



**2007 EPS FELLOW**

*Nick Anderson*

**HOMETOWN:** Weston, CT

**MAJOR/DEGREE:**  
Public Policy,  
Class of 2009

**PROJECT TITLE:**  
Turn on the Light!

Bringing solar power to a rural school in Argentina

**FACULTY MENTOR:**  
Douglas Crawford-Brown, Environmental  
Sciences and Engineering

**COMMUNITY PARTNER:**  
Experiment in Argentina, The Language  
Experience, EcoAndina, and Escuela Isonza

**PROJECT LOCATION:**  
Isonza, Argentina

*“Entrepreneurship is a powerful tool, even when it is used in simple ways like selling eggs and vegetables at the market. I feel proud that we helped the Isonzeños understand how they could harness the power of entrepreneurship to improve their own school. When people feel motivated to improve themselves, that drive creates benefits that continue to multiply many times over.”*



## UNC ENTREPRENEURIAL PUBLIC SERVICE FELLOWSHIP (EPS)

# Turn on the Light! Bringing solar power to a rural school in Argentina

For my EPS fellowship, I upgraded the solar power system of a rural school in Isonza, Argentina, to provide heated water for boarding students and sufficient electricity for the school's entrepreneurial activities. While the school did need extra solar power to heat bathing water during the cold winter months, I realized that I could make a much greater impact if I framed the solar energy project in the context of a larger institutional change. The main theme of my project became to foster an entrepreneurial atmosphere that would improve the quality of education; the solar project was one component of that theme.

### Project Goals

1. Double the electric budget of Escuela Isonza.
2. Improve the quality of education and nutrition received by Isonza students.
3. Produce a final report that offers a model for scaling this project to other rural schools.

Another component involved identifying ways the school could sell goods and services to generate additional revenue. I helped organize all the fathers to build a solar-heated chicken coop that now produces meat and eggs for the students and allows the school to sell excess eggs for a small profit. With time, the school can use the earnings to reinvest in essentials like school supplies. With its additional solar power, the school may also show soccer games on their television and charge community members a small admission fee.

The Entrepreneurship Plan I wrote for Escuela Isonza explains how the school can harness the power of entrepreneurship through small-scale entrepreneurial projects, such as the chicken coop and television. We met with all the parents to encourage them to support their children's education and make good use of the electricity. As a final component, I wrote a proposal to the Robertson Scholars program to expand this entrepreneurial approach to other rural schools in Argentina.



In addition to the solar power and chicken coop projects, I restored an adobe-walled greenhouse that allows the school to grow vegetables to improve the nutritional intake of the students. When I left Isonza, the school had hot water, lettuce buds in the greenhouse and a strong chicken coop. While these tangible outcomes were gratifying, the greatest satisfaction will come from the school continuing to use its resources to the fullest. The school director, teachers and parents have caught the drive to improve the quality of education and will continue these efforts long after I am gone.



**THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL**

**THE CAROLINA CENTER FOR PUBLIC SERVICE**  
*Fulfilling the Promise of the First Public University*

The UNC Entrepreneurial Public Service Fellowships are supported by the Donald P. Kanak Family.