



## **A Market Analysis of the Kinkajou Projector**

Organization:  
Design that Matters

Analysis Developed and Written by:  
Antonio Oftelie, Matthew Wolfe, Nadaa Taiyab

Entrepreneurship in the Social Sector  
Professor Jane Wei-Skillern

December 3, 2004

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## Executive Summary

One in five adults worldwide is illiterate. In many developing nations, up to 75% of the population is illiterate. In these areas, children, adults, and teachers meet in dark classrooms, struggling to teach and learn the skills necessary to ensure a productive and healthy life. The drivers of this social problem are often a lack of resources – specifically, access to books, teachers, electricity, lighting, and the peripheral technology to deliver the deliver the skills they so desperately need.

Design that Matters ([www.designthatmatters.com](http://www.designthatmatters.com)), in affiliation with Massachusetts Institute of Technology, has developed an innovative technology that addresses the social challenges mentioned above. The Kinkajou (named after a nocturnal animal with exceptional nighttime vision) is a low-cost, low-energy, highly durable projector that delivers information and knowledge, especially under low-light, conditions in which electricity is not readily available. It combines cutting edge Light Emitting Diode (LED) technology with microfilm cassettes. This technology, which is beginning a pilot program in Mali sponsored by USAID and in conjunction with World Education, aims to enhance educational efficiency, facilitate the use of night schools, increase literacy rates and expand opportunities for continuous education.

The intersection of this social need and the Design that Matters (DtM) technology has created the potential for a social enterprise. This social enterprise would market the Kinkajou projector to regions in the under-developed and developing world along with the non-governmental, governmental, non-profit, and private institutions that serve this market. One of the steps to bring this social enterprise to fruition is an assessment of the potential market for the Kinkajou product. Our team, consisting of Nadaa Taiyab, Matthew Wolfe, and Antonio Oftelie, engaged Design that Matters in the development of this research report for the Harvard Business School class *Entrepreneurship in the Social Sector*. The goal of this project is to deliver an informative analysis that will enable Design that Matters and its partners to move into the next phase of their business planning.

Our team interviewed a number of different organizations that operate in a variety of fields in different regions of the world. We discovered considerable social, technical, and economic barriers to market adoption. These barriers can be remedied by changing certain functionalities of the Kinkajou, such as building in the ability to create content dynamically and enhancing image contrast to optimize daytime usage.

Our findings suggest that, before Design that Matters can accurately assess the market size for the Kinkajou, a strategy must be engineered and implemented that will mitigate these market barriers. This report addresses a potential strategy, provides an opinion on channels to market once these barriers are mitigated, and delivers a set of recommendations that our team feels will increase the Kinkajou's chances for adoption.

In this project our team reflected on a number of lessons learned in the class readings and discussions. One of the most critical lessons is the importance of having a mission statement that guides an organization and the need for that organization to constantly monitor their actions against their mission statement. DtM has also been very creative in crafting alliances in order to be able to design a number of technologies at very little cost and with a small number of full-time staff. They do so through partnerships with a number of engineering-focused universities around the world. In addition, like many of the social enterprises we studied, DtM faces the challenge of where they will invest their time and capital. For DtM this decision mostly involves what new technologies to pursue. In order to better make this decision, DtM may have to think about how they measure performance in order to maximize their impact on the markets they aim to serve.

## Strategic Challenge, Background, and Methodology

The strategic challenge addressed in this research project was to determine the market viability of the Kinkajou projector. As such, the methodology utilized in approaching this challenge involved going directly to potential buyers of the Kinkajou with a line of quantitative and qualitative questions that would shed light on the key drivers and barriers in adopting the product.

### Background Information on the Kinkajou

The Kinkajou was developed by MIT-affiliated Design that Matters ([www.designthatmatters.com](http://www.designthatmatters.com)), a nonprofit product design and development enterprise that helps underserved communities throughout the developing world create sustainable solutions to meet pressing needs identified by the communities themselves. The projector offers a low-cost option for transferring information and knowledge, especially under low-light conditions. The technology behind the Kinkajou combines cutting-edge Light Emitting Diode (LED) with microfilm. The LED can have a lighted lifetime of up to 20 years while requiring up to 90% less power than incandescent bulbs. The educational material for use by the Kinkajou is converted to durable microfilm and stored on a cassette inside the unit. Using a series of lenses, the light from the LED is focused through the microfilm to project an image onto a surface. Thus, the engineering of the Kinkajou enables it to be used in conditions prevalent in under-developed regions around the world and therefore promises to enhance educational efficiency, facilitate the use of night schools, ease illiteracy and expand opportunities for education.



### The Strategic Challenge

The strategic challenge for DtM and therefore for this research project is in posing and answering a question that every entrepreneurial venture addressing a social market need has to answer: Will this product have a value in the market which translates to a level of revenue that meets or exceeds the costs of doing business?

