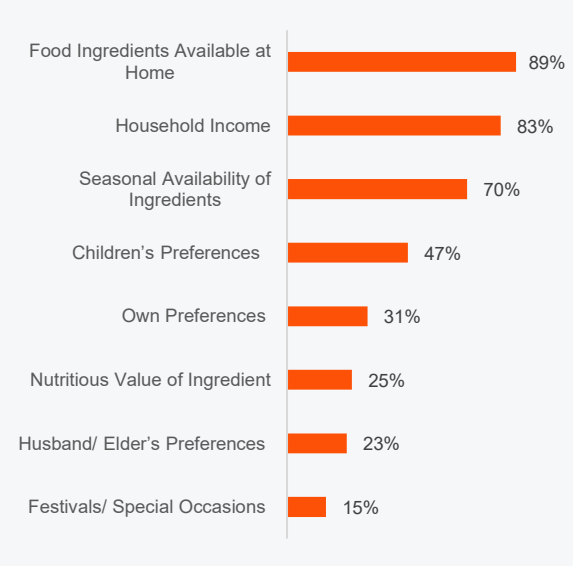
- Responses indicate that program participants primarily identify **wild spinach, apples, spinach, bananas, and beetroot** as top key iron-rich foods. Protein-rich sources were similarly identified as **bananas, apples, papaya, gram flour, lentils, and eggs**. While these rankings validate the overlap in nutrient categorization among participants, the RMP noted a significant shift in community engagement. Since the program's inception, patients and community members have begun initiating frequent discussions regarding diet and nutrition. Participants now specifically reference iron and protein, sharing insights gained from the sessions and actively inquiring about affordable ways to incorporate these essential nutrients into their daily meals.

> "During her pregnancy, Preeti felt lost regarding proper nutrition. The program changed everything, she began asking her family and me about exactly how iron and protein would shape her baby's growth. The changes, the concerns, were different. Now, feeling deeply informed and confident, Preeti proactively chooses nutrient-rich meals, ensuring her child gets the healthy start it deserves."
>
> **- Narrated by an Anganwadi Worker during a KII in Muzaffarpur, Bihar**

4. Dietary Practices and Behavioural Changes

- Respondents (100%) report a shift in grocery purchasing to better meet the family's iron and protein requirements. While 92% of mothers are the primary decision-makers regarding daily menus, grocery shopping is a shared activity among various family members. This **increase in knowledge** on nutrition, has translated into a **change in habits** for families, wherein their daily grocery choices prioritize eating healthier. Respondents and their families also feel more **open to trying new recipes or ingredients** for increasing their overall iron and protein intake during meals.
- The **Final meal choices**, however, remain a **complex balance** of ingredient availability at home (85%), household income (83%), and the specific preferences of children, elders, or spouses (70%). This is critical, as it highlights that nutritional knowledge only translates into tangible action when economic and domestic factors align for a household (Figure 13).
- Given the socio-economic circumstances of the respondents, over 90% surveyed mothers include nutrient-rich foods in their child's diet at least 2-3 times per week, while 54% respondents state that they include them daily. Additionally, there is **97%** agreement on **reduction in daily reliance on junk and market-ready foods**, with **82%** mothers stating an **improvement in their child's eating habits** since participating in the program.

Figure 13: Factors Affecting Diet (n=97)



Multiple choice, hence total may not add up to 100%.

Figure 15: Inclusion of Iron-rich foods in child's diet (n=97)

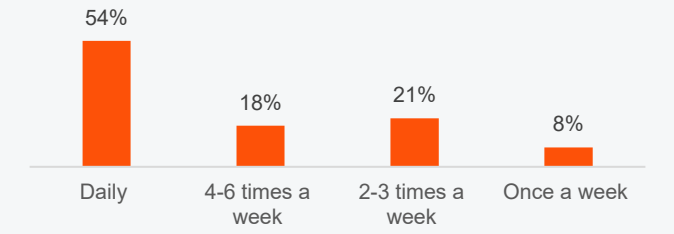
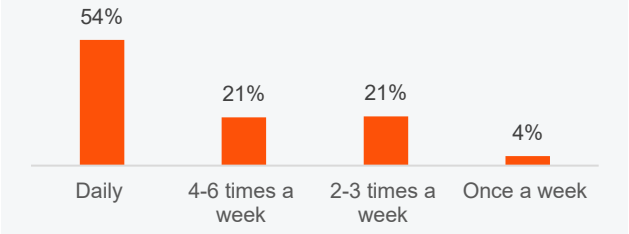


Figure 14: Inclusion of Protein-rich foods in child's diet (n=97)

