

A photograph of two women in a workshop setting. The woman on the right is wearing a bright pink headscarf and a matching top, and is using a green-handled screwdriver to work on a small electronic component on a breadboard. The woman on the left is wearing a green and red patterned top and is looking down at the work. The background is slightly blurred, showing what appears to be a workshop environment.

2018-19

# GLOBAL ANNUAL REPORT

*BREAKING STEREOTYPES,  
CHANGING MINDSETS*

barefoot college 





Ruchika Kanoi, Enrich Coordinator with her class of Solar Sakhis

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**NOW MORE THAN EVER WE REALIZE THE INTERCONNECTEDNESS AND COMPLEXITY OF OUR GLOBAL CHALLENGES AND THUS THE DEPTH AND DYNAMICS REQUIRED BY OUR PROGRAMS TO MEET THEM**

## MESSAGE FROM FOUNDER & CEO

We are approaching our Golden Anniversary. It is time to 'take stock' of how far we have come after nearly 5 decades of resolute efforts and where we would like to be when we welcome our coming of age at 50 in 2022.

The pressing issue of Climate Change and its deeply destructive effects on our poorest global citizens has never been more grave for our team. Each day we continue to see in 'real time' numerous circumstances namely lack of access to energy and education, gender bias, violence against women, low priority of women's health and wellbeing, inadequate economic participation by women, constituting a self-fulfilling prophecy of disempowerment, inequality and worse: a cycle of intergenerational poverty that costs the world resources, stability and a healthy environment in which people and planet can thrive.

Now more than ever we realize the interconnectedness and complexity of our global challenges and thus the depth and dynamics required by our programs to meet them. This has led to us revisiting every core program and investment in our leadership, our teams, our systems, our partners and thus our beneficiaries. We now have an experienced and strong team able to Monitor, Evaluate, Reflect and Learn; feeding both predictive and correctional data back to key programs faster than ever before.

We have had a year expanding many private sector partnerships in India and beyond. Understanding what it takes to partner for growth and learning, and not simply financial resources, has revealed significant opportunities for innovation and strategic support of various kinds including legal, logistics and inventory systems management. We have now set in place cross-cutting values of innovation and rigour to help us profoundly evolve. Without your support and financial contributions this would not have been possible.

We expanded the presence of Barefoot College Internationally. We brought on board a Barefoot College Vocational Training Centre (BVTC) in Burkina Faso, signed MOUs to construct a Training Centre in Vanua Levu, Fiji and to extend our existing

centre in Zanzibar, Tanzania. There were also a few firsts in the Americas. Scaled impact led to participation from Argentina for the very first time ever. We also worked in Puerto Rico to establish the first ever Barefoot College Solar Initiative in the Western Hemisphere, focused on building resilience for disaster recovery. The Puerto Rican Solar Mamas will not just be solar engineers but also first responders working collectively to restore energy infrastructure during the next hurricane season.

Unwilling to settle for a loss of either sustainability or guaranteed access to high-quality hardware that can be repaired locally by women, our solar training has evolved to include a 'smart subsidy' solution at a community level with products designed in our R&D Lab, by and for rural women.

We are truly proud of the teams that make up this global organisation. Our teams spread globally serve 93 countries, bringing a zero-carbon, clean light solution to over 1.5 million people. We develop sustainable livelihoods in honey, coffee and a nutritional supplement to combat malnourishment in children and iron deficiency in women. Our team is training women on the Enterprise and Empowerment curriculum Enriche, helping them earn more money and more control, every day.

2020 looks bright and we hope you will continue to connect with us and contribute your support, ideas and time. We welcome you to visit any of our Barefoot Colleges and communities around the world. There is no experience quite like meeting a Solar Mama!

With Gratitude,



**BUNKER ROY**, Founder  
Social Work and Research Centre,  
Barefoot College



**MEAGAN FALLONE**, CEO  
Barefoot College International





International Women Solar Engineering Class of 2019, visiting Jaipur

# SUSTAINABLE WORLD

## FROM THE GROUND UP

### ABOUT

Barefoot College is an NGO with a focused approach on the Least Developed Countries. 'Barefoot Solutions' include the delivery of Solar Electrification, Clean Water, Education, and Livelihood Development. We train women worldwide to become Solar Engineers, Innovators and Educators; they return to their villages with the hope of light and livelihood for their communities.

We strongly believe in empowering women to become agents of sustainable change within their communities.

For over 45 years, Barefoot College has designed ways to nurture and support a journey towards educating, enabling and empowering one woman at a time, one village at a time.

### OUR MISSION

To demystify and decentralise technology to foster self-sufficiency and sustainability among the rural poor.

BAREFOOT SOLUTIONS ARE TARGETING  
**14 OF THE 17**  
UN SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 
4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION 
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 
10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 
16 PEACE AND JUSTICE STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	



## OUR VALUES

Our exceptional work is a direct result of our values and approach, adopted from the principles of Mahatma Gandhi. Barefoot College is one of the few places in India where Gandhiji's spirit of service and thoughts on sustainability are still alive and respected.



### Equality

Every team member is equally important and respected. Education, gender, caste or class does not make anyone less or more valuable.



### Collective Decision-Making

Collective decision-making triggered by a largely flat organisation that encourages a free flow of information and giving voice to the concerns of all groups, making everyone accountable to each other.



### Decentralisation

Decentralisation of planning and implementation at the grassroots levels to enable and empower individuals to articulate their needs.



### Self-Reliance

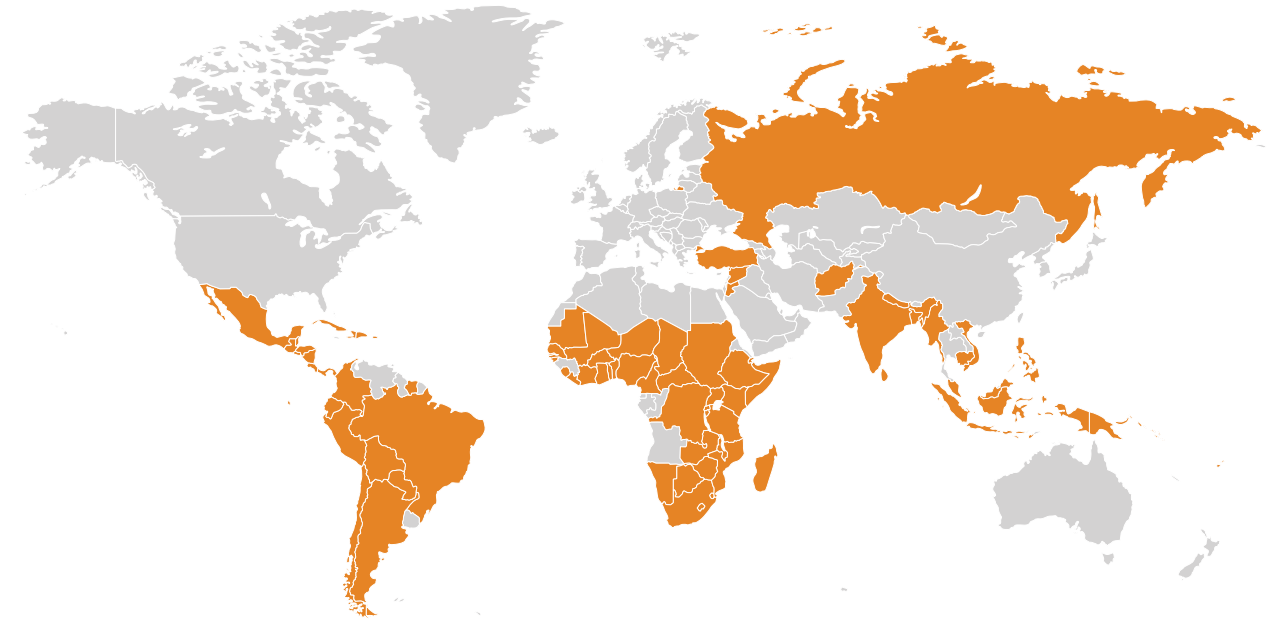
Self-reliant ways that encourage self-confidence and joining hands to solve problems together.



### Austerity

Austerity in thoughts and actions, and absence of barriers and levels that prevent direct interaction.