Our team approached this question with the intent of assessing the “value component” of the equation. Previous market research on the Kinkajou seemed to segment the forecasted market and then assign random percentages to extrapolate the number of units that could be sold. In reviewing this previous work we found the research did not adequately address the fundamental question of how the market perceived the value of the Kinkajou. This inadequacy created a potential level of inaccuracy in their market projections. The realization of this led our team to design a project that would address the strategic challenge by vetting the root issues of the buyers. When aggregated, these issues enable the analysis of the market barriers critical to the market adoption of the Kinkajou and the subsequent ability to sell the product.

### Research Methodology

The research methodology utilized for this report was designed to generate qualitative and quantitative information on the market value of the Kinkajou. The data for the project was sourced directly from high-level individuals in organizations that have worked in regions conducive to the use of the Kinkajou. (Please see Appendix A for a list of interviewees.)

The sourcing of this data was facilitated by in-person and phone interviews with the interviewees. In each case the interviewees were asked a series of standard questions and were encouraged to provide ancillary information to explain their reasoning. (Please see Appendix B for the list of questions.) The information

from the interviews was then aggregated to derive the market analysis and key findings embodied in this report.

## **Market Analysis and Key Findings**

The key findings in our analysis highlight critical “barriers” to adoption of the Kinkajou in the marketplace. These barriers fall into the categories of social and educational, technical and functional, and economic and competitive.

### **Social and Educational Barriers**

#### **Role of visual aids relative to education**

Interviewees expressed the constraint of education methods as significant. In many regions and villages the primary form education takes is relative to the “visually literacy” of the students. In areas with low visual literacy learners cannot decipher the meaning of pictures. In these cases the educational material is spoken or sung as a group. The interviewee from the Ubuntu Education Fund organization explained this process;

“People in the villages don’t understand the written word or pictures. We (the teachers) teach by singing lessons. Literally, the students get together in a group and we form a lesson around the beat of popular songs. This is the way they initially learn and memorize material.”

Further exemplifying this is that a village will spend money on a sound system but not on a projector. The village will use drama and singing to demonstrate ideas, events, and new learning.

#### **Type and quality of teachers**

The level of teacher training is very low in many of these regions. Usually the teachers are not professional educators. Plagued by high absenteeism and low motivation, the teachers are not usually looking for ways to improve their teaching. If training is offered at all to these teachers, the addition of the Kinkajou could add another layer to the cost and complexity of training.

#### **Negative effects of technology**

Thought should be given to how the technology is introduced to a village or region. Different areas may perceive the Kinkajou in different ways. Bringing the Kinkajou to certain villages may encourage corruption or theft. On the other side of that issue, some of the interviewees thought the Kinkajou may be a step backward. The interviewee from Compassion International said that bringing in “50s-like” technology could offend people.

There may also be technology backlash. Many of the interviewees said that what they really need are more printed texts that students can learn to hold in order to take steps to literacy. A projected image may not advance that cause but may in fact set it back.

#### **Methods and Tools : Projectors are currently not widely used as a primary teaching tool**

In West Africa, local teachers are generally given one set of textbooks and are expected to draw the contents on a chalk board for students to copy down in note books. Textbooks are often expensive and difficult to find. The curriculum itself is highly standardized and learning is habitually done by books. Our interviewees stressed the importance of books as they are mobile. Hassan Mohamed from Care stressed the importance of books when he said “You can take it with you and read it at night or under a tree during a work break.”

Development workers in the field tend to use posters, murals, flip charts, participatory learning and discussion, photocopied material, and demonstrations. Health, family planning, and HIV awareness educators tend to rely heavily on visuals such as posters and murals whereas agricultural extension workers depend heavily on demonstrations, rarely using any written materials. Radio is also utilized for educational purposes in some regions. Participatory learning techniques involve drawing on paper during the session rather than using pre-fabricated content. Those that made frequent use of visuals could see use for a projector, as it would be more portable, more durable, and visible at night; however, posters had the advantage of being available for viewing even once the session had ended.

The only organization with whom we spoke that used projectors was Pathfinder International, a reproductive health NGO located in Massachusetts. Their staff uses laptops with and LCE projector when possible. Though available, electricity is often unreliable, forcing them to use flip charts instead. When a lap top is not available they resort to over-head projectors. However, most of their work involves “training of trainers” such as doctors, nurses, and medical students, rather than villagers in rural areas.

## **Technical and Functional Barriers to Adoption**

### **Static versus Dynamic Content**

The inability to create dynamic content is the key issue that would prohibit the adoption of the Kinkajou. Almost every respondent stated that they would not use the Kinkajou if they could not create content cheaply, conveniently and quickly. Currently, microfilm content has to be generated from a central location with an expensive machine in the order of \$800. This machine would be far too costly for local NGOs to purchase and even field offices of international NGOs would have a difficult time justifying such an expense. Furthermore, content has to be easily adapted to the local culture, language, and context. Ideally, most of the organizations whom we interviewed would welcome a cheap, durable, car battery powered over-head projector (or even a lap top projector), where they could create content “on-the-fly.” Only SELCO, which would use the Kinkajou to display its sales catalog in door-to-door marketing, did not see the need for dynamic content as a prohibitive factor. Even if a cheap and convenient way of creating content could be devised, the issue of where to buy microfilm and how much it would cost was a concern to many of our interviewees.

