

A photograph of two women in a dimly lit room. One woman, wearing a red sweater, holds a glowing red solar lamp. The other woman, wearing a purple sweater, looks at the lamp with interest. The lamp is a red plastic bottle with a white light bulb inside. The background is dark and out of focus.

2019-20

GLOBAL ANNUAL REPORT

**BREAKING STEREOTYPES,
CHANGING MINDSETS**



barefoot college
INTERNATIONAL



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MESSAGE FROM CEO

This has been a year of achievements and challenges, both for our organisation and the communities we serve. Four years ago, we set out to realign our existing programmes with the UN Sustainability Goals, streamline our programmatic range for maximum impact and expand Barefoot College International as a thriving and global presence. We remain committed to our core mission to create sustainable economic uplift for the most marginalised rural communities through our work with women and girls in India and around the world.

Through our Solar program, we continue to put connectivity and sustainable energy into the hands of our trained female solar engineers. These incredible women, who come to Barefoot College International with no formal education and little to no literacy, not only go on to electrify their communities, but also leverage their newfound skills into prosperous businesses, feeding a circular economic uplift that will stand strong in the face of even the toughest challenges. In 2019-2020 we trained 291 women, who will go on to bring clean energy solutions to 45,591 households in 626 communities around the world.

We continue to grow our range of unique programs, with the support of our partners and donors, increasing their impact and expanding their reach globally. This year, 291 women from 20 countries have participated in our ENRICHE curriculum. Alongside their Solar training, ENRICHE puts financial, health and enterprise knowledge directly into their hands. These women leave with a new understanding of their sexual, reproductive and human rights, ready to break generational cycles of inequality and pass essential knowledge onto their children and grandchildren. It is exactly this kind of long-term impact that Barefoot College International was set up to achieve and we are immensely proud to see it in action.

The success of ENRICHE has led BCI to develop a wide array of livelihood training modules ranging from the building of Bindi solar products, which Solar Mamas can then sell within their communities and beyond, to beekeeping and honey enterprise, coffee and mushroom growing and other income generating opportunities. These add directly to the family income creating a sustainable circular economy and positioning our Solar Mamas as community leaders, breadwinners and social influencers.

Through our community and night schools, our Education programme has reached 3180 children in the last 12 months, and we continue to ensure that over 50% of students enrolled are girls, aged between 4 -19, whose life chances are transformed

by this experience. Educating girls protects them from potential issues including forced marriage and early pregnancy, and for each year a girl stays in school, her future earning potential increases by 20% for every year of primary education. Our school curriculum takes a holistic approach, featuring non-traditional modules on gender, technology health and social issues alongside more traditional subjects such as literacy. For all of our students, our interventions are the only opportunity to access education and when transitioned to mainstream schooling students find that their community schools have prepared them well to cope. Our students hailing from marginalized communities have represented themselves in equal footing with privileged students in national forums, further proving the potential of rural children when they are provided with the tools and opportunities to thrive.

The many women and girls who discover their potential through our targeted programs are the reason we have confidence in these programs and will continue to scale them. We are immensely proud of all our solar mamas; excited for our schoolchildren's futures; heartened by the dedication and commitment of our teams on the ground; and grateful for the support of our far-sighted partners and many individual supporters. Moreover, none of these achievements would have been possible without the support of the Indian government, who remain committed to supporting our global efforts through our five regional training centres, together with the Governments of Zanzibar and Madagascar.

Looking ahead to the next 12 months we expect Barefoot College International to continue to flourish, confident of our mission, our values and our impact, and ready to adapt to any and all challenges that might lie ahead.



MEAGAN FALLONE, CEO
Barefoot College International



OVERVIEW

IT STARTS WITH THE SUN....

SOLAR ENERGY PROVIDES ELECTRICITY AND REDUCES CARBON EMISSIONS, BUT WE ALSO SEE IT AS A CATALYST TO CREATE EMPLOYMENT, BOOST INCOME AND PROVIDE SELF-RELIANT SOLUTIONS FOR VILLAGE COMMUNITIES.

— GLORIA JONATHAN

BUILDING A SUSTAINABLE WORLD

FROM THE GROUND UP

ABOUT

Barefoot College is a Non-Governmental Organisation (NGO) whose work focuses on the world's Least Developed Countries. Our Barefoot Solutions include Solar Electrification, Clean Water, Education, and Livelihood Development. We train rural women worldwide to become Solar Engineers, Innovators, and Educators who bring the hope of light, livelihood, and learning to their communities. We strongly believe in empowering women to become agents of sustainable change. We continue to design ways to nurture and support a journey towards educating, enabling, and empowering one woman at a time, one village at a time.

OUR MISSION

We demystify and decentralise technology and put new tools into the hands of the least advantaged, with the aim of fostering self-sufficiency and sustainability among the rural poor.

BAREFOOT SOLUTIONS ARE TARGETING

14 OF THE 17

UN SUSTAINABLE DEVELOPMENT GOALS



OUR VALUES

We have a geographic focus on the Least Developed Countries, training women worldwide as solar engineers, entrepreneurs and educators. These remarkable women return to their villages to bring light and learning to their communities and drive rural resurgence and economic resilience.

Our transformative work directly results from our values and approach, which have been based from the beginning of Barefoot College, on Mahatma Gandhi's core principles. Gandhiji's spirit of service drives our mission and his ideas on sustainability direct to our efforts. These Values are:



EQUALITY

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



COLLECTIVE DECISION-MAKING

Collective decision-making inspired by a flat organisation that encourages free flow of information, giving voice to all and making everyone answerable to each other.



DECENTRALISATION

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



SELF-RELIANCE

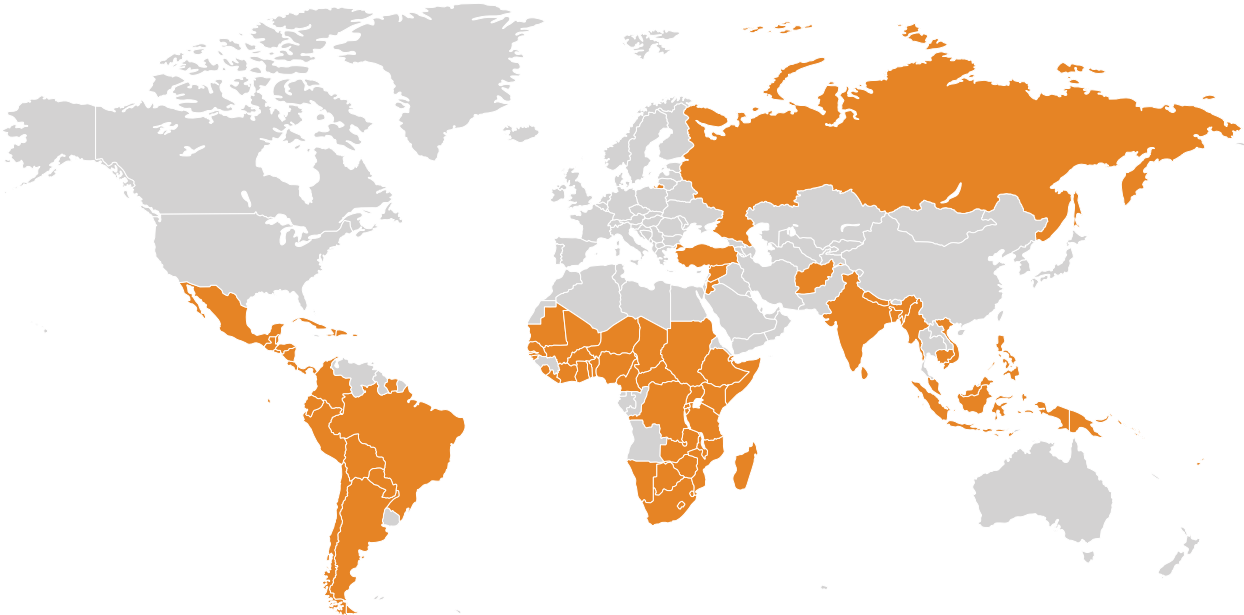
Self-reliant ways that encourage self-confidence and joining hands to solve problems together.



AUSTERITY

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

GLOBAL FOOTPRINT OF THE BAREFOOT COLLEGE SOLAR PROGRAMME



AMERICAS	AFRICA		ASIA	PACIFIC ISLANDS
Colombia	Ethiopia	Burkina Faso	India	Tonga
Guatemala	Malawi	DR Congo	Bhutan	Fiji
Peru	Rwanda	South Africa	Russia	Samoa
Chile	Tanzania	Zimbabwe	Jordan	Vanuatu
El Salvador	The Gambia	Liberia	Myanmar	Solomon Islands
Haiti	Uganda	South Sudan	Cambodia	Nauru
Nicaragua	Djibouti	Zanzibar	Indonesia	Kiribati
Panama	Mali	Benin	Timor	Papua New Guinea
Honduras	Mozambique	Burundi	Philippines	Micronesia
Mexico	Senegal	Madagascar	Bangladesh	Tuvalu
Belize	Sierra Leone	Comoros	Malaysia	Marshall Islands
Brazil	Sudan	Ivory Coast	Sri Lanka	Cook Islands
Paraguay	Cameroon	Togo	Vietnam	Palau
Cuba	Ghana	Lesotho	Palestine	
Ecuador	Guinea Bissau	Botswana	Syria	
Bolivia	Kenya	Central African	Turkey	
Dominican	Mauritania	Republic	Nepal	
Republic	Niger	Cape Verde	Afghanistan	
Suriname, Costa	Chad	Somalia		
Rica, Argentina	Namibia	Nigeria		
USA (Puerto Rico)	Zambia	Swaziland		

THIS YEAR'S TRUSTED PARTNERS



AWARDS



Guide Star India
2020



UN SDG Pioneer for Advocacy
of Sustainable Solutions
2019



National Energy Globe
Award Madagascar
2019



Better Society Award
2019



Women Economic Forum:
Iconic Leaders Creating a
Better World for All
2019



Global Good Awards | Social
& Environmental Sustainability
2019

FEATURED ON



Credit Suisse team visits barefoot college international



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.