## GLOBAL FOOTPRINT OF THE BAREFOOT COLLEGE SOLAR PROGRAM



### Americas

Colombia  
Guatemala  
Peru  
Chile  
El Salvador  
Haiti  
Nicaragua  
Panama  
Honduras  
Mexico  
Belize  
Brazil  
Paraguay  
Cuba  
Ecuador  
Bolivia  
Dominican Republic  
Suriname  
Costa Rica  
Argentina  
USA (Puerto Rico)

### Africa

Ethiopia  
Malawi  
Rwanda  
Tanzania  
The Gambia  
Uganda  
Djibouti  
Mali  
Mozambique  
Senegal  
Sierra Leone  
Sudan  
Cameroon  
Ghana  
Guinea Bissau  
Kenya  
Mauritania  
Niger  
Chad  
Namibia  
Zambia  
Burkina Faso  
DR Congo  
South Africa

Zimbabwe  
Liberia  
South Sudan  
Zanzibar  
Benin  
Burundi  
Madagascar  
Comoros  
Ivory Coast  
Togo  
Lesotho  
Botswana  
Central African Republic  
Cape Verde  
Somalia  
Nigeria  
Swaziland

### Asia

India  
Bhutan  
Russia  
Jordan  
Myanmar  
Cambodia  
Indonesia  
Timor  
Philippines  
Bangladesh  
Malaysia  
Sri Lanka  
Vietnam  
Palestine  
Syria  
Turkey  
Nepal  
Afghanistan

### Pacific Islands

Tonga  
Fiji  
Samoa  
Vanuatu  
Solomon Islands  
Nauru  
Kiribati  
Papua New Guinea  
Micronesia  
Tuvalu  
Marshall Islands  
Cook Islands  
Palau



# AWARDS

## 2018



3M-CII Young Innovators Challenge Award 2018



NEPAD



GuideStar India Gold Seal



Hillary Institute



Earth Care Award



NGO Advisor #17 of 500 Worldwide



GuideStar India Gold Seal



Latinoamerica Verde Award 2017

## 2017

## 2015



TOI Social Impact Award

## 2013



Bunker Roy Receives Clinton Global Citizen Award

## 2012



Hilton Worldwide LightStay Sustainability Award



IDFA: OXFAM Global Justice Award

## 2011



Winner of Asahi Glass, Blue Planet Prize

## 2010



Bunker Roy identified by TIME magazine as one of the 100 most influential people in the world

## 2009



Bunker Roy gets Robert Hill Award

## 2008



The Guardian identified Bunker Roy as one of the 50 Environmentalists in the world who could save the planet

## 2006



The Sierra Club Green Energy Award USA

## 2005



US \$1 million ALCAN Award for Sustainability

## 2004



Tyler Prize California USA: The Skoll Foundation

## 2003



The Ashden Award for Sustainable Energy London

## OUR TRUSTED PARTNERS



ELVIS & KRESSE



SWAROVSKI FOUNDATION



Philips Lighting Foundation



सत्यमेव जयते



The Barefoot College model offers a range of impact strategies called Barefoot Solutions that do far more than alleviate poverty. These strategies were constructed in the field in 1972 in the rural outpost of Tilonia, Rajasthan, India. Barefoot Solutions produce results for 14 of the 17 UN Sustainable Development Goals. The Barefoot College Approach is grounded in a partnership model between individuals and their communities. Our comprehensive programmes are designed to improve village life in all aspects, wherever poverty exists.





## HARNESSING THE POWER OF THE SUN

Barefoot College has harnessed solar energy not only to provide light but also as a catalyst to create employment for the unemployable, to boost income for the poor, to protect and sustain the environment by reducing carbon emissions and not cutting down trees, and most importantly, to provide self-reliant solutions within village communities.



### Solar Electrification

The Barefoot Solar Department of India began in 1984 with a mission to train illiterate and semi-literate women from marginalized villages around the world to become Solar Engineers. Barefoot Solar Engineers (fondly known as Solar Mamas) are taught hands-on skills in solar electrification. Once trained as solar engineers, the Solar Mamas return to their villages with skills and equipment to electrify at least 50 homes each.



Zanzibaris Engineer, Amina has installed 100 solar home lighting systems.

### Barefoot College Solar Program

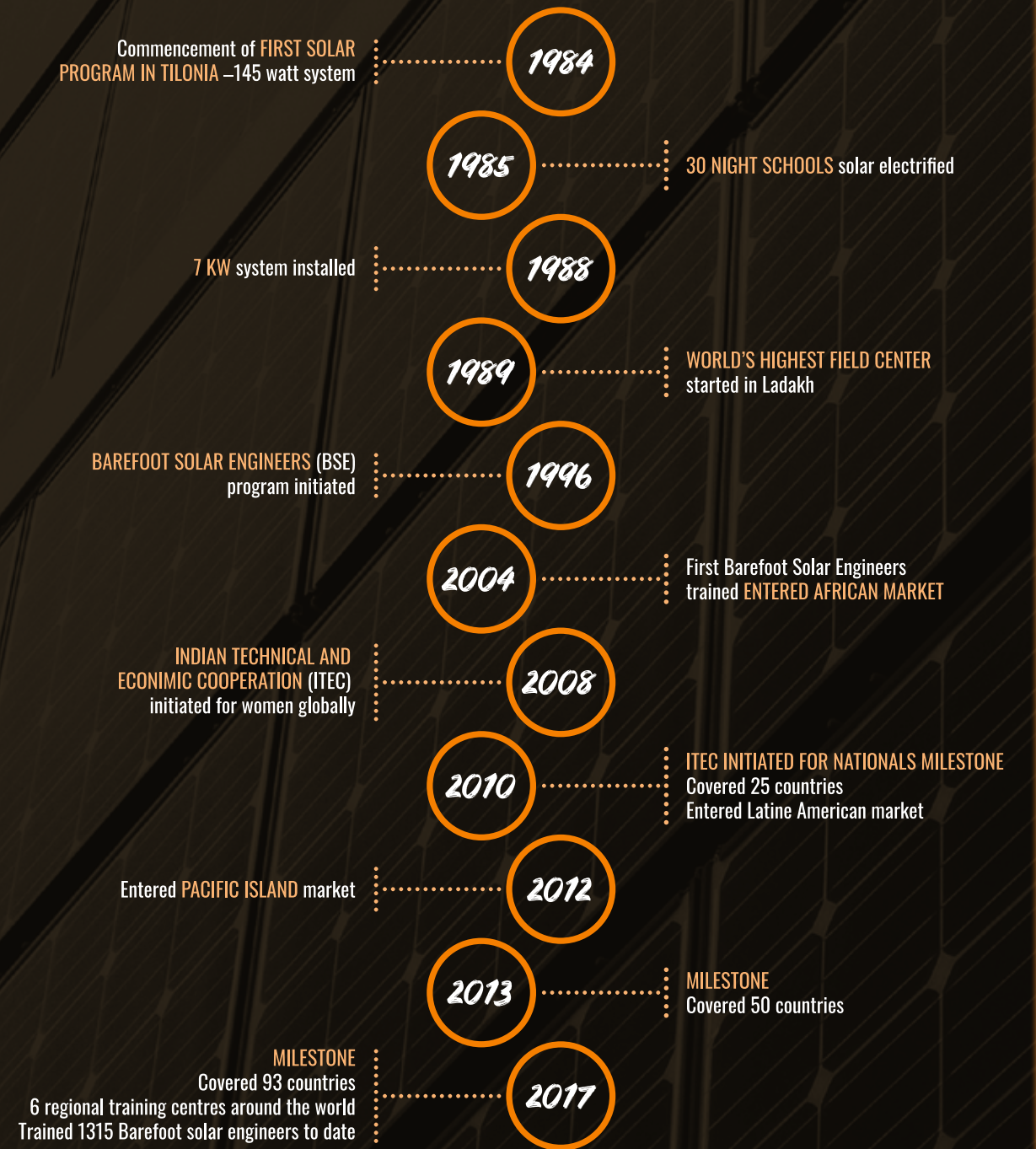
The expansive effect of deploying solar energy by women in their communities for decades resulted in the replication of Barefoot's flagship solar electrification program globally from 2008.

The Barefoot College Solar Program, supported by the Indian Technical and Economic Cooperation (ITEC) – a Division of the Ministry of External Affairs, Government of India, is a six-month program conducted twice a year. It is a collaborative effort between Barefoot College, ITEC and the respective Governments and NGOs (Ground Partners) of the participating countries.

The Barefoot approach involves creating community-level capacity for building, installation and maintenance at a grassroots level, with villages being held accountable for their own resources.

## JOURNEYING WITH

# SOLAR







# OPERATIONS IN ASIA

The efficient and productive use of renewable energy has helped us reduce poverty and benefit over 59,000 beneficiaries in 18 of the least developed countries in Asia, within the last decade.

