

# The Écoles du Monde Pan-african school: Sustainable training and skills transfer in astronomy

Andoniaina Rajaonarivelo<sup>1,5</sup>, Sylvain Bouley<sup>1,2,3</sup>, David Baratoux<sup>1,4,5</sup>, Arnaud Leroy<sup>1,6</sup>

<sup>1</sup>Observatory of Ecoles du Monde Madagascar, Besely

<sup>2</sup>Université Paris Saclay, <sup>3</sup>Société Astronomique de France

<sup>4</sup>Institut de Recherche pour le Développement

<sup>5</sup>African Initiative for Planetary and Space Sciences

<sup>1,6</sup>Uranoscope of Iles de France



# Observatory presentation

- First robotic/remote astronomical observatory in Madagascar built in may 2022
- Hosted by **Besely Campus** run by **NGO Ecoles du Monde Madagascar**,
- Managed by **Haikintana Astronomy** association, **Société Astronomique de France** et **Uranoscope Ile de France**.
- Since **June 2022**, we have an **asteroid** called **Besely**.



# Observatory collaboration



Haikintana  
Astronomy Association

université  
PARIS-SACLAY



# ✦ Observatory facility

✦ **Automated slide roof**

**Internet by optic fiber**

**Power supply using solar panels**



# Observatory equipments

**Celestron C14 Telescope :**

**Starizona SCT Corrector IV - 0.63X Reducer**

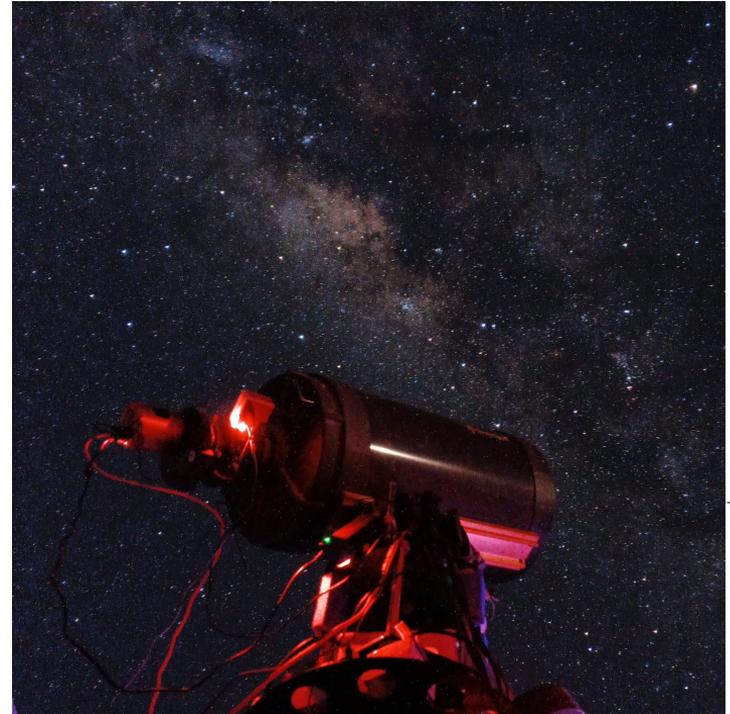
**Equatorial Mount - SW EQ 8 Pro**

**CMOS ZWO ASI2600MM DUO CAMERA**

**Pro-Am Network for Scientific Alerts (RAPAS) Filters**

**Automatic focuser**

**Computer**



# ✦ Observatory Characteristics:



**Exposure time : up to 120s (single shot)**

**Magnitude max : 19**

**Declination limitation : +47° to -90°**

**Aims to deliver data in the Gaia photometric system for astrophysical alerts**



Trifid nebula - Arnaud Leroy



# Observatory of Ecoles du Monde de Madagascar

## Access to the telescope

To access to the computer :

**AnyDesk**

**Chrome Remote Desktop**

To control the telescope :

**Prism v11**



To control the roof :