BAREFOOT SOLUTIONS SOLAR



SOLAR PROGRAMME HIGHLIGHTS

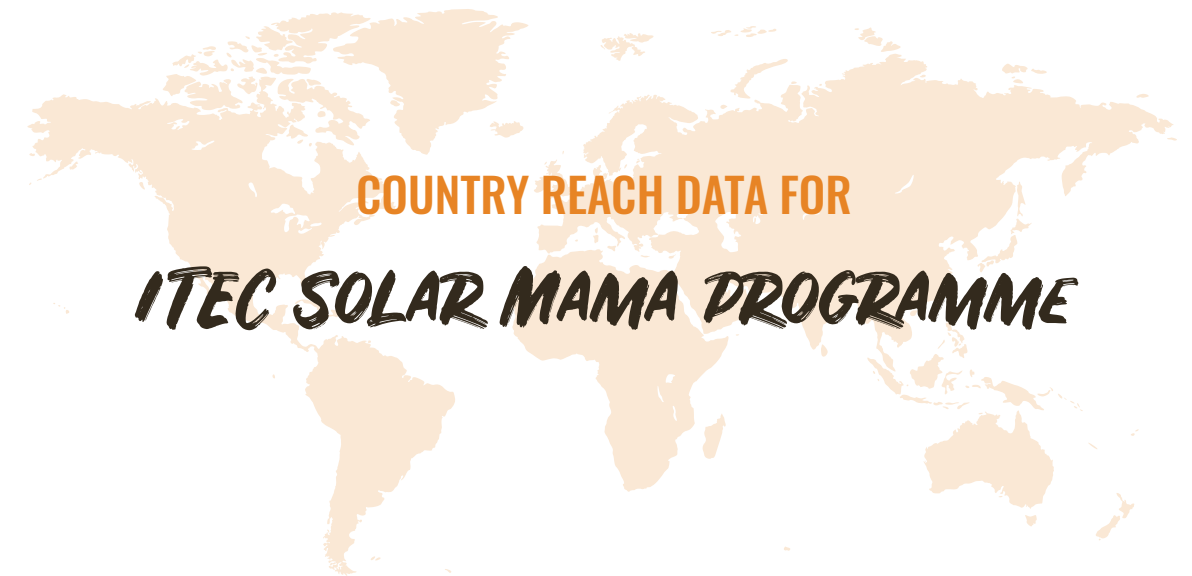
Barefoot College has worked on solar rural electrification since 1984 with the aim of bringing clean electricity to households using solar electricity. Today, we have been able to take our mission to 94 countries around the world.

We have trained over 100 women, globally, as barefoot 'Solar Mamas', solar engineers able to build and maintain solar home lighting systems. They do not require credentials or a certificate; they have learnt by 'doing' and can 'teach by doing' too. They have installed home lighting systems in their villages; they have learnt to make solar lanterns, solar lamps, parabolic cookers and solar water heaters; they are role models for women's empowerment and ambassadors for change within their communities.

Strong collaborations with international organisations, such as the Ministry of External Affairs, India, Apple Inc., Credit Suisse, Starbucks, Islamic Development Bank, among others, points to the success of the Barefoot model as an engine for social and climate justice and systemic change.

IN THE FINANCIAL YEAR 2019-20, BAREFOOT COLLEGE INTERNATIONAL HAS:

- Trained 109 Solar Mamas from 18 countries under the Indian Technical and Economic Cooperation (ITEC) programme
- Scaled up our programme to reach 94 new communities, benefiting 55,045 people directly
- Shortened the training period from six months to five months to train Solar Mamas more efficiently over more programmes



Country	No. of Mamas	No. of villages	No. of direct beneficiaries	No. of indirect beneficiaries	Total outreach
Botswana	24	22	12,120	9,880	22,000
Cameroon	6	6	3,030	2,970	6,000
Mali	11	9	5,555	3,445	9,000
Swaziland	2	1	1,010	-10	1,000
The Gambia	10	6	5,050	950	50
Colombia	9	7	4,545	2,455	7,000
Ecuador	4	3	2,020	980	3,000
Guatemala	3	2	1,515	485	2,000
Mexico	8	8	4,040	3,960	8,000
Paraguay	3	3	1,515	1,485	3,000
Egypt	3	3	1,515	1,485	3,000
Syria	3	3	1,515	1,485	3,000
Turkey	3	2	1,515	485	2,000
Indonesia	11	10	5,555	4,445	10,000
Malaysia	1	1	505	495	1,000
Thailand	5	5	2,525	2,475	5,000
Nepal	1	1	505	495	1,000
Nauru	2	2	1,010	990	2,000
Total	109	94	55,045	38,955	88,050



OPERATIONS IN INDIA

Over five months, Solar Mamas learn to build, install, and maintain solar lanterns to provide a renewable source of energy to their communities. BCI programme uses visual learning tools, like colour-coded pictures and manuals.



WOMEN PROSPER INITIATIVE ENTREPRENEURSHIP MODEL

The Women Prosper Initiative (WPI) is a holistic training programme comprising personal development, technology, marketing, and access to capital. It has helped scale the distribution of Renewable Energy products to 70% of the rural Indian market.

SOLAR SUPPLY CHAIN DEPARTMENT

Our Solar Supply Chain Department is key to the successful implementation of our programmes, supplying solar equipment to women who have trained under ITEC and WPI, managing the logistical obstacles and delivering equipment to remote and isolated communities in all countries where BCI operate.

VOLUNTEER ENGAGEMENT

Our solar programme offers a key area for volunteer engagement and BCI has welcomed volunteers from around the world, who have worked in areas as diverse as translation, teaching art and dance and logistical support. Their work has contributed greatly to the smooth delivery of our programmes and to the experience of our Solar Mamas whilst on campus, for which we are most grateful.

THE FUTURE

Future plans will see an increase in the numbers of Solar Mamas trained under ITEC from 60 to 120 in each 6-month period. BCI plans to start training women in the five vocational training centres we are establishing in Africa in Burkina Faso, Madagascar, Senegal, Sierra Leone, and Zanzibar.

RECOGNITION

This year, Barefoot College International received the India Green Energy Award for outstanding contribution in developing successful community-based green energy projects.





OPERATIONS IN LATIN AMERICA

Latin America and the Caribbean present a singular opportunity for Barefoot College as one of the most biodiverse regions in the world, where five countries, Brazil, Colombia, Ecuador, Mexico, and Peru are in the world's top ten in terms of natural resources.

The Latin America team of Barefoot College International greatly increased the scope of our projects, presence, and influence; a total of 27 women were selected for training throughout the region; for the first time, Barefoot College ran a training programme in the United States, with twenty-four women from Puerto Rico trained in Maricao, Puerto Rico.

BCI aims to impact civil society by engaging directly with women from rural areas. We have established a strong partnership with the United Nations in Latin America and we plan to develop an educational training centre in Guatemala.

HIGHLIGHTS FOR 2019 – 2020

Beginning in 2019 we initiated fifteen projects divided into three groups of women from ten countries. Thirty-seven women took part in the Solar training programme in India. Another twenty-four women from Puerto Rico trained as Solar Engineers in the United States with the support of two trainers from India and two Solar Mamas from Chile. Three countries secured funds for their solar systems: Brazil through Swarovski; Costa Rica through the Government of Costa Rica; and Guatemala through the World Food Programme. But the projects will be functional only until 2020; after that, they will receive solar systems that will benefit 600 households equalling 3,200 beneficiaries.

Barefoot College is present in four regions of Latin America: Mexico and Central America, the Amazon, the Andean square, and the Caribbean. Around 80% of our projects are related to 17 ethnic indigenous groups; 15% to the afro population in rural areas, mostly in the Caribbean region; and 5% to communities in three countries.

THE FUTURE

Looking to the future, we will be focusing on the communities and local partners in the Amazon region of Ecuador, Peru, Colombia, and Brazil with a focus on education through our network of solar mamas to improve community livelihoods. (see B.Barefoot)

We have established a range of excellent ground partnerships during the last year: with Gaia Foundation and Fondo Acción in Colombia; Fundación del Pueblo Indio in Ecuador; National Organisation of Indigenous Women in Peru; Ministry of the Women in Paraguay; UN Women in Chile; and the World Food Programme in Guatemala.

CASE STUDY

Our first Solar Engineer from 2013, an indigenous Mayan from Belize, Florentina Choco, helped electrify her community in collaboration with our partner, Plenty Belize, and the United Nations Development Programme (UNDP). Her success inspired many women from nearby villages to enrol in the programme. The Women Economic Forum selected her to receive the “Women of the Decade in Community Leadership” award in Cartagena, Colombia in August 2019, where she also gave a speech on community leadership.

HIGHLIGHTS

Barefoot College launched its first project in Puerto Rico in the summer of 2019, thus expanding its footprint to the 97th country. We brought together 24 rural women from across the island and provided them with intensive training in Solar Engineering.

RECOGNITION

The Arizona State University selected Barefoot College to implement a project on monitoring and evaluation, and three of their students visited Belize for their thesis. The university invited Barefoot College to be on the jury for the thesis in Temple, Arizona in May 2019.

The Embassy of India in Guatemala chose us to be part of “Namaste”, the first Indian festival in Guatemala to promote India in Guatemala.

El Nuevo Dia, the top newspaper of Puerto Rico, printed a double-page spread on our Solar Mamas of Puerto Rico.



OPERATIONS IN THE PACIFIC ISLANDS

In 2016, the Government of India and Barefoot College International began a historic Pacific Regional Initiative to address climate change, disaster mitigation, gender inequality, children's education, women's health outcomes, and the development of sustainable livelihoods. The BCI Pacific Islands Regional Team works to support this sanction. Our target is to provide 2,800 households across fourteen Island Countries with Solar Home Lighting Systems.



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During 2019-20 we continued to scale our Solar and Enrich Programmes in the Pacific Islands with the shipment of equipment into the region, which arrived Fiji and Papua New Guinea in early 2020.

Our regional team has been strengthened by the addition of a permanent member to support our work across fourteen Pacific Island Countries.

Construction of the Barefoot Vocational Training Centre in Fiji, which has been fully supported by the Government of Fiji, has now begun and is aiming for completion in September 2021.

In the Pacific BCI's strives to "be the change" by supporting reduced consumption and running programmes for sustainable, renewable, clean energy. Self-sufficiency is a particular priority for remote islands throughout this region. The Pacific Regional Team aims to create livelihood opportunities for marginalised women to boost their income, and to provide eco-friendly, self-reliant solutions for village communities across the Pacific.

WHERE WE CURRENTLY WORK:



HIGHLIGHTS

BAREFOOT VOCATIONAL TRAINING CENTRE (BVTC), FIJI

To support and promote the establishment of technically and financially sustainable solar-electrified villages in the region, the Barefoot College Fiji aims to

- establish a fully solar-electrified, eco-friendly, and innovative Fiji BVTC for rural women in Fiji and the Pacific;
- service and support the women trained at Barefoot College India and their communities in the remote islands of the region; and
- identify additional vocational skills, such as sewing and beekeeping, for livelihood development of rural women and their families.

The Ministry of Women, Children and Poverty Alleviation within the Government of Fiji have begun the construction of the Barefoot BVTC in Vanua Levu, north Fiji. It is expected to be completed by August 2021. The local Fijian Barefoot Women Solar Engineers will become Solar Master Trainers at the BVTC Fiji and support livelihood development programmes such as beekeeping.

