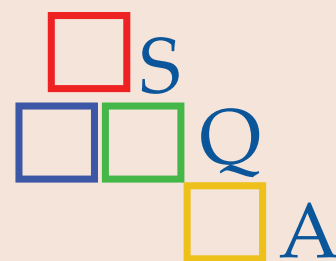


# Seychelles Qualifications Authority



Recognising your Competencies

Newsletter Issue 27

January – December 2020



“

*True education comes from a passion for learning.*

**Debasish Mridha**

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## Editorial

Dear esteemed readers,

Welcome to the Newsletter of the Seychelles Qualifications Authority (SQA) for the year 2020! The Newsletter provides one of the platforms that the SQA makes use of to engage its stakeholders and keep them updated about its work and developments.

2020 challenged the whole globe with an unprecedented calamity in the form of the COVID-19 pandemic, and Seychelles was not spared. And like all other organisations, the SQA had to re-strategize to adapt to 'the new normal' which we all found ourselves having to contend with. Its plan of activities for the year had to be re-visited and re-adjusted. As a result, the Authority was not able to achieve all targets planned for the year.

Nevertheless, the SQA faced the challenges brought on by the pandemic as best it could and made significant strides in terms of accomplishments. These are highlighted in the various articles of this edition of our Newsletter.

Staff members continued to avail of opportunities for their continued professional development and participated in several online/virtual learning initiatives in the quest to remain abreast with developments relevant to qualifications frameworks and quality assurance.

We hope that you enjoy reading this issue of our Newsletter and that you let us know what you think.

On behalf of all SQA staff members and the SQA Board, I want to thank all our readers and stakeholders for their support, and who joined efforts with the SQA to ensure that we continue to promote quality in education and training in Seychelles.

I wish a very healthy and extremely successful 2021 to all of you and yours!

Happy New Year!

**Fiona Ernesta**  
**Chief Executive Officer**  
**Seychelles Qualifications Authority**

## SQA's Vision

A credible, valued and efficient organization which, as custodian of a high quality national qualifications framework puts the needs of learners at the centre of an open, responsive and integrated qualifications system which recognizes their competencies and enables them to develop to their fullest potential.

## SQA's Mission

To develop and enhance a national qualifications framework that elevates and recognizes competencies whilst promoting quality education and training.

## Programme Validation

Programme validation approves, for a specified period of time, a specific education and training programme or course, offered by an education and training provider or institution, leading to the award of a specific qualification or part of a qualification to be registered on the Seychelles National Qualification Framework (NQF).

A provisionally validated programme meets the majority of the requirements of the NQF to be offered to learners but minor changes are required to achieve full validation status.

By validating a programme or credit bearing course, the SQA has ensured that the programme or course has met certain national quality assurance criteria which enable it to be registered on the framework at a specific level of the NQF.

A programme / course registered on the NQF means that there can be confidence that the programme / course is at the level at which the provider or institution has pitched it.

During the course of the year 2020 the SQA received thirty (30) Applications and Re-applications for validation, which is twelve more than in 2019. Eleven (11) programmes and one short course acquired full validation status making a total of one hundred and six (106) validated programmes (which includes 10 credit bearing short courses and two programmes validated for the second time).

Table 1 below shows the number of programmes that reached the standard of full validation status in 2020.



Table 1: Programmes awarded full validation status in 2020

Institution	Programmes Validated
Seychelles Institute of Art and Design (SIAD)	Diploma in Fine Art Diploma in Fashion and Textile Diploma in Graphic Design
Seychelles Institute Teacher Education (SITE)	Certificate in Childcare and Development Diploma in Education-Primary
Seychelles Institute of Technology (SIT)	Advanced Certificate in Electrical Installation
University of Seychelles (UniSey)	Master of Art in Education
Seychelles Business Studies Academy (SBSA)	Bachelor of Science (Honours) in Business Administration Language Proficiency for English Teachers (short course)
The Guy Morel Institute TGMI)	Diploma in General Management Diploma in Public Administration Diploma in Human Resource Management Diploma in Labour Studies

## Training for Programme Reviewers

A one-and-half day training session was held in November 2020 to train a group of six new programme reviewers. The group was recruited from various tertiary education institutions in the country. The main purpose of training was to increase the capacity of qualified validators to undertake validation of programmes and also to assist institutions with the capacity building of their programme developers. After the training, each participant was given a programme to evaluate and this formed the second stage of their training.

Additional training sessions have planned for the year 2021 to ensure the availability of a substantial pool of qualified validators.



Participants of the training session for programme reviewers

# Institutional Accreditation

## The Seychelles Institute of Teacher Education (SITE) Institutional Accreditation

The Seychelles Qualifications Authority (SQA) Accreditation Team conducted an Institutional Accreditation visit at the Seychelles Institute of Teacher Education (SITE) in the week of 7-11 September 2020. The scope of the accreditation included five of the six performance areas of the SQA Evaluation Framework: Leadership and Management, Management of Resources and Environment, Teaching and Learning, Engagement with Community and Regulatory Bodies, and Management of Quality. This was the first accreditation visit to the institute, besides the visit conducted there when it was a faculty of the University of Seychelles.