Indonesian Solar Mama, Lala

## REGIONAL HIGHLIGHTS

### Indonesia

The September 2018 batch saw 7 Solar Mamas from Indonesia trained as solar engineers, 2 of which came from the Green School, an alternative education system founded in Bali. There are plans to build a long-term partnership with Green School, and explore synergies in Solar training and the education space. The other 5 Indonesian Mamas are from the Island of Flores and were selected through our long-standing partnership with the Wadha Foundation.

### Myanmar

Through collaborations with WWF, MWCDF and EEP (Finland) additional projects are underway to train 10 Solar Mamas per batch. Steady, supportive partnerships such as these will aid the installation of around 800 additional home lighting systems.

### Afghanistan

Our first batch of Mamas from Afghanistan came from Bamyan, Daykundi and Ghazni provinces. These 10 Solar Mamas were eligible for training due to our new relationship with Shuhada Foundation, who act as an effective ground partner. Our partnership with the Islamic Development Bank ensures timely delivery of the solar equipment to the Mamas following their training program.

### Nepal

The initiative Women Light the World has become a benchmark for fundraising projects and its success has increased our capacity to train more women from the region.

A new ground partner and experienced travel company, Responsible Trek is looking to replicate the Barefoot model implemented in Leh Ladakh by the Global Himalayan Expedition team.

### Sri Lanka

Our partner, Viluthu, has helped us train 3 women from Sri Lanka. They are keen to take this collaboration forward with the goal of electrifying at least 180 more households and also send more trainees to the Tilonia campus in India.

### Jordan

A collaborative research project involving Barefoot and Jordanian Friends of the Environment with Raouf Dabbas and Michelle Bouchard is underway. The existing Solar Mamas from Jordan are currently selling solar lanterns and will also receive additional training in our Enrich curriculum developed by the Women Prosper Initiative.



Group of ten Burmese Solar Engineers graduated March 2018



Solar Mama Yumina from Indonesia





During the year, 19 women were trained from 6 countries. For the very first time participants from Argentina joined the Solar Training Program. We have strengthened our partnerships with the involvement of the United Nations in countries such as Guatemala, Mexico and Belize with a complete understanding of the regions, ecosystems, and challenges that surround them. We have improved our selections with local ground partners and grassroots organisations as ASPROC in Brazil, Enersa in Chile, Fondo Acción in Colombia, and UNED in Costa Rica. We also formed a very strong partnership with Ekhos from Buenos Aires.

*Our first four Barefoot Solar Engineers from Argentina*

## REGIONAL HIGHLIGHTS

### Brazil

In 2018-19 we began a new project with rural women from the Amazon basin with the help of ASPROC, who helped select 3 women from the deepest rainforest to participate in our Solar Program in India.



*A rural Amazonian community photo taken during Women Solar selection.*

### Mexico

The people of Mexico are shining examples of resilience after being hit with earthquakes and hurricanes in the region. Our Solar Mamas are providing phenomenal climate change solutions and innovative actions through the installation of Solar systems in the affected areas.



*New students from Chiapas, Mexico*

### Guatemala

Guatemala is the center of Central America's Mayan Indigenous heritage. However, its natural and cultural diversity are at peril due to climate change impact, rising poverty rate increased rural migration to the United States (by 365%) during the year. The explosion of a social agenda based on the Indigenous Movement across America makes it possible for Barefoot College to collaborate effectively with a strong network of grassroots partners hoping to reconnect the government with its people.

In 2018 after discussions with the Government of Guatemala, the Ministry of Social Development was officially appointed to carry out negotiations with India for the implementation of the The Barefoot College Vocational Training Center (BVTC).

The BVTC in Guatemala is an integral part of the region's growth agenda, slated to support and connect numerous projects, communities and people across Central America.

### Puerto Rico (North America)

During the year, we worked with Puerto Rico to establish the very first Barefoot College Solar Training Program in the Western Hemisphere, with a focus on building resilience for disaster recovery. In January 2018 we visited Puerto Rico to meet with the US Federal Government, local authorities, rural NGOs and communities who were devastated by hurricane Maria in September 2017. After the visits, we designed a project to train 24 rural women from Puerto Rico and test the efficacy of our solar training in the aftermath of a natural disaster. In addition to being Solar Mamas trainees from Puerto Rico will also be the first responders working collectively to revive and restore the energy infrastructure during the next hurricane season. The future of Puerto Rico's energy infrastructure is decentralized, and will rely on prosumers – consumers who not only consume energy but also produce it.





# OPERATIONS IN THE PACIFIC ISLANDS

Papua New Guinea mamas with bags they handmade

On 24th October, 2018, Barefoot College and the Fijian Government, Ministry of Women, Children and Poverty Alleviation, signed a formal agreement to construct a Barefoot College Vocational Training Centre (BVTC) in Vanua Levu, Fiji. The BVTC in Fiji will expand the operations of our Barefoot College campus in India to impact the lives of our beneficiaries in the Pacific Region by continuing to develop a successful solar training program, with the addition of the Enriche Co-Curriculum.

Barefoot College Fiji will be the first and only institutional facility in the Pacific where mastery of renewable energy technology coupled with a holistic approach to building entrepreneurial skills for women, with little to no previous formal education, has been established.

## REGIONAL HIGHLIGHTS

### Solomon Islands

Our Ground Partner Solomon Islands Sustainable Project Management Association (Inc.) SISPMA selected 6 women to attend the ITEC training in India in March 2019.

### Fiji

Progress was made with the signing of the MOU, tender document finalisation and the completion of the blue print plans, including solar powered facilities for the development of the BVTC in Vanua Levu. Fiji continues to be the focal point for the region, and the completion of the BVTC will strengthen it further by bringing in additional women trainees for solar training and livelihood skill training and development.

### Vanuatu

Our ground partner, community-based organisation Solar Mama Power Association will support the installation of solar lighting systems and sustainable livelihood pilot programs such as beekeeping and honey production.

### Micronesia

Ground Partner Micronesia Conservation Trust will support solar livelihood training for additional 10 Micronesian Women. It will also fund the installation of solar home lighting systems in around 500 homes, to deliver affordable renewable electricity to approximately 2000 people.



Kathy from Papua New Guinea on cultural exchange night



# OPERATIONS IN AFRICA

In 2018, we continued scaling the impact of our Solar Program in Africa.

We strengthened our partnership selection and induction process by hiring new coordinators in Eastern and Southern Africa.

A selection process to hire a West Africa Coordinator based in Dakar, Senegal, to strengthen the various partnerships in the area, while also supporting the set up of 3 Barefoot College Vocational Training Centres, is currently underway.

Zanzibar's Solar Engineer and Master Trainer, Mama Fatma installing a solar panel.

## REGIONAL HIGHLIGHTS



Solar engineers who electrified over 200 homes in Ambakivao, Madagascar.

### Madagascar

The Ministry of Energy has decided to develop a National Barefoot College Program aimed at providing solar electricity to isolated rural villages initially by scaling up the approach promoted by Barefoot College and WWF. The National Program has set the goal of creating a network of 744 Women Solar Engineers by 2020 through the Barefoot College Training Centre in Madagascar, and the installation of solar equipment in 630,000 households. With the support of various donors, the construction of the centre located in Tsiafajavona, Ambatolampy has progressed, and the centre is officially set to open by July 2019. Our Solar Mamas may potentially become Solar Master Trainers at the National BVTC.

### Senegal

Two new partners, namely Lighting up Lives working in Casamance in the village of Abéné and the Centre Fagaru in Saloum Delta have been identified to set up and develop a vocational training centre in Senegal. A field visit was made to Senegal to meet the partners and centre locations. In the next fiscal year, these partnerships will be strengthened to establish training facilities and train women locally.



Opening Ceremony of the Barefoot Vocational Training Centre in Burkina Faso

### Burkina Faso

The initial phase of construction of the BVTC in Burkina Faso is complete. The official opening took place on 6th December 2018 in Nioryida Village, Commune of Nobili, Zoundwéogo, Centre-South region. The opening ceremony was attended by Government ministers and officials, along with 29 of Burkina Faso's Solar Mamas who have either been trained locally or in India.

### Liberia

A field visit to Liberia was carried out to develop a strategy to accelerate the implementation of the BVTC in the upcoming months.

