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**MIGRATION AND EDUCATION  
QUALITY ASSURANCE AND MUTUAL RECOGNITION OF  
QUALIFICATIONS IN THE HIGHER EDUCATION  
THE SENEGALESE CASE**

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## INTRODUCTION:

The historical and geographical position of exchanges between the Maghreb (North Africa) and the black south on the one hand between the (metropolitan) France and the other countries of French colonial Africa on the other hand, made of this country a land of welcome and integration of foreigners irrespective of race or nationality<sup>1</sup>. These traditions of hospitality have been strengthened and oriented by a community of political and educative future between Senegal and the rest of the French - speaking African countries.

The French cultural and educational policy in her colonies had made of Senegal one of the intellectual capital cities of French Africa. In fact, the first African elites were trained at William Ponty School of Sebikotane or at Dakar School medicine and later at Dakar University joined to the academy of Bordeaux. Most of the countries of the French – speaking area sent their executives to Senegal to be trained.

So this situation of academic and school center has favoured the social, administrative and cultural melting of different nationalities and ethnies which met in the same schools, the same dormitories, undergoing the same training. This has contributed to the emergence of an African supranational citizenship. With the independences, the sub – regional organisations which have been created, in the educational and cultural field didn't have any difficulty in maintaining that French speaking integration.

The Malagasy and African Committee for higher education (CAMES), created on the wake of the old Malagasy and African Common Organisation (OCAM), will come and make this irrefutable fact compete by statutory clauses and clear academic procedures accepted by all the member countries.

Under member of CAMES, Senegal has very soon organized her higher education according to the norms of the latter, modelled on the ones of the universities of the old colonizing power, France. Which facilitated the arrival of migrants, students and holders of degrees, on her land, in search of a transferable and transparent training system. Some migrant workers of the country were former students at Dakar University or of another training school.

So these strong university traditions have favoured the creation and organisation of a recognition, equivalence and increased prestige system of degrees, titles and qualifications. Nowadays, Senegal has at her disposal administrative and technical mechanisms having as a purpose the recognition and increased prestige of all trainings marked by a degree, from international requirements, of CAMES, for instance.

Yet, this mechanism deserves an analysis for it remains varied and variable whether we are in the administrative and public or whether we are in the one, more self – governing, of universities and of researches organizations.

A precise approach could certainly provide explanatory elements to this incoherence impression and harmonized management of pronouncement absence that the first enquiries have revealed. Does the qualified migrant of higher education have the same professional opportunities as the Senegalese of the same qualification? Do the international conventions ratified by this country have a great impact on the current procedures ? What are the new

reforms and measures that the inventory of fixtures of the academic and administrative pronouncement commands?

There is a series of questions of which the answers can contribute to a better knowledge of the Senegalese system, of its faults to be corrected and its assets to be maintained and to be transferred as good practices.

The study which follows mainly endeavours to provide answering elements to each questions, that are among, furthermore, in the dynamic of the migration management strategic structure, passed by the African Union following the reviewed interest aroused by UNESCO for this phenomenon.

The study of the mechanism of quality assurance and recognition and of degrees increased prestige and qualifications of migrants higher education, set up by Senegal, is to be considered as a contribution to a better comprehension of the process in all its aspects.

## **I - INTERNATIONAL CONVENTIONS AND AGREEMENTS ON THE MUTAL RECOGNITION OF DEGREES, RANKS, QUALIFICATIONS AND TTLES OF HIGNER EDUCATION OF WICH SENEGAL IS SIGNATORY :**

Senegal, like many countries of the sub – region has adhered to the international conventions which govern the recognition of degrees, ranks, qualifications and titles nowadays of the higher education. So the national and internal procedures respect the clauses which are imperative to all the signatory States.

Three conventions frame in the principles the Senegalese practices: the ones of Malagasy and African Council for higher education (CAMES), the one of Arusha and the one of CEDEAO.

### **A – The conventions of CAMES:**

Created forth (40) years ago, CAMES constitutes from then on the integration, harmonization and regulation body of higher education for the member countries. The first missions consisted in implementing the conventional procedures decided on by the States as regards the mutual recognition and fully – fledged validity of degrees of higher education in the signatory countries.

While keeping these prerogatives, CAMES has intensified and précised its missions so much that it becomes nowadays the main African international organ of management, regulation. There have certainly been some transformations brought to the main statutory laws which define its missions and running, but remain in essentials:

- the resolution number 23 of the OCAM'S heads of States conference, Niamey, (Niger) January 22<sup>nd</sup> – 23<sup>rd</sup> 1968 ;
- the resolution of the Ministries conference of higher education gathered in Libreville (Gabon) from February 5<sup>th</sup> to 10<sup>th</sup> 1968 relative to CAMES ;
- the Convention of Lomé, bearing CAMES statues ;
- The resolution of 1<sup>st</sup> (first) special session of CAMES'S Ministers, Ouagadougou, March 13<sup>th</sup> – 15<sup>th</sup> 1984, relative to the improvement of CAMES running.