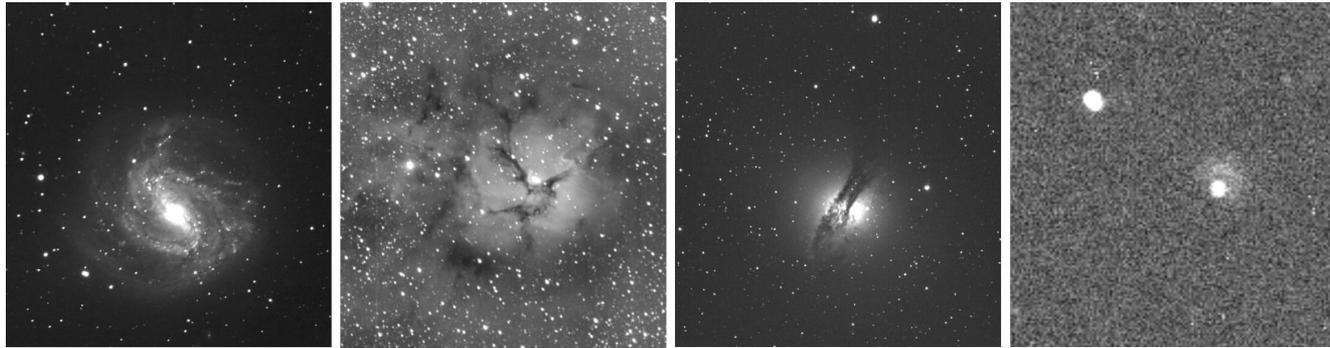
**AstroMeccaRoof Tools**



# Observatory of Ecoles du Monde de Madagascar

## Observation activities:

- **Astrophotography** : Deep sky objects and planets
- **Astrometry and photometry of asteroids and comets**
- **Occultations**



A. Cailleaux, A. Leroy, A. Rajaonarivelo

# Astrometry of comets



C/2017 K2 (PANSTARRS) - 2022 Oct 07, A. Leroy  
<https://lesia.obspm.fr/comets/lib/display-obs1.php?Num=26089>

## MPC Report

COD XXX

CON Arnaud Leroy 37 rue Albert Mattar 77400 Carnetin , France

CON [arnaudastro@yahoo.fr]

CON BESELY

OBS Arnaud Leroy , Andoniaina Rajaonarivelo

MEA A.Leroy

TEL 0.355-m f/7.2 SC + STL6303E -

NET UCAC 4

CK17K020 C2022 10 03.69767 15 59 04.10 -33 39 49.2 13.1 N XXX

CK17K020 C2022 10 03.69976 15 59 04.15 -33 39 51.6 12.9 N XXX

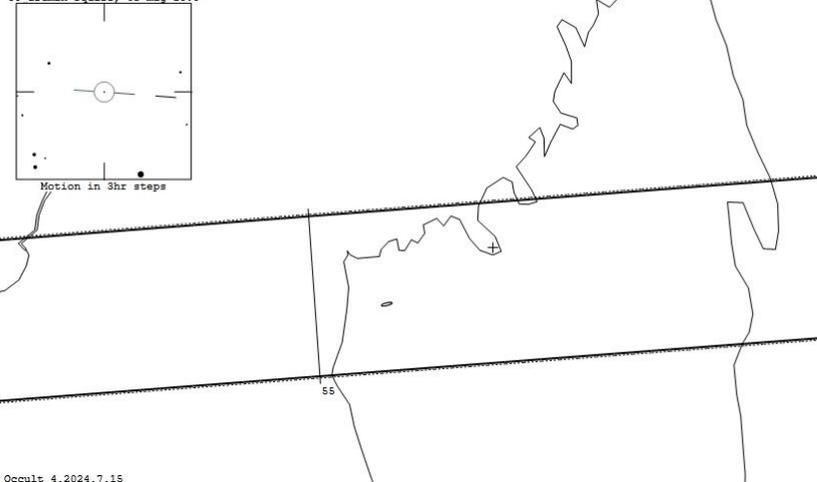
CK17K020 C2022 10 03.70208 15 59 04.21 -33 39 54.5 13.1 N XXX

# Occultation of UCAC4 by 39 Laetitia on July 16, 2024

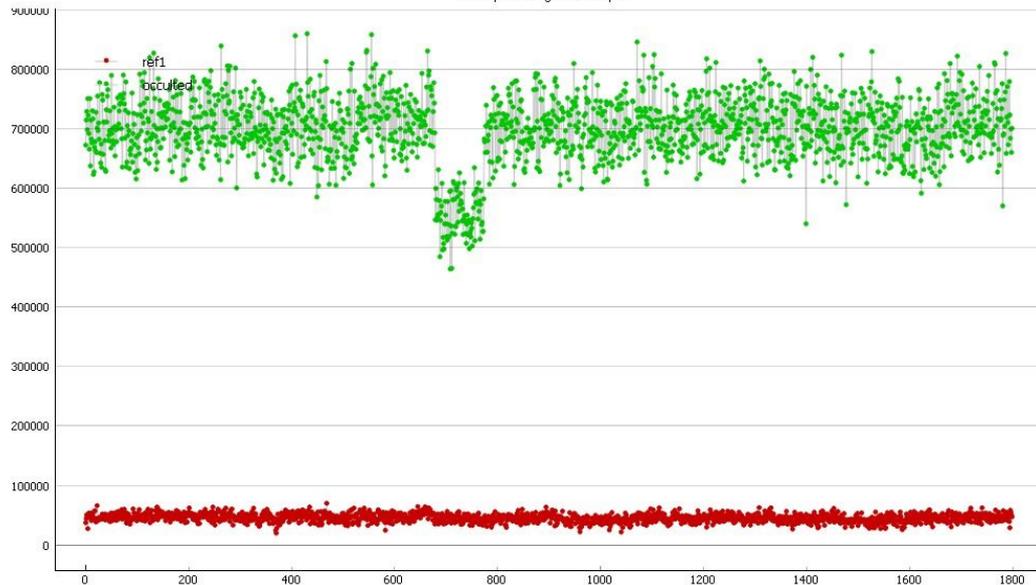
39 Laetitia occults UCAC4 468-001532 on 2024 Jul 16 from 23h 53m to 24h 6m UT

