



## CONCEPTUAL NOTE

### Project title

Accompanying schools for their techno-educational modernization through the model Education Services (Eserv)

### Countries where the research will take place

Guinea Conakry

### Name and address of the organization that will administer the project funds

National Coordination ERNWACA Guinea,  
Located at the Higher Institute of Education Sciences of Guinea (ISSEG),  
Lambanyi, B.P. : 795 - Conakry, Republic of Guinea

### Total amount requested in local currency in Canadian dollars

One hundred and seventy-five thousand Canadian dollars (175,000 CAD)

### Duration of the research project

Two (2) years.

### Name, title, professional affiliation and email address of principal investigator

**Principal Investigator:** Mamoudou Doukouré, Founder of the Eserv Model,  
Entrepreneur, [doukouremamoudou.gn@gmail.com](mailto:doukouremamoudou.gn@gmail.com) / [eservguinea@gmail.com](mailto:eservguinea@gmail.com)

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## Justification

From February 3 to May 30, 2014, Twenty-one (21) young Guinean researchers coordinated by Mamoudou Doukouré conducted in the Republic of Guinea, a study in fifteen (15) schools at primary and secondary level in order to better understand how the Pedagogical integration of ICT (Information and Communication Technology) can improve the quality of teaching and learning.

The first phase of the study was related to the field study itself, namely the collection and recording of data. From 2014 to 2016, while the data collected are gradually being updated, at the same time, the young researchers devoted themselves to the second phase of the project which concerned the analysis, the processing and the interpretation of the data with the main concern of being able to use the results from this phase to effectively and efficiently overcome the problem of technological modernization of schools in the ICT era.

The results of the data collected have led to several solutions (mentioned in the specific objectives).

However, not only does a successful integration of ICTs into the education system require consideration of all school services in this process of technological modernization pedagogical but also the current organizational models does not ensure a effective implementation of this technological integration. Thus, the problem of choosing the organizational model was essential.

What organizational model to help schools better modernize?

After two (2) years of reflection and intense work, in view of the difficulties encountered by schools to ensure by themselves this successful integration of ICT due to lack of financial resources, infrastructural and human, the model chosen is a model of type accompanying schools. This model is called "Education Services (Eserv)". The Eserv model is a concrete response to the techno-educational modernization of schools.

At the end of the second phase of the study and once the organizational model has been chosen, the team of young researchers proceeded to the transcription of the results of the study which resulted, after compilation, in the production of a research report. about 22 pages of text in total. This report was presented to the Coordination of ERNWACA Guinea during a seminar organized for this purpose.

This report was considered by ERNWACA Guinea as a report that could be used as a basis for the launch of an in-depth research study on the Eserv model for supporting schools.

It is in this context that the team of young researchers in partnership with ROCARE Guinea with the support of the Ministry of National Education and Literacy of Guinea decides to conduct an in-depth research study on the Eserv support model in one hundred (100) Guinean schools.

## Main objective

The general objective is to contribute to the techno-pedagogical modernization at the primary and secondary level of Guinean schools with a view to improving the quality of teaching and learning through the pedagogical integration of ICTs through the accompanying model. Eserv.

## Specific objectives

- Accompany for the first time, 100 Guinean schools to ensure successful pedagogical integration of ICT in their teaching and learning systems
- Make available to these schools our school management computer program
- Introduce an educational computer course from the 4th year
- Provide these schools with specially trained teachers for ICT use
- Organize extracurricular activities in the sports and cultural field.
- Establish hygiene, health, insurance, safety and school canteen
- Create a health insurance product specifically for students.
- Organize and plan information and school communication.
- Organize Education Awards
- Experiencing the Mobile School
- Network the 100 selected schools
- Design the best school management program adapted to the African context.

## Methodology

The mixed methodology was chosen for this research.

The study population consists of 100 schools (public and private) at the primary and secondary levels. Given the delay in integrating ICT into the Guinean education system, the primary and secondary levels are the most affected.

The selection of schools participating in this research is based on a criterion of representativeness according to the number of schools by Regional Inspection of Education (IRE). Specificity by IRE is very decisive for the quality of the information that will be collected.

Of the eight (8) IREs in Guinea, the Conakry Special Zone will have 30 schools (15 private schools and 15 public schools) because of its higher density per school. The other seven (7) IREs will each have 10 schools (5 public schools and 5 private schools).

