CONSEIL AFRICAIN
ET MALGACHE POUR
L'ENSEIGNEMENT SUPÉRIEUR

CAMES, A FRAMEWORK FOR THE HARMONISATION OF HIGHER EDUCATION AND RESEARCH POLICIES

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SOMMAIRE

- Introduction
- Missions and objectives
- Statutory programs
- Some challenges of higher education in the CAMES space
- The action of CAMES and its Instruments
- State of play of implementation of the Licence Maîtrise Doctorat (LMD) in the CAMES space
- CAMES' role in the sustainable implementation of the LMD
- CAMES Regional Certification Framework
- Synergies to be built
- Prospects
- Conclusion

INTRODUCTION

The African and Malagasy Council for Higher Education (CAMES) is :

- an intergovernmental organization created in January 1968 by the Heads of State of the African and Malagasy Common Organization (OCAM), at the start of independences.

- a body for coordinating higher education issues in the French-speaking countries of Africa and Madagascar.

- a Regional Quality Assurance and Accreditation Agency.

- a model that is unique in the world and that allows teachers/researchers from different countries to be evaluated based on the same reference system.
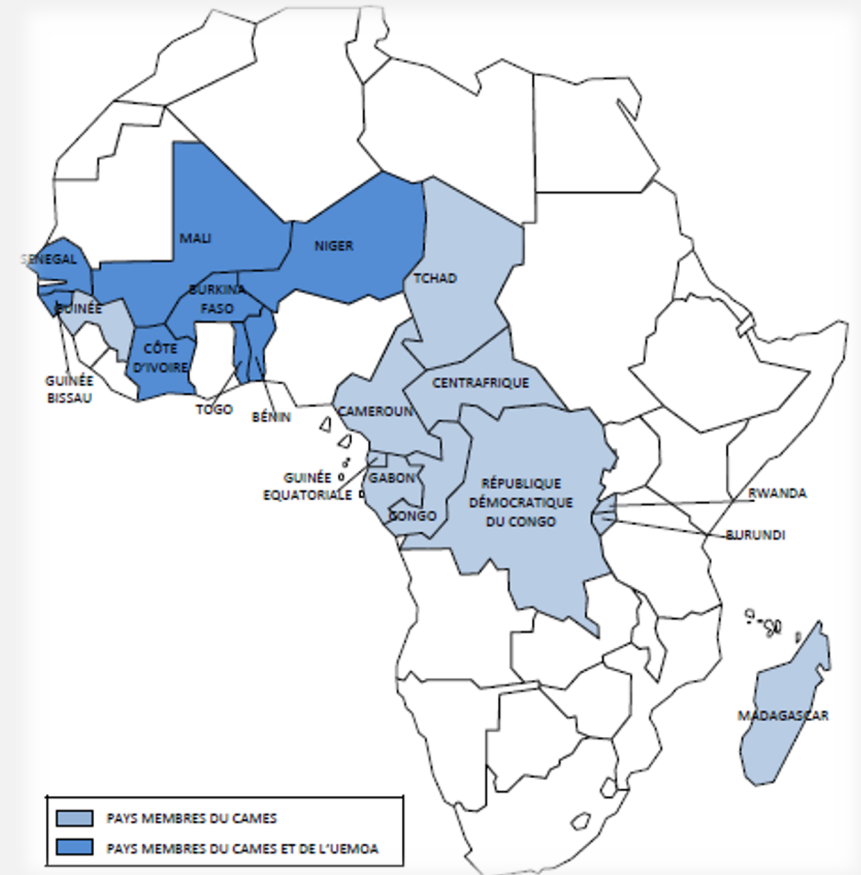
Missions and objectives

- Promote and foster understanding and solidarity between Member States;

- Establishing permanent cultural and scientific cooperation between the Member States

- Collect and disseminate all academic or research documents: theses, statistics, information on exams, yearbooks, annals, palmares, information on job offers and applications from all origins;

- Prepare draft agreements (Conventions) between the States concerned in the fields of higher education and research and contribute to the application of these conventions;

- Design and promote consultation with a view to coordinating higher education and research systems, in order to harmonise recruitment programmes and levels in the different higher education and research institutions, foster cooperation between the different institutions, as well as exchanges of information.

CAMES bodies :

- **Policy**: the Council of Ministers, with a Committee of Experts;
- **Technical**: the General Secretariat;
- **Academic and scientific**: the General Advisory Committee comprising representatives of public and private universities, national research institutions, interstate teaching and or research institutions, private higher education institutions partners;
- **Ethics and Professional Conduct Commission** (CED): the EDC ensures the proper functioning of the institution, guaranteeing equal opportunity and promoting confidence-building with partners;
- **Grand Chancellery**: decoration of personalities, politicians, scientists or civil society, who have contributed to the development of higher education and/or research in the CAMES space;
- **Triennial Summit of Heads of State**: Created by the Declaration of Heads of State, during the celebration of the Fiftieth Anniversary of CAMES. The 1st Summit is projected in 2021.

