

A stylized world map in shades of orange and brown, positioned at the top of the slide. The map is centered on the Atlantic Ocean, showing the continents of North America, South America, Europe, and Africa.

Session Title

**Managing research teams from eleven countries to
achieve a Pan African research project and
publications**

**By
Dr Mbangwana Moses Atezah,**

*Cape Town, South Africa - www.euroafrica-ict.org
4th Euro-Africa Cooperation Forum on ICT Research*





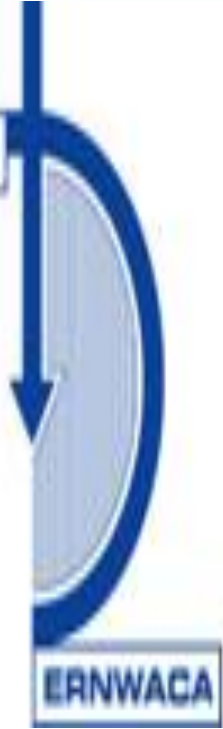
Panafrican Research Agenda

on the Pedagogical
Integration of ICTs





ROGARE



Université 
de Montréal

IDRC  CRDI



A stylized world map in shades of orange and brown, positioned at the top of the slide. The map is centered on the Atlantic Ocean, showing the Americas on the left and Europe and Africa on the right. The background features a grid pattern and light streaks.

Participating Countries

- Cameroon
- Central African Republic
- Congo Brazzaville
- Côte D'Ivoire
- Ghana
- kenya
- Mali
- Mozambique
- Senegal
- South africa
- Uganda
- Zambia



Slides not to be displayed
during the conference

Main Objective of the Project

To better understand how the pedagogical integration of ICT can improve the quality of teaching and learning in Africa.



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Why an Observatory

- Practitioners, Researchers and policy makers need to know where they can easily have access to data on the pedagogical integration of ICT in the continent.



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What can you find in the observatory

- The observatory presently contains information on more than 160 indicators in the following areas:
- ICT policies in Africa,
- Access,
- Teacher training,
- ICT use,
- learning,
- School administration and gender.



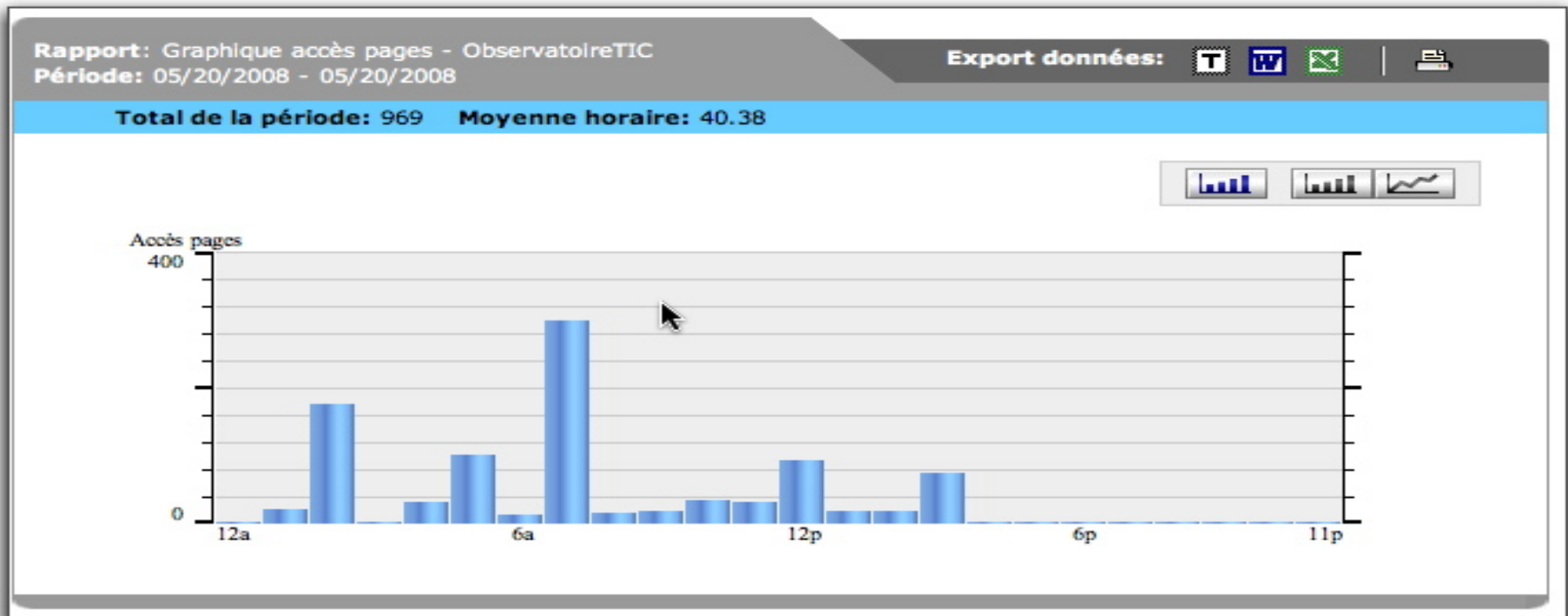
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How the project is being managed

- The PanAf Observatory website
- PanAf website
- Workshops
- School visits
- Videoconference
- Mailing lists
- Telephone and skype calls



