

A Behavioural Change Demonstration Refresher Training Programme

Project Completion Report 2024-2025

Submitted by

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1. Introduction:

In the quest to illuminate the path towards a brighter future for the students of Ramanagara district, Toyota Kirloskar Motor Private Ltd (TKM) embarked on a profound journey of compassion and change through the implementation of the A Behavioural Change Demonstration (ABCD) Project. This visionary initiative, spanning from 2015 to 2020, was meticulously crafted to instil a culture of cleanliness and hygiene across 1004 schools in the district by championing the use of clean toilets and systematic handwashing practices; the project catalysed a remarkable behavioural transformation, touching the lives of over 60,000 children and inspiring 13,000 parents to construct toilets within the region. The positive change was not limited to hygiene, as the project also empowered female students to manage their menstrual hygiene gracefully and with dignity. These groundbreaking achievements have instilled hope and optimism, culminating in the ABCD Project becoming a celebrated case study at Harvard Business School and within the global Toyota family.

In the face of a changing societal landscape post-pandemic, TKM demonstrated its unwavering commitment by launching the ABCD Refresher Training Programme. This initiative, a proactive response to the community's evolving needs, was rolled out in 250 schools in 2023-24 and 550 schools in 2024-25 across the district.

Objectives of the ABCD Refresher Training Project:

- To foster awareness of personal hygiene practices and promote the utilisation of clean toilets
- To cultivate a cascading effect within society, enhancing the community's cleanliness and hygiene standards
- To support schools in maintaining conscious usage of water and sustainable environmental practices
- To engender holistic behavioural change in children, particularly empowering girls to embrace menstrual hygiene with confidence and dignity.

Baseline survey

To ensure the reliability of the data, the Baseline Survey employed a combination of quantitative and qualitative research methods, including structured questionnaires, observations, and interviews with key stakeholders.

The Baseline Survey conducted as part of the ABCD Refresher Training Project is a foundational step in understanding the current state of hygiene practices, infrastructure, and behavioural norms within the targeted schools of the Ramanagara district. Toyota Kirloskar Motor Private Ltd (TKM) recognises the importance of data-driven insights in designing and implementing effective interventions.

The School Selection phase of this initiative was characterised by a comprehensive and inclusive approach. Through extensive collaboration with key stakeholder authorities, 550 schools out of 1,306 in the district were strategically selected for participation. This engagement with local authorities and stakeholders ensured maximum impact and effectiveness in addressing the hygiene and behavioural challenges faced by students in the Ramanagara district.

2. Beneficiaries:

The training was imparted to 28,086 children (14,915 boys and 13,171 girls) and 1,641 teachers (970 males and 671 females) across 550 schools, enhancing their hygiene practices, promoting the responsible use of toilets and handwashing, and strengthening school cabinets to facilitate school governance and leadership.

3. Key Achievements

3.1 Head Teachers' Training:

The event began with a registration session and breakfast for headmasters from all taluks, providing attendees with an opportunity to network and prepare for the day.

The formal proceedings commenced at 10:45 a.m., with guests and participants assembling in the meeting hall. A prayer session led by



Vishwanath and the team from Mysore set the tone for the event.

Mrs. Bhagyalakshmi, District Yojana Project Coordinator (DYPC), Ramanagara District, was the guest, accompanied by Mr. Eshwar Babu Soppa, CSR Division Manager, TKM, and Mr. Ramasamy Krishnan, Executive Director, SNEHA NGO, the implementation partner.



Ms. Hema, Secretary of SNEHA NGO, delivered

a heartfelt welcome speech, emphasising the importance of sanitation and hygiene in schools and communities. This was followed by a dignitary-led lamp-lighting ceremony, signifying the event's commencement.

This was followed by a presentation from Mr Eshwar Babu on TKM's Corporate Social Responsibility (CSR) overview, highlighting the organisation's initiatives for community development.



A speech by the District Yojana Project Coordinator (DYPC) underlined the crucial role of the education department in supporting Project ABCD. She highlighted how every village could become a role model with projects like these and how

sensitisation amongst the rural sector on hygiene is essential. She emphasised the importance of school teachers and headmasters guiding and supporting these initiatives, as well as utilising the CSR programs effectively in the district.