The different sessions of the Minister's Council have altered to these laws in order to complete and adapt them to the current context of higher education. The convention bearing statutes of CAMES, reviewed and passed by 17<sup>th</sup> session of the Ministers' council, in Antananarivo (Madagascar), on April 14<sup>th</sup> 2000 defines in its article 3 the missions of the organization.

The CAMES purpose is:

1. – “To promote and favour understanding and solidarity among member States;
2. – To institute a permanent scientific and cultural cooperation among the member States;
3. – To collect and spread all university or research documents : statistics, information about the exams yearbooks, annals lists of achievements, information about job supply and demand of any origins;
4. – To prepare the plans of conventions among the concerned States in the fields of higher education, of research and to contribute to the enforcement of its conventions ;
5. – To conceive and promote the dialogue in order to coordinate the higher education systems and research, to harmonize the programmes and standards of recruitment in the different establishments of higher education and research to favour the cooperation among the different institutions as well as the exchanges of information. (Extract from the convention bearing statutes of CAMES, altered and passed in April 2000 by 17<sup>th</sup> special session of the Minister's council, p.5.”

To fulfil its missions, CAMES was endowed with four (4) specialized programmes each in a field of higher education the issue of degrees, their recognition, equivalences and the professional and academic status of teachers and researchers in the signatory countries.

The latter having renounced having a legislation and a procedure, the capacitation, accreditation process and quality assurance which is current in Senegal is the one of the following programmes of CAMES :

1/ - The equivalence and recognition programme of degrees which governs the accreditation and habilitation of degrees, qualifications and ranks issued in the CAMES area. It is the first CAMES programme, instituted by a general convention since Lomé 1972. It is implemented like the others according to clauses of an agreement which precise its organization and running. It is organized in colloquium form which is composed of four (4) specialized commissions form then on :

- Commission I : sciences, medicines and prestigious higher education institutes ;
- Commission II : Arts, social sciences and prestigious higher education institutes ;
- Commission III : juridical sciences, economic sciences management and prestigious higher education institutes ;
- Commission IV: assessment of the institutions, organizations and research teams.

The commissions are composed of specialist experts of the higher education from member States and internal organizations of which missions are scientific, technical like UNESCO, the French – speaking university Agency, etc., executives of Ministries of higher

education and university management and representatives of public and private institutions of higher education.

The deliberations focus on the whole aspects and conditions of higher education through a thorough examination, by an instructor, of a technical issue of the candidate establishment and of a report of the CAMES assessment commission in conformity with the systems of reference of the programme.

By this plan CAMES remains today the only organ of recognition and of mutual increased prestige of degrees, titles and qualifications of which deliberations are essential to all member countries.

Founder member of the body, Senegal has always applied to this programme for the equivalence and recognition of degrees and qualification issued by her public and private institutions.

The advantage of CAMES mechanism is to make effective the fully –fledged validity of any title or degree issued in a member country or in another country, without any other procedure of habilitation and accreditation. Which facilitates the mobility of students and holders of diplomas in the CAMES area?

2/ - The interafrican Advisory committees (CCI) of higher education and of scientific research have as function to express their opinion on the registration, the aptitude lists and the Malagasy and African teachers and researchers’ promotion of education and of the states members’ research.

This programme is the only means given to the latter to assure their recruitment and their promotion in CAMES area. Consequently, it governs the recruitment and promotion of Senegalese teachers and researchers. The (CCI), in the execution of their duties, are inspired by basic principles which appear as quality assurance and an appeal to the international mobility of teachers and researchers from the member countries.

Three principles are put forward by “the agreement bearing creation and organisation of CCI :

- The preservation of a very high standard in the recruitment of teachers and researchers ;
- The sharing of financial and human resources by the signatory States ;
- The open relationship with the international cooperation.

The examination of registration forms on the aptitude lists is made, by the Specialized Technical Commissions, CTS, second proceedings of CCI after the general advisory committee from a preliminary instruction report, by an expert.

The CTS are composed of teachers and researchers chosen on a disciplinary basis.