### **Image Contrast**

The Kinkajou could be much more attractive and serve a much wider market if it could be used effectively during the daytime. Due to the fact that the projector operates on a 5W LED bulb, the Kinkajou is currently only fully functional at night or in a darkened classroom. Although this is what enables the projector to use relatively little power, it seriously limits the utility of the product. Much of the training carried out by our interviewees was done during the day and sometimes outdoors. Our respondents with experience in West Africa claimed that night time was “social hour” and that day time was fine for training sessions as time constraints were not much of an issue outside the growing season. In refugee camps night time is generally off-limits as it can be too dangerous to carry out sessions. Conversely, in Indonesia, meetings are often conducted at night time, with the aid of kerosene lamps, as day time is filled with work activities. Clearly, night and evening education would be appropriate in some regions and less so in others. Having a projector may even open a new time window for education that may have not existed due to lack of lighting. However, many of our respondents felt quite strongly that the machine would be much more useful to them if it could be used as effectively during the day time.

## **Economic and Competitive Barriers**

### **A Potential Complement versus a Set of Substitutes**

The Kinkajou will operate in a world of extremely limited resources. As a result, organizations and users must constantly evaluate where they put these resources. Given these constraints, the Kinkajou is better viewed in terms of whether it would be a complement or a substitute to how things currently operate. In other words, the Kinkajou should be seen as a nice to have versus a need to have.

As we have discussed, Hassan Mahamed of CARE said that textbooks could not be replaced and were absolutely critical to literacy and learning. He felt that the Kinkajou could play a role as a teaching aid if the projector and the content were made available. Peter Walker of the Friedman School noted that, although textbooks are a challenge, they are not necessarily the biggest challenge to literacy classes. Many times the biggest issue is getting people into the classrooms and explaining to them the relevance of what they are doing. The importance of textbooks was reinforced by the World Bank, which provides the money for textbooks and other learning materials.

It is important to note that those we spoke to did not feel that there wasn't a role for the Kinkajou. Care felt that it could be something that is shared by a number of classrooms in a school and checked out when needed. The World Bank felt that if the technology is indeed highly durable and easy to use, than the donor could be convinced to support its adoption (Harish Hande of SELCO felt this was vital to widespread adoption as international donors such as USAID and the World Bank help set the trends and provide the funding). People who had served in the Peace Corps saw a use for it in community wide gatherings such as town meetings and felt that the novelty of it could get people into the classroom, although they feared this novelty could dissipate over time.

Nearly everyone we spoke to said the Kinkajou would be nice to have, particularly if content could be created dynamically or if the microfilm would be made available to them. Asked if they felt it could replace textbooks in a classroom or literacy setting and the answer was no. That said, many organizations are using teaching aids now and in that sense the Kinkajou could complement their current efforts nicely, especially if it involves training.

### **Competitors in the Market**

Although the Kinkajou is a completely new technology, it would compete for the limited resources in the areas in which it would most likely operate. These competitors would include a wide variety of technologies, including traditional overhead and LCD projectors, computers, and other LED-based products.

The most obvious competitor would be a traditional overhead projector. Nearly everyone we spoke to uses this at their central offices and at least one, Pathfinder International, hauls it to rural locations. The cost (in the US) of an overhead projector ranges from \$150-\$500<sup>1</sup>. The cost of replacing the bulb is about \$12. The Kinkajou has a number of competitive advantages over an overhead projector, including size and durability, with the most obvious deficiency being the ability to dynamically create content.

Pathfinder also uses computers hooked up to projectors. These are very expensive, with a desktop computer costing (in the US) at least \$400 and a lap top at least \$600<sup>2</sup>. LCD projectors are even more expensive, costing (in the US) at least \$700<sup>3</sup>. The Kinkajou would be considerably cheaper, more mobile, durable and work better under unreliable electricity conditions. That said, the organizations we talked to

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<sup>1</sup> <http://www.schooloutfitters.com/>

<sup>2</sup> <http://shopping.yahoo.com/>

<sup>3</sup> [www.projectorpeople.com](http://www.projectorpeople.com)

again stressed their need to be able to create content, as well as the cultural impression that many people want to work on computers if only because they know they exist.

In terms of low-cost alternatives, our team views textbooks, chalk and flipcharts as more complements to the Kinkajou than a direct competitor, as explained earlier. One interesting product our team encountered was from Ignite Innovations ([www.igniteinnovations.com](http://www.igniteinnovations.com)), which has developed a LED technology which serves as a low cost lamp with a battery that is solar powered. Like the Kinkajou, the technology is still in development but Ignite estimates the costs would be between \$20-\$40. They have developed a joint venture with a company in India that will do manufacturing and distribution but hope to export from India to other countries. This would not project content like the Kinkajou but would address the same issues of being able to view content at night in areas where electricity is an issue.