### Zanzibar

In 2015, a Barefoot College Vocational Training Centre (BVTC) in Zanzibar was set up. A letter of intent was signed by the government at the time, which led to an MOU in 2018 granting regional access across Eastern Africa to deepen the work being carried out. During the year 2018-19, 14 women were trained in Solar Engineering from the regions of Pemba (8), Unguja (4) and Malawi (2). The training centre has been extended to accommodate an increase in the number of trainees, particularly from mainland Tanzania. The extension will be opened and functional starting next year.



# SOLAR APPLICATIONS

## Solar Projectors

With limited resources and insufficient infrastructure, most rural schools face serious problems in providing quality education. Solar projectors, developed by Barefoot's R&D team prove to be effective visual aids in off-the-grid schools, located in remote areas. The projectors are modern digital tools used as a teaching resource in unison with the existing curriculum. Long-life lithium batteries enable the projector's use for hours on end in their classes, and are complemented with wireless Apple televisions and iPod minis. The use of solar projectors is easily scalable among our schools and can be used effectively to create awareness.

Projectors have been installed in 70 Barefoot funded Night Schools in Rajasthan, Uttarakhand, Manipur, Jharkhand, Andhra Pradesh, Bihar and others, while also being used internationally in WWF Myanmar, Malawi and Malaysia.

## Solar Offline Servers

Additionally, the R&D team has developed offline server tools for remote schools in order to provide education about digital technologies. Use of iPads and Raspberry Pis, APPs based on basic numeracy, concept building and logical skills offer self-paced learning modules for students as well as teaching material for teachers. The offline servers are portable, solar-powered devices loaded with educational content data with everything from Science to Language which can be accessed 24/7.

## LED Solar Lanterns

Our newly improved LED lithium battery-run solar lanterns were designed to improve quality, performance and remove the element of planned obsolescence. Lithium batteries have the highest standards within the current industry. Service and repairability on the new lanterns is an easy process, making them a durable, sustainable choice. Lanterns are constructed to work in various weather conditions, making them an internationally viable product.

## Solar Roaster

A solar roaster uses a solar panel to power a rotating drum and a parabolic mirror, that auto adjusts to follow the sun and roast coffee beans in the drum. With zero carbon emissions, the Solar Coffee Roaster was introduced as a modified version of the original Scheffler cooker. B.Barefoot Coffee enterprise in India uses the power of the sun to roast organic, fair trade coffee beans.



## Solar Cookers

The Women Barefoot Solar Cooker Engineers Society (WBSCES), based in Tilonia, Rajasthan is the first registered association of semi-literate and literate women who fully fabricate and produce the Scheffler Parabolic Solar Cooker. In 2003, the German physicist, inventor, Wolfgang Scheffler, trained a core group of women to make a parabolic solar cooker modeled around the Scheffler community kitchen solar cooker installed at the Barefoot College. A parabolic cooker is essentially a concave disk made up of mirrors that directs sunlight towards the bottom of a cooking pot. Due to this characteristic the food cooks relatively faster.

The benefits of a parabolic solar cooker especially in a rural setting are innumerable. It is an eco-friendly alternative for fuel. All forms of cooking such as frying, boiling or steaming, that can be performed using a gas stove can also be done using a parabolic solar cooker.

Building a parabolic solar cooker requires high accuracy and skill in metal craftsmanship. A craft that has traditionally been synonymous with men is today being practiced by women who are mothers, wives and daughters.

Inspired by the success of these women, a pilot program was initiated to train the International Solar Mamas on how to produce and maintain the solar cooker. It is a safer alternative as compared to traditional wood or kerosene-burning fires that many of these women are compelled to use in their countries, often indoors.

This initiative encourages the Solar Mamas to return to their respective countries and construct similarly-modelled cookers that help them save money while reducing carbon emissions and pursuing a promising livelihood option.

**MY BUSINESS PLAN WHEN I GO BACK TO NIGERIA IS TO SELL THE SOLAR COOKER BECAUSE IT IS EASY TO USE, IT SMOKES LESS AND YOU ONLY NEED THE SUN TO COOK YOUR FOOD.**

— HAUWA, SOLAR MAMA FROM NIGERIA







# ENRICHE

SUPPORTING RURAL WOMEN TO PROSPER AND BUILD RESILIENT COMMUNITIES



## PROGRAM

The Enriche program provides rural women an opportunity to create wealth for themselves, developing their confidence, critical thinking skills and agency. This has set them on the path to building self-reliant, resilient and thriving communities. Since 2015, we have been addressing underlying structural and social barriers to women empowerment. Our holistic approach uses workshops, digital content, and learning tools specifically designed for the target audience. We work on identifying and developing the inherent knowledge and resources these women already possess. Our curriculum

We have witnessed that such empowerment nurtures an outward and inclusive view, leading to an economic uplift and a sustained community-wide positive impact.

## CURRICULUM

Our women-centered, inclusive and practical training curriculum is based on an inquiry-based pedagogy to enhance participation and collaboration. It covers the following eight areas of learning.

- **PERSONAL EMPOWERMENT:** Aspirations & Agency, Women's Wellness, and Digital Skills
- **SOCIETAL EMPOWERMENT:** Rights & Responsibilities, and Sustainable Living Practices
- **ECONOMIC EMPOWERMENT:** Financial Literacy, Micro-Enterprise Skills, and Entrepreneurship Skills

## PERFORMANCE OVERVIEW

### Global

- Created an Entrepreneurship Curriculum for rural women with a focus on areas such as self-confidence, critical thinking, customer assessment, relationship development, effective sales techniques, and record keeping;
- Initiated partnership with Fundación Capital to digitize Financial Literacy curriculum and to reach a larger audience through dissemination of knowledge at scale;
- Initiated partnership with Positive Negatives with support from Hogan Lovells to develop animated comic videos to digitize the Enriche Rights & Responsibilities curriculum;
- Piloted Enriche support WhatsApp groups to facilitate peer to peer sharing and reinforce learning;
- Finalised Enriche M&E framework to improve and measure impact across 8 building blocks.

### India

- Commenced the Women Prosper Initiative with Solar Sakhis which led to an astounding increase in their motivation, self-confidence, and ability to sell solar products
- Expanded our reach to local communities by conducting-
  - Workshops on menstrual health with girl students in some schools of Rajasthan and Sikkim
  - Need-based workshops on Child Rights & Child Sexual Abuse with parents of school children at Barefoot's residential school in Singla, Rajasthan

### International

- Trained Madagascar and Burkina Faso Regional Training Center coordinators on Enriche & B.Barefoot Enterprises program approach, curriculum adaptation and implementation strategy
- Strengthened Zanzibar B.Pads menstrual health initiative via the development of a partnership with the Government of Zanzibar, Ministry of Health, and UNICEF
- Trained Women Solar Engineers from Zanzibar, Tanzania mainland and Malawi on the Enriche co-curriculum
- Initiated research on re-training strategy and livelihoods development for the Islamic Development Bank and Pacific Islands Gol sanction initiatives

## KEY GOALS for FY 2019-20

Creation of an **Android app** on Financial Literacy for the Women Prosper Initiative in India, for a pilot launch in Q2, 2020

Pilot and formal launch of **digital Rights & Responsibilities curriculum** via animated comic videos with a focus on the areas of Domestic Violence, Education, Equality, and Health

**Digital tools and communication channels'** development to strengthen learning and support peer to peer sharing

Number of **Solar Mamas** and **Solar Sakhis** to be trained in India: 597 (a 182% increase);

Enriche program implementation in **Madagascar** and **Burkina Faso** Regional Training Center

### New Staff to be Hired

**Global:**  
Enriche International Coordinator

**India:**  
1 Program Head  
3 Master Trainers  
2 Support Staff

**Burkina Faso:**  
1 National Coordinator







Retrofitted building becomes new B. Barefoot Enterprise Headquarters on campus

## B. BAREFOOT

**EMBODYING THE SOUL OF THE REGION AND THE INDOMITABLE SPIRIT OF ITS MAKERS**

In 2016-17 Barefoot College set out to explore alternative intervention models for generating sustainable rural livelihoods in Tanzania, Guatemala and India. These efforts led to the formation of B. Barefoot, a Social Enterprise designed to develop and promote products at grassroots level, by empowering rural and non-formally educated women to pursue dignified, fair and consistent livelihoods. B. Barefoot is based on a decentralized, collaborative approach that nurtures last-mile ecosystems to bring about social change and community transformation.

## B. BAREFOOT HONEY



We approach Apiculture holistically in India (Uttarakhand, Kerala) and Tanzania (Zanzibar Islands, Kilimanjaro Region) to engage rural women in the production of raw and natural honey. This is an end-to-end process which includes:

- Facilitating structured training programs for rural women selected as beekeepers
- Providing necessary equipment with a built-in recovery model
- Procuring the extracted honey at fair market prices
- Working with existing rural cooperatives to create market linkages
- Conducting Environmental Stewardship workshops for rural men and women to spread awareness in various villages within these regions.