The Executive Director of SNEHA also explained the project implementation strategy timeline, the practical importance of demonstration, and other topics. The toilet demonstration was an eye-opener for all the teachers, allowing them to understand its significance and the proper use of consumables.



The teachers used edible items and disposed of them in separate bins. After segregating the waste, they realised the importance of source segregation.

The initial training session targeting head teachers plays a pivotal role in cascading the project's objectives and methodologies to key stakeholders within the education ecosystem. The Headmasters' Training session is designed to equip headteachers with the knowledge, skills, and resources necessary to champion the project's objectives. Drawing upon the learnings and successes of the initial Project, the Strategies for fostering a culture of hygiene and behavioural change within the school community. Guidance on effectively utilising the training manuals and educational materials provided by TKM. Techniques for engaging teachers, students, and parents in collaborative efforts towards achieving project goals.

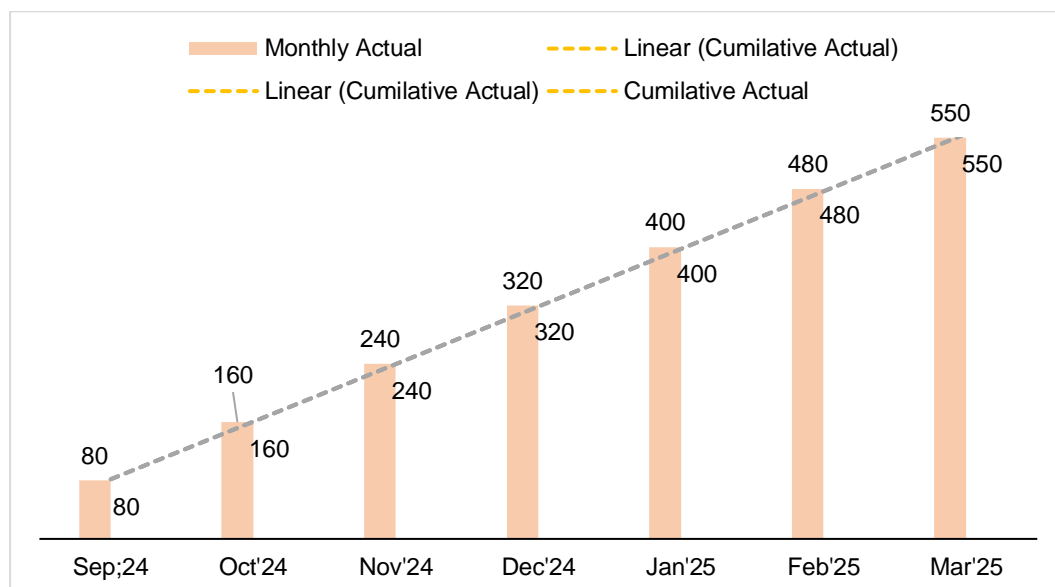
Feedback from the HMs training:

The event was well-received, with active participation from school representatives, government officials, and trainers. The attendees appreciated the discussions on sanitation and hygiene in schools, particularly regarding inclusivity for children with physical disabilities. The sharing of experiences by headmasters and teachers highlighted the real-world impact of the ABCD project and provided valuable insights for future implementation. Overall, the event successfully reinforced the objectives of the ABCD project and laid a strong foundation for further improvements in school hygiene programs.

