

As a group, the members of our IPRO created a list of questions before the date of the discussion in order to spark conversation if our guests could not think of things to discuss right away.

**Here is a list of the questions that we came up with before our discussion:**

- What happens when the project reaches a community whose basic needs aren't met yet?
- We're designing energy for laptops but nothing else, how will the community receive this?
- What happens if someone gets electrocuted when trying to tap the system?
- How do we approach the community so they feel invested in the project?
- How do we 'teach' children from a different culture, while maintaining the respect of the current teachers at the school and being effective with how we teach?
- How do we ensure the security of the solar panels?
- We want a sustainable model, but how do we ensure maintenance from the community and not us?
- How will the school respond to the curriculum change?
- How will the school respond to foreign technology?
- Will there be any sensitivity issues regarding the earthquake when we do a natural disaster safety education plan?
- How will the system be maintained? Will the school pay for it? How will the school pay for it?

The guests at our discussion were very interested in our project and helped us to consider things that we had not considered yet. **Here is a basic summary of the topics that we covered:**

- Yes, we're bringing technology but what if that's not their first need?
  - How would you gauge the communities need? Who do you ask?
  - Were assessments done at the schools in question
- Schools were selected because they were already on the grid
  - Needs a survey
- How do teachers and students feel about the project? What is their interest in having the laptops?
  - Students love working with them
  - Have not had enough time to properly gauge how to incorporate them in the curriculum
  - Received in Nov 2009 Earthquake Jan 2010
  - Students have them at home now
- Best case scenario, how would they use them? Between school with laptop versus not with laptop?
  - Computer skills can be built up, have experience with computers
  - If internet works, allows them to connect to the world
    - Would they understand the internet?
- Would the laptop compliment the education beyond the internet?
  - We're trying to work on it, but at the moment there isn't much

- We want to put the content on the laptop so kids can find it
  - It might not actually be a part of the curriculum but they can still find and use it
- Are schools subject to a state mandated curriculum?
- Was there any additional training, what were the conditions that came in with the laptops?
  - OLPC required that the school had to have laptop security
  - There was a teacher training, along with that
- How comfortable are the teachers with the technology?
  - The sisters at Saint Gabriel liked them and liked using them
  - Did not have time to incorporate them into the curriculum
  - Might be an issue with the lack of teacher centered education
    - Part of a social issue, not just a technological one
- How are the laptops improving their lives socially/educationally?
  - They take an ownership of them and bring them home and teach their parents
  - It looked like the community was supportive of the laptops in general
  - Street side charging stations, entrepreneurial thing
    - Parents paid to charge the laptops of their kids
- What can we learn from the OLPC implementations in other parts of the world?
  - We don't have a lot of data
  - There have been no large scale evaluations done
- Are there other technologies from a society like ours that are in that environment?
  - Cell towers are everywhere
  - Children would have had some exposure to phones and other technology
- How can you make sure disaster preparedness is emotionally sensitive?
  - Regine could run it by her family and mould it into a more culturally sensitive form
- Must seriously consider sensitivity to the fact that they recently experienced such a huge disaster.
- How are you going to source components in country?
  - We are waiting to hear back about specs of availability of panels in country
  - Enersa, solar manufacturer in Haiti
    - Was destroyed in the earthquake
  - The project isn't tailored to any one type of panel so it doesn't matter as much what their specs are and if we can get them there
    - Warrantee aspect is important
      - Most common in Haiti is 1 year
  - It is hard to find a reliable source of information
  - Is there a preferred vendor and how do they get there?
    - Most ideal to source them in country
      - Also makes this much more of a Haitian project
      - Supports the local economy
- Is anyone there capable of repairing them?
  - We have met one person who has done this before
  - Maintenance personnel in the schools and would train them
  - Recently in contact with tech-training group in a nearby town
- Consider looking into the solar panels that were installed on medical centers in 1995.
  - How have they held up?
  - Have they been successful?
  - Who maintains them?

- Buying the panels bringing them there and installing them is the easiest part
  - What impact should it have?
  - How to use technology properly
  - Human/machine interaction
  - How do you integrate knowledge and use into the laptops?
- There can be a lot of positive aspects to doing this
  - Look at a place like Singapore, huge investment in tech and look at them now
- What if kids have access to all of this and parents don't?
  - Community wanted to also have training, depending on what the school wants
  - It has potential to possibly create some "unrest" in the knowledge barrier
- What is our plan for community interaction?
  - Open it up to the community?
  - Probably have it at the school
- How do we distribute material and information, we don't speak Creole
- Teaching plan
  - Is it too paternalistic to give them lesson plans?
  - Would that insult the teachers?
  - Breaking people down into small groups would not necessarily be an educational environment
  - What is the current teaching culture?
    - Group activity might not be the best idea because that is not what they are used to
    - Will teachers see exploratory education as a bad thing/distraction?
  - Maybe the next step is an educational model
    - Not necessarily our job
    - Is that something that might need to be part of this project?
  - Do we know anyone with educational technology experience
- It would be nice to include an evaluation component
- Our definition of empowerment is not about the electricity but the generation growing up