B.BAREFOOT HONEY IN FIJI

The B.Barefoot Honey beekeeping project has begun in Vanua Levu, Fiji. This pilot programme for the region is close to the Fiji BVTC. This will enable the women now trained in beekeeping to help train those who attend the centre's training later. Barefoot facilitates structured training programmes, provides the required equipment with a built-in recovery model, and facilitates and buys the extracted honey at better than fair market price. The project's main aim is to identify and train rural, non-formally educated women in running a sustainable beekeeping business as a secondary livelihood.

THE FUTURE

- Expand the Barefoot Solar and Livelihood Development Programmes through the Fiji BVTC
- Explore the need for Barefoot programmes in other Pacific Islands countries we have not yet engaged with
- Identify more remote, non-electrified villages and select semi-illiterate, mature-aged rural women to be trained
- Develop the Solar Microgrid Technology in existing and new communities across the Pacific to meet the unique needs of these island countries
- Build and strengthen relationships with partner organisations, agencies, and government departments
- Support and nurture the Pacific Islands Women Barefoot Solar Engineers through regular communication, strong on-the-ground partnerships, retraining as the Solar Programme evolves, livelihood development, and help in mobilising their communities to engage in Barefoot programmes

MONITORING AND EVALUATION

Barefoot College Pacific Islands believes that each country and community across the region is unique, and each individual and their family has their own story to tell. We have tailored our baseline, monitoring, and evaluation questionnaires for the region. We hope to discover meaningful outcomes for the communities in which we work. Through the Barefoot M&E process, we try to capture the remarkable stories of the unique Women Barefoot Solar Engineers, their families, and their villages



REGIONAL HIGHLIGHTS

BOTSWANA

In 2019-2020 Barefoot College International partnered with Great Plains Conservation, an organisation that works on wildlife conservation in the beautiful Okavango Delta in Botswana. Working closely with communities from the wildlife areas where Great Plains Conservation is active, we selected and trained nine women from these communities this year.

KINGDOM OF ESWATINI

In 2019-2020 BCI brought our solar training programme to the Kingdom of Eswatini (formerly known as Swaziland) for the first time. Nine women, carefully selected from rural communities, were trained as Solar Engineers, during a six month stay in our campus in India. This project was implemented with the partnership of the Coalition of Informal Economy Association of Swaziland (CIEAS) and the Government of Eswatini is supporting this transformative initiative.

UGANDA

In 2019 BCI partnered with The Hunger Project, which aligns with the Barefoot vision, and works for rural communities' resilience in nine countries of Africa, including Uganda. We have selected seven rural women with whom The Hunger Project works, to train in our campus in India and anticipate selecting women from Zambia next year, to participate in our Barefoot solar engineer training programme.

NAMIBIA

2019 saw a one-year evaluation of the electrification of the Gaus community in Namibia, near the Brandberg Mountain in the Erongo Region allowing BCI to measure the solar programme's impact on the ground for the communities undertaken with our partner the Omaheke Community Development Foundation (OCDF) and with the support of UNDP Global Environment Facility Small Grants Programme and the Kristin Linnea Skvarla Foundation.

SOLAR APPLICATIONS AND RESEARCH + DEVELOPMENT



The groundwork to formalise the Research & Development (R&D) team and its work and deliverables began in 2016. The aim was to create a team fully capable of delivering and handling all technology and product innovations in renewable energy, livelihoods, education and water.

We saw our team expand and our work increase this year through the release of Bindi Solar Torchlight, Diva Lantern, and an Internet of Things (IoT)-based charge controller for our Renewable Energy Workshops. The work in the Fab-Lab also concluded with the last pieces of machinery moving into the R&D lab.

We implement the Department of Science and Technology (Government of India) SEED (Science for Equity, Empowerment, and Development) programme.

Our target demographic is all the communities that utilise our products such as Solar Lantern, Solar HLS, Solar Torchlight, and Edu-box.

PARTNERSHIPS AND COLLABORATIONS

We collaborate with the following Knowledge Partners:

- Everon Energy Private Limited
- International Centre for Clean Water, Indian Institute of Technology Madras
- Vigyan Ashram, Pune

PROJECTS AND PROGRAMMES

EDU-BOX

Through our Edu-box product—solar projector and offline server—we brought close to 1,500 children, who otherwise would not have gone to school, into the educational system. We call this setup digital night school. Around 57% of the beneficiary students are girls, most of them below 15 years of age. The table below gives the state-wise number of digital night schools we set up last year. Barefoot conducted classes in these schools using the Edu-box for 281,415 hours, which is cumulatively equivalent to 30 years.

Implementation of digital night school in various states of India:

STATE	NO. OF SCHOOLS
Andhra Pradesh	4
Bihar	5
Chhattisgarh	5
Gujarat	2
Jharkhand	3
Karnataka	3
Manipur	3
Odisha	4
Rajasthan	12
Uttarakhand	5
TOTAL	46

SOLAR WATER VENDING MACHINE

The solar water vending machine we have designed has a compact form factor. Engineers can assemble it onsite in a couple of hours. We plan to make it an open-source technology so that more people the world over can benefit from the design. The product will use state-of-the-art capacitive deionisation (CDI) technique to filter water, which can reduce water wastage by up to 80%.

SOLAR LANTERN

Our work aims to improve the current standards of solar lanterns. We have observed that portable solar lighting solutions are often designed with build in obsolescence and no durability.

At Barefoot College International we have taken a conscious decision to use the best of both Surface Mount and Through-Hole technologies to make service and repair a simple process which our solar engineers can easily carry out.

We have observed a 51% increase in income from sewing, stitching, and weaving after introducing solar lanterns reducing use of candles and kerosene lamps 5.65 hours to 1.8 minutes. There is a direct correlation between access to clean energy and the health of individuals.

IOT-BASED SOLAR REW CONTROLLER

Our IoT-based solar REW controller can help do real-time, remote tracking of solar systems installed in areas with no easy access. Households can increase the life of their systems, which increases their return on investment. So far, besides India, Brazil and Indonesia have tested the charge controller, and our controller is operational in around 30 REW centres. This IoT device is currently monitoring solar systems that add up to approximately 9,000 Watts (9 kW).

SOLAR DRYER

Our Solar dryer is a compact, IoT-based humidity sensor and controller that is highly reliable and affordable. It studies its environment and manages different environmental variables, such as temperature, pressure, humidity, to get the desired effect for a particular product.

NEW PROGRAMMES AND INNOVATIONS

We introduced the following items under the Bindi Solar line of products in 2019-20:

- Bindi Torchlight (for the Women Prosper Initiative [WPI])
- Diva Lantern (for WPI and community model)
- REW Controller

We introduced the following products under education programmes:

- Edu-box iteration 3: digital night schools



Our ENRICHE programme supports rural women, aiming to improve socio-economic status, develop critical thinking, enhance self-confidence, and build resilience for themselves and their communities.

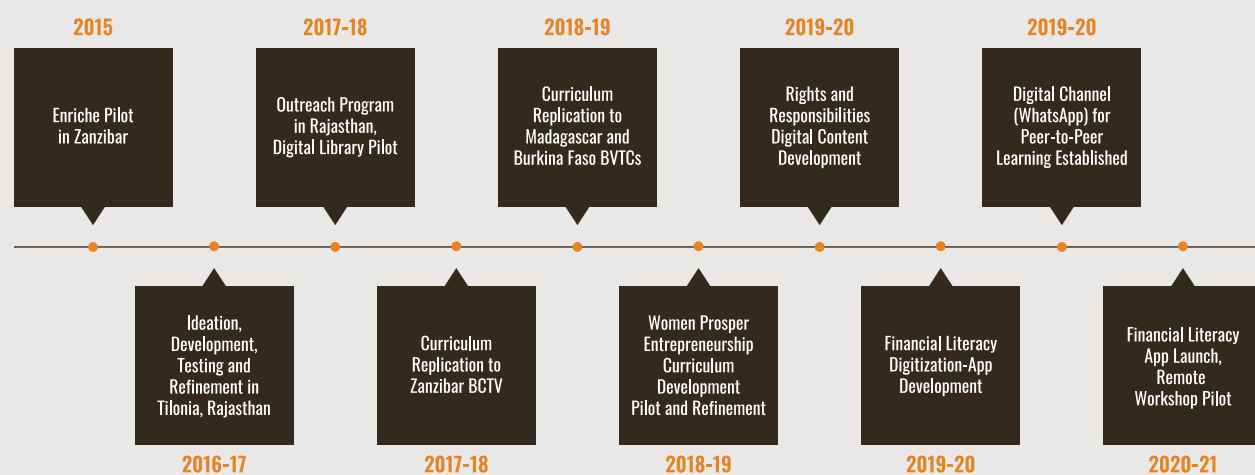
We developed this programme in 2015, responding to the need to build the capacity of our solar engineers once they returned to their communities. This holistic programme has evolved to address the underlying structural and social barriers to women's empowerment.

We asked women what they wanted and needed and developed our women-centred, inclusive and practical training curriculum, on an inquiry-based pedagogy, tailored to encourage participation and collaboration.

ENRICHE covers the following eight areas of personal and financial empowerment.

- Aspirations & Agency,
- Women's Wellness,
- Digital Skills
- Societal Empowerment:
- Rights & Responsibilities,
- Sustainable Living Practices
- Financial Literacy,
- Micro-Enterprise Skills and Entrepreneurship Skills

The programme utilises custom-designed content and tools to identify and add to the inherent knowledge and wisdom of rural women. Such empowerment nurtures an outward and inclusive view, leading to economic uplift and sustained community-wide positive impact.



ENRICHE HIGHLIGHTS

INDIA

Digital solution for financial literacy

The ENRICHE team has developed, in partnership with Fundación Capital, an alpha version of an Android app geared towards the non-formally educated audience in India. The app “Aage Badhein” (which translates to “Let’s Progress”) will help improve skills interactively through stories, videos, exercises, and simulators. With plans to launch in 2021, Aage Badhein will be a complementary tool for in-person training and a self-learning.

Spearheading rights and responsibilities in communities.

A one-year collaboration between Barefoot College, Hogan Lovells Citizenship Programme, and PositiveNegatives has led to the creation of a series of animated videos to augment the ENRICHE curriculum on Rights & Responsibilities which were launched on Human Rights Day, 10th December 2019.

Digital channel for peer-to-peer learning

Building upon the ENRICHE Digital Skills curriculum, we established WhatsApp trainees' groups for continual information dissemination, interaction, and peer-to-peer sharing. These groups have proven to be easy-to-use mediums to send bite-sized content, request further dissemination, and collect impact data.