Star: (Dia < 0.1 mas)	Durations: Max = 12.1 secs	Asteroid: (in DAMIT)
Mv 12.0; Md 12.2; Mr 11.9	1km = 0.067 secs, 1mas = 0.10 secs	Mag = 10.7
RA = 1 6 30.7697 (astrometric)	Mag Drop: 0.20 [17%]V, 0.20 [17%]R	Dia = 180 ±1km, 118 mas
Dec = 3 30 25.033	Sun - Dist = 38"	Parallax = 4.166"
[of Date: 1 7 47, 3 38 20]	Moon - Dist = 137", illum = 78%	Hourly GBA = 2.324s
Prediction of 2024 Jun 16.0	1σ Err: ±(4.0 x 1.0) mas in PA 77"	dDec = 2.47"
Reliable not available		

30 arcmin square, to mag 13.0



Composite lightcurve plot

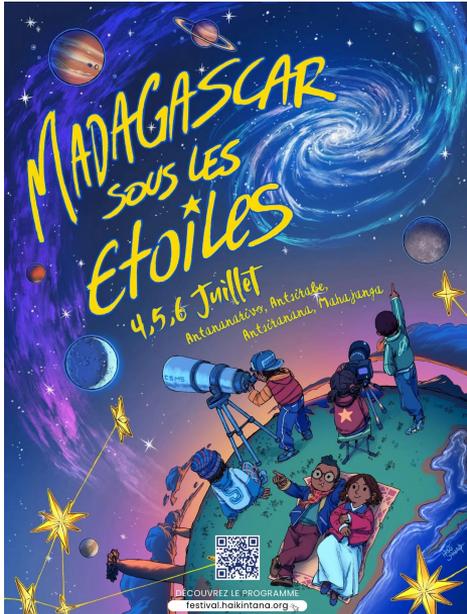


# DART Impact



# Observatory of Ecoles du Monde de Madagascar

## Outreach activities :



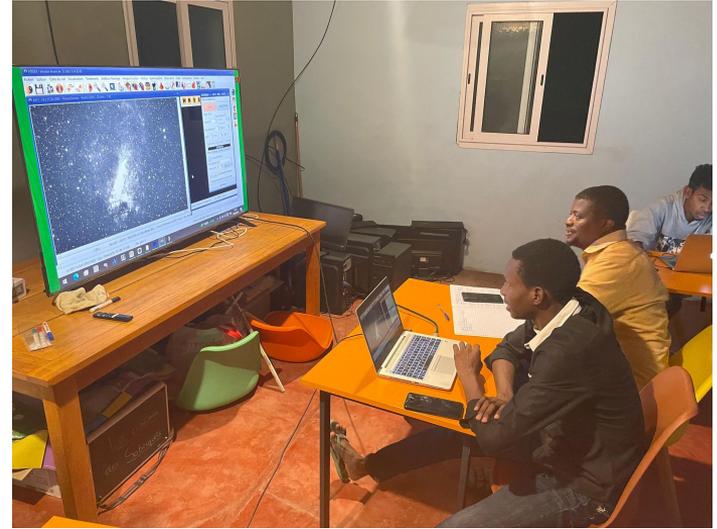
# Pan African Astronomy School of Ecoles du Monde Madagascar:

- 1 week of training : Including theoretical and practical sessions
- 11 participants from african french speaker countries
- 6 Speakers and trainers from France