3/ - The competitive examinations of aggregation of human medicine, pharmacy odonto – stomatology, veterinary medicine and animal productions on the one hand and economic and juridical sciences and of management on the other hand:

These competitive examination, organized every other year for each (refer to agreements relative to the different competitive examinations) are put in charge of giving an opinion on the senior lectures' recruitment as well as qualified schoolteachers' of member countries by the admission or referral. These decisions are imperative, in terms of academic standard to all the countries of CAMES area which, in return hold with sovereign power the opening of jobs and successful candidates'' nomination.

These different conventions and agreements of CAMES have been regulating so far the procedures of recognition, equivalence and increased prestige of degrees, titles and ranks obtained in the academic area of member countries.

As regards the titles and degrees obtained elsewhere, special agreements or sectional national causes regulate their validity. We shall go back over these question in the second part of the study.

## **B – The conventions of ARUSHA:**

Sassed in ARUSHA on December 5<sup>th</sup> 1981 and reviewed in Tape Town on Jun 12<sup>th</sup> 2002, and inspired by UNESCO, “the regional Convention on the recognition of studies, certificates, degrees, ranks and other qualifications of higher education in the African States” has as major purposes, as far as the recognition of qualifications of higher education is concerned in Africa, to contribute to :

- The consolidating of the African unity and solidarity;
- The elimination of Constraints resulting from the different colonial experiences which do not take the cultural and historical traditional bands of the area into account ;
- The promotion and consolidating of cultural identity of Africa and of different countries which compose her<sup>1</sup>.

With this aim in view the contracting states have asserted their firm determination to cooperate closely in order to allow an optimum exploitation and in the best interest of all contracting states of the education and training resources”.

This political wish being asserted, the contracting states should:

- Make their higher education and training institutions as easy as possible to get to for the candidates of each contracting states ;
- Recognize the studies, certificates, degrees ranks, or other titles of these people and favour the exchanges as well as the greatest possible freedom to the movement of professors students and researches within the area ;
- Promote a certain flexibility in the implementation of the conditions of admission to the higher education's institutions of each country.

This very current convention is composed of eight (8) chapters and 22 articles in its clauses.

Yet its implementation still constitutes a problem mainly due to delays in its ratification by the states, language barriers, and differences of training and education systems. That's why the clauses of the Arusha convention have come dead letters so far in the habilitation and accreditation procedures of the contracting states, like Senegal.

### **C – The Convention of CEDEAO:**

Within the framework of the intensification of the cultural, social and economic integration process of the sub – region, CEDEAO has passed the General Convention A/C.1/03 relative to the recognition and equivalence of degrees, ranks, certificates and other titles in the member states of CEDEAO, in Dakar, on January 3<sup>rd</sup> 2003.

This sub – regional, being inspired by the

Arusha and CAMES regional one has as main purposes to :

- Contribute to the harmonization of policies in the field of education and training ;
- Extend the cooperation among the peoples and consolidate the collaboration as regards the use of, human resources to promote a harmonious development while reducing the flight of competences ;
- Facilitate the exchanges of competences and the continuation of studies ;
- Promote the sub –regional cooperation as regards the increased prestige and the recognition of degrees, ranks, certificates and other titles in order to strengthen the cultural, social ands economical integration process started upon by CEDEAO”

Through ratified by Senegal and some member states, this convention is not implemented in its clauses, of which certain simply take upon again the ones of CAMES or the convention of Arusha

Of these three conventions, only the one of CAMES remains functional and goes beyond the principles of declarations and statutory clauses asserted. Even if in the field of the recognition and of the equivalence of degrees and qualifications, all the conventions keep the same criteria,

- The comparability of schools issuing degrees in terms of equipment and teachers qualifications ;
- The similarity of conditions of admission ;
- The comparability of the career path, in terms of duration and of horary quantum ;
- The similarity of curriculum, contents of syllabus ;
- The similarly of the skills and knowledge assessment.

The referential of CAMES which proved then accuracy through long decades of use and reviews nowadays as tool of habitation and accreditation of titles, ranks as well for the studies as for the qualification and promotion of teachers and searchers of CAMES area

That's why, the member countries like Senegal, have no national mechanism in these two fields

The sectional clauses have been created to meet demands for recognition and equivalence for the continuation of studies or for a professional recruitment. Besides the procedures used in these cases are highly inspired by the ones of CAMES.

## **II – REGULATION AND NATIONAL SECTIONAL PROCEDURES ASSESSMENT AND RECOGNITION OF QUALIFICATIONS:**

In Senegal there are two standards of recognition of qualifications: the administrative procedure of the civil service ministry and the academic procedures of universities

### **A/ - The administrative procedure:**

The civil service degrees submitted for recruitment in the public and semi – public administration: state, decentralized or local authorities’ public or semi – public establishments

For this purpose, the Department of the civil service, being in charge of all the procedures of recruitment promotion and management careers of administrative officers in all its forms, represents a national committee of classification of training standards (CNCNF), being made responsible for ruling on degrees, titles and ranks delivered by foreign schools and presented in a recruitment file.