## Drivers of Adoption

Given an effort to address the market barriers outlined in the previous section, there are significant features and benefits that buyers would find valuable and which would spur adoption in the marketplace. Many of the interviewees were excited about the “potential ability” of the Kinkajou and relayed information that informs analysis of the drivers of adoption.

### Cost

Because of the budget constraints in developing regions, the relatively low cost of the Kinkajou at \$30 - \$50 makes it an attractive solution to NGOs and international aid organizations. A common concern amongst the interviewees is the economics driven purchasing choices that would pit the Kinkajou against other categories of purchases such as agricultural products, medical supplies, and transportation. One respondent from an international literacy NGO captured the sentiment by explaining this way:

“Much of our purchasing is done by pooling our resources and deciding what is most important from month to month. If we need gasoline to get to the villages or medicine for certain children we will purchase whatever is most important – the Kinkajou will have to compete with the other needs.”

Keeping the price point at the level it is now will be a strength when organizations are making these forms of purchasing decisions.

### Power Source

DtM and World Education have been concerned whether car batteries are ubiquitous enough in developing countries to serve as a viable power source for the Kinkajou. However, almost all of our respondents claimed that car batteries are widely available in markets even in remote areas and, consequently, they did not view power source to be a major issue. In fact, many of our respondents viewed the Kinkajou’s ability to be run off a car battery to be a strength. . Apparently, second hand batteries disposed of by car owners, are sold on the market as they still have enough power for smaller electrical devices. These batteries are then generally disposed of or taken to the nearest town for recharging. According to a Peace Corps volunteer in West Africa,

“Everyone who could afford it had a TV powered with a car battery. Car batteries were also used to power cell phones as some areas had cell phone service but no power.”

Although access to power grids is quite widespread in parts of Asia and Latin, a projector powered by a car battery would still be helpful as electricity supply is often very unreliable.

## **Mobility and Durability**

The mobility and durability engineered into the Kinkajou was validated by interviewees as a major strength. Many of the teaching programs and the teachers and organizations that provide them are extremely mobile in the field, moving from village to village frequently and often under extreme conditions. This durability and mobility positions the Kinkajou well against other forms of technology and substitutes in the market. Gwyn Hainsworth from Pathfinder International voiced this sentiment:

“Pathfinder uses LCE projectors in some areas and people treat it like a baby...wrapping it up tight and putting it on their lap...the Kinkajou wouldn't be that fragile.”

Future enhancements to the Kinkajou should ensure and maintain this durability and portability feature.

## **Channels to Market**

The interviewees expressed the optimum channel to market would be concentrating on NGOs, government and health ministries, and private organizations working in the developing regions market.

### **Non-Governmental Organizations (NGOs)**

NGOs represent the most attractive channel for sales of the Kinkajou. NGOs have more discretionary funding compared to others (especially compared to selling directly to a region) and have the logistical means to distribute the projector into the field. In this channel the Kinkajou would be more appropriately compared to other technologies on a cost/benefit basis and wouldn't be exposed to the budgetary trade-off pressures at the village level.

The partnership opportunities among separate NGOs also create opportunity. Many international NGOs partner with smaller and more localized NGOs to deliver services. In these cases purchasing is made in a manner that is more focused on efficiency in the field (as opposed to urgency purchasing) and resulting purchases are bundled and distributed. This potentially solves the selling and distribution quagmire that would result if selling directly to a village or region. To maximize this channel DtM should focus on NGOs that have dedicated and established ties and established distribution channels in select regions.

### **Government education and health ministries**

Many government education and health ministries (often in partnership with regional NGOs) focus and educate on broad sustainability issues such as farming, carpentry, and reproductive health issues. The Kinkajou represents a welcome vehicle for teaching standardized curriculum in these areas. This channel would be especially productive if the content generation and daytime imaging issue were resolved.

With the current design of the Kinkajou government ministries could be convinced to put their curriculum on microfilm and supply the Kinkajou to teachers instead as a replacement to more costly text books. Pathfinder related that this “cross-organizational” problem solving would work well for the sale of the Kinkajou because if the local ministry thinks the Kinkajou could fill a role, the money could be there from the NGO side of the equation. A method to tap into this channel would be to research the government education and health ministries in the developing world in order to find the ones that are spending significant amounts on books. These would represent a prime target for a cost/benefit sale of the Kinkajou.

### **Private, for-profit, organizations**

Private organizations working within the developing world often have a need to provide information such as product information or marketing based messages to individuals or groups of people. Much of the time this information distribution is not optimized through electronics because of lack of electricity or difficult transport terrain. The Kinkajou could solve this problem. Harish Hande SELCO liked the idea of working

with the Kinkajou in the field and said “the power of an image to demonstrate a marketing message would be beneficial.” Usually the content in these types of situations is constant enough that it could be transferred to microfilm and used for a length of time. It could be beneficial for DtM to further research the market and find private organizations with this need and approach them with the Kinkajou.