Additionally the team also provides training support for the state government's apiculture initiatives in India.

*THIS IS THE FIRST TIME THAT WOMEN IN UTTARAKHAND HAVE TAKEN UP BEEKEEPING. IT WAS ALWAYS THE MEN WHO DID IT BECAUSE WE WERE SCARED OF THE BEES. DURING TRAINING, WE WERE MADE TO UNDERSTAND THE PROCESS OF BEEKEEPING WHICH HELPED OVERCOME OUR FEARS.*

*WITH THE BEEHIVES IN OUR BACKYARD IT IS VERY CONVENIENT TO MONITOR AND LOOK AFTER THEM WHILE ATTENDING TO OTHER WORK IN THE HOUSE AND THE FARM. THIS HAS WORKED OUT WELL FOR US.*

— MEENA DEVI

FROM CHAMPAWAT DISTRICT, UTTARAKHAND,  
IS A HOUSEWIFE, FARMER AND NOW A BEEKEEPING MAMA



## Impact Generated Inception - March 2019

Country	India		Tanzania	
<b>Region</b>	Uttarakhand	Kerala	Zanzibar Islands	Kilimanjaro Region
<b>Area</b> # of villages	Champawat District 25 villages	Wayanad District 4 villages	Unguja and Pemba islands 22 villages	Rombo District 5 villages
<b>Ethical Apiculture Training</b> # of rural woman trainees	124	12	59	21
<b>Environmental Stewardship Workshops</b> # of rural men and women participants	120	60	59	21

Biodiversity conservation, a crucial element of our initiative, was upheld with the introduction of 100 colonies of indigenous bee species into the natural environment in India and through the procurement of 206 beehives for women beekeepers within Tanzania. Till date 728 kg of raw and natural honey has been harvested and procured in India and 520 kg in Tanzania.

The Environmental Stewardship Workshops have increased awareness around principles of permaculture and the environment at large within these communities.

**I LOVE BEEKEEPING BECAUSE IT INCLUDES ME FINANCIALLY. MY GOAL IS TO BE A GOOD TEACHER AND TRAIN OTHER WOMEN ABOUT BEEKEEPING.**

— MWANAHUJA

FROM UZI MTONGANI VILLAGE, ZANZIBAR

MADE A LIVING SELLING BREAD BEFORE SHE BECAME A BEEKEEPING MAMA

## B.BAREFOOT COFFEE

This enterprise model supports tribal women coffee farmers, and regional co-operatives / Flexible Purpose Corporations (FPCs), in the hinterlands of India (Andhra Pradesh and Kerala) and Guatemala (Ixil Triangle). We help women farmers preserve their organic heritage and abundant forests through regenerative farming practices. Using a locally developed and manufactured solar roaster with zero carbon emissions, we sustainably brew coffee with a bold taste and strong impact.

**I IN A SOCIETY WHERE WE SACRIFICE EVERYTHING IN THE HOPE OF A BETTER FUTURE FOR THE YOUNGER GENERATIONS, WE AS EMPOWERED WOMEN ARE ABLE TO LEARN AND TEACH OUR CHILDREN THE IMPORTANCE OF FARMING, AND PRESERVING THE ENVIRONMENT.**

— SALIMITI VENKAYAMMA

FROM GONDIPALLI VILLAGE, ANDHRA PRADESH, IS A COFFEE MAMA AND A SOLAR MAMA

## Impact Generated Inception - March 2019

Country	India		Guatemala		
<b>Region</b>	Andhra Pradesh	Kerala	Ixil Triangle		
<b>Area</b> # of villages	Visakhapatnam 2 villages	Wayanad District 2 villages	Municipality of Chajul 1 village	Municipality of Nebaj 1 village	Municipality of San Juan Cotzal 1 village
<b>Regenerative Farming Workshops</b> # of rural woman trainees	9	12	17		
<b>Land Area Under Cultivation</b> # of rural men and women participants	90 acres		165 acres		
<b>Coffee Harvested and Procured</b>	450 kg (Graded Green Coffee Beans)		907 kg (Graded Green Coffee Beans)		



Our Regenerative Farming and Coffee Enterprise workshops focused on rural women aged 25-60 yrs are paired with our Fairtrade Livelihood Generation Program, which also involves men from these villages. The household income of participating farmers from India has increased by 178% and market linkages for 25 rural households in Guatemala have been explored and established.

- Regenerative Agriculture forms the cornerstone of our approach and its adoption has the following benefits:
- Reduction in soil erosion
- Preservation of soil fertility
- Consistent yield and increased income from multi-cropping practices using cocoa, pepper etc. which provide income to farmers all year long due to seasonal nature of crops
- Conservation of forest land and trees due to permaculture principles taught in workshops

**I AM VERY GRATEFUL TO THIS INITIATIVE WHICH HAS ENABLED ME TO UNDERSTAND AND APPLY BEST FARMING PRACTICES TO EARN A DIGNIFIED LIVELIHOOD, FREE FROM EXPLOITATIVE MIDDLE MEN. EMPOWERING US DAVES PATHWAYS TO PURSUE OUR ASPIRATIONS.**

— KOYYAM CHELLAYAMMA

FROM GONDICHINTA VILLAGE, ANDHRA PRADESH, IS A COFFEE MAMA WITH ADDITIONAL LIVELIHOOD SKILLS IN VERMICOMPOSTING AND SPICES MANAGEMENT

## B.BAREFOOT NUTRITION

This industry is involved in the production and distribution of Super5 (formerly called Amritchuran), a traditional mixture comprising 5 nutritional ingredients: wheat, peanut, sesame, gram and jaggery. Super5 helps combat malnourishment in children and iron deficiency (anemia) in women. The Barefoot community has witnessed the positive effects of regularly consuming this mix of essentials which has led to the development of an enterprise model that serves as a source of subsistence for rural women, through production and sale, and is also a suitable health intervention for adequate nutrition of the rural poor.

### Impact Generated April 2018 - March 2019

Country	India
Region	Rajasthan
Area # of Villages in which distributed	Ajmer District 40 villages
Production of Super5 # of rural women	4
Quantity of Super5 Produced	1200 kg
Providing Nutrition	1300* rural children 300 rural women

\*Across 40 creches and 1 residential school in Silora Block, Ajmer

The Super5 production fully employed 4 rural women from villages in Rajasthan to produce around 1200 kg of the product annually. This led to a 25% increase in their household income. Super5 is sold in the Barefoot College campus to staff, locals and visitors to the campus. There has been a marked improvement in the nutritional intake of children enrolled in Barefoot's creche schools on receiving Super5.

## SCALING B.BAREFOOT

During 2018-19, B.Barefoot geared up for scale by structuring the enterprise approach involving logic models, business models and M&E indicators. We began executing our go-to-market plan by -

- Obtaining the FSSAI License
- Developing product branding, communication, and packaging
- Structuring pricing strategy
- Defining customer segmentation
- Conducting trial sales in key customer segments - luxury hotels and in-house retail





## BINDI SOLAR

### BUILT, SOLD, SERVICED BY WOMEN

Frontier Markets and Barefoot College joined hands in November 2017 to form a global enterprise partnership that combines solar technology and income growth to create social and economic opportunity for rural women.

Bindi Solar is the beautiful outcome of this alliance. It is the first global line of solar home lighting products fabricated, distributed, sold, installed, maintained and repaired exclusively by women. The project was piloted in Rajasthan.

### Toolkit

The Bindi Solar toolkit is an efficient blend of education and enterprise. It combines Barefoot College's solar engineer training to manufacture, install and service solar products in their villages, with Frontier Markets' market-based approach to train women to collect and use customer data as energy consultants.

### Products

Bindi Solar products include; low cost Solar Home Lighting Systems, portable lanterns, micro grids, DC TVs, fans and a range of handheld solar lighting devices.

### Projected Impact on Scaling

Together, they will deepen enterprising skills, generate income and help break traditional norms of society for women rising out of poverty. Both enterprises will utilise their network of multilateral organisations and extensive ground partners to scale and replicate this toolkit globally.

Developed, at scale, this partnership will create a network of more than 2000 female Engineers & Entrepreneurs to reach 200,000 households. Together, they will establish 100 Solar Demo Hubs in rural areas.