INTERNATIONAL

ENRICHE Programme Replication Toolkit for BVTCs has been finalised during 2019-20 and has been rolled out in Madagascar, Zanzibar and Guatemala

Madagascar

- 16 women participated in the ENRICHE training programme
- 100% of them found the program very useful, and would recommend it to their peers
- Livelihood training on poultry as an income-generating activity; included building required equipment with locally available environment-friendly materials
- Set up a vegetable farm to share permaculture principles
- High focus on nutrition, with chef-led cooking classes on nutritious recipes made with locally available ingredients

Zanzibar

- 57 women from 19 villages trained in the ENRICHE and Solar programmes
- 15 women beekeepers trained, reaching 117 women beekeepers, supported by the B.Barefoot Honey Enterprise in Tanzania
- As part of ENRICHE Sustainable Living Practices module all 72 women gained experience in permaculture practices
- Set up a tree nursery on the campus to promote tree planting
- Provided menstrual hygiene education to 240 students (boys and girls) and provided a pack of four reusable sanitary pads to all adolescent girls

Guatemala

- We trained our first Guatemalan ENRICHE facilitator from the Ixil Mayan region of Guatemala, this year.
- Adapting and implementing the Enri programme in Guatemala will support local women solar engineers and coffee farmers in their empowerment and leadership journey.



CHANGED PERSPECTIVE BRINGS NEW OPPORTUNITIES; CHANGE IN THOUGHTS TRANSFORMS YOUR LIFE. I BELIEVE ENRICHE IGNITES THAT THOUGHT PROCESS SO THAT WOMEN CAN FLY WITH THEIR COURAGE TO FULFIL THEIR ASPIRATIONS AND LIVE A LIFE BEYOND BOUNDARIES.

—PARAMJEET KAUR

CASE STUDIES

ADDRESSING CHILD SEXUAL ABUSE

One topic discussed during the ENRICHE Rights & Responsibilities workshops is child sexual abuse. We focus on the prevalence of female and male child sexual abuse; the importance of dialogue within the family; and how to initiate such conversations. With this knowledge, a trainee from Uttar Pradesh, India found out that her son was being sexually abused. She could address the issue and safeguard her child from further harm.



SUCCESS AS AN ENTREPRENEUR

The ENRICHE Aspirations & Agency and Entrepreneurship Skills modules aim at building skills such as critical thinking, leadership, self-confidence, relationship-building, and sales technique. The programme's focus in this area gave empowered a Solar Sakhi, Latha A. from Karnataka, India. Within a brief span of two months, she sold 24 solar products in her community.



IMPROVING COMMUNITY HEALTH

Trainees from Chile, Nigeria, and Belize used the resource material received during the ENRICHE Women's Wellness workshops and started holding similar workshops with the women in their villages disseminating the ENRICHE impact directly into their own communities.

The ENRICHE team educates women on hygiene and sanitation. We trained Solar Mamas to set up handwashing spots known as "tip-tap" which require local materials of very little or no cost.

One trainee, Rural Women Development Centre (RUWDEC) Solar Mama Sakwe Alice-Rein Nadoa, decided to bring the tip-tap to her community in Cameroon. She hoped to reduce the threat of diseases such as cholera and diarrhoea.

Back home, Alice set up a tip-tap in a neighbourhood in Ndongo-Buea, South-West Region of Cameroon. She set it up as per the Covid-19 preventive guidelines of the World Health Organisation (WHO). Alice also sensitised people to follow preventive measures such as frequent handwashing and social distancing.

Alice's tip-tap has attracted a lot of attention, this being their first time the locals had seen and used it. Many more people are now conscious of proper handwashing and respecting hygiene measures.



2019-20 has been a year of strategic expansion and consolidation of our child education work. This year our Barefoot College education team has:

- doubled the number of Digital Night Schools (DNS)
- reached over 5,000 children, over 75% girls,
- invested in the capacity building of 250+ teachers, grassroots educators, and education workers to adapt Barefoot values, pedagogy, and curriculum.

The Barefoot College Education model attempts to address the fundamental shortcomings of formal education, showcasing a standard that is contextual, effective, sustainable, and scalable.

Our target demographic is children and adolescents (particularly girls) in remote, disconnected (off-grid, offline) communities who are left out of formal education. Our programmes are active at 49 locations across India.

PROGRAMMES AND PROJECTS

DIGITAL NIGHT SCHOOL PROGRAMME

- The program progressed towards scalable operations with scalable training pilot, scalable Monitoring and Evaluation (M&E) application pilot with Adobe Residency Program, and scalable systems and process documentation.
- We opened 22 new solar DNSs, taking the count to 50. We Increased our direct beneficiaries from 787 children in 2018-19 put girls % here. to 1,451 in 2019-20, and indirect beneficiaries from 4,000+ to 7,500+ (56% of them girls).
- We trained 81 teachers and 11 state-level monitoring staff in a three-phased regional training on skill development, DNS programme curriculum, and digital tools.
- We achieved an average of pupils jump three levels on average (as per 10-level monitoring framework for each subject) across all DNSs in children's performance in the local language, Mathematics, English, and Environment.

SHIKSHA NIKETAN SCHOOL, TILONIA, RAJASTHAN

- Relevant learning via fortnightly gender sensitivity classes and a STEAM curriculum using locally available materials.
- Models that children created as Do It Yourself (DIY) projects in their Science, Arts, and Practical Environment classes were showcased in an Annual Science Fair.
- Over 15 students learnt journaling and communication experientially by interviewing people and reporting on the Science Fair and Bal Sansad elections.
- Around 180 students had regular virtual interactions with volunteers across the world through Reach the World programme, learning about diverse cultures.
- We identified and provided remedial support to around 330 students to meet ASER literacy and numeracy standards.
- Nine grassroots individuals (Teachers as Learners & Leaders [TALL] teachers) and five young professional (Rise Fellows) trained in pedagogical abilities.

BAREFOOT COLLEGE IS A SUCCESSFUL INITIATIVE. IT HAS EVOLVED WITH TIME AND WAS NOT HESITANT ABOUT ADOPTING NEW TECHNIQUES AND METHODS. THIS IS PRECISELY THE REASON FOR THEIR SUCCESS.... IT IS VISIBLY NOTICEABLE THAT STUDENTS WHOSE READ THE BENEFITS OF THE PROGRAMME ARE GRATEFUL TO THE ORGANISATION.



WORKSHOPS AND TRAINING

- Embarked upon “NTPC Girl Empowerment Mission” aiming to provide girls from rural government schools an enriching experience and exposure to expand their horizons during their summer holidays. Worked with 1,600 girls in 20 plant locations of National Thermal Power Corporation (NTPC) across 11 states in India. Identified over 300 children for further education and personal development.
- Under the Women and Girls Prosper project, in partnership with Girl Rising, developed and executed a programme to strengthen adolescents—especially girls—in agency and social/emotional competencies. Targeted 1,500 adolescents and 5,000 community members in Assam, India.
- The WASH curriculum became a key component for information dissemination on medical safety needed in remote communities to defend themselves from Covid-19.

BAREFOOT CURRICULUM

Through our experience of over 35 years, we have developed an effective curriculum that builds on the state syllabus. It incorporates the STEAM approach for rural communities and focuses on learning by doing. Beyond rural STEAM, the curriculum includes modules on principles of our organisation—environment/sustainability, gender/diversity, social justice, water conservation, sanitation, health, and leadership.

PARTNERSHIPS

Our partners include Apple, Oracle, Microsoft, Worldreader, PayPal, NTPC, Girls Rising (Starbucks Foundation), Adobe, Nineismine (PRATYeK), TFlx, Katha, Reach the World, and Girls Who Code. Special thanks to Mattliden IB World School, Finland, and Arizona State University, USA for their support.

MONITORING AND EVALUATION PLAN

Monitoring of the DNS project starts directly at the grassroots level through daily vigilance of the VEC members. Further, random visits by state-level education workers ensure that the school operations are effective. In addition, we have evolved an M&E framework that tracks the literacy and numeracy of every child on a data-driven basis with monthly updates. We also track holistic curriculum components that deal with information, practices, and mindset change through direct assessments, habit trackers, and expression-based activities. Shiksha Niketan, workshops, training, and TALL and Rise programmes each have metrics for monitoring student and teacher development through documented pre and post assessment exercises.

CASE STUDY

The Barefoot College Education programme aims to build students into confident leaders who can express their experiences and opinions on issues that affect them and act. We realise this goal through our Child Parliamentarians and their journey to becoming their community’s spokesperson. In partnership with the Children’s Parliament platform, Nineismine (managed by PRATYeK), Santra and Sampat, two students from DNS Jabadinagar, Rajasthan took part in the National-Level Children’s Parliament Week organised in Delhi. The event involved interacting with Child Parliamentarians from across the country and taking part in various workshops. Santra and Sampat met the members of the Delhi Legislative Assembly. They also met Ms Meira Kumar, former speaker of the Lok Sabha (lower house of the Parliament of India).

NEW PROGRAMMES AND INNOVATIONS

Partnership with Worldreader to support and evolve a unique reading, storytelling, and learning digital programme across five DNSs in Rajasthan.

A locally contextualised and grassroots-validated WASH programme focusing on awareness and best practices around water, sanitation, hygiene, food security, and nutrition, developed with Apple’s support and designed and implemented by a State Bank of India (SBI) Youth for India (YFI) Fellow.

We reimaged the night school Children’s Parliament model for the school integrating with the “house” system. The Shiksha Niketan Bal Sansad (Children’s Parliament) includes Vibhaags (divisions), Sedans (houses), Bal Sabhas (children’s assembly), and student’s “Mann ki Baat” (heart talk) exercise.

Our entire foray into curricular work for government school children (outside Barefoot school network) happened this year, with projects with NTPC and Girls Rising/Starbucks Foundation.

EXPECTATIONS FOR 2020-21

As per our 2020-23 strategic plan for DNS, in Scale Phase 1.0, we aim to open 200 DNSs in India, thus creating proof of impact at scale operations (see graphic below).

