****

9B19M043

Toyota Kirloskar motors: evaluating a csr project

Utkarsh Majmudar and Namrata Rana wrote this case solely to provide material for class discussion. The authors do not intend to illustrate either effective or ineffective handling of a managerial situation. The authors may have disguised certain names and other identifying information to protect confidentiality.

This publication may not be transmitted, photocopied, digitized, or otherwise reproduced in any form or by any means without the permission of the copyright holder. Reproduction of this material is not covered under authorization by any reproduction rights organization. To order copies or request permission to reproduce materials, contact Ivey Publishing, Ivey Business School, Western University, London, Ontario, Canada, N6G 0N1; (t) 519.661.3208; (e) cases@ivey.ca; www.iveycases.com. Our goal is to publish materials of the highest quality; submit any errata to publishcases@ivey.ca. i1v2e5y5pubs

Copyright © 2019, Ivey Business School Foundation Version: 2019-05-27

In December 2017, the corporate social responsibility (CSR) leadership team at Toyota Kirloskar Motor Private Limited (TKM, a subsidiary of Toyota Motor Corporation of Japan [Toyota])—comprising Naveen Soni, Rajendra Hegde, and S. P. Mohapatra—was reviewing the company’s year-to-date performance report with Prasad Kumar, the health and hygiene program manager. They were looking specifically at the performance of the company’s sanitation project, which had two components: (1) bringing about attitudinal and behavioural changes among schoolchildren toward sanitary practices, and (2) constructing toilets for girls in schools. The pilot project, covering 317 schools, had received a positive response from the community and witnessed marked changes both in behaviour and attitude among schoolchildren. Teachers and students were happy with the program. TKM was planning to expand the program to cover 1,378 schools by 2020–2021. The expanded program entailed the maintenance of sanitation and hygiene in the pilot project schools as well as initiating the program in the expanded set of schools. In expanding the project, there were two main concerns before the project’s team: whether the target number of schools was achievable, and the challenges that both Toyota and its implementing partner were likely to face.

THE COMPANY

Established in 1997, TKM had been a joint venture between Toyota and the Kirloskar Group. By 2017, Toyota held an 89 per cent stake in the joint venture, and the Kirloskar Group owned the remaining 11 per cent. Operating out of the company’s plants in Bidadi in Bengaluru, which occupied almost 1.7 square miles (about 4.4 square kilometres [km]) of land, the company had an installed capacity of 310,000 units of vehicles. It was one of the leading automobile manufacturers in the country, serving the markets of India, South Africa, Mauritius, Bhutan, Nepal, and Brunei.

The company’s flagship model, Innova, had been the fastest-selling model in the multi-purpose vehicle segment for the past 12 years, and the Fortuner model had been the best-selling model in the sport utility vehicle segment since 2009. The Etios model, introduced in 2010, had also gained popularity. TKM also imported and sold other models throughout India, such as Land Cruiser, Prius, and Lexus.

CORPORATE SOCIAL RESPONSIBILITY AT TKM

Since 2001, TKM had been working for communities around its Bidadi plant through multiple interventions. Initially, these interventions were based on the needs of the local people in its area of operation. Toyota had global programs pertaining to road safety, the environment, and education, and these had been adopted by TKM. It also operated in the areas of skill development and health and hygiene. In all five areas in which it operated, TKM had achieved substantial success, with clear focus on the outcome and impact of the five programs (see Exhibit 1).

The company’s vision for its CSR activities was to “be a socially committed corporate through building vibrant communities in harmony with nature, aiming to become the most admired company in India and meet customer expectation and be rewarded with a smile.”

The company’s CSR activities contributed to social responsibility through the following four pillars.