## HATHELI SANSTHAN

### HONOURING CULTURE AND CRAFT

Hatheli Sansthan is an artisan enterprise built around reviving the crafts, using design and marketing. Hatheli Sansthan's mission is to develop and train artisans for a global supply chain, to support ongoing interventions that perpetuate culture and craft of the regions Barefoot College works within and to successfully elevate grassroots leadership positions in a viable cottage industry structure.

### Tilonia Bazaar

The origins of the bazaar concept which is hugely popular today, dates back to 1975 with the inception of Tilonia Bazaar. This was a physical marketplace created by artisans who travelled the length and breadth of the country to sell their handcrafted goods. Today the physical marketplace has been replaced with a virtual one. Tilonia Bazaar is now an e-commerce platform which also ships to international destinations. Various artisans contribute unique handicraft products incorporating indigenous art forms like patchwork, block prints, woodwork, pottery and leatherwork.

### Upcycling

The Upcycle Waste Department was initiated in 1992 to reduce discarded waste while encouraging the notion of reusing otherwise useless materials. Products including newspaper bags, diaries, envelopes, file folders, gift cards and educational toys are upcycled and sold on the Barefoot College campus. Educational toys and models are also used to educate Shiksha Niketan school children on the topic of waste management.

### Artisans

A total of 30 full-time artisans are employed across various artisanal sections and this number includes 6 local artisans working in the Upcycle Waste Department. We value and respect our employees and their efforts. Each employee is issued an Artisan ID card, which gives them direct government benefits and most importantly a sense of pride and recognition for the invaluable contribution.

### Marketing & Distribution

To propel marketing and distribution we have tapped into various avenues that create impact and visibility. These include -

- A fashion show for our clothing line featuring Tilonia Bazaar's garments worn by women from all over the world. Solar Mamas and Tilonia staff were chosen to model the garments.
- In-house marketing during the Annual Jagriti Yatra which saw a footfall of around 500 participants to our college campus, generating a great opportunity for PR & Sales on a single day.
- An exhibition in January 2018 at the Bajaj Art Gallery in Nariman Point, Mumbai for a week served as a popup store. This helped gain visibility and provide access to diverse audiences present in a large city who are potential patrons of our brand.

### Impact Generated

Working across 5 districts and 48 villages with 384 associated artisans, ongoing learning and innovation by Hatheli artisans has led to the development of new product lines guiding the way forward for our enterprise.



# EDUCATION

ENABLING LEARNING BY DOING

Learning of any kind at Barefoot College is steeped in the actual doing of the process in a local scenario. Education follows the same maxim with academic subjects being distilled down to their relevance and application in a rural context. The conventional concept of schooling has no place in marginalised communities where children contribute in direct ways towards running the household. Thus a hands-on, learning-by-doing method is imperative. Children are also taught to appreciate and respect the traditional livelihoods present in their respective regions. With the combination of traditional wisdom and practical skills, we empower them to become active participants and leaders in their communities.



## Barefoot Science Laboratories

Our newly-established Portable Science Curriculum enables children to demystify science and the environment through a synthesis of hands-on activities and scholastic experimentation. As the winner of the Best Technology Innovation at the 2018 3M CII Conference, Barefoot Science Laboratories' Portable Science Curriculum has been identified as a scalable, revolutionary solution for the rural poor. The activities and experiments are easily reproduced using locally sourced materials, enabling any region to use the Science Labs without assembly or high costs.

## Solar Digital Night Schools

We built 3 Night Schools in 1975 to provide traditional and relevant education to rural children who are unable to attend school during the day due to responsibilities such as farming or household chores.

Today we have over 200 Night Schools across 11 states in India. Since the beginning of our partnership with Oracle and Apple in 2015, these schools were transformed into Solar Digital Night Schools, using solar projectors and wireless Worldreader tablets equipped with programs which work off-line to simulate internet access in classrooms. This model presents remote, off-grid communities with an opportunity to receive quality and innovative non-formal education and is being considered for replication in the Pacific Islands, Lesotho, Malawi, Madagascar, and Tanzania.



## Bridge School

Our Bridge School initiative was devised to help reintegrate student drop-outs back into the academic system. Children between the ages of 9-14 yrs undergo a comprehensive 10-month lesson plan designed to impart skills and confidence requisite of a standard schooling system.

## Shiksha Niketan

Inaugurated in 1988, Shiksha Niketan is our Day school in Tilonia, Rajasthan. It educates 400 children annually, of which over 50% are girls. The school utilizes a solar-powered electrical system and rainwater harvesting tank, following its own advocacy of protecting the environment and employing renewable ideologies. The curriculum also consists of environmental sustainability education and local biology studies in addition to elements such as Smart Science Labs, which use library and classroom computers. Many of our curriculum pilots are first tested at Shiksha Niketan, which sets a benchmark for school management and pedagogy across the country.

## Children's Parliament

The Children's Parliament programme provides students with the opportunity to actively participate in the management of their school through a democratic process. For instance voting for a classroom Prime Minister. This helps foster leadership and critical thinking skills, while discussing important topics such as human rights.



## Barefoot Rise Fellowship

Modelled around the Teach for India program and inspired by the founding principles of Barefoot College, our Barefoot Rise Fellowship encourages young education enthusiasts to transform themselves into holistic professionals by teaching at our Shiksha Niketan School. Barefoot Rise associates are looked upon to create a safe and engaging learning environment for their students while working collectively with other staff members. The Rise Fellowship team aids in activating cross-learning platforms alongside teachers and the local community.

## Impact Generated

We have trained over 14,000 qualified grassroots educators and educated over 75,000 children. Where access to electricity and connectivity due to remoteness was a challenge, our efforts have managed to reduce migration to urban cities for work by 85%, narrow the exponentially widening "digital divide", and remove barriers created by gender and social norms through innovative, non-formal mechanisms that honour learning by doing.



# WATER AND SANITATION

PROVIDING SUSTAINABLE SOLUTIONS FOR A FUNDAMENTAL HUMAN RIGHT



Access to clean drinking water and sanitation are essential to the realisation of all human rights. We have pioneered the provision of sustainable drinking water and sanitation solutions based on the following guidelines:

- decentralisation of water sources
- replenishment of fast depleting water tables
- participation of rural communities in implementation
- reduced dependency on external aid

## WATER

At Barefoot College we build technologies and improve know-how to harvest rainwater, build dams, use solar power to desalinate water using Reverse Osmosis (RO) and also develop the mapping and use of water in rural communities through a first-of-its kind online platform designed to scale nationally with the objective of spreading awareness about Water Conservation.

### Rooftop Rainwater Harvesting

Water should never be allowed to flow out of any village or community facing a shortage of drinking water because it costs much less to collect rainwater than to exploit groundwater. Rooftop rainwater harvesting is the most viable alternative that addresses the global and local concerns of water scarcity, groundwater depletion, dried wells and handpumps. It is a traditional practice that dates back centuries and is relatively inexpensive to implement. The Barefoot College Rooftop Rainwater Harvesting Program was initiated in 1986 and till date benefits communities at large irrespective of gender, caste or status. It provides a single source for drinking water in public places like schools and health clinics. We are an integral part of The Global Rain Water Harvesting Collective, an intrinsic partner for the UN SDGs.

### Dams

We have supported the construction of three dams - Mandavaria in Silora Block, Ajmer District; Paluna in Jawaja Block, Udaipur District; and Korsina in Dudu Block, Jaipur District. These dams supply water to people and livestock in the arid regions of Rajasthan. By slowing the speed of water, reducing erosion and allowing the sediments (minerals and contaminants) to settle at the bottom the dams provide potable water to communities in and around the adjoining villages.

The reservoirs created by these dams are solely used to provide clean drinking water, maintain sanitary conditions and facilitate a sustainable agricultural model, without being diverted for generating electricity.

### India's First Solar Powered Desalination Plant

In 2006, Barefoot College in collaboration with the Central Salt and Marine Chemical Research Institute (CSMCRI) built India's first Solar Powered Desalination plant in Kotri village of Ajmer district. This plant uses Reverse Osmosis (RO) technology to purify saline water. The plant provides 750 litres of potable water to local communities, safeguarding them from numerous water-borne diseases. Local communities are adopting the use of RO to help deionize water and make it potable. This technology has been successfully replicated in 8 other villages, providing potable water to nearly 8,000 people. A desalination plant with a capacity of dispensing 500 litres of clean and safe drinking water every hour has been installed in the New Campus of Barefoot College. It provides water to around 150 people everyday.