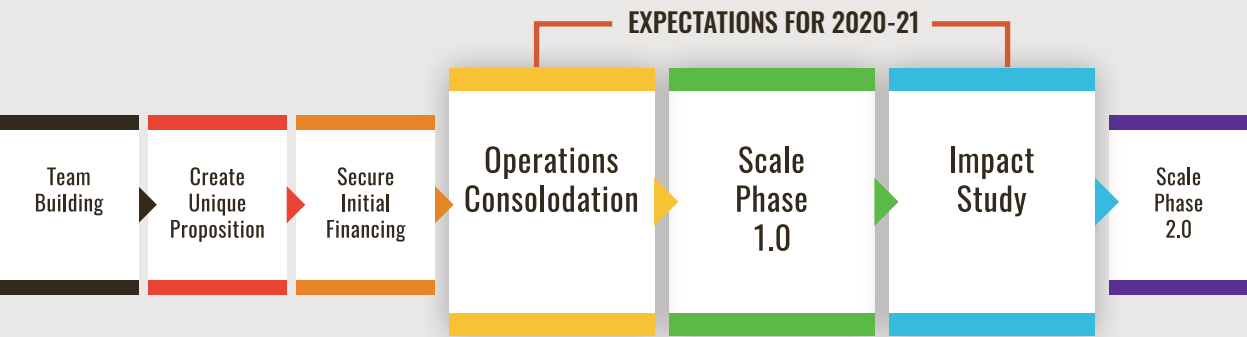
At Shiksha Niketan, our focus shall be on ensuring holistic teacher development; establishing a proactive Board; creating an effective alumni network; and setting up a tinkering lab and a high-quality sports ground.

VOLUNTEER ENGAGEMENT

We participated in the Adobe Residency Program, where professional developers contributed volunteer hours to develop the alpha version of an iOS app for the DNS. The Education team mentored two Fellows from its in-house Barefoot Rise Programme, and two SBI YFI Fellows. The Rise Fellows worked on STEAM and environmental learning at Shiksha Niketan, and the SBI YFI Fellows worked on WASH and Arts curriculums. Twelve students of the Arizona State University supported us in developing the Digital Literacy and Social-Emotional Learning curriculum.

RECOGNITION

- Solar Digital Night Schools Programme was the winner at the Tech4Good Awards 2019, given by NASSCOM Foundation.
- The Department of Science and Technology (DST), Government of India, helped us publish a story on IndusDictum, which covers our current efforts of reaching children through our DNS programme.
- Featured in Massoom’s Impact Report of Night Schools Across the Country—the Digital Night School Programme was one of the impactful night school models identified by Masoom.





RURAL INDUSTRIES

B.BAREFOOT

HONEY

B.Barefoot Honey was established in 2016 in Zanzibar and 2017 in India to develop holistic apiculture as a secondary livelihood for rural women. We harness the latent skills of the rural women and complement it with a unique enterprise approach that has community participation at its core. B.Barefoot Honey renders a path-breaking approach to skill development, livelihood generation, and enterprise building.

In India, we are present in 53 villages and two tea estates spread across Assam, Kerala, Manipur, Meghalaya, Odisha, and Uttarakhand. In Tanzania, we work in 29 villages across Unguja island, Pemba island, and the Kilimanjaro region. We are also present in Fiji, Papua New Guinea, Afghanistan, Jordan, and Burkina Faso.

Our work currently serves eight out of the 17 United Nations Sustainable Development Goals (UN SDGs).

Our current donors include Starbucks Foundation, USA; Credit Suisse India Pvt Ltd.; Nadacni Fond Be Charity, Czech Republic; District Administration, East Garo Hills, Government of Meghalaya;

PERFORMANCE OVERVIEW

India: We have expanded and replicated our intervention across the newly added geographies of Assam, Manipur, Meghalaya, and Odisha, where we trained and equipped 139 women beneficiaries in ethical apiculture. We harvested 1,089 kilograms of honey, thus generating INR 539,000 across Uttarakhand and Kerala.

Tanzania: We have expanded our reach in the second island of Zanzibar, Pemba, by training 20 women from eight villages. We developed social media communication and took part in local fairs and business events in Zanzibar to promote B.Barefoot Honey. We harvested 235 kilograms of honey, thus generating USD 2,210 across Tanzania.

International: We have been creating links with ground partners in many countries. We hope to install beekeeping projects during the next year in the Pacific Region, Africa, and the Middle East.

MONITORING AND EVALUATION PLAN

Monitoring and Evaluation (M&E) visits are conducted monthly or bimonthly by the Barefoot College technical coordinator and/or every three months by the local beekeeping expert. Beehives are numbered and tracked monthly by locally appointed regional coordinators via reporting, photos, videos, etc.

NEW PROGRAMMES AND INNOVATIONS

In September 2019, we ran a pilot to use another output of beekeeping: beeswax. B.Barefoot Skincare is being seen as an additional income source for our beneficiaries, wherein beeswax produced in peak season is procured at a fair price. It is then turned into chemical-free skincare products such as lip balm and body butter. In Tanzania, we have proposed reusable beeswax wraps as an alternative to single-use plastic wraps for food conservation.

EXPECTATIONS FOR 2020-21

India: A sign of our work being recognised is that the management of the tea estate where we work has requested us to conceptualise the scale-up of the existing programme to other tea estates. We aim to action that in 2020-21.

Tanzania: We plan to do capacity building of women to become field coordinators/trainers, especially in most remote places (Pemba and Kilimanjaro). We also plan to develop permaculture practices during training (principles, compost making, and trees planting).

CASE STUDY

Arafa from Uzi Kiwandani village, Zanzibar was a seaweed farmer. Then she attended the beekeeping training at Barefoot College and became a beekeeping Mama. This changed her life in many ways. Besides earning her additional income—which she invests in her house and children's education—honey is an excellent source of nutrition and medicine, which she uses to benefit her community.

Arafa enjoys beekeeping because according to her, it is an incredibly good job. With her newly generated income, she can grow more crops. Arafa and her beekeeping group of five Mamas from Uzi have already harvested 28 litres within two years and continue to increase their honey production.

Her newfound independence finds firm support from her husband and family. She plans to train her kids in beekeeping to ensure a diverse range of livelihood activities.

BEEKEEPING MEANS FOR ME HAVING A SPECIAL PLAN FOR IMPROVING MY ECONOMIC SITUATION.

—ARAFA



B. Barefoot Coffee was established in 2017 in Guatemala to provide women farmers with access to a decent rate of return for their green coffee. It realized very quickly that there is a growing movement of social enterprises willing to support farmers through direct, traceable trade.

Globally we have facilitated the direct fair trade of 4,600kg of coffee, up by 50% from the previous year. We continue to actively operate and represent women farmers in Guatemala and India, helping them make the most of their harvest by working with them to improve and own their supply chain.

PERFORMANCE OVERVIEW

Guatemala

With a growing tourism our network of supporting local social enterprises has driven sales up year by year. We are now distributing coffee in over 20 stores in 3 cities of Guatemala. We have trained 20 women farmers and they are learning to take control of their supply chain.

India

We selected Visakhapatnam district of Andhra Pradesh for our intervention and have selected 50 rural tribal women and retrained 10 tribal women from 4 villages which fall under G.K Veedhi and Chintapalle mandal.

MONITORING & EVALUATION PLAN

Our program begins with an ecological assessment of the communities where we work. We are using the Sustainability Assessment of Food and Agriculture systems (SAFA) developed by the UN's Food and Agriculture Organization. This assessment evaluates the health of good governance, social wellbeing, environmental integrity and economic resilience.

We've also realized making higher wages does not equate to more wealth if dependency on agricultural inputs increases. To create a balance of agri-livelihoods and food sovereignty we are engaging with agroecologists to better understand what measures and resources will provide health and sustainability for farming communities.

NEW PROGRAMMES AND INNOVATIONS

Our team is building skills in the field of exportation to help our farmers increase their direct sales to interested social enterprises in Canada, USA, and Europe. We also hope to develop more workshops in the field of Regenerative Agriculture with the help of new partnering Ecologists.

Coffee cultivation is a subset of Agroforestry, and Agroforestry is a subset of the science of Agroecology. Like many of our rural women farmers, although having never gone to school, understand the interconnectedness of nature and how abundant it can be when cared for properly.





B.Barefoot Nutrition Enterprise operates at the grassroots level in rural Rajasthan with the mission of alleviating anaemia in women and malnutrition in children.

Beginning in 2017 as a learning experiment on rural nutrition, B.Barefoot Nutrition Enterprise has come a long way—from the revival and refinement of a traditional recipe to a full-fledged venture. It produces, markets, and distributes a traditional ready-to-eat nutrition supplement that we have named Super5. The enterprise has a hybrid

approach and structure to ensure positive nutritional outcomes for rural poor at scale, long-term sustainability of the intervention, and higher financial sustainability of the value chain. The key aims of the enterprise are to

- generate learning and livelihood opportunities for rural women
- supplement the daily nutrition needs of rural children (1 to 16 years)
- mitigate iron deficiency among rural women (15 to 35 years)
- generate sensitivity towards, provide awareness about, and impart knowledge on good family health and nutrition among rural communities.

PERFORMANCE OVERVIEW

Financial year 2019-20 saw Barefoot Nutrition Enterprise increase its production capacity from 250 kilograms per month to 200 kilograms per day. Over 1,200 school children received Super5 every day to supplement their daily nutritional needs. Alongside, a dedicated team was onboarded to standardise and structure the rollout of Women's Village-Level Entrepreneurs (W-VLE) model to sell Super5 in rural areas.

PROGRAMMES AND PROJECTS

Incubation of the W-VLE Model

Credit Suisse Corporate Social Responsibility (CSR), with a financial contribution of INR 1,486,763, supported the incubation (i.e., prototyping and pilot) of the W-VLE sales model. It seeks to train and equip rural non-formally educated women to function as disseminators of good family health and nutrition, while also earning a second income by selling Super5. A dedicated team of four members—a VLE coordinator and three field facilitators—are working closely with five W-VLEs to co-create and standardise a curriculum. It includes the basics of health and nutrition, product knowledge, sales pitch, and billing processes.

School Nutrition Project

Manthan Sanstha, with a financial contribution of INR 2,416,486, supported a unique school nutrition project. It involved administering 50 grams of Super5 every day for six months to over 1,200 rural children (6 to 14 years of age) from 13 rural schools across eight villages of rural Ajmer. Mass dissemination of information on good family health and nutrition to communities around the schools helped make nutrition a top priority in everyday life. We integrated tech-based M&E systems to measure nutritional outcomes.

The Barefoot Nutrition Enterprise has documented a Logic Model that provides a clear set of programmatic Key Performance Indicators (KPIs). These KPIs are integrated into everyday operations to collect, track, and analyse outputs and outcomes.

CASE STUDY

Santosh Devi is a resident of Kuchil village (Ajmer district, Rajasthan). At 32 years of age, she attends to family needs of a rural household that comprises nine members.

While Santosh's husband earns as a daily wage, she makes secondary income as a cook at a rural government school.

Onboarded as a VLE to sell Super5 in Sept 2019, Santosh is not only excited about having her own small business but also about being viewed by her community as a go-to person for essential information on family nutrition. With constant handholding from field facilitators, Santosh sold product worth INR 30,000 over two months and earned a profit of INR 4,500.