## Recommendations and Conclusions

Our analysis found a number of barriers to the adoption of the Kinkajou in the marketplace. However, these barriers are not insurmountable and should be viewed as opportunities to improve the marketability of the Kinkajou. Our team’s recommendations are as follows:

- Develop a method for mobile content creation – interviewees across the board identified the lack of flexibility in creating content to be a major obstacle. Few of the organizations interviewed used static content that could easily be transferred to microfilm.
- Increase the image contrast for day use – the majority of interviewees conduct classes during the day, with some of these classes being inside and some outside. This would therefore necessitate moving from the 5W LED bulb to the 10W LED bulb whenever the cost makes this switch possible.
- Plan on selling to organizations rather than villages – interviewees identified the lack of resources and budget pressures at the village level to be restrictive. If villages were able to pool enough resources they would allocate it to more urgent items. Organizations such as NGOs and international aid organizations would be a more receptive and able market channel.
- Re-assess key market assumptions – interviewees did not necessarily agree with many of the market assumptions highlighted as key rationales for the Kinkajou. For example, power and power source was not a big issue to them, many regions did not have night classes, and they did not see the Kinkajou as suitable replacement for the pursuit and use of textbooks.

In general, there seems to be a high level of skepticism among the interviewees as to the immediate usefulness and value of the Kinkajou. This form of technology is a tough sell in these sectors. However, the skepticism subsides somewhat when the previously mentioned changes are assumed.

## Reflections

### Mission Statement

One of the themes the ESS class explored was the importance of having a mission statement that guides an organization. An organization must constantly re-evaluate whether or not the mission is being fulfilled. Our team feels that there is a disconnect between the mission statement, part of which is listed below, and the process by which they went about developing their product. The mission statement reads, in part, as follows:

“Design that Matters (DtM) helps underserved communities realize an improved quality of life create products and services that meet needs identified by the communities themselves...as well as work with NGOs, corporate partners and local entrepreneurs to ensure that promising student innovations result in products and services for communities in need”

When designing the Kinkajou, DtM worked almost exclusively with World Education to fulfill a narrowly defined need - night adult literacy classes in a region of Mali. As a result, there also appears to be a limited market and use for the Kinkajou with its present functionality. In order to ensure that the product would truly meet needs identified by the communities themselves, as mandated by their mission statement, DtM should have conducted more extensive market research in the early stages of product development. In

essence, DtM should have begun with the market research and then followed with the technology development.

Our team's experience showed us how difficult, but how important, it is to constantly re-evaluate an organization's mission. Previously we had thought a mission was just something stated and then forgotten but this isn't the case. DtM drifted from its stated mission of developing technologies identified by the communities ever so slightly and it could harm the Kinkajou's adoption. This is important to note should we ever play an integral role in a social enterprise.

### **Organizational Structure and Alliances**

Another theme addressed in class were the "creative approaches and organizational structures used by for profit and nonprofit companies to address social issues." Many of the enterprises that we looked at in the course, including organizations such as KaBoom! and Sustainable Conservation, confronted limitations in what they could do because of their relatively small size. Design that Matters is a good example of how a small social enterprise must be innovative in its approaches to achieving its goal. One of the ways DtM has moved towards accomplishing their goals is through alliances with a number of universities.

DtM has successfully exploited a recent requirement by engineering universities, of which MIT is one, that obliges students to do a socially focused field-based project before they graduate. Through this, DtM has been able to design a number of highly advanced technologies with a team of three to four full-time individuals and almost no R&D expenditures. Essentially they have been able to assemble an R&D department at almost no cost. This strategy is not without cost as there is a lack of institutional learning as one group finishes a project and a different one begins, but it has allowed a small organization to rely on alliances to develop a number of innovative ideas with little cost.

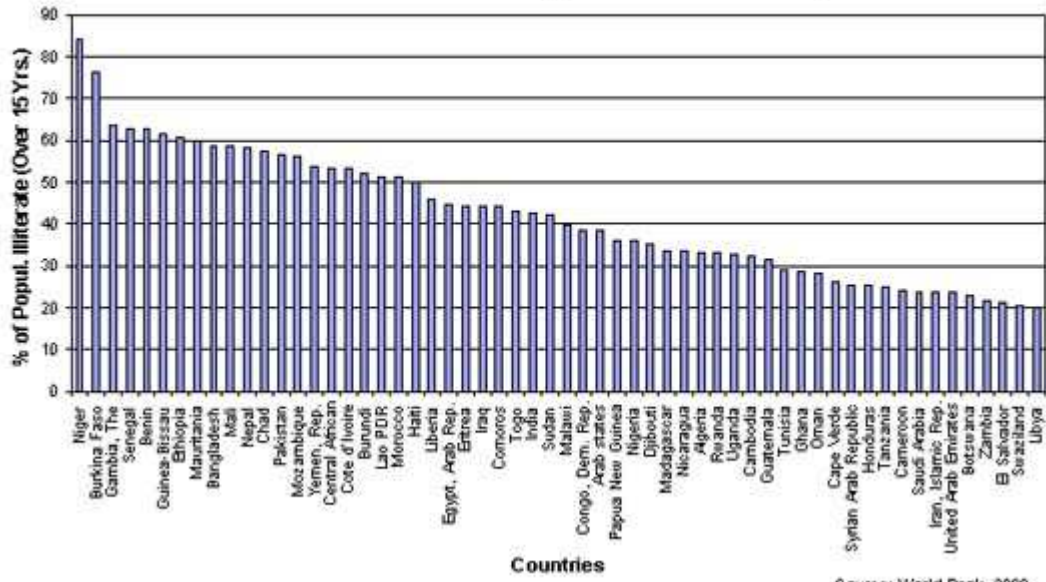
### **Managing Growth and Measuring Performance**