Statutory programs

<u>CAMES implements 8 statutory programs</u>

1. Inter-African Advisory Committees (IAB);

2. Competition for the Aggregation of Human Medicine, Pharmacy, Odontostomatology, Veterinary Medicine and Animal Productions;

3. Competitive examination for the agrégation of Legal, Political, Economic and Management Sciences;

4. Quality Assurance Program (AQP).

5. CAMES University Olympiad Program (OUC);

6. Recognition and Equivalence of Diplomas (PRED) Programme;

7. CAMES Silhouette Program – CAMES Virtual Liner;

8. CAMES Thematic Research Programmes (PTRC).

CAMES also has a Grand Chancellery of International Orders, an Ethics and Deontology Commission and a Network of Technical and/or Financial Partners.

CAMES Strategic Development Plan

2015-2019 / 2020-2022

Some challenges of higher education in the CAMES space

- A massification of the number of students: strong and rapid increase in the number of students;

- insufficient investment to maintain quality in the face of massification: insufficient infrastructure, a low level of supervision, a very uneven quality of training according to the sectors;

- low use of ICT in higher education and research: the potential of digital technology is not sufficiently exploited;

- a great difficulty of adapting to the profound transformation of the world, in the digital age.

- a weak territorial anchoring of higher education institutions that do not train in the major challenges of society and the skills needs of employers;

- a low level of integration of higher education institutions into global research networks;

- a low participation of higher education institutions in the knowledge economy;

Some challenges of higher education in the CAMES space

- massive unemployment among young graduates (65%);

- a lack of questioning about the future professional integration of graduates;

- a weak culture of evaluation of actors in their mission;

- weak governance systems;

- A weak culture of data management and planning;

- underperformance of higher education and research institutions;

- an increased demand for the quality and relevance of diplomas;

- a scepticism towards diplomas delusionalized by private IES;

- low investment in state of the art equipment for training and research.

In response to these challenges, CAMES has adopted a Strategic Development Plan (PSDC 2015-2019, then 2020-2022), which relies on quality assurance as a cornerstone for the promotion of higher education and research, more in line with the economic transformation needs of member countries.

THE STRANDS OF THE CSDP 2020-2022

Axis 1: Implementation of a code of ethics and professional conduct.

Axis 2: Modernisation of CAMES governance

Axis 3: SILHOUETTE Program

Axis 4: Strengthening the quality approach

Axis 5: Support and valorization of training, research and innovation

Axis 6: Development of synergies, partnerships and innovative projects by CAMES

Axis 7: Communication and public relations

Le CAMES, leader du développement des États membres par l'enseignement supérieur, la recherche et l'innovation.

THE ACTION OF CAMES AND ITS INSTRUMENTS

« If you find that education is too expensive, try ignorance! » Abraham Lincoln.

The action of CAMES and its Instruments

Development of quality tools to support member countries and Higher education and research institutions (HERI) :

- Standard for accreditation of open and/or distance learning offers (FOAD)

- Standard for information systems development framework

- Quality standard for evaluation of training offer

- Quality standard for evaluation of scientific research programmes

- Revised standard on institutional evaluation

- Standards for evaluation of Doctoral Schools (REED CAMES)

- Standard for accreditation for bimodal training offers

- Standard for accreditation of face-to-face certification training offers

- Standard for accreditation of online training offers

- Guide to the Evaluation of Teacher-Researchers and Researchers (GEE-CC)

- Guide to the implementation of CIAQ and ANAQ...

Each of the standards is accompanied by a Self-Assessment Guide.

The action of CAMES and its Instruments

Information, awareness-raising of institutional actors, political and academic decision-makers, practices and support:

CAMES conducts active advocacy with stakeholders in its programmes. CAMES has several forums for his pleas:

- Summit of Heads of State and Government (every 3 years) ;

- Council of Ministers (once a year) ;

- Regional symposiums on quality assurance ;

- Meeting of CAMES Technical and Financial Partners (once a year) ;

- International Meeting of Private Higher Education Institutions (RIDEPES) ;

- International meeting of business leaders and employers of the CAMES area (RIDEPEC) ;

- Meeting of the General Advisory Committee which brings together the representatives of the heads of the HERI ;

- CAMES Scientific Days (every 2 years).

The action of CAMES and its Instruments

CAMES has several legal instruments, adopted by the Council of Ministers, which enable it to legitimize its action in the field of higher education and research.
These instruments include agreements, decisions, resolutions and guidelines.

State of play of the implementation of the LMD in the CAMES space

« A vision without action is just a dream, an action without vision only wasts time, and a vision with action can change the world »,

Nelson Mandela

State of play of the implementation of the LMD in the CAMES space (1/2)

- Complete adoption and implementation of the LMD system in the CAMES space (Gueye, 2016);

- Not all CAMES member countries are at the same level in the implementation of the LMD system – HEIs of West Africa are more advanced than those of Central Africa ;

Many operationalization problems are observed :

- Accompanying measures not carried out (necessary infrastructure and equipment, sufficient human, material and financial resources, numerous and quality educational support, access to the Internet, well-documented and accessible libraries);

- Weak communication and lack of support and follow-up mechanisms;

- Non-appropriation of the LMD system by many actors.