* **Social**:Contributing to the development of the society by imparting technical education, raising road safety awareness, promoting art and culture, and developing local communities through sustainable activities
* **Economic**:Developing a harmonious relationship with the society by enhancing community development activities and contributing to the progress of the region
* **Environment**:Undertaking measures to protect and safeguard the environment through effective eco initiatives
* **Business**:Complying with the externally imposed social and environmental standards and conducting their business operations with honesty and integrity

Following the parent company’s best practices, TKM adopted a four-step approach to problem-solving:

* **Plan**: Analyzing needs and a feasibility study
* **Do**: Implementating needs-based prioritization of activities (a) in consensus with the local community and (b) involving stakeholders; sustaining the activity
* **Check**: Monitoring evaluation of the program using effective implementation tools
* **Act**: Improvising upon the existing plan; planning for new activities

To meet the requirements of the society, TKM always looked for projects that were scalable, sustainable, and that made an impact.

According to Akito Tachibana, the managing director at TKM,

These activities are close to my heart and I take a keen interest in promoting them. We have our priority areas—education, sanitation, water environment and road safety. We focus on a few areas and try to ensure that we do the things right. We also aim to perfect our activities on a small scale and when we are confident, we try to scale them up.[[1]](#footnote-1)

One of the key programs under TKM’s CSR activities was health and hygiene, and the company had pioneered the program through its unique ABCD—A Behavioural Change through Demonstration—model, in this case through behavioural change communication (BCC) about sanitation. As outlined below, sanitation was a major issue in India, including in the area surrounding the TKM plant at Bidadi, and Toyota had attempted to address the issue by testing the ABCD model on a small scale, to be upscaled later.

SANITATION ISSUES

In 2014, 2.5 billion people worldwide did not have access to basic sanitation facilities. One billion people defecated in the open, and 2,200 children under the age of five died every year as a result of diarrhea and other gastric diseases.[[2]](#footnote-2) In India, the situation was no better: 564 million people had no access to sanitation facilities.[[3]](#footnote-3) These people had to relieve themselves in open spaces, such as at roadsides; behind trees; and on playgrounds, railway tracks, and river banks. The practice of relieving oneself in the open was called open defecation. According to World Bank estimates, one in 10 deaths in India occurred due to poor sanitation.[[4]](#footnote-4) Exposure to contaminated water led children to pick up chronic infections that impaired their bodies’ ability to absorb nutrients. The World Bank observed that nearly 44 million children under the age of five had stunted growth, and over 300,000 people died from diarrheal diseases every year.[[5]](#footnote-5)

For women and girls, open defecation could lead to serious problems. Typically, women would relieve themselves when it was dark (early morning, late evening, nighttime) to preserve their dignity. However, these were also the times when they were most vulnerable—they could be attacked or raped under the cover of darkness. Due to holding back urine for too long, they often developed urinary tract infections. Also, the use of old cloth pieces to prevent leakages during menstruation caused infections and made it difficult for them to move around freely. Girls often missed school for a few days every month due to poor access to sanitation facilities.

Every day, 1.75 million tonnes of fecal waste were generated in India.[[6]](#footnote-6) The lack of a mechanism for safe disposal of this waste was a cause for concern. Significant portions of fecal waste went into drains, lakes, and rivers, contaminating groundwater and agricultural produce and giving rise to waterborne diseases.

SWACHH BHARAT ABHIYAN (CLEAN INDIA MISSION)

Started in October 2014, Swachh Bharat Abhiyan, or Clean India Mission, aimed to promote a culture of cleanliness among the residents of India. It proposed to clean up the roads and other places used for open defecation in Indian cities, towns, and villages. The mission’s objectives included eliminating open defection through the construction of both household-owned and community-owned toilets. Creating a mechanism to monitor toilet usage was another component of the mission. The government of India launched a program to create an open-defecation-free India by October 2019.[[7]](#footnote-7) The program mandated the construction of 90 million toilets in rural India at an estimated cost of US$30 billion.[[8]](#footnote-8)

SANITATION STRATEGY DEVELOPMENT AT TKM

TKM began building household toilets in 2011, but it soon realized that building toilets alone was not sufficient. Without a means to manage and operate the toilets, they soon became dysfunctional. People started using them for storing grains and other items. In 2014, when the Clean India Mission was started, it became apparent that people’s habits and practices also needed to be changed. The company thus embarked on its strategy (see Exhibit 2).

