

Date: 22 March 2005

Location: Digani, population ~500

Class equipped with Kinkajou: **YES**

1. Physical environment

- a. **Time:** Night time
- b. **Temperature:** Hot
- c. **Teacher profile:** One teacher with limited experience teaching and using technology
- d. **Student profile:** 50/50 split between men and women; ~33% of woman have babies with them
- e. **Teaching aids:** Black board, work books, training from World Education in Somagoya method, paper squares with individual letters written on them, school room, desks
- f. **Lighting:** Eight kerosene lanterns, with one sitting on ever other desk of three students
- g. **Additional observations:**
 - i. Lighting limits my ability to read what I'm writing
 - ii. Strong smell of kerosene in the air
 - iii. All evaluators with us are using flashlights when noting observations
 - iv. Kinkajou used for about 10 minutes at beginning of class
 - v. Kinkajou image projected onto a small section of wall
 - vi. Teacher doesn't seem confident in how to use projected image or in innovating how to use the machine

2. Economics of classroom lighting

Startup, Operating Costs for lighting in year one in Digani		
Start up costs for lanterns (CFA)		24,000
Operating costs per module (CFA)	20,000	
Number modules per program	2	
Total operating cost for lighting per program (CFA)		40,000
Total cost for lighting during year one (CFA)		64,000

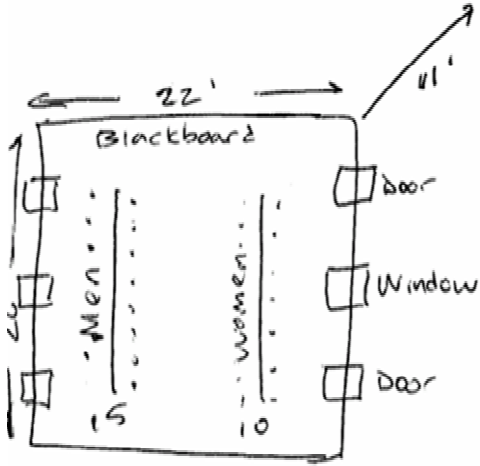
Startup, Operating Cost per lantern for lighting in year one		
Start up costs per lantern (CFA)		3,000
Operating costs per lantern per module (CFA)	2,500	
Number modules per program	2	
Cost per lantern per program (CFA)		5,000
Total per lantern (CFA)		8,000

Item	# units	Purchaser	Cost (CFA)/Unit	Total (CFA)
Lantern	7	village	3,000	21,000
Lantern	1	World Education	3,000	3,000
Petrol (liters)	80	village	250	20,000
Blackboard	1	village		
Books	30	World Education		
Teacher	1		Barter	
Class sessions	80			

Date: 23 March 2005

Location: Zambagou, population ~500

Class equipped with Kinkajou: **NO**



- a. **Time:** Afternoon
- b. **Temperature:** +100 F
- c. **Teacher profile:** Two teachers with one focused on reading and the other on writing
- d. **Student profile:** 15 men – young to old; 10 women – young mothers with babies
- e. **Teaching aids:** Black board, work books, training from World Education in Somagoya method, paper squares with individual letters written on them, school room, desks
- f. **Lighting:** Ambient

2. Scenes from class

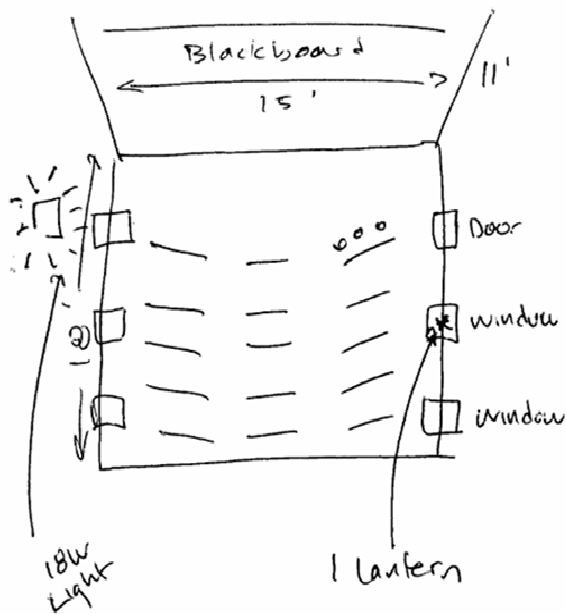
- a. Class starts with teacher walking around room displaying picture printed on a piece of 8 x 11 inch paper
- b. Students form partners/group to discuss picture while teacher walks around and listens in... women and men working together
- c. Student approaches board and describes picture to teacher
- d. Reading teacher continues with students as writing teacher writes words on the blackboard
- e. About 20 minutes into class and woman have had limited participation. The teacher seems to prefer teaching the men.
- f. Writing teacher is leading students through an exercise that has them pronouncing specific letters from words he wrote on the board in scene d. Student then writes the letter below the word written by the teacher.
- g. Writing teacher reads words from exercise book. The word includes the letter the student just wrote on the board.
- h. Writing teacher has all students writing the letter in the air so they learn the motion/stroke. Students then go to board to demonstrate competency in writing letter.
- i. Students practice writing words in their books and teacher checks their work and offers tips
- j. Students now forming words on board by picking from a box paper slips with a single letter written on the slip
- k. Writing teacher wrote a long sentence on the board but doesn't place spaces between words. Students approach the board to break the long sentence into individual words.
- l. Class ends