State of play of the implementation of the LMD in the CAMES space (2/2)

- Non-rigourous compliance with the implementing legislation of the LMD;

- Some training programs do not meet the requirements of the LMD (non-compliance of the educational models of the HEEs with the LMD/CAMES format; lack of market research for some streams; internships in vocational courses without credits in the syllabi, public institutions no longer submitting their training offers to the CAMES evaluation in order to be engaged in dynamics of change,...) ;

- Emergence of some national quality assurance agencies or, in the absence of directorates-general for quality, located within the ministries in charge of higher education (ES) [responsible for developing, supporting and controlling the quality of the ES of its institutions, their sectors and their programmes), with a variable level of operationality;

- Initiative to revisit the LMD reform, in some countries, to better appropriate it (e.g., AMRUGE Project, Côte d'Ivoire, 2018).

Cames' role in the sustainable implementation of the LMD

Role of CAMES in the implementation of the LMD (1/3)

- Provide an advisory function for member countries in the operationalization of the LMD;

- Quickly make available to member countries volume II of the manual "Construction of the new African and Malagasy space of Higher Education, in the context of the implementation of the LMD system in the higher education institutions of the CAMES space";

- Ensure the accreditation of training through the Recognition and Equivalence of Diplomas (PRED) program of CAMES, via standards adapted to the LMD system;

- Encourage and advocate for HEIs to submit their dossiers to the PRED assessment

- Ensure support for university governance through the benchmarks for self-evaluation and external evaluation;

- Promote quality through the CAMES Quality Assurance (QA) Programme;

Role of CAMES in the implementation of the LMD (2/3)

- Promote the reduction of the digital divide through the positive induced effects of the CAMES Silhouette Programme (dematerialization of CAMES programmes and activities), and digital-related repositories (FOAD, information systems);

- Support the establishment of national quality assurance systems responsible for developing, supporting and monitoring the quality of higher education, its institutions, its branches and its programmes (Methodological Guide / Creation of a national quality assurance agency, 2017);

- Foster Research, Innovation and support doctoral training by promoting multi-country networks (12 CAMES Thematic Research Programmes), to address crucial and vital social problems, from several relevant angles.

Role of CAMES in the implementation of the LMD (3/3)

- Encourage teachers and researchers to be more involved in advancing the LMD, by introducing new pedagogical paradigms linked to the LMD, in the criteria for evaluating teachers and researchers by CAMES (pedagogical innovation, evaluation of teaching, service to the university community and society);

- Multi-faceted advocacy with Member States;

- Promote links between the productive sector and HERI (intensify the "International Meeting of Business Leaders and Employers of the CAMES Area", RIDEPEC).

CAMES Regional Qualification Framework

CAMES Regional Qualification Framework (1/2)

- Quality assurance is the foundation of the regional qualification framework;

- The formalization of this framework is basically based on three main levers: the PRED, the CCI, the Aggregation Competition;

- This framework is based on a professionalization of training in relation to the production sectors, a requirement largely taken into account by CAMES standards;

- Above all, it contributes to a better management of the issue of the employability of learners and the facilitation of their professional integration; the portability of skills and the professional development of teacher-researchers and researchers

- It contributes to the strengthening of the LMD and makes it possible to better meet the expectations that lead CAMES member states to the adoption of this system

CAMES Regional Qualification Framework (2/2)

It enables CAMES to see the professionalization of training as part of a holistic vision of the education system and to strengthen the link with the productive sectors.

A pilot study has been carried out in the member countries and will make it possible to draw up an inventory of national dynamics and institutional technical capacities as well as to make a better link with the regional (CAMES) and African (ACQF) levels.

Synergies to be built

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- CAMES supports a process that takes into account three levels for both quality assurance and the certification framework: national (country), regional (CAMES) and African (PAQAF).

- The professional certification framework must be backed by a robust quality assurance and accreditation system.

- Both quality assurance and certification are components of the Pan-African Quality Assurance Framework (PAQAF).

Prospects

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- **Commitment of the CAMES Summit of Heads of State**: high-level political support for the transformation of higher education, to accompany the development of countries;

- **Proper articulation of the roles and responsibilities of the actors**: operationalization of the regional quality assurance and certification framework through intelligent synergy between the four levels of QA (institutional – national - regional (CAMES) - Continental: PAQAF, ACQF, HAQAA); creation of the link between QA and regional and continental academic and professional qualifications frameworks; development and validation of regional and continental mutual recognition tools for external quality assurance agencies;

- **Partnership synergy**: strengthening of the existing rptf-cames partnership by extending it to other actors and requiring efficiency.

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Conclusion

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Social transformation is a long-term work, so we must constantly bear in mind these words of Leo Tolstoy, in order to contribute patiently, on different scales and in a multifaceted way, to the construction of an education system that is up to our development ambitions, for the African continent:

« The two most powerful warriors are patience and time. Remember that great achievements take time and there is no success overnight."