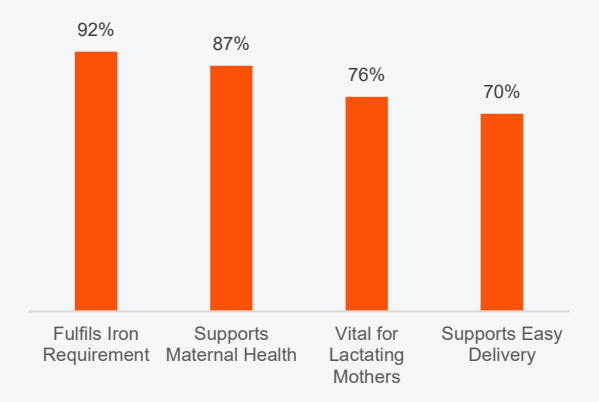


> “Before the program, we didn't know that we need to prioritize nutrition in our daily meals, let along shop for groceries accordingly. Even today economic constraints remain a major barrier, yet we have learned to fully utilize affordable items within our budget. I now regularly buy green leafy vegetables and protein-rich staples like dal, soybean, and chana. When finances allow, we occasionally include eggs or meat. The key change is our conscious budget management, we now actively 'mix and match' affordable options to ensure our family gets the iron and protein they need despite our limited means.”
>
> - **Narrated by Male Member in a FGD in Muzaffarpur, Bihar**

5. Awareness and Consumption of IFA Tablets

- The **program reinforces awareness of Iron and Folic Acid (IFA) tablets**, a critical supplement for preventing anaemia, especially among pregnant and lactating women. **99%** respondents have **heard of IFA tablets and have consumed** them during pregnancy or otherwise. This establishes that the knowledge of these supplementing tablets is also translating into consumption among mothers. Respondents also identified several critical benefits, noting that IFA fulfils essential iron requirements (**92%**), supports maternal health during pregnancy (**87%**), and remains a vital resource for pregnant and lactating mothers (**76%**) (Figure 16).

Figure 16: Benefits of IFA tablets (n=96)



Multiple choice, hence total may not add up to 100%.

- Regarding the administration of these supplements, majority of the community has adopted safe practices, with **90%** of respondents reporting that they take IFA tablets with water. Additionally, **26%** of participants mention using lemonade, which is often recommended to enhance iron absorption through Vitamin C. On the other hand, however, there is still a section of respondents who continue to think that one can take the tablets with tea/ coffee (24%) or milk (16%), which can cause acidity or low absorption. This represents an area for targeted reinforcement in future project iterations.

Table 4: Consumption of IFA Tablets (n=96)

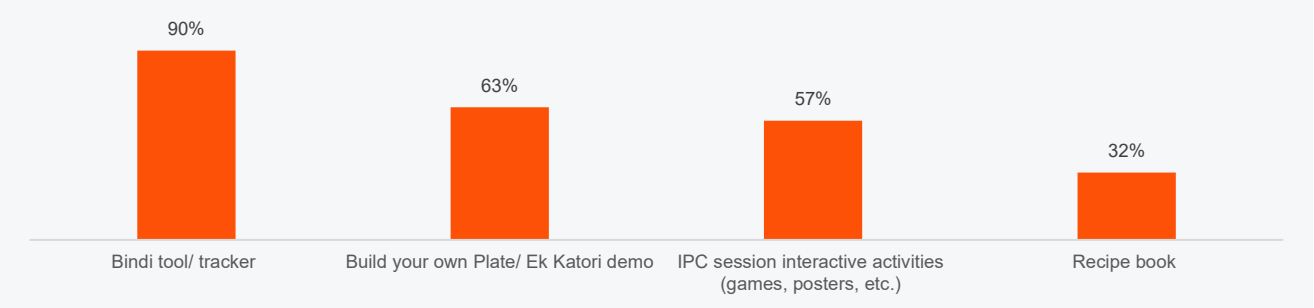
Medium for consuming IFA Tablets (IFA)	Percentage (n=97)	Recommended
Water	90%	Yes
Lemonade	26%	Yes
Tea /Coffee	24%	No
Milk	16%	No

5. Program Engagement

- The program engages participants through various formats, including interactive cards, communication materials and games. However, **Bindi tracker** is the most successful intervention by a significant margin, with **90%** respondents finding it useful. Its high ranking suggests that participants value simple, visual, and daily habit-tracking mechanisms over one-time demonstrations. During the qualitative interactions with mothers and mothers-in-law, they explained that every time they prepare meals, they place a bindi (red for iron-rich, yellow for protein-rich foods) on the calendar. This makes it easy to see how much iron and protein is being consumed by the family.

- While only **32%** of respondents rank the **Recipe Book** as a useful activity, an overwhelming **94%** of families report **using it** to prepare meals. They also feel more motivated to prepare healthier alternatives, such as the Sattu Pizza, Chilli Soyabean, Lai Laddus, etc. from the book. This suggests that while the book itself may not be the most "exciting" or interactive part of the program, it serves as a highly functional reference tool for daily behaviour change. During conversations, it was also established that those who cannot read had to consult others to understand the recipes, and that the books were not as durable and did not last for a long time, especially in households with small children, who would often tear them or play with them.