## Water Data and Information System

An initiative that began in 2008, [Neerjaal](#) is a first-of-its-kind village-level water data and information system, originally conceived by the Global Rainwater Harvesting Collective and Barefoot College in Tilonia Rajasthan. An interactive water mapping website that catalogues data and information on water tables and sources in villages, Neerjaal is managed exclusively by rural communities. The software facilitates generating, archiving and sharing water-related information in a village. Above all, it helps manage scarce, depletable water resources across communities in India.

## Impact Generated

Over 1500 rainwater tanks have been constructed in schools and communal buildings, 225 village ponds, 45 dug wells, and 15 anicuts across 18 states, benefitting hundreds of thousands of people, especially the most marginalized.

Additionally, across 4 states and 530 villages, 1735 handpumps have been installed, providing water to more than 60,000 people. Many are installed in schools and community training centres. Locals have also been trained to understand the working of these handpumps to independently tackle repairs and maintenance.

## SANITATION

Barefoot's Sanitation Department was established in 2016 with the aim of creating safer and more dignified living conditions for the rural poor. Our focus is on driving behavioural change through awareness drives, sensitization, training and capacity building, while providing waste and disposal infrastructure that can be managed by the community. This includes reducing the dumping and burning of waste to enable both animals and humans to lead a better and healthier standard of living.

Our system is designed and run by rural communities and only supported and funded by Barefoot College. Traditional media is used to spread mass awareness by creating a cultural connection with village residents. Taboo subjects such as caste inequality and menstrual hygiene are openly discussed and presented throughout this system.

## Waste Management Model

The first waste management model piloted by Barefoot College was in Chhota Narena village, Ajmer. It was deemed successful as it resulted in improved sanitation and hygiene conditions for over 400 families in the village. Moreover, it transformed into a zero-waste region, recycling over 1.5 tonnes of plastic waste and converting over 25 tonnes of biodegradable waste into organic compost. It also generated employment, income through value recovery from waste, and environmental protection, including the protection of livestock animals who often mistakenly eat waste material and become fatally ill. As Rajasthan's first successful zero-waste city, Chhota Narena has become the archetype for 5 other villages that are replicating the system.

## Awareness Campaigns

A volunteer campaign involving 170 architect college volunteers who supported the eco-friendly construction of a building using recycled PET bottles, helped generate awareness among over 8000 beneficiaries. The students also constructed segregation and storage rooms designed for efficient waste management.

## Impact Generated

Projects such as these have resulted in environmental conversation, behavioural change, livelihood generation and income generation through value recovery from waste.

Construction of 50,000 litre rainwater harvesting tanks, improving WASH facilities, introducing viable waste management and recycling programs are efforts contributing to our vision for a cleaner, healthier India.

NEW



# HEALTH

## FOSTERING WELLNESS AND AWARENESS

Enriche Trainer, Paramjeet teaching in a Menstrual and reproductive education workshop.



Barefoot College has been providing basic health services to rural communities since 1973, a year after being founded. The healthcare philosophy at Barefoot College is one of prevention and timely treatment. A team of trained Barefoot doctors, dentists, pathologists, health workers and midwives combine traditional healing practices with modern science and technology to improve the health of their communities. Through a network of grassroots leaders, Barefoot College has fostered health awareness among rural men, women and children on issues such as hygiene, food and nutrition, family planning and reproductive health, immunizations, midwifery and HIV prevention. Barefoot healthcare programmes have generated employment, reduced migration and strengthened local economies.

## GENERAL HEALTH

General healthcare services including diagnostic, pathological, dental and eye care facilities are provided at affordable costs to locals at the health clinic situated within the Barefoot College campus in Tilonia, Rajasthan.





## WOMEN'S WELLNESS

A pivotal program for the spread of health education and effective action, the Women's Wellness initiative was launched to work with women of all ages. This program tackles poor health in girls and women using a three-pronged approach:

### Menstrual and Reproductive Health Awareness and Services

Menstrual and reproductive health education, often extremely lacking or non-existent in many of the rural communities, is now provided using a practical yet unique curriculum aided by interactive and digital tools, games and discussions which has met with considerable success. The project, which is currently running in India and Zanzibar, is designed not only to provide awareness but also to empower women by giving them understanding and control over their reproductive health.

The women and girls are also given access to a range of environmentally sustainable and affordable menstrual care products such as eco friendly disposable pads and reusable cloth pads, providing them with the opportunity to pick a product based on ease of use, disposal method, and cultural context. These products are manufactured locally by rural women providing a source of secondary livelihood and are distributed/sold through local and regional networks.

Monthly family planning camps have been organized in collaboration with the government for the female sterilization process for 186 women. The women were supported by transportation facilities and post operative care and followed up by Barefoot community health workers.

### Providing Antenatal Care for Pregnant

We provide antenatal care for pregnant women with the support of the local daima (midwife) and community health workers who provide these services in 50 villages across 3 districts in Rajasthan. The daima provides timely care and information and coordinates with health workers for regular antenatal check ups.

### Addressing Malnutrition

Following the life course approach, the team engages women in rural communities with a practical solution based curriculum. We train and enable local grassroots health champions to disseminate accurate information on ways to fight malnutrition by addressing the interconnected issues of hygiene, menstrual and reproductive health and rights and nutrition. This is complemented by providing point of care accurate anemia diagnosis and reviving local indigenous nutritional products. One such initiative is Super5 (formerly called Amritchuran), a product made by the rural women of Barefoot College is a good nutritional intervention that has proven to be effective providing necessary nutrition and is both palatable and affordable.



General dental care services situated within our campus.



Health Department Team

## DIGITAL AID

Leveraging on the penetration of mobile services in rural India, we have launched two digital health services for effective antenatal care.

A digital SMS based reminder and tracking system "medic mobile" has enabled the health workers to provide timely antenatal care to pregnant women. This involves the use of a phone to register a pregnant patient through SMS, which is sent to a central gateway where the data is stored and timely reminders are sent to the patient for antenatal care. It also has the feature of reporting each visit and danger vitals via SMS. Real-time data collection and reporting enables timely referrals and tracking health data of each beneficiary. The software also provides impact data and analysis on key indicators, enabling monitoring of progress made.

mMitra is a mobile voice call service that provides culturally appropriate comprehensive information on preventive care and simple interventions to reduce maternal and infant mortality and morbidity directly to pregnant and lactating mothers. The messages cover topics ranging from nutrition, immunization, pregnancy care, infant feeding practices and postnatal care. The voice calls are in the local dialect, specific to the targeted beneficiary woman's gestational age and the age of the infant. The service has benefited more than 750 pregnant women and lactating mothers from Ajmer, Jaipur and Barmer districts in Rajasthan.

## IMPACT GENERATED

The rural primary hospital has assisted close to 7500 beneficiaries from 80 villages with diagnostics, dental resources, sanitation and contraceptive services. Through the network of community health workers and trained traditional birth attendants, more than 1000 pregnant and lactating women from 50 villages were provided antenatal and postnatal health care and services. On a monthly basis, around 300 menstrual care products are distributed in schools and communities improving health and hygiene. Most importantly, female sterilization, contraceptive pills, condom distribution, haemoglobin tests, blood work and antenatal care have resulted in qualitative impacts. These include no maternal mortalities, 100% immunization and an improved understanding of generally considered taboo topics namely women's menstrual hygiene and reproductive.

**MY MOTHER-IN-LAW AND HUSBAND LISTENS TO THE CALLS AS WELL, MY MOTHER-IN-LAW HELPS ME IN HOUSEHOLD WORK SO THAT I CAN TAKE PROPER REST, SHE ACCOMPANIES ME FOR CHECK UP AS WELL.**

— NARU DEVI, NAYAGAON





# COMMUNICATIONS AND IT

ALIGNING PEOPLE WITH OUR SHARED VISION;  
NARROWING THE GLOBAL DIGITAL DIVIDE



Community Interventions on Equality, Health or Climate Change are often told through performing arts.



Rural Communications Team

## Puppetry

This art form was the first mode of communication used by Barefoot College to encourage discussion and engagement around complex topics such as violence against women, money-lending, and others, using puppet theater. The puppetry team is an eclectic mix of artists with multiple talents. They make their own puppets, write their own script and sing live to talk about social issues that affect them as a society. They also work with teams across India who are keen to learn this format of discourse. They have performed with their puppets in over 100 rural villages, to spread awareness around important subjects such as child marriage, gender inequality, waste management and environmental sustainability while demonstrating the consequences in their acts of role play.