*Accreditation Team reviewing the documents at SITE*



*Accreditation Team presents the verbal report of findings to the staff of SITE*

The SQA, by virtue of the authority vested in it through the Seychelles Qualifications Authority Act of 2005, has accorded to SITE Provisional Accreditation for a period of two years, during which time the Institute will develop and implement a plan of action to address the recommendations of the Accreditation Report in relation to areas of concern and prepare for the next visit by the SQA Accreditation Team.



## The Guy Morel Institute (TGMI) Institutional Accreditation

The SQA Accreditation Team carried out an Institutional Accreditation visit at The Guy Morel Institute (TGMI) in the week of 5–9 October 2020. The scope of the accreditation included five of the six performance areas of the SQA Evaluation Framework: Leadership and Management, Management of Resources and Environment, Teaching and Learning, Engagement with Community and Regulatory Bodies, and Management of Quality. This was the first Institutional Accreditation visit conducted at TGMI although it went through an accreditation exercise when it was a faculty of the University of Seychelles.



*TGMI staff attending the oral presentation of findings by the Accreditation Team*



*Tour of the TGMI campus by  
Accreditation Team and Executive  
Director of TGMI*



*Accreditation Team attending presen-  
tation on Self-Evaluation Report by TGMI*



The capacity to learn is a gift, the ability to learn is a skill,  
the willingness to learn is a choice.

**Brian Herbert**



*Souvenir photo of Accreditation Team and CEO-SQA at TGMI*

The Accreditation Team commended TGMI for the remarkable effort it has made to establish itself as a proactive and relevant institution well on its way to meeting its aim of 'being a distinguished regional centre of excellence in lifelong innovative capacity development' which would transform the local workforce. The Team found an institution that was positive and optimistic in its outlook with a staff that is determined to offer top quality services.

The SQA, by virtue of the authority vested in it through the Seychelles Qualifications Authority Act of 2005, has accorded to TGMI the status of Accredited for a period of five years. The SQA team congratulates TGMI for this major accomplishment.

## **Quality Assurance Policy and Manual for Professional Centres**

The SQA organised a working session with Professional Centres (PCs) towards the end of the year 2019 at the SQA Conference Room that focussed on the drafting of a Quality Assurance (QA) Policy for the PCs. A QA Policy template that was drafted by the SQA was used for this purpose.

The need for a Quality Assurance policy for Professional Centres came as a recommendation following a workshop on Internal Institutional Quality Assurance organised by the SQA in 2016 with Professional Centres. Further to this, the requirement that tertiary education and training providers develop a Quality Assurance Policy is in line with Section 9.(1) of the National Qualifications Framework 2008 which provides for the SQA to take responsibility for quality assurance with the participation of industry, training institutions, professional bodies and other relevant stakeholders, and consequently the responsibility to develop and implement policy-guidelines for quality assurance.

As per the way forward the PCs who did not have an existing QA policy then, were to develop one, while those with a policy were to revise the same with the assistance and guidance of the SQA. The PCs were given the date of 31st March 2020 by which to finalise their QA policy and to send the final copy to the SQA. It was also agreed for PCs to develop their QA Manual by 30th October 2020 and the final copy to be forwarded to the SQA.

The SQA has received the final copies of the QA policies and manuals from most Professional Centres. These documents will assist the PCs to set up their quality assurance structures and situate quality assurance in their core activities and processes.



# Training in Institutional Accreditation for External Reviewers

SQA organised and conducted training for new external reviewers from the 10th to the 11th of August 2020. The training was facilitated by the Chief Executive Officer of the SQA and the Principal Quality Assurance Officer for the Accreditation Unit for Schools. There were six participants in all who attended the training and they comprised of lecturers from Professional Centres.



*Souvenir Photo of the participants of the training*



*Participants in working sessions during the training*



# Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process whereby prior learning acquired formally, non-formally and informally is assessed against standards, and is given recognition in the form of awards of part qualifications or full qualifications. It recognises and validates competencies obtained inside and outside the formal education and training systems, for purposes of certification.

The Seychelles Qualifications Authority (SQA) received 19 applications for RPL during the year 2020. This makes a total of 81 RPL applications since the SQA started implementation of RPL in July 2018.

In total 19 candidates successfully completed the RPL process in 2020 and they were all awarded with a full qualification in their respective fields.

Table 2 below shows statistics on the RPL process from July 2018 to the end of December 2020

*Table 2: Statistics on the RPL Process*

No. of candidates who discontinued the process	13
No. of Applications in process	5
No. of candidates awarded with a full qualification	27
No. of candidates gap bridging at the Institution	8
No. of candidates in Phase 1	15
No. of candidates in phase 2	13
<b>TOTAL</b>	<b>81</b>

Table 3 below shows the areas in which the RPL process was implemented in 2020 and the number of candidates enrolled.