PanAf Observatory
www.observatoiretic.org



PanAf website www.panaf-edu.org



The screenshot shows the PanAf website homepage. At the top left is the JERARE logo, a stylized 'D' with 'JERARE' written vertically on either side. To its right is the title 'Panafrican Research Agenda on the Pedagogical Integration of ICTs' and its French equivalent 'Agenda Panafricain de Recherche sur l'Intégration Pédagogique des TIC'. Below this is a language selector for 'Français | English'. The main content area is divided into three columns. The left column, titled 'Welcome', contains a list of navigation links: Home, Introduction, Calendar, Documents, Partners, ICT Research, Ressources, Forum, Intranet, and Site map. Below this is a red 'Click here' button and the JERARE logo with a map of Africa. The middle column, titled 'PanAf Website', features two news items. The first is 'School visits in Bamako, Mali' dated Tuesday 22 April 2008, with a photo of a group of people in front of a school building. The second is 'School visits in Dakar, Senegal' dated Monday 21 April 2008, with a photo of a group of people. The right column contains a 'Partners' section with logos for Université de Montréal, IDRC, and CRDI. Below that is a 'Countries' dropdown menu, a search box, and a section for 'MERLOT AFRICA NETWORK (MAN)' with details about a forum in Accra, Ghana, and a link to 'eLearning Africa'.

JERARE
Panafrican Research Agenda
on the Pedagogical Integration of ICTs
Agenda Panafricain de Recherche
sur l'Intégration Pédagogique des TIC

Français | English

Welcome

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Click here

JERARE

Excerpts from Guides on
Qualitative Research

PanAf Website

School visits in Bamako, Mali
[]
Tuesday 22 April 2008
par admin

On Tuesday, April 22, 2008, the management team of the PanAf project visited two schools in Bamako, Mali among the dozen selected for the Observatory on ICTs in Education. These schools are: ENSUP (Ecole Normale Supérieure) and Groupe Scolaire Cheikh Anta Diop. The objectives were to:

- determine the use of ICT in these training institutions
- Identify the challenges and difficulties encountered by the national team as part of the data collection
- Gather from the national team, suggestion (...)

School visits in Dakar, Senegal
[]
Monday 21 April 2008
par admin

On 20 and 21 April 2008, Senegal received the management team of PanAf project to visit two schools, which are: the primary school of Front de terre and the J.F Kennedy High School of Dakar.

Partners

Université de Montréal
IDRC * CRDI

Countries

Search
Search

MERLOT AFRICA NETWORK (MAN)
First Africa Forum on Open Educational Resources, Accra, Ghana, May 28th, 2008

eLearning Africa
3rd International Conference on ICT for

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School visits

Visit to 10 schools in 5 countries (South Africa, Mozambique, Congo Brazaville, Senegal and Mali) have been done by the management team. The objectives of the school visits were as follows:

Visit to two schools

Meet school management (director, principal etc)

Meet educators (teachers, trainers etc.)

Meet students

Visit ICT facilities

Meet with members of the national teams during an informal meal, to get to know each other, and also to share lessons learned, challenges, opportunities and expectations with regard to the PanAf project.

Formal writing and publication workshop; the goal of the session is to support the national team members to publish their work in peer-reviewed journals.



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Difficulties encountered in managing the project

Decision taking sometimes can be slow because there need to be a consultation between the Research Manager, the Regional Coordinator of ERNWACA and the Montreal team. For instance, planning school visits and workshops needs to be carefully done in such a way that the 2 partners have to be aware quite in advance in order to adjust their time tables or schedules of work.

Language barrier from the beginning was a problem in that messages were sent out to two different lists. The Francophone members complained of messages in English, while the Anglophones complained when messages were sent in French. The other major language problem is that Mozambique has Portuguese as the official language, and it takes them time to get messages in another language translated.

The workshop in South Africa where all the participants from the 11 countries were present, proved to be very **costly because of translation**. Even though there was translation, one could still hear participants complaining because the interpretation was not below expectation.



A world map is centered in the background of the top section, rendered in a light orange color against a darker orange grid. The map shows the continents of North America, South America, Europe, and Africa.

Difficulties encountered in managing the project Continue

Members from the beginning did not know how to use the Observatory because of **technical difficulties**.

Money transfer to participating countries has been our biggest headaches since it takes about 2 months for the researchers to receive the money. The banks take time for transfer and when the money goes into university accounts, it is very often difficult to trace. Central African Republic and Congo Brazzavile did not succeed in getting the start up funds after 6 months and we had to send it through Western Union.

Many of the researchers sometimes **do not reply to emails** as early as we expect. This probably may be due to poor internet connections and/or low internet use.



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Successes registered

ERNWACA and the University of Montreal have successfully built a working relationship that is based on flexibility and synergy.

There is an increase in network development of African expertise.

Capacity building at multilevel has been achieved with the help of workshops and conferences.

The Observatory, PanAf website, booklets, flyers and PanAf newsletters have greatly increased the visibility of both ERNWACA and the University of Montreal.

The researchers have some financial compensation even though not much, but most of them are happy.

Many researchers are now writing articles and having easy access to publishing.

Some researchers will in the long run change grades from Assistant lecturers to lecturers, and from Lecturers to Associate professors.



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Perspectives of the project

It is envisioned that to effectively give visibility to the project, a book on some of the variables will be written, and a film on how ICT is being integrated in the teaching learning process will be produced. Increase collaboration and partnership is underway.



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Conclusion

- Everything is being put in place regarding the project-activity calendar. ICT tools have been used effectively so far, to achieve the outcomes set at the beginning of the project.





Thanks for your kind attention