The building of infrastructure was to be supported by behavioural change through demonstration, and schools were deemed the right place to start this. All schools had a common toilet for boys and girls, so to maintain the privacy and dignity of girls, TKM decided that toilets for girls would be constructed. With each toilet or set of toilets, an incinerator was also provided for the safe disposal of sanitary napkins (see Exhibit 3). A BCC program was also designed to ensure that students adopted correct behaviours such as washing their hands carefully and leaving the toilets in exactly the same condition they had found them. The children then spread the message of sanitation among their parents and the community (see Exhibits 4 and 5). Unlike the strategies the company adopted in the past, the new strategy paid rich dividends (see Exhibit 6).

A BEHAVIOURAL CHANGE DEMONSTRATION (ABCD) PROGRAM

In a study conducted in 2014–2015, TKM found that the community strongly felt the need for sanitation. People in rural India practised open defecation, and this led to not only diarrhea and intestinal worm infections but also typhoid, cholera, hepatitis, polio, trachoma, and other diseases. The ABCD program was started with the objective of promoting sanitation to improve health, promote privacy and dignity among women and children, and instil sanitation habits among the younger generation. TKM sought to achieve this through (1) constructing toilets in schools to support schoolchildren, (2) creating a behaviour change program to enable children to maintain the toilets, (3) employing children as change agents to motivate their parents to build household toilets, and (4) sensitizing children to correct sanitation habits (handwashing, keeping toilets clean, etc.). Thus, the program consisted of two components—infrastructure creation (school and household toilets) and BCC.

There were four key stakeholders in the ABCD program—the implementing partners and trainers from the Support for Network and Extension Help Agency (SNEHA), schoolchildren, parents, and the community.

* **Implementing partners and trainers from the (SNEHA)**: Spread awareness through demonstrations and videos. The trainers also worked with the School Development and Management Committee,[[9]](#footnote-9) teachers, and school headmasters to teach them sanitation techniques and toilet maintenance.
* **Schoolchildren**: Learned handwashing techniques, toilet maintenance, and other sanitation practices.
* **Parents**: Gained awareness through their children and through training.
* **Community**: Learned through sanitation drives with video showings and organized activities. Trainers also explained how the government schemes worked.

According to one female seventh grade student, “Whatever we are taught in school by the ABCD trainers, we go home and spread the word. The idea is that, when we go to the washroom, it should be just as clean after we use it.”

TKM took up the infrastructure creation, and once the toilets were built, they were cleaned and managed by the students. TKM planned to support each school for three years. In the first year of the intervention, the company provided training, demonstrations, and consumables. The trainers made daily visits to the schools. In the second year, the schools managed most things themselves, though the trainers visited weekly. In the third year, the schools continued under self-management, with bi-monthly trainer visits. The schools’ performance was evaluated by measuring the performance of the facilitator, the school and the children, and the toilets (always clean, sometimes clean, or never clean). At the end of the period, if the schools performed well and received a three-star rating (see Exhibit 7), they no longer required Toyota’s support; Toyota continued to support one- and two-star-rated schools until they met the required standards.

As for the issue of waste and water management, the sludge created by the toilets was managed by a microbial solution and hence did not impact the environment. Water availability at schools was inconsistent and insufficient. This was because the schools received water only once every two or three days. This required schools to store an adequate amount of water to meet the requirements for the days when water was not supplied.