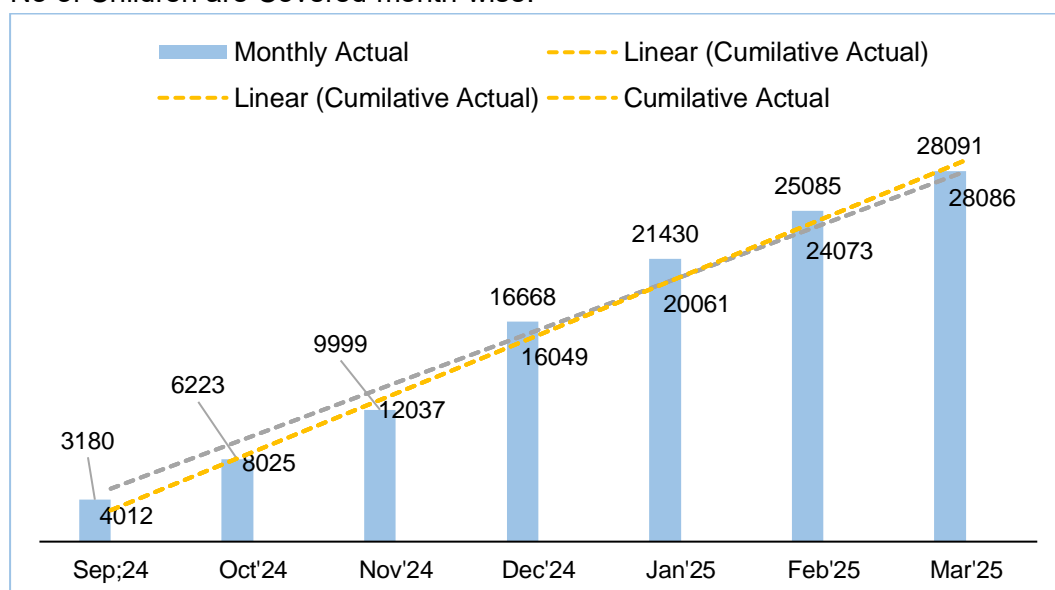
3.2 Behavioural Change Training Sessions in Schools:

To conduct the school-level training, meticulous planning was prepared month-wise schools and no of children to be covered, as indicated in the graph below:

No of schools covered month wise:



No of Children are Covered month-wise:



The school-level training activity consists of two key components: theory and demonstration. Before the behaviour change training, 10% of the children underwent a pre-test to assess their theoretical and practical knowledge of hygiene, water, and the environment. Their knowledge levels were then monitored monthly to track progress. The theory part is as follows:

Personal Hygiene

Personal hygiene activities serve as the cornerstone of the behavioural change programme within the ABCD Refresher Training Project, with added components focused on Washroom Usage Demonstration and Handwash Practice.

This comprehensive activity aims to deepen students' understanding of personal hygiene principles while providing practical demonstrations and hands-on experiences to reinforce learning. The activity unfolds through the following integrated components. During the theory session, students are introduced to the fundamental principles of personal hygiene, emphasising the importance of cleanliness in maintaining overall health and well-being. Through



engaging presentations and discussions, students learn about the significance of proper handwashing, dental hygiene, and overall body cleanliness. Concepts such as disease transmission and the role of personal hygiene in disease prevention are elucidated to underscore the importance of adopting hygienic practices.

Water Management

Water Management is an integral component of the ABCD Refresher Training Project, designed to educate students on the responsible and sustainable use of water resources. Through a combination of theoretical learning and practical demonstrations, this initiative aims to raise awareness about the importance of water conservation and foster behavioural change among students in the Ramanagara district.

Environment Management

The environmental management activities constitute a pivotal component of the ABCD Refresher Training Project, which aims to foster a deeper understanding of environmental stewardship and promote sustainable practices among students in the Ramanagara district. Through a blend of theoretical learning and practical demonstrations, this activity seeks to empower students with the knowledge and skills to address environmental challenges and effect positive change within their communities.

Theoretical sessions provide a platform for introducing students to key concepts and principles in environmental management. Students were trained in biodiversity conservation, waste management, energy conservation, and climate change mitigation through engaging presentations and discussions. Emphasis is placed on understanding the interconnectedness of environmental issues and the importance of taking proactive measures to protect and preserve natural resources for future generations.

3.3 Demonstration Session

Washroom Usage Demonstration In this specialised component, trained facilitators provide practical demonstrations on proper washroom usage etiquette. Students are guided through the correct procedures for using clean toilets and maintaining cleanliness in washroom facilities. Emphasis is placed on demonstrating appropriate toilet hygiene



practices, including the use of the facilities and hand washing after use. This component aims to instil respectful and hygienic behaviours regarding washroom usage among students.

Handwash Practice: Students actively participate in hands-on handwashing practice sessions following the theory session. Guided by facilitators, they learn the proper handwashing technique, including soap, water, and thorough rinsing.