Created by decree n°84 – 561 on may 15<sup>th</sup> 1984 and joined to the minister’s private staff, “the committee is responsible valuing and proposing the classification of degrees standards, certificates and different certificates of accreditation marking organized trainings as well abroad as in Senegalese territory and professing as well the equivalence of degrees, the qualifications of competitive entrance examination for public employments or training institutions” (article 2). It has a purely advisory function and must be submitted to by the civil service Minister.

To accomplish its missions, the committee has been endowed with four specialized sub-committees:

- Sub –committee for health and social affairs ;
- Sub –committee for rural Development ;
- Sub –committee of sciences and Technologies ;
- Sub –committee of tertiary sector.

It has common permanent members to the four committees and members proper to the commission.

The first members are chosen within the technical ministries, national Departments and Cheikh Anta Diop University appointed by the civil servile Minister. The second members are proposed by the Ministries and some institutions. The national committee is chaired by the representative of the president of the Republic.

The national committee of training standards classification (CNCNF) rules on submitted degrees with the double view of authenticating them (recognizing them) and granting them on

equivalence to a degree issued by the public universities of CAMES area. By the same act it imparts the validity and equivalence through an exam which is based on criteria highly inspired by the ones of universities and of CAMES. These criteria which serve as classification of system of reference are :

- 1./ The conditions and degrees of admission to the training institutions ;
- 2./ - The duration of studies courses or training effectively followed ;
- 3./ - The syllabus truly taught and their hourly office ;
- 4./- The conditions of the delivery of degrees or certificates of attestation provided, in justification of a training ;
- 5./ - The forms and tests programmes, when it comes to a competitive examination.

To these criteria can be added, if necessary, the assessment mechanisms of students and attestation of their competences.

The structure of the composition of the national committee, in which the University representative are present, permits a true appreciation of the conformity of career paths and syllabus having led to the examined degrees, especially since the system of reference of higher education public establishments and of CAMES inspires the procedure of the national committee.

In the process of recognition and equivalence, there is no test of language standard. Yet, all the documents component the filing dossier of application for must be written in French ; which imposes to the applicant to make a true official translation by the Ministry of Foreign Affairs, Department of legal and consular affairs, of its degrees worded in another language.

The notoriety and prerogatives of the national committee often imply that the degrees intended to the private recruitment be left by it because the action of classification that it delivers for the foreign qualification allow the same professional salaries that the ones that can have the holders of degree.

## **B – The academic procedures of the Universities**

They are generally taken care of by the department of legal Affairs of the education authorities of the Universities ; if they are or by pedagogic and scientific committees.

Every University because of its self – government, organizes its procedure of recognition and equivalence but the criteria which found the examination of demands are in essential, common for all procedures. There are legal proceedings and forms which change from an establishment to another.

### **1. Recognition and equivalence of degrees and titles for study :**

These recognition procedures essentially concern students. The academic procedures of the universities deliver recognition and equivalences generally meant to an enrolment in an

education institution for the holders' degrees delivered abroad. That is why each institution has an autonomous equivalence committee which at first rule on equivalence applications for an registration, before conveying them towards the institution council or the Education office and towards the Department of juridical Affairs.

The request for the recognition and equivalence can concern degrees delivered by ling her education private institutions. The continuation of studies in the public universities being dependent on by the recognition by these ones of the validity of titles and ranks provided by these private institutions.

The recognition and equivalent certificate shows the registered degree, the University of delivery, the registration degree or standard granted and the registration establishment, which is generally the one applied for by the candidate. The criteria which justify these bodies opinion are generally the ones of the general convention of CAMES:

- The admission conditions standard in the establishment ;
- The duration of studies and of the training ;
- The studies and training syllabus ;
- The hourly quantum ;
- The teachers' qualification.

The degrees issued by the countries in the CAMES area, by France and by the other States of the North having agreements cooperation in the field of studies and training are also concerned by this procedure. But this one is only a mere formality.

Non – Senegalese holders of degrees from foreign establishments are thus compelled, like Senegalese, to obtain the equivalence before any registration to a university. There is no discrimination here related to the nationality of the applicant.