For girls’ toilets, incinerators were provided for the disposal of sanitary pads and were largely funded by the government. The sanitary pads were also provided by the government. The maintenance of the toilets cost ₹5–7 per child for consumables.[[10]](#footnote-10) The money for this came from government grants, contributions in kind from local shops, and cash contributions. After TKM withdrew from a school, the program was largely self-funded by the school along with government grants. A critical problem here was the mismatch between spending and the receipt of funds. Government grants reached the schools at odd intervals, causing a cash crunch for the schools. Sometimes the schoolteachers would collect funds to try to meet the shortfall. In order for the school to become self-sufficient, students often carried out a *jata* (procession) whereby they marched to the market and requested every shop on the way to contribute consumable items (e.g., soap, cleaning liquid, etc.) for the school. The shopkeepers, being part of the community, were ready to help by donating soap or cleaning materials. This also increased the visibility of the program by bringing awareness of the sanitation issues to other shoppers and encouraging them to help.

The BCC was led by a team from the implementing partner, SNEHA, whose trainers educated the students in sanitation habits. They also conducted programs in the community to bring about awareness of sanitary practices. The role of the village head (*sarpanch*) was crucial. Since almost half of the village heads were women, the program considered them agents of change. The implementing partner employed facilitators who went to each school and taught the students about the benefits of sanitation and hygiene. They also taught them how to maintain the toilets’ cleanliness. Frequent quizzes were conducted to test the children’s understanding of the concepts they had learned on sanitation and hygiene. After-school hours were devoted to community outreach, and evenings were spent visiting villagers and organizing videos to promote sanitation. The implementation partner had originally planned to deploy 55 facilitators for the program, covering 110 schools; however, to fully meet capacity requirements, it had to employ 85 facilitators.[[11]](#footnote-11)

The role of the school cabinet was to create a sense of responsibility and leadership among the students. The school cabinet played a vital role in involving the students in day-to-day school activities. It raised issues related to education, sanitation, and other topics for discussion by the students.

SETTING UP THE ABCD PROJECT

Between 2015 and 2017, TKM spent ₹23 million on the ABCD program. A chance meeting between Toyota representatives and government officials, just prior to the announcement of Swachh Bharat Abhiyan, led the company to think in terms of behavioural changes. Its earlier efforts at building toilets were going to waste, as people were using the toilets as storehouses.

The pilot project was started in the Ramanagara district of Karnataka, approximately 50 km southwest of Bengaluru and famous for its huge rocky outcroppings. The Ramanagara district had four *taluks*,[[12]](#footnote-12) 18 *hoblis*,[[13]](#footnote-13) and 823 villages, covering an area of 3,559.12 square km.

TKM adopted the Toyota business practices methodology to manage the project (see Exhibit 8). When the project was initiated, the aim was to provide 100 per cent sanitation in each village and make all children aware of sanitation. At the time of initiating the program, there was only 78 per cent sanitation coverage among government schoolchildren, and the awareness level was less than 45 per cent. TKM had to break down the problem at the district and school levels (see Exhibit 9). It identified the problem’s points of occurrence and found that poor usage of toilets was the main problem. A root cause analysis indicated that the problem was twofold: there was a hardware issue (no toilets at school or home), and a software issue (changing attitudes and behaviours). After identifying the problem, TKM set a target of covering 317 schools, with more than 3,000 students, by March 2018. This would entail building a program to solve the problem, further breaking it down into activities to be taken up at regular intervals. Outcomes were measured periodically, and the objective of 100 per cent sanitation in target villages was expected to be achieved by March 2018.

LOOKING AT THE FUTURE

The plan for the future was called Plan 2020. It entailed increasing the coverage from 317 schools to 1,378 schools by 2020–2021. Its objectives were to (1) create a self-sustenance model for school sanitation; (2) ensure 100 per cent use of school sanitation facilities by schoolchildren; (3) promote a child-to-parent approach to achieve 100 per cent household toilets in 110 villages; and (4) promote 100 per cent functional toilets. These objectives were similar to those set out at the early stage of the project but included a commitment to cover 100 per cent of the schools. The project entailed the following challenges:

* **Infrastructure Cost**: It cost ₹144,000 to build a single-unit toilet, ₹293,000 to build a two-unit toilet, and ₹300,000 to build a multi-unit toilet. For every 40 girls, a single-unit toilet would be required. This financial outlay needed to be spread over the project period. There was also a concern that the cost would rise in the future. In December 2017, the retail inflation rate in India stood at 5.21 per cent. Consumables—₹9 per child per month—were another cost. Household toilets, however, were sponsored by the government.
* **Availability of Trainers**: Given the relatively high unemployment in the country (estimated at about 3.6 per cent), [[14]](#footnote-14) it seemed workforce availability would not be an issue, but in reality, a trained workforce was difficult to find. Also, the implementing agency realized it often needed more people than it had initially projected.

Did the implementing agency have the wherewithal to scale up? Would the implementing agency be as efficient as it had been in the pilot project? The members of the CSR team looked at each other as they wondered whether the future project was achievable.

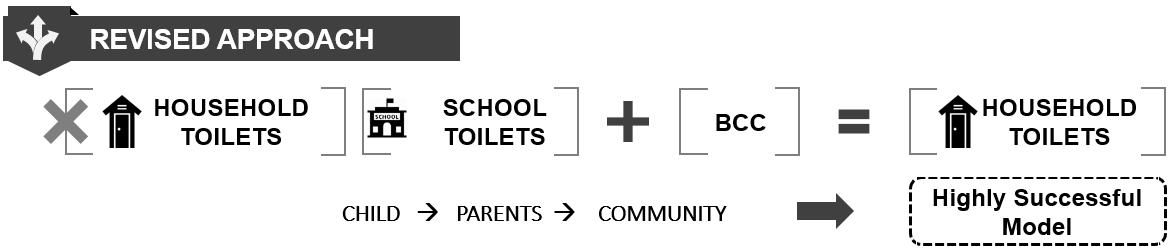
EXHIBIT 1: Toyota Kirloskar Motor CSR ACHIEVEMENTS

|  |  |
| --- | --- |
| Area | Achievement |
| Education   * Reconstruction of government schools * Distribution of educational material * Capacity building in government school teachers | 7 schools constructed  400 teachers trained  23,500 children provided with learning aids |
| Road Safety   * Toyota Safety Education Program * Road safety awareness in airport taxi drivers | 30,066 children educated  680,000 children covered in six major cities  5,585 drivers educated |
| Health and Hygiene   * Sanitation * A Behavioural Change through Demonstration (ABCD) * Water-purification units * Mobile medical units | 31,000 children reached through ABCD  724 toilets built in three states in India  147,229 community members educated  110,000 villages provided with safe water  1,800 people served by mobile medical units |
| Environment   * Green Me * Environment knowledge sessions * Lake rejuvenation * Eco zones | 1,200 school hours spent in green projects for 30 schools  4,000 community members around the lake area helped with lake restoration  7 environment themes demonstrated at eco park |
| Skill Development   * Toyota Technical Training Institute * Toyota Technical Education Program | 542 students provided with skills at the Toyota Technical Training Institute  887 students taught skills through the Toyota Technical Education Program |

Note: CSR = corporate social responsibility.

Source: Company files.

EXHIBIT 2: SANITATION STRATEGY DEVELOPMENT



Note: BCC = behavioural change communication.

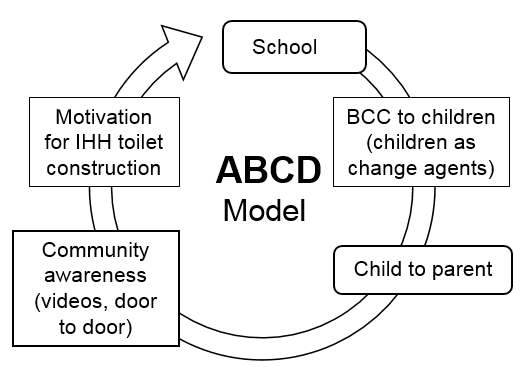
Source: Company files.