Facilitators emphasise the importance of handwashing as a critical preventive measure against the spread of germs and diseases. Students are encouraged to practice handwashing techniques repeatedly to reinforce muscle memory and ensure proficiency. Interactive and participatory approaches are employed throughout the activity to maximise student engagement and comprehension. Visual aids, role-playing exercises, and real-life scenarios contextualise personal hygiene practices and promote active learning. By integrating the Clean Toilet Usage Demonstration and Handwash Practice into the Personal Hygiene - Theory & Demonstration activity, the ABCD Refresher Training Project has equipped the students with the knowledge, skills, and behaviours necessary to maintain optimal personal hygiene. This holistic approach fosters a culture of cleanliness and health within the school community, contributing to improved well-being and academic success among students in Ramanagara district.

Practical demonstration sessions complement theoretical learning and provide students with tangible examples of water management techniques. Trained facilitators demonstrated various strategies for conserving water daily, such as rainwater harvesting, water-efficient irrigation methods, and water-saving techniques in households and schools. Students actively participate in hands-on activities, such as building models of water catchment systems or designing water-efficient gardens, to reinforce learning and promote creative problem-solving. Throughout the activity, emphasis is placed on the importance of individual and collective action in addressing water challenges. Students are encouraged to brainstorm practical solutions for reducing water wastage in their daily routines and to consider the broader implications of their water consumption habits on the environment and society. Additionally, the ABCD facilitators conduct interactive demonstrations on various ecological conservation techniques, including composting, tree planting, renewable energy utilisation, and eco-friendly waste disposal methods. Students actively participate in these demonstrations, gaining firsthand experience implementing sustainable solutions to environmental challenges.

Throughout the activity, students are encouraged to critically analyse their environmental impact and identify opportunities for positive change within their immediate surroundings. Facilitators foster a supportive learning environment where students feel empowered to voice their ideas, ask questions, and collaborate with peers to explore innovative solutions to environmental issues. By integrating theoretical learning with practical demonstrations, the Environment Management - Theory & Demonstration activity equipped students with the knowledge, skills, and motivation to become responsible environmental stewards. This holistic approach fosters a sense of environmental awareness and responsibility. It empowers

students to actively contribute to creating a more sustainable and resilient future for the Ramanagara district and beyond.

3.4 Quiz Competition in Schools:

All 550 schools conducted quiz competitions and distributed 28091 pens and pencils to all the children who participated in the quiz activity. 1,266 geometry boxes and 2,926 writing pads were awarded as prizes to the winners. These quiz competitions in schools focusing on hygiene and sanitation serve as an excellent platform for students to showcase their knowledge, enhance their learning, and develop various skills. Quiz competitions encourage students to broaden their knowledge base on hygiene and sanitation. They motivate students to read more, stay updated with best practices, and delve deeper into the subject matter. Quiz competitions make learning about hygiene and sanitation fun and engaging. By breaking the monotony of regular classroom activities and providing a stimulating environment that motivates students to learn more.