## Communications

The Barefoot Communications team is responsible for documenting and relaying human stories of courage and conviction drawn from a global landscape. The medium chosen to tell these stories is integral to reach both urban and rural audiences and provide information and updates on environmental and social problems, potential solutions and calls to action. We use a holistic blend of traditional and modern formats to target certain demographics effectively and sensitively.

## Barefoot College Media

Modern technology is a powerful storytelling tool. Barefoot Media utilizes digital media and platforms to document and broadcast stories of (s)heroes at grassroots levels that are worthy of a wider audience. Our team consists of filmmakers, photographers and journalists that showcase our field work on the world wide web. We have a following of over 150,000 subscribers who are tuned into our newsletters, crafted blogs and social media platforms on a frequent basis. Backed by a number of partnerships and collaborations in collective media, we have developed and featured human stories in films such as *She, No Problem*, and *L'urgence de ralentir*. Our widely acclaimed, award-winning documentaries - *WATT IF* and *Flip the Switch* have also put the spotlight on Barefoot's solution-based action on an international stage.

## The Malala Project

We recognize the value of film and photography to promote projects and events worthy of increased exposure and momentum worldwide. Film especially has proven to be a widely effective tool with its honest, true-to-life depiction of the human condition. *He Named Me Malala* was one such documentary that had the potential to inspire many of the isolated communities connected through the Barefoot College Night School network. We initiated The Malala Project, supported by the Malala Fund, to screen this documentary in remote off-grid communities using solar-powered projectors designed developed by Barefoot College. Through this project, 40,000 children and adults in 80 remote villages across India watched this documentary. This effort was instrumental in encouraging people to return to education and also propagated the importance of educating girls and empowering women.





Manoj Ji, Tilonia Campus Videographer

### Tilonia Community Radio

The host of Tilonia Community Radio operating from the Barefoot College campus is a young daughter-in-law of the village whose voice is carried by sound waves travelling at a frequency of 90.4 MHz across a range of 15 km spanning 30 villages. Between the hours of 7 to 9 in the morning, 12 to 2 in the afternoon and 6 to 9 in the evening, listeners can tune in to updates on activities at Barefoot College, Government schemes for labour, education, agriculture, right to food, right to living, women and children's rights. There is also light-hearted content like folk songs, stories, dramas and jokes. The content being broadcast follows a 70:30 ratio between Hindi and Marwari languages.

### Barefoot Digital Night Schools

This is a unique initiative through which both teachers and students are trained. It was piloted within schools in Bihar, Jharkhand and Chhattisgarh, using I pads and Solar Projectors. Efforts by our IT team to harmoniously blend modern knowledge with a grassroots curriculum that adheres to local requirements have shown heartening results. There has been a significant rise in digital literacy within the 6 schools that were involved in the pilot.

### Information Technology (IT)

Our IT department was established in 2015 to empower rural communities through advanced technologies that narrow the ever-expanding digital divide. The team is actively involved in imparting digital literacy to several beneficiaries including locals employed or living on the Barefoot College campus, the International Solar Mamas and Digital Night School students. Programs taught include computer basics that cover the use of Internet search engines, email applications and data entry. 85 beneficiaries have benefitted from this training, thereby reducing the maintenance of manual records and eventually simplifying work requirements. A large portion of our rural staff is not equipped with digital skills and this training has helped fill many gaps that had earlier prevented them from using computers and related devices. Post training on campus, 85% of the Barefoot College departments now use computers, 75% use an internet connection and more than 50% of the staff is equipped with basic digital skills. Ipad training, another one of our highly successful programs, has directly impacted over 250 beneficiaries, including International Solar Mamas inducted in the Women Prosper Initiative. Trainees are taught how to use an Ipad from scratch, till they are comfortable with the technology and are able to utilize this digital medium in the future while selling their solar products. The IT team also monitors and maintains the IT infrastructure present within the Tilonia campus in Rajasthan.



The Monitoring, Evaluation, Reflection, Learning (MERL) Plan is strategically developed to maximise the effectiveness, efficiency and impact of our programs worldwide. It provides an evidence-based framework rooted in a 'Results Focused' approach at local, regional and global levels.

### MONITORING

This function is key towards capturing results which form the bases of the MERL Plan. We conduct routine monitoring of our projects through the collection and analysis of data that enable us to track progress and identify opportunities for performance improvement. Each performance indicator is researched using participatory methods and surveys conducted either by ground partners or external consultants on a cloud-based platform, offline.

### EVALUATION

During the lifetime of a project, we undertake three evaluations to assess a project's impact on the environment and the quality of life of rural communities. We first establish the baseline of the rural community while our Solar Mamas are undergoing their training. After solar equipment has been installed, we then conduct a mid-term evaluation two years later and a final end-line evaluation four to five years later. Evaluations at baseline, mid-term, and end-line are regularly conducted in all new project sites around the world. This information is then aggregated at the headquarters level in India.

### REFLECTION

We continually seek to improve the monitoring and evaluation of our projects by reflecting on the current process and results produced. We also conduct research in the form of short-term case studies, feasibility studies, and innovation studies that serve as a benchmark and guide us in this process.

### LEARNING

Barefoot College M&E staff alongside expert consultants and professors continue to research and explore the application of new tools tools such as randomised controlled trials, social/environmental return on investment, and social network analysis (SNA) to build the capacity for data collection and analysis among its diverse programs.



# BAREFOOT COLLEGE

## SOLAR PROGRAM AND ENRICHE PERFORMANCE FRAMEWORK

Our global flagship Solar and Enriche Programs are strategically aligned with the UN Sustainable Development Goals (SDGs). A robust performance framework effectively tracks the results from these programs across the SDGs and the Triple Bottom Line (TBL) to compute the three-pronged impact on People, Planet, and Profit while achieving sustainability for our various stakeholders.

### People



- Women owning Micro-Solar Enterprises
- Trained Women Barefoot Solar Engineers (WBSEs)
- Solar Sakhis trained
- Women in leadership positions
- Increase in income, decision-making power in Women
- Decrease in health issues related to traditional fuel
- Increase in children's reading/study time
- Increased use of digital tools for business/personal use

### Planet



- Carbon and black carbon emissions avoided
- Decreased use of traditional fuels
- Households solar-electrified
- Community spaces solar-electrified
- Households implementing climate smart actions

### Profit/Partnership/Prosperity



- Increase in households' savings
- Increase in households' actual income
- Increase in children's reading/study time
- Micro-Solar Enterprises established
- Monetary investment in providing solar equipment to developing countries
- Funds raised and invested through public-private and civil society partnerships

**93**  
COUNTRIES

**306**  
RURAL ELECTRONIC WORKSHOPS

**537,186**  
DIRECT BENEFICIARIES

**58,475**  
HOUSEHOLDS ELECTRIFIED GLOBALLY

**3,128**  
SOLAR MAMAS

**1,169,659**  
KG CO2 EMISSIONS AVOIDED ANNUALLY

**1M+**  
INDIRECT BENEFICIARIES

**35,123**  
LANTERNS USED GLOBALLY





**WE ARE ON THE CUSP OF A DECADE OF CONSEQUENCES. DISRUPTIVE CHANGE IS REQUIRED IF WE WANT TO CHANGE THE COURSE OF THINGS TO COME. IT'S TIME TO WAKE UP, SPEAK UP AND ACT IN WAYS THAT OTHERS MAY NOT.**

**— LAWRENCE MIGLIALO**

## WAKE UP CALL

What began as the first university in the world reserved for the poor, 47 years later has become a great equalizer in the Global South. In a world where the odds are largely stacked against women and girls; we dreamed of creating a different opportunity for them. One in which they were free to learn.

A template originally designed to train using hands-on skills and traditional practices in India, over the years has proven to be immensely valuable in the least developed countries of Africa, Latin America, Asia and the Pacific Islands, effectively utilizing the rural wisdom of each area. Our approach is rooted in the fact that urban solutions cannot solve rural problems. Barefoot solutions consider the needs of the rural population and trust in their ability to get things done.

What is common across Barefoot College initiatives in solar, education, enterprise, empowerment, health, water, sanitation and communication?

It empowers women who come from some of the poorest, most marginalized, climate-ravaged places on our planet by tapping into their high adaptive intelligence. Their ability to act adroitly in adverse circumstances makes them most adept at leveraging technological tools (yet another amazing equalizer) to transform their lives. These women have become role models for their families, girls and most importantly they have become leaders. Climate Action Leaders. They are tackling Climate Change issues head-on in the relentless pursuit of sustainable development.

We are on the cusp of a decade of consequences. Disruptive change is required if we want to change the course of things to come.

It's time to wake up, speak up and act in ways that others may not.

Together,

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