Date: 23 March 2005

Location: Boussia, population 3,000

Class equipped with Kinkajou: **NO**

1. Physical environment



- a. **Time:** Night time
- b. **Temperature:** Hot
- c. **Teacher profile:** Two teachers with one focused on reading and the other on writing
- d. **Student profile:** 39 students consisting of youth, young men and women and a few older people
- e. **Teaching aids:** Black board, work books, training from World Education in Somagoya method, paper squares with individual letters written on them, school room, desks
- f. **No Kinkajou used in this class**

g. **Lighting:** 18 W fluorescent light and two kerosene lanterns

h. **Additional observations:**

- i. Class is equipped with 18W fluorescent light, which we're told is not normal. Usually, two kerosene lanterns used to light the room, which would make reading and writing in the work books difficult.
- ii. Desks sit three students
- iii. Blackboard is deteriorating and looks as if painted on the wall rather than slate
- iv. Students' workbooks already are in tatters and deteriorating

2. Scenes from class

- a. Progression of scenes is similar to what we observed in the daytime class at Zambagou earlier today
- b. Notably, the teacher is missing all but two of the drawings on 8 x 11 pieces of paper he is supposed to show at the start of class. He tells us the other teacher who no longer comes to class has the other drawings. This problem wouldn't happen were the Kinkajou in use here since all the pictures are stored on same role of film.
- c. Teacher draws letter on the blackboard that he wants the class to copy, taking three minutes to complete this task. Students sit doing nothing while waiting for teacher to finish. This second teacher's absence is felt. Teacher finishes

writing, turns and tells them to practice what he's written. Teacher then observes students writing in their exercise book.

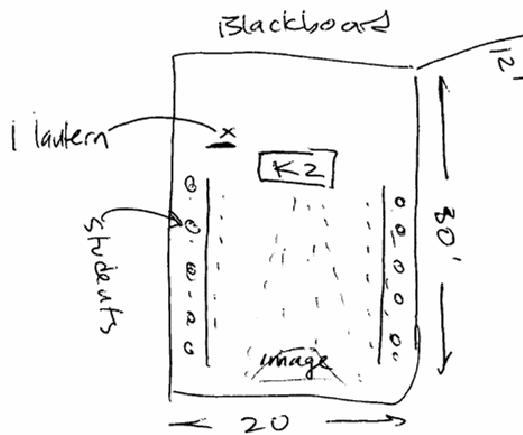
- d. Students in back center of room relying on flashlight to aid with viewing their work in the workbooks.
- e. Teacher spends another three minutes writing a long sentence on the board, and student wait for him to finish. Impact of second teacher's absence is reduced capacity of teacher to teach class.
- f. Teacher spends another three minutes writing more words on the board. Students wait and do nothing.

Date: 24 March 2005

Location: outside Kati, population ~500

Class equipped with Kinkajou: **YES**

1. Physical environment



- Time:** Night time
- Temperature:** Hot
- Teacher profile:** Two teachers, one man and one woman with a baby on her back, sharing reading and writing responsibilities
- Student profile:** 25 students consisting of youth, young men and women and a few older people

- Teaching aids:** Black board, work books, training from World Education in Somagoya method, paper squares with individual letters written on them, school room, desks
 - Lighting:** One functional kerosene lantern and one broken lantern
 - Additional observations:**
 - Kinkajou sits atop a wood desk ~ 36 x 36 x 42
- ### 3. Scenes from class
- Teacher takes attendance
 - Teacher starts class by showing a picture across an entire wall using the Kinkajou (K2)
 - Students break to discuss the picture. Teacher turns projector off
 - Students return to seats. Teacher turns K2 back on and same picture appears. Student goes to front of class near wall with picture and discusses it with class. Five additional students repeat this exercise before teacher shuts off K2
 - Attention shifts to writing on the board. The teacher stands behind the student with the lantern so the student can see what she's doing and so everyone else in the class can see. This exercise lasts for 10 minutes. NOTE: Teach teacher how to use the projector as a flashlight to illuminate the entire board by advancing to a clear slide on the film roll.
 - I'm sitting five feet from the teacher who is holding the class' only lantern. I'm closer to the light than any other student and its impossible to read what I'm writing.
 - Teacher turns K2 back on and projects letters and words across the back wall. The letters are at least a foot high and very easy read from my point of view. I'm sitting further away from the wall than any other student. The teacher leads the students in reading words projected onto the wall.

- h. A student approaches the word wall and reads them out loud. The rest of the class follows. This is repeated by at least 12 students for about 15 minutes, and then teacher turns off K2.
- i. Teacher is back at the blackboard with light in hand, light in hand, discussing a letter he wants the class to learn.
- j. Teacher spreads paper pieces holding individual letters across the floor and asks students to review pieces that spell a certain word. He then takes them around the room, shows each student the word and asks each student to repeat the word out loud.
- k. Students at the board to practice writing the letter from scene i. NOTE: Teacher could project image of letter or word on the board and have students draw over it as a way to practice.
- l. Teacher visits each student and asks them to stroke the letter in the air. One teacher uses a lamp, while the other teacher uses a flashlight.
- m. All students approach the board and write the letter on the board
- n. More exercises with students writing on board. Teacher walking around with lantern in hand. NOTE: Teacher could project image of letter or word on the board and have students draw over it as a way to practice.