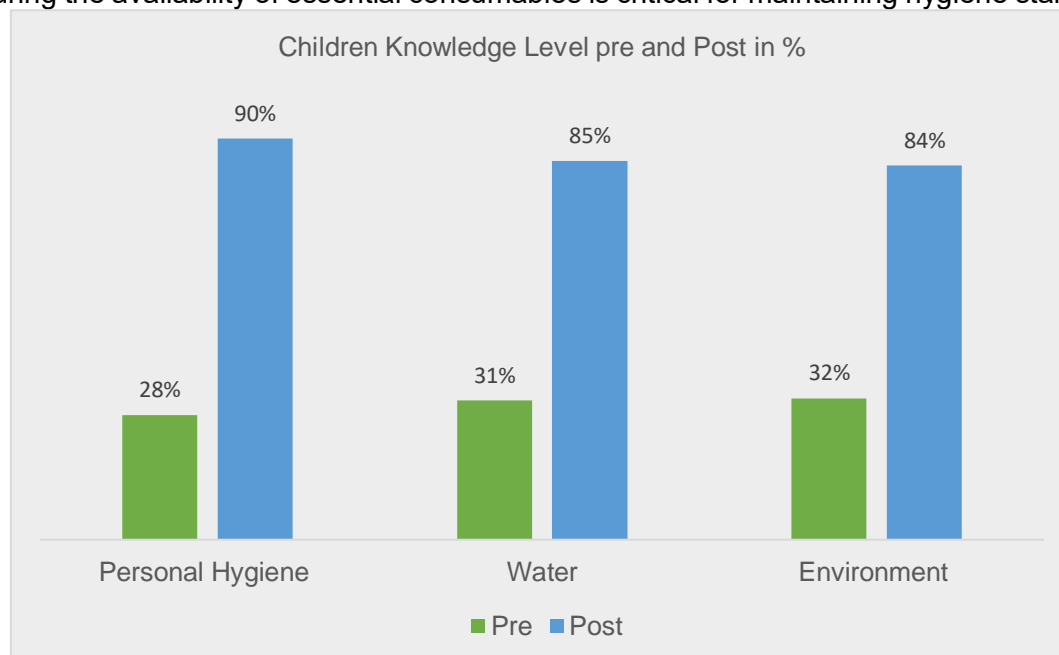


3.5 Pre and post-test

Before the behaviour change training, 10% of the children were pre-tested on their knowledge of hygiene, water, and the environment, and their knowledge level was monitored monthly. The following graph indicates the growth of improvement before and after the project intervention:

3.6 Consumable supply

Ensuring the availability of essential consumables is critical for maintaining hygiene standards



and promoting sustainable practices within schools. As part of the ABCD Refresher Training, tools such as brushes, buckets and mugs, and consumables such as phenyl, eco-friendly

decomposer and hand wash liquid soap have been provided two times during the project period to facilitate the children's use of clean toilets. After the supply, their importance was demonstrated, and how they can be used was discussed. Also, Hand Wash liquid soap is provided to encourage regular handwashing among students and staff, reducing the risk of infections and promoting overall health. Regular monitoring and evaluation mechanisms are put in place to track the utilisation of consumables and assess their impact on hygiene practices within schools. This proactive approach not only improves the health and well-being of students but also contributes to the overall success and sustainability of the ABCD Refresher Training Project.



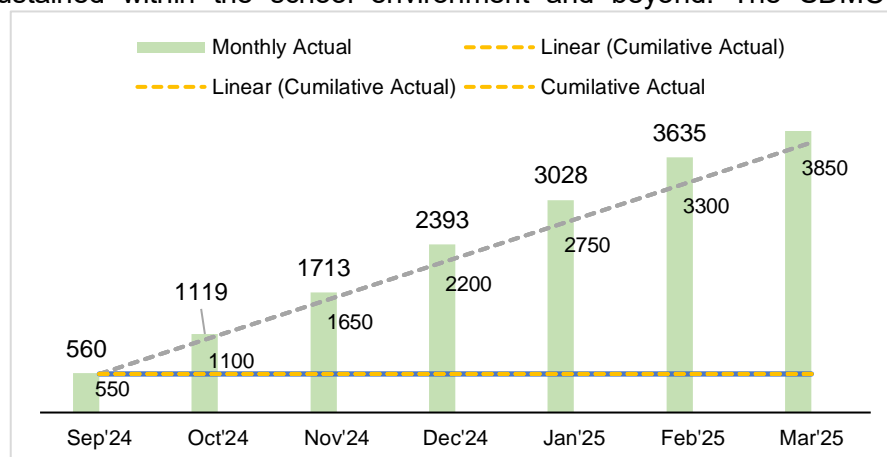
3.7 School Development and Monitoring Committee (SDMC)

The School Development and Monitoring Committee (SDMC) plays a crucial role in the sustainability and success of the ABCD Refresher Training Project. The SDMC is responsible for overseeing and implementing sustainability initiatives within the