Figure 17: Most useful 'Swasthya Ki Baat' project activity (n=97)



Multiple choice, hence total may not add up to 100%.

- Among varied activities, students report the **pyramid-game** as a fun and easy way to understand the importance of consuming an iron and protein-rich diet. They feel that such visual and interactive methods are the best way to learn. Many students during conversations shared that they have spoken about their learnings from the program with parents, grandparents, and siblings. Families listened attentively, and in some cases, students noticed changes in the food cooked at home, with more focus on nutritious meals.

- **100%** surveyed mothers were **satisfied** with the program, while **85%** feel that the program completely addresses their **community's nutrition** needs. However, respondents report financial constraints, and lack of availability of food at home emerging as the primary barrier to dietary improvement across all stakeholder groups, with most families earning less than INR 15,000 per month and dependent on irregular daily wages.
- The project has fostered a culture of knowledge diffusion, with **100% respondents** reporting that they **shared their learnings** with at least one other person, whether family or neighbours. This finding is further validated by qualitative interactions, wherein male family members observed a clear cycle of action, i.e., women attend the sessions, identify key iron and protein sources, and immediately integrate these insights into daily meal preparation.

3.3 OECD DAC analysis

Basis the interactions with the key stakeholders and desk review, the impact of the project was also assessed on the OECD DAC framework parameters. The OECD DAC analysis summary has been presented in below table:

Parameter	Assessment from Study
Relevance	• The project specifically **targets rural mothers and mothers-in-law of children aged 0–15 years in low-income communities** marked by high malnutrition and anaemia, **addressing critical nutritional deficiencies** related to iron and protein that affect child development and women's health, ensuring intervention is highly relevant to the most vulnerable groups. • Swasthya Ki Baat employs **culturally appropriate, low-literacy tools and home-based IPC sessions**, making messages accessible and contextually suited to rural women's daily realities and literacy levels.

Parameter	Assessment from Study
	• **Engaging community health workers (RMPs) and Anganwadi workers** in the outreach strategy further aligns the intervention with established rural health infrastructures, enhancing practical relevance and accessibility for beneficiaries.
Coherence	• The project ensured consistent and cohesive messaging through coordinated delivery by health workers, Anganwadi workers, and rural medical practitioners, **aligning educational content with existing community health frameworks** and reinforcing nutritional behaviour messages across multiple trusted channels. • Use of interactive, participatory tools such as **the Bindi Tracker, nutrition riddles, and recipe books created a unified learning experience** tailored to engage low-literacy women, reinforcing messages via multiple cognitive pathways. • Medical validation from **rural medical practitioners supported the credibility of messages on iron-protein nutrition and IFA tablet use**, ensuring coherence between project education and medical practice in the community.
Effectiveness	• The intervention **achieved universal awareness** and recall among surveyed mothers and mothers-in-law, with **100% recognizing the project slogan** and demonstrating improved understanding and confidence around iron and protein nutrition. • Positive behavioural change is evident, with **82% of mothers reporting significant improvements in their children's diets and 92% including iron-protein rich foods** multiple times a week, indicating effective adoption of recommended practices. • The gamified and visual tools, particularly the Bindi Tracker, **proved highly effective in embedding nutritional monitoring in daily household practices** and motivating recipe experimentation, supporting sustained diet improvement.
Efficiency	• The project's use of **low-cost, interactive tools and interpersonal communication methods** enabled wide reach and **high engagement across a large rural population** with limited literacy, demonstrating efficient knowledge dissemination. • Persistent financial barriers among **low-income households restrict regular procurement of protein-rich foods**, indicating that knowledge transfer efficiency alone is **insufficient to guarantee sustained dietary improvements** without complementary economic empowerment measures.
Impact	• Observable **improvements in child health and nutrition were reported by beneficiaries and rural medical practitioners**, including reduced illness episodes and enhanced mental and physical development, **indicating meaningful health impact** beyond knowledge gains. • The project facilitated **extensive knowledge sharing among the women beneficiaries**, amplifying nutrition awareness within the community and fostering **positive social diffusion effects**. • Increased awareness and **improved compliance with Iron and Folic Acid supplementation protocols** in pregnant and lactating women contributed to addressing maternal anaemia, a critical public health issue in rural areas.
Sustainability	• Continued use of **simple, visual tools like the Bindi Tracker and recipe books shows promising signs of embedded behaviour change** and suggests potential for long-term sustainability within beneficiary households with access to long-lasting tools.