Data collection will be administered through relay agents. Relay agents will be present in each of the hundred (100) schools to be close to schools to be at the heart of the school to understand the daily problems of schools. Relay agents will mainly be responsible for automatically collecting and recording any miscellaneous or special information related to the objectives of the research. By creating this proximity with schools, it will be in tune with school life to facilitate the achievement of objectives.

To achieve the expected objectives, this research study will concretely materialize through various activities categorized according to whether they are intended directly for schools, pupils and parents, and other partners of the education system.

### Conduct of direct activities in schools

These activities will materialize through a partnership between Eserv and the school and will be carried out as follows:

- Provision, management and maintenance of the school management software: it is an activity by which Eserv provides, installs, manages and ensures the periodic maintenance of the software on the account and for the school.

As a first step, Eserv will have relay agents in each school to ensure the reliability and automation of the information collected and recorded for optimal and dynamic management of the software. Next, school administrators will be trained in the use of the software and will gradually replace the relay agent.

- Teacher Delivery (MADE): The MADE activity, in collaboration with the Higher Institute of Education Sciences of Guinea (ISSEG), will provide teachers specially trained for the use of ICT. in education. Eserv will recruit, train and give social status to teachers before making them available to schools.
- Provision of computer and instructional school equipment: This is a contract for the sale of computer equipment and school didactics to schools with affordable costs and payment facilities.
- Hygiene: These are cleaning and sanitation activities, garbage management and the delivery of hygiene materials.
- School safety: It takes the form of an annual service to schools through an Eserv security officer responsible for ensuring the daily safety of the school.
- School information and communication: This activity is partly included in the software because it includes a set of modern communication and school information tools. Other information and communication activities are: Magazine and school newspaper, school report card, school correspondence book, call register are number sales to schools.
- School Networking (MIRE): our school management software has a highly developed networking option for schools facilitating dynamic exchanges between them.

### Conduct of direct activities for pupils' parents for pupils

- CPI computer literacy course: the CPI in agreement with the schools, will be given in the schools in the form of pedagogical course.
- Eservassur: It is purely and simply a health insurance product designed specifically for students in collaboration with an insurance company in Guinea.
- Extracurricular activities: these activities are carried out in the form of an activity ticket, each student will choose a ticket by opting for the extracurricular activity that fascinates him.
- Canteen: This is the offer of a variety of African dishes to students to which the student can subscribe through an annual subscription.

### Direct activities to other educational institutions.

This activity mainly concerns the Mobil School (EMOBIL).

- EMOBIL is aimed mainly at states, public and private institutions, and non-profit organizations in charge of school issues who wish to have turnkey schools at a lower cost. It is a turnkey modern school offer whatever the geographical position.

The statistical analysis of the data will be done through simple and multiple linear regressions to see the interdependence of the information that will be collected in order to define indicators.

Our vision is to export the Eserv model to Africa after two (2) years of proven research.

### Gender and Equity Considerations

This research project places special emphasis on gender and equity. Indeed, the Eserv model is globally a vast operation of daily and automatic collection of data on school life as a whole.

During this broad process, particular emphasis will be placed on gender and equity data, whether societal or personal.

Indeed, during the recording of the data, the data related to the sexospécificités will be specifically listed in its own right in order to constitute an exhaustive directory of all the problems related to the gender-related in the school environment.

### Outreach strategy, impacts and expected impacts

The strategy for disseminating the results of this research is based on classical methods, including the pamphlet, articles in journals, books, conferences, media and social networks, the Eserv website ...

An innovative dissemination strategy included in this research is to use the School Network Database to open a channel for sharing, sharing and disseminating knowledge and methods among schools, teachers and students. education and other partners in the education system: this innovative approach will break with isolation between schools.

The daily and methodical recording of information as varied, diverse and minimal as it may be will have a positive impact on the establishment of the best school management database in Africa. The main repercussion expected is the techno-educational modernization of schools through the Eserv model, namely:

- Make the administrative and financial management of the technological and optimal school.
- Enable younger generations to take advantage of the use of ICTs.
- Enable the use of ICTs in the teaching and learning system
- Allow all regions as remote as they are to benefit from quality education.
- Stimulate student motivation to study
- Give the African school a new image in terms of safety, hygiene, canteen and health at school.
- Allow communication and regular information on school life in a large network.
- Primer the best actors in the education system as a whole to encourage a job well



done and promote excellence.

- Share and disseminate information about school life between schools via a common platform across a large network.

### **Indicative timetable**

The Eserv research project schedule runs over a two-year period starting on 05 February 2018 and ending on 04 February 2020.

### **Preliminary Budget**

Total funds requested in local currency: 1,226,925,000 GNF or 175,000 CAD