## 2. The recruitment and increased prestige of migrant teachers and trainers of higher education.

The migrant teachers and trainers, irrespective of ranks and specialities, are recruited following the same procedure and the same criteria as their Senegalese colleagues. The international African status of Dakar university, the first of a kind in French – speaking North Africa, has favoured that practice which the clauses of the general convention relative to the fully – fledged validity of degrees of higher education and the agreement on the CCI of CAMES have come to reinforce in a statutory way. The very large number of migrants in the teaching profession of universities and higher public establishments has a happy outcome In fact, in Senegal nowadays there are forty –eight (48) migrant teachers and trainers out of a total number of about one thousand five hundred and twenty (1520). The statistics analysis per university and establishment (see below shows a variety of ranks, specialities and nationalities.

Promotion, progress procedure and recruitment procedures are to be visible. They are the same as for the migrant and as for the Senegalese.

### 2 – 1. The recruitment:

It's made from a technical and scientific dossier submitted to a specialist instructor of the discipline and masterly rank (full professor). The registration report and file are examined by an institution which meets and comes to a decision after voting by secret ballot. The candidates applying for the same post are put in order of merit and the recruitment is done according to the number of vacant jobs.

The power of recruitment and granting of tenure is part of the prerogatives of the establishment and university.

## 2- 2. The promotion and management of careers

They follow two processes: an external process which follows international and scientific assessment procedures decreed and managed by the Malagasy and African council for higher education (CAMES) and another administrative and internal one being in charge of by the human resources Departments of institutions and education offices. The international procedure by CAMES, through its interafrican advisory council programme relies on a scientific and technical project which focuses on scientific research (publications, results, etc.), on supervisions, on teachings and aptitudes for study of the candidate. It enrolls into the different ranks of higher education: senior lecturer, lecturer, full professor who constitute (the aptitude lists of CAMES).

Migrant teachers and their Senegalese colleagues are then judged following the same criteria and the same procedures.

Once enrolled on an aptitude list, the internal administrative procedure records the rank and conducts the appointment of the teacher.

The promotions of ranks are within the competence of university progress commissions run by human resources Departments of education offices. Such as CAMES, migrants and Senegalese obey the same norms and benefit from the same advantages.

So from senior lecturer's rank to the one of professor with tenure, during all their professional career, there will be no discrimination due to nationality among migrant teachers, researchers and their Senegalese peers.

### **III – PROFESSIONAL SECTORS, FIELDS AND DATA OF UNIVERSITY GRADUATE MIGRANTS:**

Available data shows that university graduate migrants are found in many professional sectors and fields among which:

- Health;
- Finances, economy, industry and civil engineering;
- Education and training;
- Communication and media.

It is important to specify that only Senegalese citizens are allowed to work on sectors like public and semi public administration, justice, police and army. A more comprehensive investigation could even reveal other sectors where migrants are not permitted to work like aviation, airports, mining and private universities<sup>3</sup>, which are not mentioned in our research.

## A- Health:

In this sector are found doctors, nurses, midwives, working in government structures but as non-government officers or local authorities officers. They also work in private hospitals. There are 3 (three) migrants teaching at the School of Medicine who are also working in hospitals for the training needs of their students.

On the whole, Senegalese government hired 8 (eight) doctors as contractual workers in the same conditions and procedures than similar Senegalese contractual workers of same hierarchy. The Senegalese medical association also manages them and they have the same obligations than Senegalese members.

Those doctors are from Benin, Rwanda, and Burundi and Cote d'Ivoire. The National Commission for Diploma Classification has validated their diplomas and grades.

Only data from Dakar municipality are available among local authorities because the Sanitary Action Direction manages it. As the result we have in this municipality:

- 5 doctors from Mali (1), Cameroon (3) and Algeria (1);
- 1 pharmacist from Morocco.

These migrant workers are recruited for fixed-term contracts, in general for two years renewable. They are sent in the various health centers of the Municipality of Dakar. According to the services of the Sanitary Action Direction, they enjoy the same advantages as their Senegalese colleagues.

On the whole public and semi-public sector (State and local authorities), the available data give the following general situation; in terms of number, nationalities and areas of medical specialization:

<b>Structures</b>	<b>Numbers</b>	<b>Nationality</b>	<b>Specialization</b>	<b>Total</b>
State	08	Benin Rwanda Burundi Cote d'Ivoire	Not available	08
Dakar Municipality	06	Cameroon (3) Algeria (1) Mali (1)	Gynecology Ophthalmology General medicine Neurology Pharmacy	06
Total	14	7	5	14

This table shows a variety of nationalities and specializations, even if the data on the number of doctors recruited by the State is not available.

## **B. - The sector of finances, economy, industry and civil engineering:**

The Direction of Labor of the Ministry of the Civil Service manages this category of jobs. Unfortunately the software used by the Ministry as well as the management system does not allow having precise and exhaustive information either on the number and the nationalities of the migrant workers, or on their levels of qualification. They are employed by the private sector.