As a young and growing organization, DtM is faced with a number of challenges as it grows. As we mentioned, DtM has done a very good job of crafting alliances to develop some very innovative projects. Its strength appears to be in managing the multiple teams of student engineers that work on these projects on a temporary basis. DtM does not appear, however, to be as effective in managing the market and business research side of the equation, which is critical to deciding which projects to adopt and when a project should be discontinued.

Furthermore, DtM should consider how to evaluate the impact its technologies will have on the communities it strives to serve, as JUMPSTART has done from the beginning. Both of these cases are critical to DtM managing its growth to maximize its impact on the developing world.

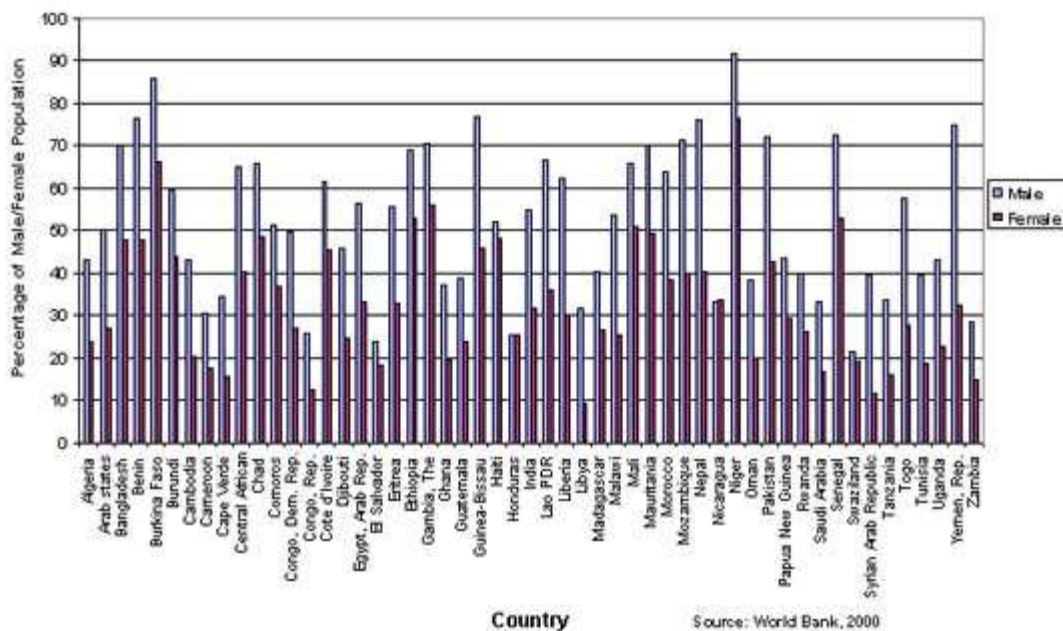
## Appendix A: Adult Illiteracy Rates At A Glance