NEW PROGRAMMES AND INNOVATIONS

To increase the depth of impact and strengthen the ongoing W-VLE sales model, we envision adding a service bundle of affordable diagnostics. In FY 2019-20, we conducted a small R&D project to identify and test portable, non-invasive, easy-to-use, data-enabled technologies for conducting haemoglobin tests. Results from emerging advanced technologies, like RAD-67 and Touch-HB, were benchmarked against the existing lab-based gold standard test. We tracked the level of variance in results, identified factors of accuracy, and determined the deployment viability as affordable diagnostics for rural communities.

IT IS GOOD TO LEARN SO MANY NEW THINGS THAT HELP ME EARN MONEY, BE RESPECTED BY FELLOW VILLAGERS AND ASPIRE OF BETTER FUTURE FOR MY KIDS.

—SANTOSH



EXPECTATIONS FOR 2020–21

In 2020-21, our focus will be to strengthen the existing team (core management, production, and implementation) for stronger long-term growth in social impact and business. We plan to add 50 more women for W-VLE sales, tap new streams of income, such institutional bulk sales for existing nutrition interventions across India, build a pan-India collaboration for the replication and scaling of the W-VLE model, and avail impact investing opportunities.

BINDI

We hired an Associate-Rural Marketing for better coordination and reporting with the partners and onboarded a volunteer to help us in our activities.

We have instituted a Customer Service Cell where partners can register the product-related complaints of their consumers and can get immediate technical assistance.

We have developed a Centralised Marketing Calendar to do region-specific campaigns as per the request of our Ground Partners, like participating in local events and festivals.





Barefoot College started the waste management department in January 2017. The aim was to empower rural communities to maintain complete sanitation and hygiene in their villages through low-cost and locally built waste management systems. Since then, we have set up waste management systems in three villages, covering 1,200+ families, 5,000+ persons.

Communities where we work are those that do not have access to sanitation and waste management systems. We help marginalised communities in the informal rag-picking trade to earn a formal income and improve their standard of living.

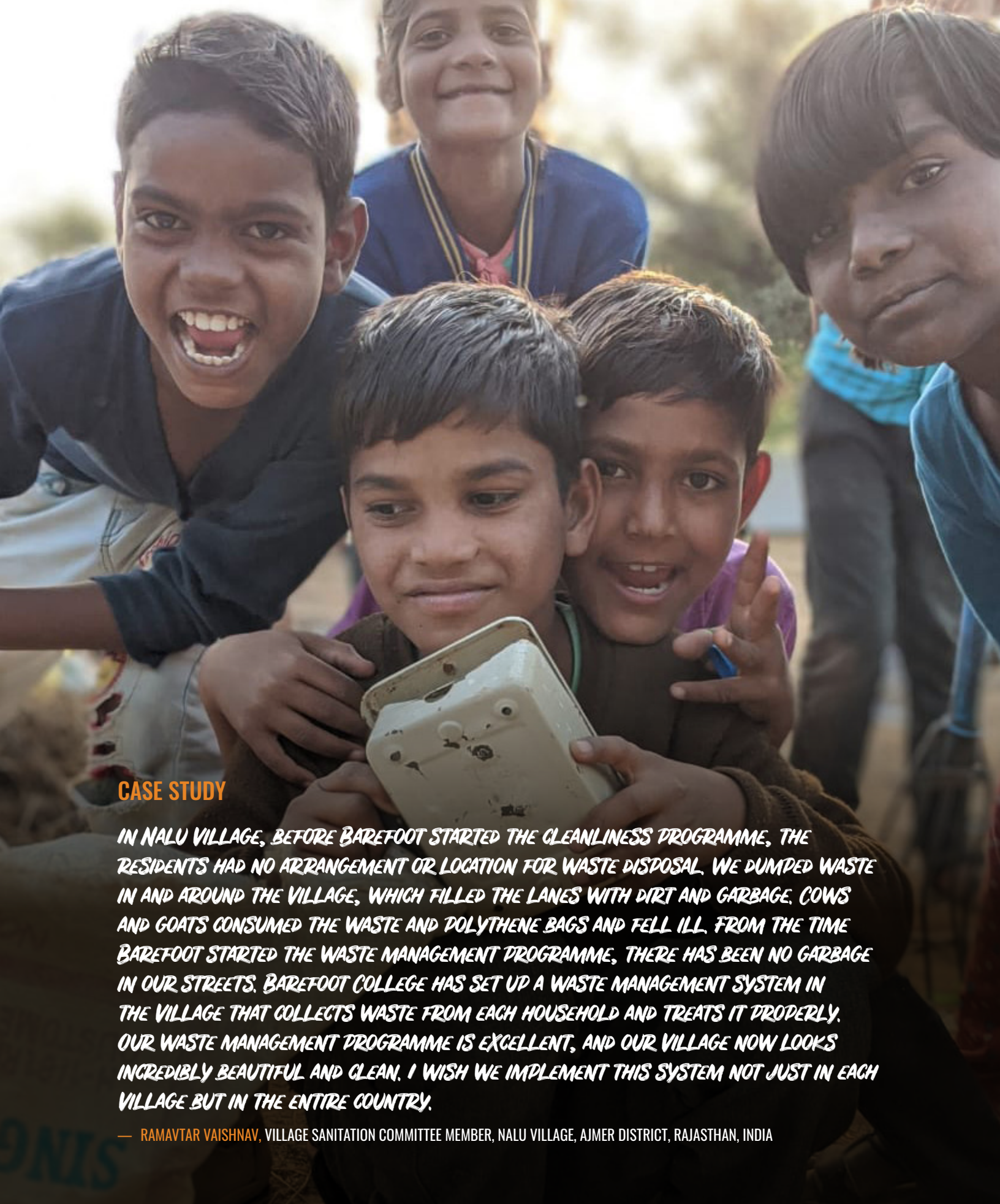
We currently operate at Barefoot College campuses (old and new), Chhota Narena village, and Nalu village, in Rajasthan, India.

Our key partners are WasteAid UK, U.S. Consulate General Mumbai, and Dadiya Venir.

PROGRAMMES AND PROJECTS

- Collected 45,000+ kilograms of solid waste from 1,200 families
- Generated 10,000+ kilograms of compost from organic waste
- Segregated 1,000 kilograms of dry waste and sold for recycling
- Provided eight new employment opportunities to persons from marginalised communities
- Converted two schools to zero-waste campuses (Shiksha Niketan and Singla)
- Conducted a baseline survey in Dhanau village, Barmer district
- At Nalu village, Ajmer district:
 - Conducted awareness and community sensitisation engaging 3,000 beneficiaries
 - Created village committee and did capacity building
 - Washed, painted, and marked (wet waste, dry waste, hazardous waste) 1,000 second-hand oil cans
 - Gram Panchayat allocated land
 - Built compost pits for wet waste, segregation, and storage units for dry waste
 - Hired and trained two full-time workers
 - Moved 164 trolleys of waste from dumping sites to landfills
 - Began door-to-door waste collection from 337 households (3,000 beneficiaries)
- Constructed dry waste storage for record-keeping, recycling, and sales
- Water, Sanitation, and Hygiene (WASH) in schools:
 - Installed source segregation dustbins at classrooms
 - Implemented community segregation bins in schools
 - Built low-cost portable compost pit and composting equipment
 - Created awareness and sensitisation about waste—generation, consumption, disposal—and life cycle of products
 - Conducted composting workshops to teach students home composting
 - Introduced upcycling concept with a demonstration of ecobricks
 - Conducted field visit to the warehouse unit in Tilonia to show waste segregation and paving tiles manufacturing from recycled plastic
 - Segregated 400+ kilograms of waste at Singla Bridge School
 - Conducted 10 Awareness session, four composting workshops, and three ecobrick upcycling workshops





CASE STUDY

IN NALU VILLAGE, BEFORE BAREFOOT STARTED THE CLEANLINESS PROGRAMME, THE RESIDENTS HAD NO ARRANGEMENT OR LOCATION FOR WASTE DISPOSAL. WE DUMPED WASTE IN AND AROUND THE VILLAGE, WHICH FILLED THE LANES WITH DIRT AND GARBAGE. COWS AND GOATS CONSUMED THE WASTE AND POLYTHENE BAGS AND FELL ILL. FROM THE TIME BAREFOOT STARTED THE WASTE MANAGEMENT PROGRAMME, THERE HAS BEEN NO GARBAGE IN OUR STREETS. BAREFOOT COLLEGE HAS SET UP A WASTE MANAGEMENT SYSTEM IN THE VILLAGE THAT COLLECTS WASTE FROM EACH HOUSEHOLD AND TREATS IT PROPERLY. OUR WASTE MANAGEMENT PROGRAMME IS EXCELLENT, AND OUR VILLAGE NOW LOOKS INCREDIBLY BEAUTIFUL AND CLEAN. I WISH WE IMPLEMENT THIS SYSTEM NOT JUST IN EACH VILLAGE BUT IN THE ENTIRE COUNTRY.

— RAMAVTAR VAISHNAV, VILLAGE SANITATION COMMITTEE MEMBER, NALU VILLAGE, AJMER DISTRICT, RAJASTHAN, INDIA

NEW PROGRAMMES AND INNOVATIONS

- We created an inventory management system to monitor the collection, segregation, and sale of waste. Currently, it is being piloted in the Barefoot College campus.
- The residents of the Barefoot complex co-created a sanitary waste box. It safely collects and stores sanitary waste for further processing.
- We developed a low-cost portable compost pit with the help of the Tilonia metal workshop.
- We have adopted Jeevamrut as a composting accelerator. It is a soil tonic made up of 10 organic materials found in the local communities.
- Barefoot College, in collaboration with WasteAid UK, conducted a three-day training session on converting plastic waste into paving tiles.
- In a pilot project, we completely transformed the Solar Mama residence into a zero sanitary waste residence. We installed two sanitary waste boxes and incinerators on campus.

EXPECTATIONS FOR 2020-21

- Adapt waste management systems to the post-Covid-19 world, keeping human interactions and gatherings to the minimum
- Expand our waste management model to five-six new locations across Ajmer and Barmer districts in Rajasthan
- Conduct training for five Gram Panchayats on setting up decentralised waste management systems
- Reach 15,000 beneficiaries, eight new villages; generate 10 livelihood opportunities
- Expand the Gram Panchayat training programmes to other Indian states
- Engage and collaborate more with government stakeholders to scale up our solid waste management initiatives





WOMEN WELLNESS

Barefoot College has been providing basic health services to rural communities since 1973. The health team uses a community-driven model to raise awareness on various health issues such as menstrual and reproductive health, the unfavourable health impact of child marriage, nutrition, mother and child care, immunisation, dental health, family planning, and HIV prevention. We reach around 35 villages in rural Rajasthan, covering Ajmer and Jaipur districts. A team of Barefoot doctors, health workers, midwives, pathologists, and dentists with little or no educational background facilitates our work.