Parameter	Assessment from Study
	• **Challenges persist in misconceptions about specific iron and protein food sources**, and gaps in adherence to best practices around IFA tablet consumption, highlighting **the need for ongoing reinforcement and education**. • Community **health workers and rural medical practitioners expressed strong support for project continuation**, indicating potential for institutionalizing the intervention through existing rural health systems to sustain impact.

3.4 Project Recommendations

- **Periodic Reinforcement Sessions for Sustained Behaviour Change:** Across all categories, stakeholders recommend transitioning from a one-time intervention to a periodic model. The consensus is that regular engagement is essential for sustaining long-term behavioural change. To build on the program's strong foundation and prevent knowledge regression, a structured reinforcement schedule is recommended. Implementing refresher sessions every 2 to 3 months, especially focusing on food-source identification, will effectively deepen behavioural change and turn nutritional awareness into a lifelong habit.

  This will also help with bridging the gap between awareness of a nutrient-rich diet and the ability to correctly identify food sources, since common misconceptions (e.g., bananas being iron-rich, confusing iron and protein sources) are widespread among participants.

- **Durable, Reusable, and Replenishable Project Tools:** The Bindi Tracker tool and the Recipe Book are used by respondents but not for a long time. Similarly RMP posters, being paper-based, deteriorate over a period. Future project iterations may:

  - Provide refillable Bindi packs for the Bindi Tracker tool or design a reusable version that can be used repeatedly.
  - Provide additional recipe books at the local Anganwadi centre for women to take in case they lose their copy.
  - Supply durable, weatherproof posters for RMP clinics and Anganwadi centres.
  - Leave interactive tools (games, card decks) with communities for continued use which were earlier taken back after the community interactions.
  - Develop digital assets (short videos, audio messages) that can be shared via mobile phones for ongoing reinforcement.

- **Integration of Livelihood and Income-Enhancement Components:** Financial constraints are unanimously identified as the primary barrier to dietary improvement across all stakeholder groups. Future programs can integrate livelihood/income enhancement components alongside nutrition awareness suggesting vermicompost units, mushroom/vegetable cultivation, fishery, poultry, and small group-based enterprises. Hence, pairing micro-enterprise support could address the root economic barrier and create a self-sustaining nutritional ecosystem.

3.5 Case Study

The case studies presented below are based on insights gathered from interactions with various project stakeholders during our field visit:

Empowering Households: Bridging the Gap Between Nutritional Awareness and Affordable Action

Megha, a mother of two living with her in-laws and husband, previously lived under the misconception that a nutrient-dense diet was an expensive luxury. She believed that providing her family with sufficient iron and protein required specialized, high-cost ingredients that were beyond her household budget. This belief often led to a reliance on basic meals that lacked the essential micronutrients necessary for her children's growth and the overall health of her family.

The program successfully addressed these barriers by demonstrating that nutritional security is achievable through the strategic use of accessible, local staples. Megha learned that common items already available in her home, such as Sattu and spinach, are potent sources of protein and iron when consumed in adequate quantities. A key turning point was her realization that healthy eating does not require a significant financial increase, but rather a shift in how everyday ingredients are utilized and presented.

By applying the creative techniques shared during the sessions, Megha began preparing nutritious meals in engaging ways, such as the sattu-based pizza from the Recipe Book provided under the program. This innovative approach allowed her to provide vital nutrients in a format that her children eagerly accepted. Ultimately, the program empowered Megha to bridge the gap between her existing resources and her family's health needs, transforming her kitchen into a sustainable source of nutrition.

Fostering Supportive Environments: The Vital Role of Male Engagement in Maternal Nutrition

Rakesh, a husband and father, initially viewed nutrition as a secondary concern, assuming that traditional dietary habits were sufficient for a healthy pregnancy. He largely considered health and meal management to be domestic responsibilities outside his direct influence. However, his perspective underwent a significant shift when his wife began sharing her learnings from the program's inter-personal community session. Through their discussions, he realized that pregnancy required a much more proactive and informed approach to nutrition than he had previously understood.

The program helped Rakesh recognize that his role was not just that of a provider, but also that of a health advocate within the home. He understood for the first time that consistent adherence to Iron and Folic Acid (IFA) tablets was non-negotiable for his wife's safety and the baby's development. He took it upon himself to become a reminder system, ensuring his wife never missed a dose and understood the importance of taking the tablets with water rather than tea to ensure maximum absorption.

This shift in mindset extended beyond the pregnancy to the long-term vitality of the entire family. Rakesh realized that by supporting his wife in prioritizing her own diet alongside the family's nutritional needs, he was investing in their collective future. By actively participating in these health decisions, such as buying groceries mindfully, motivating his family members to be careful of their eating habits, he moved from being a passive observer to a primary supporter, ensuring a foundation of health that would allow his family to lead a long and resilient life together.