### Countries with High Adult Illiteracy

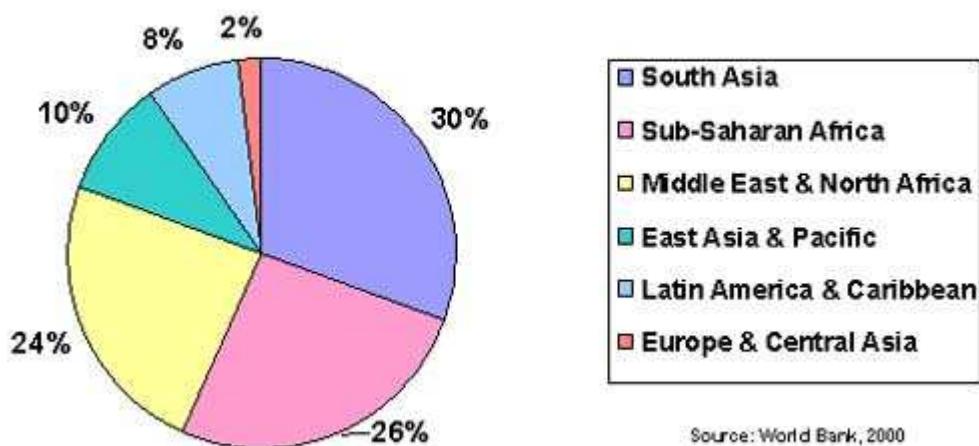


Source: World Bank, 2000

### Countries with High Illiteracy (Male/Female Distribution)



### % of Population Illiterate By World Region



## **Appendix B: Interview Questions**

- 1) What are your main challenges to delivering adult education services or other training programs? Are electricity and lack of textbooks a major problem?
- 2) Would Kinkajou serve a need?
- 3) What would you use the Kinkajou for?
- 4) What potential benefits would you foresee from using the Kinkajou?
- 5) Are there Potential downsides?
- 6) What power sources are available to you in the field?
- 7) What price would you be willing to pay (World Ed says no more than \$50/unit)
- 8) Quantity?
- 9) Would you want to manufacture content locally or centrally?
- 10) What distribution method would you employ?
- 11) Would you sell the units, donate the units, or engage in cost sharing with clients?
- 12) What institutional barriers to purchasing and adopting the technology? Eg. Would you have to apply for funding to buy the units or would funding be readily available? Would adoption of the Kinkajou technology involve controversial policy changes?
- 13) How would local manufacture of the device affect your demand for it?
- 14) Would you be willing to pay for yearly maintenance

## **Appendix C: Interview Participants**

**Necia Stanford**, World Education  
Country Officer  
617-482-9485  
[necia.stanford@worlded.org](mailto:necia.stanford@worlded.org)

Founded in 1951 to meet the needs of the educationally disadvantaged, World Education provides training and technical assistance in non-formal education across a wide array of sectors. Registered as a private voluntary organization, World Education currently operates in 23 countries (not including the US) and in each country works in anywhere from 200 to 1500 communities.

**Harish Hande**, SELCO-India  
Founder and CEO  
91-80-2649-3144  
[harish@selco-india.com](mailto:harish@selco-india.com)

SELCO INDIA, the Solar Electric Light Company, provides infrastructure solutions to underserved households and businesses in India and rest of the developing world. Through its 25 centers in India, SELCO has brought reliable, affordable, and environmentally sustainable electricity to 35,000 homes and businesses. SELCO currently has about 150-250 sales representatives in India who travel to rural villages to market SELCO's energy solutions.

**Cathy Quense**, Acción International  
Senior Vice President and CFO  
617-625-7080  
[cquense@accion.org](mailto:cquense@accion.org)

ACCION partners with 26 microfinance organizations in 17 countries in Latin America, the Caribbean and Africa, as well as serving U.S. microentrepreneurs through the ACCION USA Network. In 2003, the ACCION Network served more than 1.1 million active borrowers, and in the last decade loaned \$5 billion to just under 3 million people.

**Gwyn Hainsworth**, Pathfinder International  
Technical Advisor  
617-924-7200  
[ghainsworth@pathfind.org](mailto:ghainsworth@pathfind.org)

Pathfinder International operates in 23 countries throughout Africa, Latin America and the Caribbean, and Asia and the Near East. Pathfinder is committed to making family planning and reproductive health services available to all who want them and does so by partnering with local governments and grassroots organizations. As an example of their work, Pathfinder just received a \$95m contract through USAID to work with over 500 local governments in Nigeria on health education programs.

**Hassan Mohamed**, Care  
Technical Advisor  
404-681-2552  
[mohamed@care.org](mailto:mohamed@care.org)

CARE works with poor communities in more than 70 countries around the world to find lasting solutions to poverty. They look at the big picture of poverty, and go beyond the symptoms to confront underlying causes. With a broad range of programs based on empowerment, equity and sustainability, CARE seeks to tap human potential and leverage the power of individuals and communities to unleash a vast force for

progress. As an example of their work, a recent project in Afghanistan, Care operated in eight provinces, nearly 600 villages and had about 40 trainers who traveled the country “training the trainers”.

**Gordon Mullenix**, Compassion International  
Technical Advisor  
719-591-9072  
[GMullenix@us.ci.org](mailto:GMullenix@us.ci.org)

Compassion International is a Christian organization that works as an advocate for children. Today, Compassion helps more than 600,000 children in more than 20 countries and receive the majority of their funding through sponsorship.

**Fred Ligon**, World Ed Thailand (and others)  
Country Representative  
[fligon@ksc.th.com](mailto:fligon@ksc.th.com)

Mr. Ligon works for World Education in Thailand, as a well as a number of different organizations. The majority of Mr. Ligon’s experience is working in refugee camps along the Thai/Burma border.

**Rachel Bingham**, Peace Corps  
Former Volunteer, Mauritania  
Agriculture and forestry training and education  
[rachel.bingham@tufts.edu](mailto:rachel.bingham@tufts.edu)

**Ben Mazzotta**, Peace Corps  
Former Volunteer, Senegal  
Environmental and health training  
(617) 354-5406  
[benjamin.mazzotta@tufts.edu](mailto:benjamin.mazzotta@tufts.edu)

The Peace Corps was inspired in 1960, when then-Senator John F. Kennedy challenged students at the University of Michigan to serve their country in the cause of peace by living and working in developing countries. From that inspiration grew an agency of the federal government devoted to world peace and friendship. Since that time, more than 170,000 Peace Corps Volunteers have worked in 136 host countries on issues ranging from AIDS education, information technology, and environmental preservation.