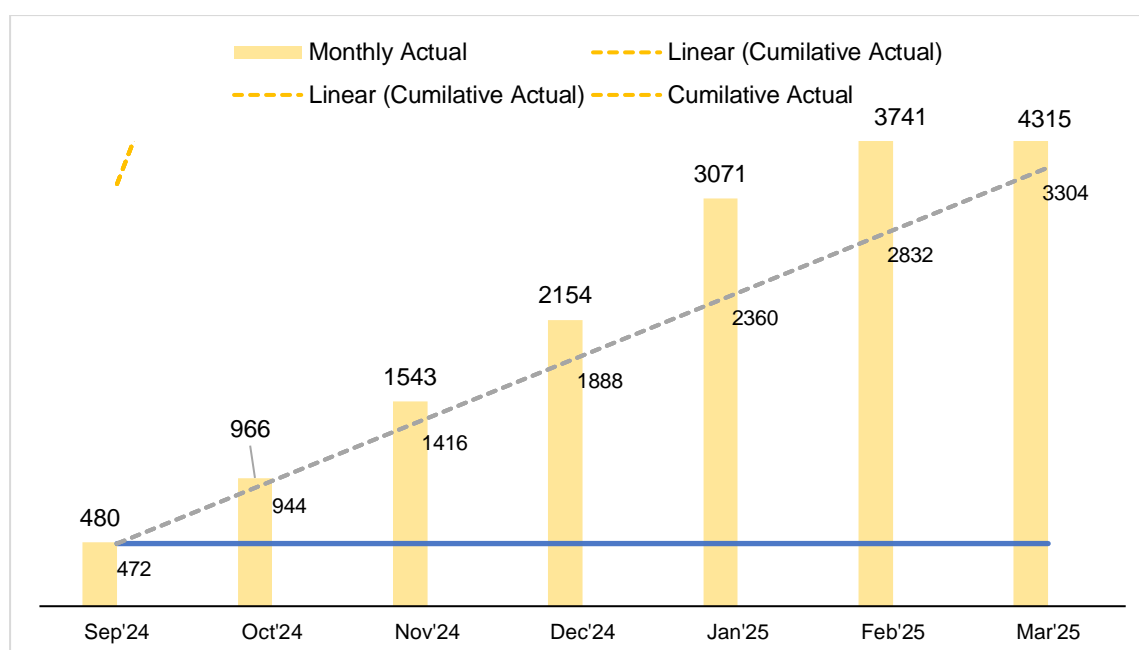
school, ensuring that the project's objectives are maintained and further developed. By strengthening the SDMC, the project aims to create a robust framework for continuous improvement in hygiene practices and overall school development.

The SDMC discusses with Gram Panchayat members to amplify the project's impact and facilitate broader community engagement and support. This collaboration is essential for maintaining the project's momentum and ensuring that positive changes in hygiene practices and behaviours are sustained within the school environment and beyond. The SDMC's involvement is pivotal in fostering a sense of ownership and responsibility among students, teachers, and community members, thereby contributing to the long-term success and sustainability of the ABCD Refresher Training Project.



3.8 Strengthening of School Cabinets

Strengthening school cabinets is a significant aspect of the ABCD Refresher Training Project. The project also focuses on empowering students by selecting a team of children to serve as crusaders of the ABCD project. These individuals promote and maintain the project's objectives within their school and broader community. The efforts of these project crusaders have resulted in noticeable changes in hygiene practices and behaviours within the school environment and at home. The monthly target and progress is shown in the below graph.



3.9 Minor repairs in schools

The ABCD Refresher Training Project has significantly improved school WASH issues in 463 schools, particularly plumbing. Ensuring that students have access to clean water and usable toilet facilities. This effort is part of a broader initiative to maintain hygiene standards and promote sustainable practices within schools. This proactive approach not only improves the health and well-being of students but also contributes to the overall success and sustainability of the ABCD Refresher Training Project.



3.10 Monitoring Visits Conducted

Various stakeholders conducted monitoring visits to assess the progress and effectiveness of the ABCD Refresher Training Project. These visits included:

Visit by TKM Management: Senior management representatives from Toyota Kirloskar Motor Private Ltd (TKM) conducted periodic visits to evaluate the project's implementation. These visits aimed to ensure alignment with TKM's objectives, provide guidance and support to project teams, and assess the on-the-ground impact of interventions.

CSR Nodal Officer Visit: The Corporate Social Responsibility (CSR) Nodal Officer, responsible for overseeing TKM's CSR initiatives, conducted visits to monitor the project's performance and compliance with CSR guidelines. These visits facilitated communication between project implementers and TKM's CSR department, ensuring accountability and transparency in project implementation.