Two arguments explain this situation. On one hand, the procedure of recruitment essentially by companies and employers, rather emphasizes the skills, the jobs and the profile of the Agent.

The Direction of Labor, through the Inspection of Labor is simply associated with the process of selection and signature of contracts. On the other hand, Inspection of Labor' officers told us that certain regulatory measures promulgated by ILO forbid the discrimination based on the nationality and the race in the recruitments and the promotions of the workers.

By considering only the recruited agents, that is to say the number of signed contracts, from 2001 to 2007, the number of workers are 1567 all nationalities considered: Senegalese and migrants.

However, according to the Direction of Labor, there are some remarkable nationalities that are not African but French and Spanish. They are generally working in the fields of economy, industry and civil engineering.

Data management and collection in this sector

The collection and the management of the data of this sector are left to be desired: no reliable statistics, no statements of nationality and level of initial diploma.

## **C. - The education and formation sector:**

The data on private universities and higher education institutions were not available for the reasons mentioned above; therefore we will only give the information related to public universities.

The teachers and the migrant researchers evolving in this public sector are in the four ( 04 ) Senegalese universities or in institutions which they shelter and manage. The study of their professional situation gives the exhaustive information contained in the table below:

Institution	Number of teachers	Number of migrants	Nationality / Language		Specialization / number				Grade			
			French	Others bilingual	Medicine Pharmacy	Sciences techniques	Law Economics	Literature, Social studies	Assistants	Assistant professor	Lecturer	Professor
Cheikh Anta Diop University	1143	33	Mali (05) Morocco (01) Benin (07) Mauritania (03) Central Africa (02) Burkina Faso (03) Madagascar (01) Guinea (02) Nigeria (01) Lebanon (01) Cameroon (01) Chad (02) Congo (01) French (01)	+       + + Cap Verde (01) Italian (01)	03	19	04	07	05	13	09	06
Gaston Berger University Saint Louis	140	12	Cameroon (02) Congo DRC Benin (01) Congo Brazzaville (01) Mali (02) Central Africa (01) Togo (01) Tunisia (01) Mauritania (01)	+      + +		02	05	05	01	03	05 (chargé d'enseignement)	03
Thiès University	84	02	Burkina Faso (01)	Russia (01)		02	-	-	01		01	
Ziguinchor University	37	01	Cameroon		-	01	-	-	01			
<b>Total</b>	<b>1404</b>	<b>48</b>	<b>18</b>		<b>03</b>	<b>24</b>	<b>09</b>	<b>12</b>	<b>08</b>	<b>16</b>	<b>15</b>	<b>09</b>

The table shows an interesting situation in the perspective of the professional and social integration of the migrants on one hand and the system of the African higher education on the other hand. Indeed, on 1404 teachers and researchers recruited and working in universities and high education training institutions, there are 18 different nationalities besides Senegalese.

The cartography of these nationalities lets appear a superiority of the African and French-speaking, which is easily explained by the similarity of the education and training systems, by the community of the working language and by the fact of sharing the same sub-regional and regional organizations in charge of educational policies, mechanisms of evaluation and recognition of the titles and grades like the CAMES.

We see however other nationalities: Lebanese, Moroccan, Italian, Cape Verdean, Tunisian, which break partially or completely the linguistic and educational system monopoly but which proves the international character of the status of the Senegalese universities, in their functioning and in their education.

The analysis of the grades also shows that the migrant evolving in the sector of the higher education makes his career with the same chances as Senegalese to end it in the summit. The migrants are so in all the university grades in Senegal. The analysis shows that half of the academics and migrant researchers arrived at the masterful rank: 24 full professors and Lecturer on 48 agents.

As for the specialties of the migrants, they are essentially in the medical, scientific, technical and economic disciplines. Specializations everywhere more attractive than literature, social studies and Law. Senegal moreover, has lost more teachers - researchers in these specialties, these last years with the phenomenon of the brain drain.

Finally, such a situation shows that the inter African and international university cooperation becomes more and more a required necessity for countries with weak incomes and with a still limited high education level of development. Senegal has less than hundred thousand (100 000) students for a population of eleven million inhabitants while countries of the same demographic weight as Tunisia possess more than three hundred thousand (300 000) students.

#### **D – The sector of communication and media:**

Only the private sector of the communication and the media is concerned by the study because the public organs of press and communication are within the competence of the State. They are thus subjected, for the recruitment in the conditions of the administration often bound to the Senegalese nationality.

Private communication and press companies do not have data available because they often do not have reliable tools of staff's management. Added to that are hesitations of certain people in charge of information to make them available to the investigators.