**Peter Walker**, Feinstein International Famine Center, Tufts University  
Director  
617 627 3361  
[peter.walker@tufts.edu](mailto:peter.walker@tufts.edu)

The [Feinstein International Famine Center](#), part of the Friedman School of Nutrition Science and Policy at Tufts, combines humanitarian work with analysis and research to create new models for effective humanitarian action. Currently, the Center is involved in projects in Afghanistan, the Balkans, Sudan, Libya, and Ethiopia. Its current project in the Sudan is investigating the effects of the crisis on the livelihoods of select communities in Darfur. Peter Walker has worked extensively as an aid worker in Africa. He was director of disaster policy at the Red Cross and Red Crescent Societies for ten years.

**Gordon Brown**, Africare  
Former Country Director, Sierra Leone, Malawi, Namibia  
[gordon.brown@tufts.edu](mailto:gordon.brown@tufts.edu)

Africare is the oldest and largest African-American charitable organization operating in the field in Africa.

fricare helps Africa. Africare's programs address needs in the principal areas of food security and agriculture as well as health and HIV/AIDS. Africare also supports water resource development, environmental management, basic education, microenterprise development, governance initiatives and emergency humanitarian aid. Africare now reaches families and communities in 25 countries in every major region of Sub-Saharan Africa, from Mali to South Africa and from Senegal to Mozambique. Since its founding in 1970, Africare has delivered more than \$450 million in assistance -- 2,000 projects -- to 35 countries Africa-wide.

**Rachel Schiller**, International Rescue Committee, International Relief and Development  
Design monitor and evaluation coordinator, Indonesia  
(313) 231-3926  
[rachel.schiller@tufts.edu](mailto:rachel.schiller@tufts.edu)

The International Rescue Committee is a non-profit, non-sectarian, voluntary agency providing assistance to refugees around the world. The IRC helps people fleeing racial, religious and ethnic persecution, as well as those uprooted by war and violence. At the outbreak of an emergency, they provide sanctuary and lifesaving assistance—rapidly delivering critical medical and public health services, shelter and food. Once a crisis stabilizes, the IRC sets up programs to enable refugees to cope with life in exile. Through training, education and income-generating programs, they help refugees acquire new skills to become self-sufficient.

**Jerry Strudwick**, World Bank  
Education Sector Coordinator  
(202) 473-1000  
[jstrudwick@worldbank.org](mailto:jstrudwick@worldbank.org)

The World Bank Group's mission is to fight poverty and improve the living standards of people in the developing world. It is a development Bank which provides loans, policy advice, technical assistance and knowledge sharing services to low and middle income countries to reduce poverty. The Bank promotes growth to create jobs and to empower poor people to take advantage of these opportunities.

**Sally Madsen**, Ignite Innovations  
650-450-1725  
[smadsen@igniteinnovations.com](mailto:smadsen@igniteinnovations.com)

IGNITE Innovations is a 'spin-off' from Stanford University. Backed by some of the leading investors, entrepreneurs and thought leaders from Silicon Valley, its mission is to empower lives in the developing world through innovative products. Its first product is a solar powered lantern using the latest Light Emitting Diode (LED) technology and its first market is India.

**Masuda Sultan**, Women for Afghan Women

Women for Afghan Women is an organization devoted to the educational and political development of adolescent and Adult women in Afghanistan and surrounding areas. Masuda Sultan was Founder and past Executive Director of the organization.

**Sergiu Sebesi**, Leaders Romania  
+40 21 311 09 46  
[sergiu.sebesi@leaders.ra](mailto:sergiu.sebesi@leaders.ra)

Leaders Romania is a foundation for educating and developing literacy skills in young people in order to grow future leaders and entrepreneurs in Romania and Southern Eastern Europe.

**Godfrey Mwanza**, Zambian Ministry of Education  
[mwanzag@canvendish.ac.uk](mailto:mwanzag@canvendish.ac.uk)

The Zambian Ministry of Education is developing a public/private partnership in Zambia to bring general and vocational education to citizens. Godfrey is a recent graduate of the London School of Economics and is responsible for the development and technology strategy of the partnership in Zambia

**Pamela Civins**, Fairtest  
617-864-4810  
[Pamela@fairtest.org](mailto:Pamela@fairtest.org)

Pamela Civins was formerly working with World Education and was directly involved in the planning of the World Education/Design that Matters partnership for bringing the Kinkajou to Mali. In addition, Pamela has experience in the field workings of World Education in Bangladesh, Nepal, and surrounding areas.

**Elizabeth Radin**, Ubuntu Education Fund  
[Elizabeth\\_radin@ksg06.harvard.edu](mailto:Elizabeth_radin@ksg06.harvard.edu)

Elizabeth Radin is currently a graduate student at Harvard's John F. Kennedy School of Government and was previously a field manager for the Ubuntu Education Fund. The Ubuntu Education Fund is an NGO which works directly in the villages of Western Africa delivering literacy, farming, and family planning education.