EXHIBIT 3: AN INCINERATOR IN A SCHOOL TOILET



Source: Company files.

EXHIBIT 4: THE ABCD MODEL



Note: ABCD = A Behavioural Change through Demonstration; BCC = behavioural change communication; IHH = individual household.

Source: Company files.

EXHIBIT 5: DEEKSHITHA AND HER FIGHT AGAINST OPEN DEFECATION

“I won’t eat anything unless we have a toilet at home! Please, please build it for the family.”

That is what a 10-year-old Indian girl, Deekshitha, told her mother when she started her protest with a hunger strike. There is no toilet in her home, so Deekshitha goes with her younger sister early every morning to defecate in an open field, just a few minutes’ walk from her home.

Her life changed when she moved from her grandmother’s house to join her parents three years ago and discovered there was no toilet at home. She found this out from her mother, who asked Deekshitha, “Can you go out in the morning and do it in the open?” It was a sad surprise for her, since her grandmother had a toilet.

In the south Indian village of Nagavara, where Deekshitha lives, many homes have no toilet because most farmers earn just enough to live on, without much luxury, and cannot afford to construct a household toilet.

There are snakes in the field near Deekshitha’s house. People walk on the narrow path very near to the place where she has to defecate. She tries hard to never let others see her and her younger sister. They keep extremely quiet and take turns to watch for any danger. There is also a problem with the lavatories at school; students must wait in long lines because there are not enough facilities.

Deekshitha says that when she cannot have privacy in a clean toilet or relieve herself comfortably, “My stomach begins to ache, and I suffer from diarrhea. When it’s bad, I don’t even want to read.” She likes studying, but on a few occasions when she has felt at her worst, she was late for school or did not go at all.

“I can’t bear it. I really want a toilet at home!” Deekshitha pleaded desperately to her mother. Her mother replied, “You know how things are . . . it’s not that simple.” Deekshitha was disappointed, but she also noticed that her mother looked very sad when she had to refuse her request. She knew her mother feared the dangers of open defecation and wanted a toilet just as much as she did.

Deekshitha did not give up. She remembered that her grandmother sometimes did not eat anything for a whole day when she took the cows to the fields. Deekshitha imagined that the hunger must have been terrible, and she devised the idea of protesting to her parents with a hunger strike. But the hunger strike turned out to be painful. She imagined a bowl of rice inviting her to eat it, but she refused to do so because she thought it would break her resolution.

Her mother was shocked to see Deekshitha lying in bed, starving, and felt so sad that she cried with her. According to the school principal, the cost of building a toilet was expected to be about ₹15,000. But recent droughts had reduced the farmers’ incomes, and some families had to live on about ₹20,000 a year. Like people from other villages, Deekshitha’s parents had no spare money to build a toilet; there were other, more urgent things to be done first.

Due to several reasons, including the lack of funds, toilet construction did not happen immediately. Yet, with the help of government funds and support from TKM, Deekshitha could realize the dream of having a toilet in her house.

Source: “Small Hands Shaping the Future: Village Kids Spark a Sanitation Revolution,” *Smiles: Toyota Sustainability Journal*, 2 (March 2018): 3–10; “sMiLES｜Vol.2 Toyota ABCD Program (India),” YouTube video, 5:00, posted by “Toyota Global,” July 1, 2018, accessed November 30, 2018, www.youtube.com/watch?v=oN-wMEdVO2s.

EXHIBIT 6: Toyota Kirloskar Motor’s ABCD PROGRAM timeline

|  |  |  |  |
| --- | --- | --- | --- |
| 2014–15 | 2015–16 | 2016–17 | 2017–18 |
| * Constructed 450 toilets in 99 schools | * Constructed 156 toilets in 55 schools * Implemented the ABCD program in 102 schools * Trained 10,192 children * 1,366 household toilets built by motivated parents * 14 villages achieved 100% sanitation | * Constructed 118 toilets in 11 schools * Implemented the ABCD program in 167 schools * Trained 18,500 children * 2,755 household toilets built by motivated parents * 60 villages achieved 100% sanitation | * Constructed 71 toilets in 44 schools * Implemented the ABCD program in 317 schools * Trained 12,790 children * 5,362 household toilets built by motivated parents * 16 villages achieved 100% sanitation |

Note: ABCD = A Behavioural Change through Demonstration.