PERFORMANCE OVERVIEW

- The impact assessment of the digital health program “mMitra” showed a significant improvement in knowledge relating to maternal and child health among pregnant women.
- We formally launched Vritti, an environment-friendly disposable sanitary napkin, with improved quality and packaging.
- We conducted a research study to compare various point-of-care haemoglobin measuring devices to identify their accuracy, efficiency, and ease of use.

- We collaborated with Visionspring to conduct eye screening and provide low-cost spectacles in rural communities.
- With the help of Life Insurance Corporation foundation, we inaugurated the new medical building. It has two rooms, one each as the women’s ward and pathology ward.

Through our range of programmes, especially mMitra, we have observed an increased involvement of the family members in the care of their children and pregnant women. Children are more aware of their health status because of our health check-up and awareness programmes at Singla Residential School. Adolescent girls and women in remote rural communities now have improved menstrual hygiene solutions. They are more confident to talk about their gynaecological issues, which are traditionally taboo. Through digital health programmes such as mMitra and Medic Mobile, our health workers have become comfortable using digital devices. They can be in constant touch with beneficiaries and team members through phone calls and WhatsApp messages.

MONITORING AND EVALUATION PLAN

The Health and Women’s Wellness team conducts regular monitoring and evaluation through its team of health workers. For awareness programmes, we conduct knowledge assessment at the baseline, midline, and end-line. For the mMitra programme, we carry out quarterly knowledge assessment.

NEW PROGRAMMES AND INNOVATIONS

- We have been providing menstrual and reproductive health services to adolescent girls and women. However, this year we took the plunge to train male health workers to engage boys and men in conversations to remove the taboo and shame associated with women’s menstrual and reproductive health.
- The comparative study on haemoglobin devices has provided us with the opportunity to integrate implementation research as part of the work we do.

ACTIVITY	NO. BENEFICIARIES	NO. VILLAGES
Rural patients provided outpatient health services	3,793	
Pathology services	1,827	
Health camps	752	37
Family Planning camps	193	27
Maternal and child health	729	
Basic Health Vital check-up for Singla school	63	
Menstrual and reproductive health awareness	100	4
Vritti sanitary pads	1,500 girls and women (2,489 packets)	

CASE STUDY

MY NAME IS MANISHA, AND I AM 15 YEARS OLD. MY VILLAGE, NAYAGAON SAROT, IS SURROUNDED BY HILLS FROM ALL THE SIDES, AND HENCE ACCESSIBILITY IS POOR. THERE IS NO PROPER MARKET WHERE WE CAN BUY SANITARY PADS. BAREFOOT COLLEGE HAS COME TO OUR RESCUE. THEY NOT ONLY PROVIDE PADS IN THE VILLAGES BUT ALSO CONDUCT AWARENESS SESSIONS ON MENSTRUATION AND HYGIENIC USE AND DISPOSAL OF SANITARY PADS. NOW I KEEP PADS WITH ME WHEN I GO TO SCHOOL SO I CAN CHANGE IT AT REGULAR INTERVALS. MY FRIENDS AND I TOGETHER TAKE THE GOATS OUT FOR GRAZING. AT THAT TIME, I HAVE STARTED SPEAKING TO THEM ABOUT THE IMPORTANCE OF MENSTRUAL HEALTH AND HYGIENE.



By 2015, the digital and computer-based needs of Barefoot College had grown to a great extent. The staff felt a need to automate and digitalise things like record-keeping, report writing, emailing, and so on. It was then that Barefoot College established the Information Technology (IT) team in August 2015. Apart from building and running the IT infrastructure, the IT team also trains the staff of Barefoot College on how to use various digital tools, including computers and the internet. Also, wherever there is internet on the campus, the IT team provides support. The IT team has a strength of six. Our primary purpose is digital empowerment and connecting people, and we do that mainly through digital training and education.

PROGRAMMES AND PROJECTS

Rajasthan State Certificate Course in Information Technology (RS-CIT) training.

The Rajasthan State Certificate Course in Information Technology, or RS-CIT, is an IT literacy programme launched by the Government of Rajasthan state of India. The aim of the course is to help citizens,

especially the youth, pick up basic computer and internet skills so they can perform better at their school, workplace, and elsewhere. The RS-CIT course also helps get a mandatory certificate to appear for Rajasthan State Government job examinations. Barefoot College began training students in 2019 as an RS-CIT training centre.

The first batch in April 2019 had 36 students. As the subject matter experts, the IT team of Barefoot College took up this project. We follow the syllabus laid down by the government, which includes areas such as basics of computers, internet, emailing, Google search, Microsoft Office applications, cybersecurity, digital payments, and so on. The training is conducted by an RS-CIT-certified IT master trainer from Barefoot's IT team to ensure the quality of instruction and practical learning.

Of the 36 students, around 32 cleared the government examination in the first try, and the rest cleared in the second try. So, we can say that our success rate with the 2019 batch was 100 per cent.

WOMAN PROSPER INITIATIVE (WPI) - SOLAR SAKHI SMARTPHONE TRAINING

The IT team is responsible for the digital training section of the WPI programme. The aim of digital training is to connect women under WPI and Enriche with the digital domain. We train the Solar Sakhis on how to use a smartphone to do their work and to communicate. We have developed a customised curriculum for this training that covers right from the basics of smartphones to Gmail, YouTube to doing online transactions. When Solar Sakhis go back to the field, they use smartphone apps to report data and progress back to Barefoot College. Barefoot supplies them with smartphones before they leave their training. In 2019-20, we trained 142 Solar Sakhis in using digital technologies via smartphones.

DIGITAL NIGHT SCHOOL TEACHER TRAINING

The IT team piloted Digital Night Schools in 2015. In 2018, it was taken over by the Education team. But even now, the digital part of the training is conducted by the IT team. It covers the entire digital toolkit comprising smartphones, computers, projectors, iPads, Samsung Tabs, etc. In 2019-20, we trained 40 teachers as part of the Digital Night Schools training programme.

ITECH – SOLAR MAMAS IPAD TRAINING

Itech is the solar training for international Solar Mamas. The training includes a digital segment in which they are trained on the digital toolkit. Some of these trainees don't even have a keypad phone. We teach them how smartphones can make their lives and work better, and how digital tools can enable them to help their communities. The training focuses on the iPad device—functions, parts, applications, FaceTime, and so on. After the training, many of the trainees are enthused enough to buy a smartphone.

CHILDREN'S COMPUTER TRAINING

To benefit the children of Barefoot College's Tilonia campus, the IT team runs a computer training camp during their summer vacations. We teach them the basics of a computer, internet, emails, Google searching, creating their own Google ID, using Google Drive, using Google Maps, and so on. This saves the children and others the inconvenience of travelling to far-off places for computer training. In the summer of 2019, we helped 10 children from our campus and nearby areas to learn computer and internet skills.

MONITORING AND EVALUATION

The IT team has all the contact details of its beneficiaries. We conduct periodic digital surveys to assess progress, hurdles, issues, which applications or tools need more support, and so on. We have also created WhatsApp groups to stay connected and get feedback and reports. We have also created Google forms, which we share with them to fill up with their reports and feedback. We also connect with them over phone calls once a month as a predetermined time to collect data from our partners.

DOCUMENTING THE JOURNEY

Our barefoot comms dept. works across numerous digital outlets to bring supporters up to speed on progress on the ground. Together with conscious storytellers the team has put together vivid photo albums, articles and films such as [Rumi's Story](#), a tribute short film to [Solar in Mexico](#) and feature length film, [Flip The Switch](#) which has gone on to win 26 international awards. We hope that with a slightly larger team we can continue to grow our journalistic collaborations.



Cassie Piccolo flying a drone to capture solar program in rural Zanzibar.



CASE STUDY

Banani Das is a 41-year-old single mother from West Bengal, India. She got married at 21. But unfortunately, her husband was an abusive alcoholic who abandoned her when she was pregnant. She returned to her parents' home and began raising her child.

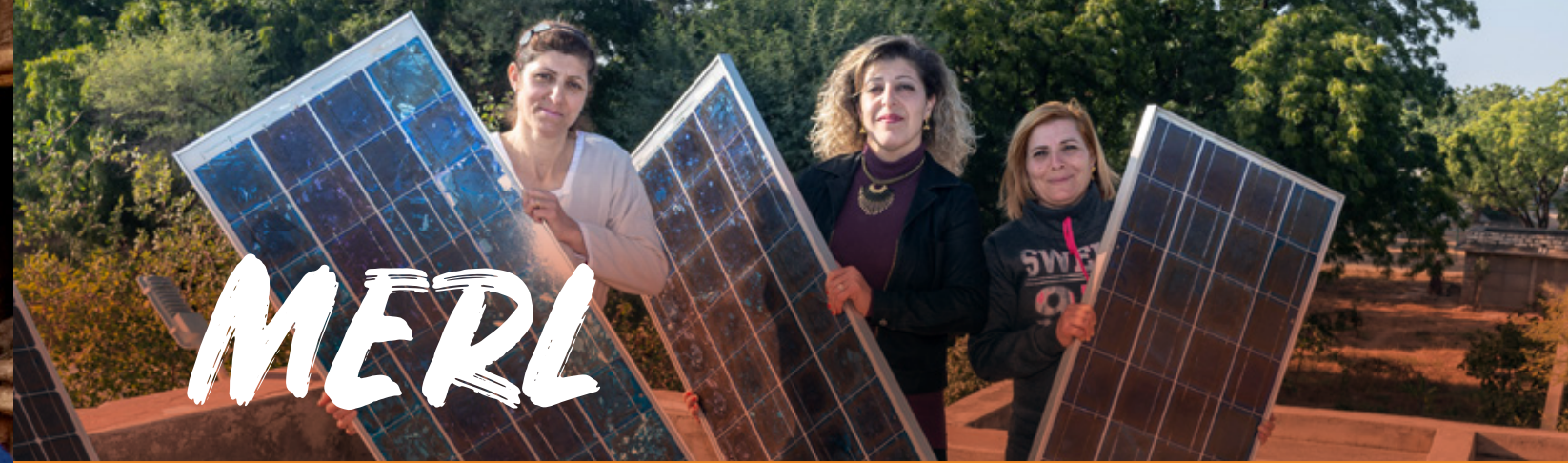
While struggling with her life, she came across a self-help group (SHG) run by SPADE, an NGO. Eventually, SPADE chose Banani as a Solar Sakhi to get trained at Barefoot College, Tilonia.