**En définitive, trois groupes de communication et de presse ont répondu de manière exhaustive aux questions de l'enquête**

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Finally, three communication and press groups answered, in an exhaustive way to the researchers questions:

- Radio Future media, which counts in its staff three ( 3 ) migrants: 02 Gabonese and 01 inhabitant of Niger, of second-year university level or fourth-year university level and one contractual worker;
- Group Walfadjri: newspaper, radio and television, which employs two (02) migrants of Gabonese nationality. They are all of second-year university level and, are contractual workers;
- African news agency (APA), international publishing conglomerate with a Senegalese legal status. Led by a Senegalese citizen, the APA counts in his Dakar headquarters 07 migrant journalists from the following nationalities:
  - o The Gambia 02
  - o Burkina 01
  - o Togo 01
  - o Benin 01
  - o Liberia 01
  - o Mauritania 01.

They all have 3 or 4 years university level and do their work in French or English (Liberian and Gambians). They are mostly graduated from Dakar Cheikh Anta Diop University's Centre d'Etudes des Sciences et Techniques de l'Information (CESTI which is a school of journalism) and all the migrant journalists of these private groups were recruited according to the same procedures as with Senegalese. They also benefit from the same advantages in terms of salary.

The private sector of the communication and the press certainly welcomes a more important number of migrant journalists given its level of development: 16 daily papers, 04 weekly newspapers, 09 radios (without mentioning the numerous community radios), 04 televisions and 07 news agencies. (Sources: Telecommunications and the Press Regulation Agency, ARTP). A more exhaustive and more detailed inquiry could reveal more interesting data for the study.

Considering the language barriers, these journalists do not evolve in the press in national language, even if some manage, after some years, to speak, for example, Wolof<sup>1</sup> as Senegalese people do.

#### **IV –THE SENEGALESE PRACTICES CHARACTERISTICS:**

After inquiry, statement and analysis of available data the results obtained reveal some characteristics of the Senegalese practices in recognizing and in giving value to migrant's diplomas and professional qualification. Two remarks can be emphasized as dominant characteristics of the Senegalese procedures.

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<sup>1</sup> First language understood and spoken by more than 98% of Senegalese.

## **A– Absence of harmonized national policy:**

The investigation revealed that there is not in Senegal a comprehensive disposal which is framed by national rules, and which governs the recognition and valuation of securities, grades and qualifications of migrants. All procedures underway in the country are sectorized and are designed following different logics and objectives, even if they relate to diplomas and qualifications.

The preponderance of international conventions ratified by Senegal, largely explains this situation. The criteria and procedures of CAMES, and to a lesser extent, ECOWAS going to Senegal, the state has not yet felt the need to legislate only for migrants. In fact, in the field of diplomas and qualifications recognition and validation, Senegalese practices are dedicated to regional and international integration for several reasons:

- Applying the criteria under international conventions – sub-regional and regional, Senegal does not distinguish between a Senegalese and a migrant in the process of validation and recognition of diplomas and qualifications;
- There is no discrimination in recruitment procedures, except for the Civil Service where Senegalese nationality is required.
- The ILO and the ECOWAS conventions also reject any form of discrimination at work that can prevent the applicant to get a job.
- Finally, current practices do not distinguish in career management (salary, promotion) between Senegalese and migrants. Even in the private sector, some companies do not mention "nationality" in their entries for their databases needs.

The procedures for recruiting teachers and researchers in higher education are remarkable for their international character, which allows any migrant to pursue a career under the same conditions as Senegalese citizens. Migrant teachers - researchers may even hold in their institutions an administrative function on the basis of their skills and with the trust of their colleagues.

## **B- Lack of structure to collect and manage information on migrant workers:**

Neither the Labor migrants Direction nor the Direction of Public Service, much less Labor inspections, have a system or an office, which collects and manages data on migrant workers. The information found on migrants and their professional status are sort from entire staff's general data. This practice proves that employers do not yet perceive the relevance of a comprehensive management of workers, which can provide all the information about them.

The management tools and equipment are also lacking. Many structures have not yet an operational computer system of management and often the system of records and files continues to operate.

Only academic structures and research are able today, in considered sectors to provide an accurate and comprehensive data on their migrant agents.

These findings justify the search for a solution based on the elimination of deficiencies and the strengthening of positive points.

## **V - LESSONS LEARNED AND RECOMMENDATIONS:**

Despite the failures and gaps noticed in the procedures and practices, the case of Senegal presents significant interest to consider further studies to be carried out in other countries or to deepen the Senegalese diagnosis. In this perspective, some uses should be retained, as others are to be corrected.