Source: Company files.

EXHIBIT 7: STAR RATING SYSTEM FOR ABCD SCHOOLS



Note: ABCD = A Behavioural Change through Demonstration Program; WASH = water, sanitation, and hygiene.

Source: Company files.

EXHIBIT 8: TOYOTA motor corporation—APPROACH TO SOLVING BUSINESS PROBLEMS

**Step 1**: Clarify the problem, which includes alignment with the ultimate goal or purpose, and identify the ideal situation, the current situation, and the gap.

**Step 2**: Break down the problem, which requires breaking it into manageable pieces using the 4 Ws (what, where, when, and why) and finding the prioritized problem, process, and point of cause (through *genchi genbutsu*—literally, “go and see”—a key principle of the Toyota Production System).

**Step 3**: Set a target—make a commitment; set a target for addressing a point of cause and determine “how much” and “by when.”

**Step 4**: Analyze the root cause—brainstorm multiple potential causes by asking why, and determine the root cause by going to see the process.

**Step 5**: Develop as many countermeasures as possible; select the highest value-added countermeasures; build consensus with other stakeholders; create a clear and concrete action plan.

**Step 6**: See the countermeasures through—share the status of the plan by reporting, informing, and consulting; build consensus; never give up; think and act persistently.

**Step 7**: Evaluate—determine whether the target was achieved; understand the reasons for success or failure.

**Step 8**: Standardize successful practices, share results (*yokoten*), and start the next round of *kaizen* (continuous improvement).

Toyota business practices are built around the following:

* Kaizen: Continuous improvement
* Eliminating *muda*, *mura*, and *muri* (waste, unevenness, and overburden)
* Genchi Genbutsu: Go and see
* Yokoten: Create and share new standards

Toyota relied on its employees following certain guiding principles:

1. Honour the language and spirit of the law of every nation and undertake open and fair corporate activities to be a good corporate citizen of the world.
2. Respect the culture and customs of every nation and contribute to economic and social development through corporate activities in the communities.
3. Dedicate ourselves to providing clean and safe products and to enhancing the quality of life everywhere through all our activities.
4. Create and develop advanced technologies and provide outstanding products and services that fulfill the needs of customers worldwide.
5. Foster a corporate culture that enhances individual creativity and teamwork value while honouring mutual trust and respect between labour and management.
6. Pursue growth in harmony with the global community through innovative management.
7. Work with business partners in research and creation to achieve stable, long-term growth and mutual benefits while keeping ourselves open to new partnerships.

Source: Company documents; Jeffery K. Liker, *The Toyota Way: 14 Management Principles from the World’s Greatest Manufacturer* (New Delhi: Tata McGraw-Hill Publishing Company Limited, 2004).