SNEHA Management Visit: Representatives from SNEHA conducted monitoring visits to assess project activities, engage with stakeholders, and address any challenges or concerns. These visits provided valuable feedback to project teams, enabling SNEHA to ensure the effective delivery of program interventions aligned with its objectives.

Overall, monitoring visits by TKM management, CSR Nodal Officers, and SNEHA management played a critical role in ensuring the successful implementation and impact of the ABCD Refresher Training Project. These visits facilitated oversight, collaboration, and continuous improvement, ultimately contributing to the project's success in benefiting students and communities in the Ramanagara district.

4. Handover

A detailed letter summarising the project support for the last seven months has been sent to all individual schools, discussed with SDMC, and handed over to them. The school headmasters have committed to sustaining the project in their schools through a letter in all 550 schools.

5. Outcomes of the ABCD Project.

The ABCD (A Behavioural Change Demonstration) project, implemented by Toyota Kirloskar Motor Private Ltd (TKM) in collaboration with SNEHA NGO, aimed to instil a culture of cleanliness and hygiene across schools in the Ramanagara district. The project, which spanned from 2015 to 2020, impacted the lives of over 60,000 children, inspiring 13,000 parents to construct toilets within the region.

In 2023-24 and 2024-25, the ABCD Refresher Training Programme was launched in response to the evolving needs of the post-pandemic community. This initiative was rolled out in 250 schools during the 2023-24 academic year and in 550 schools during the 2024-25 academic year. The training was imparted to 28,086 children and 1,641 teachers across 550 schools, enhancing their hygiene practices and promoting the responsible use of toilets and handwashing.

Key Outcomes of the current project include:

Head Teachers' Training: This session equipped head teachers with the knowledge, skills, and resources necessary to champion the project's objectives.

Behavioural Change Training Sessions in Schools: These sessions, which covered personal hygiene, water management, and environmental management theory and demonstrations, have enhanced the knowledge of children and teachers on these aspects. Additionally, the growth in improvement before and after the project intervention was monitored through pre- and post-tests.

Quiz Competitions: Conducted in all 550 schools, these competitions focused on hygiene and sanitation. The Quiz programs in schools played a vital role in fostering a variety of skills and values among students. The Quiz activities have exposed students to topics outside their regular syllabus, broadening their horizons and nurturing curiosity. Also, it helped students build confidence as they answered questions and showcased their knowledge in front of an audience.

Consumable Supply: An Essential supply of consumables, including brushes, buckets, mugs, phenyl, eco-friendly decomposer, and hand wash liquid soap, has helped students and teachers understand the optimal use of these items for cleanliness.

School Development and Monitoring Committee (SDMC): The SDMC training sessions have helped committee members understand their roles and responsibilities in addressing academic and developmental issues in schools. This includes monitoring infrastructure, ensuring enrolment and attendance, supporting teachers, and organising school programs. The SDMC played a crucial role in the project's sustainability and success.

Strengthening of School Cabinets: The School cabinet training played a crucial role in fostering leadership, responsibility, and active participation among students. The cabinet provided students opportunities to take on leadership roles, such as school captain, house captain, or cultural secretary, which helped them develop confidence and organizational skills. The Members of the cabinet have assisted in maintaining discipline within the school premises and during events, ensuring a smooth and respectful environment. The Cabinet members have acquired the knowledge to mentor and guide their peers, fostering teamwork and collaboration.

Minor Repairs in Schools: Improvements in School WASH Issues, particularly in Plumbing, involve fixing leaks, unclogging drains, and addressing malfunctioning toilets, ensuring proper sanitation and reducing the risk of health issues among students and staff. A well-maintained plumbing system contributes to a clean and comfortable environment, enabling students to focus more effectively on their studies. Also, fixing leaks and inefficient fixtures helps conserve water, promoting environmental sustainability.

The project concluded with a detailed letter summarising the project support over the last seven months, which was discussed with SDMC, and handed over to them. The ABCD Refresher Training Program successfully empowered students, enhanced hygiene practices, and promoted sustainable development in the Ramanagara district 25.

6. Recommendations

- Sustain Engagement:

Sustaining engagement with stakeholders is imperative beyond the project's duration. Continuous communication and involvement of schools, parents, and communities can ensure the longevity of improved hygiene practices and behavioural changes initiated by the project.