As part of her training, she also underwent digital training by the IT team. It included Android smartphone, Gmail, YouTube, internet, online payments, Enrich marketing, WhatsApp, Google search, and so on.

After completing her training, Banani went back home, where SPADE made her a ground partner. After that, she has created a group of Solar Sakhis under Barefoot's WPI programme. Today, Banani is a successful ground partner who guides other Solar Sakhis, helps with medicines and food, while also taking care of her child and parents commendably.

EXPECTATIONS FOR 2020-21

- To meet the targets of ongoing projects as quickly as possible.
- To improve upon how we can connect people with digital.
- To devise better training programmes for our beneficiaries.



In 2018 Barefoot College International developed a Monitoring, Evaluation, Reflection, Learning (MERL) plan to enable us to analyse the efficiency and impact of our programmes worldwide. MERL provides an evidence-based framework rooted in a results-focused approach at local, regional, and global levels. The Monitoring and Evaluation (M&E) department of Barefoot College in India takes the lead in implementing MERL throughout the organisation.

The primary aim of MERL is to identify successes and limitations of our projects; keep projects delivering on timelines and objectives; and learn when circumstances or systems need to adapt or evolve. Through close monitoring and measurement of projects are better able to take strategic decision in a changing environment.

Raw data on qualitative and quantitative indicators is collected into a cloud-based system by field staff and ground partners. Our M&E department conducts rigorous baseline and end-line evaluations to measure impact, prepares monthly progress reports for stakeholders and undertakes regular field visits which continue through the cycle of each project.

HIGHLIGHTS

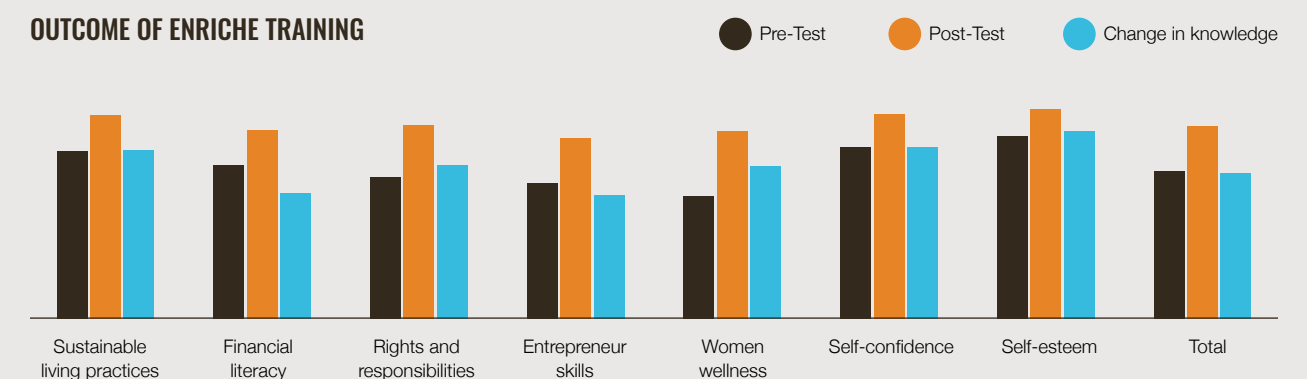
The year 2019-20 was a year of progress and forward movement for the M&E department.

Over the past year, we have developed the framework and the data collection and visualisation system for the Women Prosper Model.

We have covered seven states for end-line data collection and analysis of the Solar Community Model.

The department has supported the Education, Enterprise, Solar, Enrich, and Hatheli Sansthan teams in planning and collecting quality data through the Atlan and Survey CTO data collection platforms.

OUTCOME OF ENRICHE TRAINING





Barefoot College set up its Human Resources (HR) department in April 2019. Since then, the department has striven to develop HR systems with Barefoot College's values as its foundation. The team's aims for the year were:

- To introduce systems and procedures—from recruitment to exit—that ensure productivity gains and work-life balance for employees.
- To build policies that bind the organisation, so that the wellbeing of our employees and beneficiaries are equally served.
- To strengthen existing processes and systems.

PERFORMANCE OVERVIEW

Recruitment

- The HR team has successfully created the standard operating procedure (SOP) for Barefoot College's recruitment activity.

- Earlier, there were no formal job descriptions, and multiple personnel were accountable for the same task. Now all new recruits have defined job roles and attend a weeklong orientation, planned and coordinated by the HR team.
- Earlier, State Bank of India (SBI) Youth for India (YFI) Fellowship and referrals were the only sources for recruitment. We have now expanded our talent pool by engaging with institutions like the Indian School of Development Management (ISDM) and Gandhi Fellowship and have recruited from them through campus placements.
- The HR department has also worked on volunteer recruitment for the National Thermal Power Corporation (NTPC) project.
- We have introduced psychometric assessment of candidates with the Head of Rural Marketing position.
- We have started the Provident Fund and Employees' State Insurance Corporation facilities for all employees.
- Since its inception, the team has created 27 positions, of which 14 have been filled.

MANAGING THE SBI FELLOWSHIP

The HR department manages the SBI Fellowship, making sure that both the Fellows and their Barefoot teams/projects have an enriching experience. For the cohort of 2018-19, we conducted a feedback meeting to understand what worked and what did not. We also planned the recruitment of the SBI Fellows post their fellowship. For the August and October 2019-20 cohorts, we planned and coordinated a detailed orientation with each department. We arranged a meeting between the Fellows and their domain mentors to discuss the roles of the domain mentor and Non-Governmental Organisation (NGO) coordinator.

VISITS

The HR department has now been tasked with managing visits. The team streamlined the entire process of visits, creating standard email and budget formats. We coordinate both donor and general visits. Since April 2019, the team has coordinated 29 visits, comprising both international and national individual and group visits.

MANAGING AND COORDINATING EVENTS

SBI YFI Orientation: 1-10 October 2019

The HR team planned and managed the 10-day orientation programme of the SBI YFI fellowship's October 2019 cohort. Twenty-four Fellows and 16 guest faculties attended the event.

SBI YFI Review Meeting: 22-24 January 2020

We organised the first review meeting of the 2019-20 SBI YFI cohort. The Fellows and local and domain mentors attended the meeting. We planned a visit to the Fellows' project location for Gyan and Priyavrat, the programme manager and coordinator, respectively, of YFI.

MANAGEMENT OF HATHELI SANSTHAN

The HR department has restructured the Hatheli Sansthan team and conducted capacity building meetings for them.

SBI VEHICLE POLICY

We felt a need to review and revise the policy for issuing and using scooters provided by SBI YFI to its Fellows. There was a gap in understanding about the maintenance of scooters that was leading to friction regarding scooter repair costs. After thorough analysis and broad consultations, the HR team has created a comprehensive policy to resolve the problems and streamline the activities around giving scooters to SBI Fellows.

EXIT PROCESS

The HR department has introduced a new exit process for staff that leaves Barefoot College. We have created new frameworks and formats to capture the feedback of the exiting employee. This measure has not only streamlined the employees' exit but also ensured smooth handover of work and the organisation's belongings.

OTHER ACCOMPLISHMENTS

- Coordinated the three-day Barefoot College India staff retreat.
- Created a database of Barefoot College staff: Indian and international.
- Developed the Prevention of Sexual Harassment (POSH) Policy and coordinated meetings with department heads to create a POSH committee.

EXPECTATIONS FOR 2020-2021

In 2020-21, the HR team hopes to accomplish the following:

- Install a new email management system
- Implement a performance management system
- Create an online vault for personnel records
- Develop a volunteer engagement policy and a travel policy
- Create a risk mitigation plan
- Revise salary structures
- Revise contracts and appointment letters

FINANCES



● Donations	61%
Government	12%
Online	2%
Corporate	53%
Foundations	33%
● Earned Revenue	36%
● Others	3%



● Operations	78%
● Development	12%
● Administration	10%

2019-20 has seen Barefoot College International continue to raise funds successfully for all our key programmes. We have focused on expanding our Women Prosper Initiative and incorporated this project into our grant applications, wherever appropriate. We have also completed and opened the BCI Regional Training Centre in Madagascar through a strategic partnership with the World Wildlife Fund. This is a landmark achievement which brings our number of global training centres to 6 and sets the scene for further expansion in 2020 and beyond.

We continue to tailor our programmes to the needs of our beneficiaries, focusing on our mission to empower women with the tools and training they need to thrive, whilst at the same time offering our partners trusted and verifiable projects that answer their criteria for meaningful impact. We have maintained a high standard of monitoring and evaluation and invested in key personnel in this department.

2018 saw the initiation of several enterprise activities under the B Barefoot banner and during 2019 we continued to roll these out in both coffee growing and bee keeping. We have built an infrastructure around the B Barefoot brand and prioritised access to markets, whilst training women in these livelihoods. We anticipate it will take 3 years to establish an upward spiral in market growth and income generation and we have invested time, human capital, and funding into the B Barefoot enterprise.

We have also worked during 2019-20 to respond to changes in solar home lighting needs and expanded our technical development team which has allowed our community team to initiate an enterprise model for solar lanterns under our Solar Saki training module.

We are responding both to the needs on the ground for improved livelihood opportunities for our solar mamas, and an increased interest from funding partners in the long-term sustainability of the communities we work with. We envisage building a robust model for enterprise development during 2020 and beyond and anticipate this will be a fast-evolving market-based growth area for future activities.

Our donors, whether governments, international agencies, foundations, private sector corporations or individuals, have continued to back the Barefoot model of initiating 'change from the ground up', with our focus on women as the change agents of their communities, and practical and personal skills education as the path to success. With our reputation for transparent and reliable delivery, we have retained our valued long-standing donors during 2019-20 whilst working to establish relationships with new donors to diversify our funding base. We have consolidated our international presence and built a team of motivated and dedicated individuals, all working to deliver the most efficient use of funds for the most enduring outcomes. Going forward, we plan to expand our reach across new media platforms and to this end will look at how to maximise our Barefoot 'digital footprint'.

WE ARE GRATEFUL FOR THE EXPLICIT TRUST THIS DEMONSTRATES IN OUR PEOPLE, OUR PROGRAMMES AND OUR METHODS AND WILL CONTINUE TO DELIVER INTERVENTIONS THAT ARE PROVEN TO WORK, ARE COST EFFECTIVE AND HAVE MEASURABLE IMPACT IN THE COMMUNITIES. WE ARE REALLY PROUD OF THE IMPACT OUR TEAMS ARE HAVING AND LOOKING FORWARD TO BUILDING ON THIS PROGRESS IN THE FUTURE.

—SUE STEVENSON, DIRECTOR OF STRATEGIC PARTNERSHIPS



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