EXHIBIT 9: EVALUATING COVERAGE

**CHILDREN without toilet at home: 21%**

**CHILDREN without toilet at home: 33%**

**CHILDREN without toilet at home: 9%**

**CHILDREN without toilet at home: 31%**

**DISTRICT**

**RAMANAGARA**

**TALUK 1**

**RAMANAGARA**

**TALUK 2**

**KANAKAPURA**

**TALUK 3**

**MAGADI**

**TALUK 4**

**CHANNAPATNA**

**VILLAGES**

**316**

**POPULATION**

**267,000**

**GOVERNMENT SCHOOLS**

**293**

**GOVT. SCHOOL- CHILDREN**

**16,335**

**SANITATION**

**99%**

**VILLAGES**

**647**

**POPULATION**

**350,000**

**GOVERNMENT SCHOOLS**

**444**

**GOVT. SCHOOL- CHILDREN**

**19,971**

**SANITATION**

**86%**

**VILLAGES**

**700**

**POPULATION**

**204,000**

**GOVERNMENT SCHOOLS**

**384**

**GOVT. SCHOOL- CHILDREN**

**13,934**

**SANITATION**

**83%**

**VILLAGES**

**256**

**POPULATION**

**260,000**

**GOVERNMENT SCHOOLS**

**257**

**GOVT. SCHOOL- CHILDREN**

**16,206**

**SANITATION**

**83%**

**Sanitation Coverage**

**87.5%**

**(2016–2017)**

Note: GOVT. = government.

Source: Company files.

1. Namrata Rana and Utkarsh Majmudar, “Sustainability Is a Way of Life at Toyota,” *The Economic Times*, January 17, 2018, accessed November 30, 2018, <https://economictimes.indiatimes.com/opinion/interviews/sustainability-is-a-way-of-life-at-toyota/articleshow/60205528.cms>. [↑](#footnote-ref-1)
2. World Health Organization and UNICEF, *Progress on Drinking Water and Sanitation: 2014 Update*, 2014, accessed November 30, 2018, <https://washdata.org/sites/default/files/documents/reports/2017-06/JMP-2014-Report.pdf>. [↑](#footnote-ref-2)
3. “Eliminate Open Defecation,” UNICEF India, accessed November 30, 2018, <http://unicef.in/Whatwedo/11/Eliminate-Open-Defecation>. [↑](#footnote-ref-3)
4. A.A.K., “Why It Is So Hard to Fix India’s Sanitation,” *The Economist*, September 25, 2017, accessed November 30, 2018, www.economist.com/the-economist-explains/2017/09/24/why-it-is-so-hard-to-fix-indias-sanitation. [↑](#footnote-ref-4)
5. Ibid. [↑](#footnote-ref-5)
6. Naina Lal Kidwai, *Survive or Sink: An Action Agenda for Sanitation, Water, Pollution and Green Finance* (New Delhi: Rupa Publications, 2018). [↑](#footnote-ref-6)
7. “About Us: Vision and Objectives,” [Swachh](https://swachhbharatmission.gov.in/SBMCMS/about-us.htm) Bharat Mission—Gramin, Ministry of Drinking Water and Sanitation, accessed April 16, 2019, <https://swachhbharatmission.gov.in/SBMCMS/about-us.htm>. [↑](#footnote-ref-7)
8. “MDWS Intensifies Efforts with States to Implement Swachh Bharat Mission,” *Business Standard*, March 19, 2016, accessed April 16, 2019, www.business-standard.com/article/government-press-release/mdws-intensifies-efforts-with-states-to-implement-swachh-bharat-mission-116031801084\_1.html. [↑](#footnote-ref-8)
9. This committee consisted of all students’ parents and teachers of the school. [↑](#footnote-ref-9)
10. ₹ = INR = Indian rupee; US$1 = ₹63.8456 on December 31, 2017. [↑](#footnote-ref-10)
11. In 2015, TKM deployed 85 facilitators (on an honorarium basis), but after adopting Toyota’s four-step approach to problem-solving (i.e., plan, do, check, and act), it realized that full-time professionals would be required. The strategy was changed, and one full-time ABCD (A Behavioural Change through Demonstration) trainer was assigned to 10 schools. [↑](#footnote-ref-11)
12. A taluk was an administrative district, typically comprising a number of villages. [↑](#footnote-ref-12)
13. A hobli was a cluster of adjoining villages administered together for tax and landholding purposes. [↑](#footnote-ref-13)
14. “India: Unemployment Rate from 2007 to 2017,” Statista, accessed November 30, 2018, www.statista.com/statistics/271330/unemployment-rate-in-india/. [↑](#footnote-ref-14)