- Empowerment of Hygiene Leaders

Provide ongoing support and resources to hygiene leaders selected by the school cabinet. Empowering these leaders with additional training, resources, and mentorship can enable them to advocate for hygiene practices and drive sustainable change within their schools and communities.

- Long-term planning

Develop long-term plans for sustaining the project's impact beyond its short term. Embrace innovation and technology to address minor repairs, school water availability, and monitoring, reporting, and resource management processes. By implementing these recommendations, the project can build upon its successes and ensure that the gains achieved in promoting hygiene practices endure well into the future, ultimately contributing to the health, well-being, and educational outcomes of students in the Ramanagara district.

7. Sustainability

Strengthening of Children's Cabinet and SDMC

A key aspect of the sustainability plan is the strengthening of the Children's Cabinet and the School Development and Monitoring Committee (SDMC). These bodies play a crucial role in overseeing and implementing long-term sustainability initiatives within schools. By empowering them with training, resources, and structured responsibilities, the project ensures that its positive impact continues beyond.

8. Conclusion

The ABCD Refresher Training Program, conducted in seven months in 2024 and 2025, is a powerful collaborative effort to foster positive change within schools. Through strategic partnerships with Toyota Kirloskar Motor Private Ltd (TKM) and government authorities, the program successfully empowered students, enhanced hygiene practices, and promoted sustainable development in the Ramanagara district. From the project's inception to its closure and handover, meticulous planning, innovative interventions, and a commitment to excellence marked every phase. The Program's holistic approach, encompassing personal hygiene education, infrastructure improvement, capacity building, and community engagement, ensured a comprehensive response to the challenges faced by schools in the district, as well as the implementation organisation and the unwavering dedication of educators and stakeholders.

Testimonial -1

"I am Deepak's mother. My son came home and spoke to us about the importance of cleanliness in the house—how to keep our surroundings clean and how to properly dispose of garbage, plastic, and other waste. He also explained how to burn waste materials safely and responsibly, rather than throwing them around. This change in him came after he attended the ABCD program, which taught him all about cleanliness and hygiene. Inspired by what he learned, he started taking care of these things at home. Earlier, we used to throw waste everywhere, but now, as per what he learned through IGA, we are maintaining cleanliness by properly disposing of wet waste, garbage, and other materials. This program has brought a big change in our household and I convey Sincer thanks to TKM and SNEHA Team"



Testimonial -2

We are grateful to the Toyota Company for bringing the ABCD Program to our school. They visit us three times a week and have made a significant impact on our students. Before the program began, many children did not use slippers while going to the toilet. Since the ABCD Program's intervention, this habit has changed. Now, students wear slippers for personal hygiene and while using the toilet. The program has also educated children about different types of waste, including regular garbage and hazardous waste found outside. They now understand how to manage it properly, contributing to a cleaner school and environment. Furthermore, the children have been taught important aspects of personal hygiene such as bathing regularly, cutting their nails, and proper handwashing techniques. These lessons have created lasting habits and awareness among the students. We strongly encourage that this program be conducted every year for all schools.



Testimonial -3

"I am Deepak, studying in 5th standard at GLPS Ibbalikahalli. ABCD stands for "A Behavioural Change Demonstration," a program that brings positive behavioural changes impacting our health and hygiene. Through this program, we learned the five steps of handwashing in 20 seconds, the importance of cutting nails weekly, bathing daily, and brushing our teeth twice daily. Earlier, we didn't follow these practices regularly, but now, because of the ABCD program, we maintain good hygiene and reduce around 57% of illnesses. We also follow these habits at home and encourage our families to do the same and I convey Sincer thanks to TKM and SNEHA Team"



Testimonial – 4

“I am Manoj, studying in 5th standard. Through the ABCD program by Toyota Company and Sneha, guided by Ms. Vijayalakshmi, we have learned many important things. Earlier, I didn't wash my hands regularly, but now I follow personal hygiene practices like proper handwashing, daily bathing, and brushing my teeth. This program has brought a real behavioural change in me and I convey Sincer thanks to TKM and SNEHA Team”