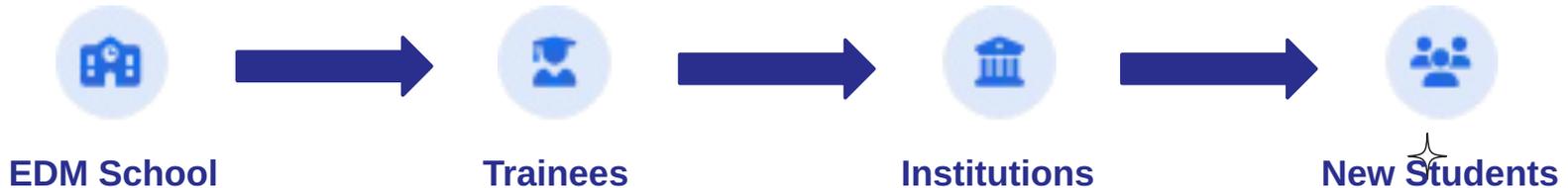


# School objectives and model

- **Hands-on Training**
  - Direct experience with professional tools and data analysis.
- **Cascade Model**
  - Train trainers who return to their home institutions.
- **Real Research**
  - Enable active participation in authentic scientific observations.



## Cascade Model



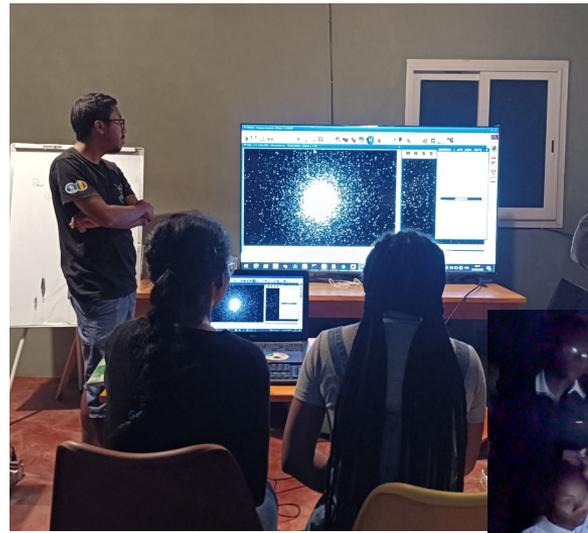
# School program

- **Curriculum**

- Theoretical lectures
- Intensive practical sessions
- Remote observing training

- **Hands-on activities**

- Telescope operation
- Data acquisition
- Data reduction
- Scientific collaboration



# IMPACT & FUTURE

- **Short-Term:** A cohort of trained students actively participating in global research networks.

- **Long-Term:** Autonomous astronomy communities across Africa, supported by international partnerships.

(6690) MESSICK

V. Benishek, Belgrade Astronomical Observatory; P. Pravec, Ondrejov Observatory; A. Leroy, Uranoscope de l'Ile de France, Gretz-Armainvilliers, France; C. Bhibah, Societe Astronomique de Tunisie, Tunisia; S. Sylla, Universite Cheikh Anta Diop, Dakar, Senegal; N. Tovolahy and M. Avotra, Haikintana Astronomy Association, Madagascar; F. Vachier, Observatoire de Paris; J. Oey, Blue Mountains Observatory, Leura, NSW, Australia; R. Durkee, Shed of Science South Observatory, Pontotoc, TX, U.S.A.; D. Augustin, Anglet, France; and A. Klotz, J. Berthier, and P. Thierry, Observatoire des Makes, Reunion, report that photometric observations taken with a 0.35-m telescope at the Sopot Observatory in Serbia, a 0.36-m telescope at Ecole du Monde Besely in Madagascar, a 0.6-m telescope at the Observatoire des Makes, a 0.35-m telescope at the Blue Mountains Observatory, a 0.50-m telescope at the Shed of Science South Observatory, and a 0.35-m telescope at e-EyE Observatory in Spain during Aug. 14-Sept. 24 reveal that minor planet (6690) is a binary system with an orbital period of  $29.75 \pm 0.02$  hr. The primary shows a period of  $3.0248 \pm 0.0001$  hr and has a light-curve amplitude of 0.24 magnitude at solar phases 2-12 degrees. Mutual eclipse/occultation events that are 0.12 magnitude deep indicate a secondary-to-primary mean-diameter ratio of  $0.34 \pm 0.02$ .

Asteroid discovery by the school participant



Training organized by the school participant

# Conclusion

## Access to astronomy should not depend on geography

The problem	Our response
<ul style="list-style-type: none"><li>• Unequal access to infrastructure across Africa</li><li>• Limited hands-on training opportunities</li><li>• Dependence on external institutions for research</li></ul>	<ul style="list-style-type: none"><li>• A shared robotic observatory accessible remotely</li><li>• A training-of-trainers model</li><li>• Direct participation in real scientific research</li></ul>

**From isolated learners -> to self-sustaining scientific communities**

**Contact :** [andoniainarajaonari@gmail.com](mailto:andoniainarajaonari@gmail.com)