### **A / - Lessons learned:**

1) - The use of international provisions and conventions based on shared criteria, can make recognition procedures and valuation egalitarian and transparent. What contributes to eliminate at the grass root level any form of discrimination or injustice against migrants, whose conditions of work and social integration are widely reinforced.

2) - An analysis of available data shows that the most numerous nationalities are those of Francophone countries of West Africa: Mali, Benin, Burkina Faso, Cote d'Ivoire, Guinea, Niger, Togo, Mauritania or of Central Africa: Cameroon, Chad, Gabon, Congo DRC, Congo Brazzaville. These countries share with Senegal the same colonial policy story, the same education and training system, the same official language of instruction and communication. The academic and professional mobility is thus easier between these countries.

3) - Even if Senegal does not proceed to a regulation according to the qualifications, the entrances of the migrants or their recruitment, certain specialties are more frequent than the others. Such are doctors, technicians and scientists: 27 migrants are from these disciplines on a total of 48.

### **B / - Recommendations:**

With the advent of the society of knowledge, characterized by competition between skills that makes them indispensable resources for all countries social and economic development, it is necessary to conduct a complete inventory of Senegalese assets as well as the contributions received and expected from other countries. In this perspective, a number of recommendations can be made:

#### **1/ - To undertake a systematic study on the situation of migrants graduates of higher education.**

Study to focus on:

- Their diplomas and qualifications;
- The process of recruitment and promotion in their professional category;
- Their level of responsibility in their work or in their field;
- Their sex, age and family situation.

The methodology, tools and the researchers for such a study could be defined in relation with UNESCO and the IOM. The investigation instruments, along with its results, would document similar studies in other countries of the sub - region or in English-speaking Africa. They would not exclude students, which could help to show what proportion of some migrant workers were first residents of universities and institutions of the host country, Senegal. Because, among academics migrants working in higher education at Cheikh Anta Diop University for example, there is a significant number of former African students who have obtained their diplomas and qualifications and who chose to remain in Senegal without any constraint.

## **2/ - Consider, in Senegal, the creation of an office for centralized management of data on migrant workers:**

After analysis of certain practices, it is necessary to set up a structure to collect and manage data in purely scientific and economic perspective and goals. It will, through this perspective to measure precisely the socio-economic impact on the host country of migration of workers with diplomas and higher education qualifications.

By putting up such a structure, Senegal would fill in a gap in the process of knowing and mastering the academic and administrative modalities of migrants' superior qualifications recognition and valuation, mostly those operating in sectors other than public service and higher education.

The management service to create must be equipped with proper equipment, trained human resources and consistent budgetary means of operation. Its missions will also be clarified and framed by a legislation that would permit to protect the rights and freedoms of migrants.

It could be considered to reduce costs, as an Office attached to an administrative or social science research structure. The Direction of Labor could for example, host such an office in the perspective of an administrative option, or it could be hosted by a university research center service in the case of an academic oriented choice.

All these recommendations are ultimately aimed at strengthening the institutional and technical capacity of Senegalese administration in terms of management of migrants specially the university graduated ones given the fact that the country has a very advanced legislation in ensuring fairness, transparency and respect for the rights of migrant workers. This is so true that IOM generally only address in Senegal refugees and displaced persons cases. Labor courts are also often seized for disputes concerning discriminatory treatment of migrant workers.

## **VI - CONCLUSION:**

As one realizes now, the relevance of such a study is that it allows awareness on a reality whose interest had not yet been revealed. Indeed, the issue of high-level labor migration in science and technology, because it has never been the source of any crisis, did not seem to arouse any curiosity.

Today, with the numerous global changes, which have made knowledge as the first

wealth of nations, make it necessary to control its use and its circulation. By opening a scientific process of collecting and analyzing data on this issue, to better understand it, UNESCO fills in a gap in the knowledge of migration in general and the knowledge of the procedures of recognition and valuation of migrants higher qualifications in particular.

This first draft' case study, though it is an incomplete analysis of the situation in Senegal, can help document futures approaches in a country based setting. It has clearly revealed the absence of a coherent national policy, a unified system for collecting, managing and analyzing data and a lack of statistics on professional situations of graduated migrants working in Senegal. International organizations dealing with migration, such as IOM, have not made a major contribution because they only are dealing with refugees and displaced populations following conflicts or repression.

Finally, the study shows that, despite these flaws in the procedures, Senegal remains an open and welcoming country on this plan because it offers roughly (except for the Civil Service, Police, the Army and Justice) to skilled migrants the same employment opportunities and career as Senegalese citizens. Compliance with international agreements and conventions ratified by Senegal and the international status of the country official and working language, French, greatly explains that. There are lessons to learn from the experience of Senegal for a future integration of the systems of training and recognition of migrants' titles and qualifications.

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