*Table 3: Enrolment in the RPL process for 2020*

<b>Areas</b>	<b>No of candidates</b>
Diploma in Business Management and Administration	6
Certificate in Business Management and Administration	7
Advanced Certificate in Business Management and Administration	2
Advanced Certificate in Accounting and Finance	1
Certificate in Mechanical Engineering	1
Certificate in Carpentry and Joinery	1
Certificate in Motor Vehicle	1
Certificate in Electrical and Electronics	1
Certificate in Electrical Installation	1
<b>TOTAL</b>	<b>21</b>

## Accreditation Unit (Schools)

The Accreditation Unit for Schools started the year 2020 by reviewing the Self Evaluation Reports sent by schools at the end of 2019. Each report was analysed and a summary prepared. This exercise forms the basis of discussion for the Unit to ascertain the overall performance of schools and provide information for it to prioritise visits for the coming year.

In the period January to December 2020 the Accreditation Unit (Schools) carried out whole school inspections of La Digue School, the School of Advanced Level Studies (SALS) and Baie Lazare Primary School. The findings of the Inspection Teams were presented to the schools after which the schools had the opportunity to respond and confirm the accuracy of the factual content of the draft reports. The reports were finalised and endorsed by the SQA's Quality Assurance Committee before publication.

Return visits to assess progress made on recommendations derived from whole school inspections carried out in 2018 and 2019 were conducted at Glacis Primary, Mont Fleuri Secondary, Plaisance Secondary, Bel Eau Primary and Grand Anse Mahé Primary schools. In general, these schools had made good progress in addressing the recommendations.

In addition, the Unit conducted a monitoring visit at Baie Ste Anne Primary School and established that satisfactory progress had been made in addressing issues raised in the previous inspection.

The Unit would like to thank the staff, pupils, parents and School Councils of the respective schools for their co-operation and active participation which enabled the Inspection Teams to conduct the inspections successfully.



*Officers completing different tasks during inspection*



*Officers in a meeting with school improvement team*



*Presentation of findings at La Digue School*



*Officers examining documents at SALS*



# Evaluation and Certification of Qualifications

## Evaluation of Qualifications

The process of evaluation of qualifications establishes the level of the qualifications on the National Qualifications Framework (NQF). For this service, it is required that applicants submit original qualifications, academic transcript and proof of identity. Where necessary, information is sought from awarding institutions and relevant bodies in the country of origin. Many requests for this service come from foreign nationals applying for Gainful Occupation and Residence Permit in Seychelles, and also from returning graduates. From January to December 2020 a total of 420 qualifications were evaluated. This figure is below the total evaluated in 2019 (513) and 2018 (443). There were no evaluations for the month of April 2020 in view of the COVID 19 pandemic lock down, which also explains the lower total figure for 2020. The United Kingdom is the country with the highest number of qualifications (129) evaluated, followed by India (79) and the Seychelles (50).

Table 4: Distribution of qualifications recognised and evaluated in 2020 (by country of origin)

Months Country	Jan	Feb	Mar	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
United Kingdom	19	14	6	6	9	7	14	21	13	13	7	129
India	9	8	3	1	1	8	4	13	8	11	13	79
Seychelles	6	2	5		3	10	8	8	3	4	1	50
Sri Lanka		2	1			2	3	7	1	2		18
Australia	1				2	1	3	6		4		17
France	1	4		1	1	1		1		3		12
Malaysia			2			3			5	1		11
South Africa	1					3	3				2	9
Botswana	2					2	2			3		9
Cuba	4				1		2					7
China				1			2		2	1		6
Mauritius				2			2	1		1		6
Kenya	3	1			1				1			6
Ireland						1	2		1		1	5
Zambia	2				3							5
Italy			1			2	1	1				5
Hungary			4				1					5
Madagascar										2	2	4
USA	1						2			1		4
Reunion	1	2										3
Belarus					3							3

Table 4: Distribution of qualifications recognised and evaluated in 2020 (by country of origin)

Months Country	Jan	Feb	Mar	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
Nigeria							2					2
New Zealand								1		1		2
Russian Federation			2									2
Switzerland	1								1			2
Ukraine		1		1								2
Cameroun							1					1
Canada									1			1
Ethiopia	1											1
Germany	1											1
Holland											1	1
Lebanon						1						1
Malta											1	1
Morocco								1				1
Nicaragua								1				1
Russia		1										1
Belgium					1							1
Congo			1									1
Ghana			1									1
Scotland								1				1
Syrian Arab Republic									1			1
Tanzania						1						1
Uzbekistan										1		1
<b>Grand Total</b>	53	35	26	12	25	42	52	62	37	48	28	420

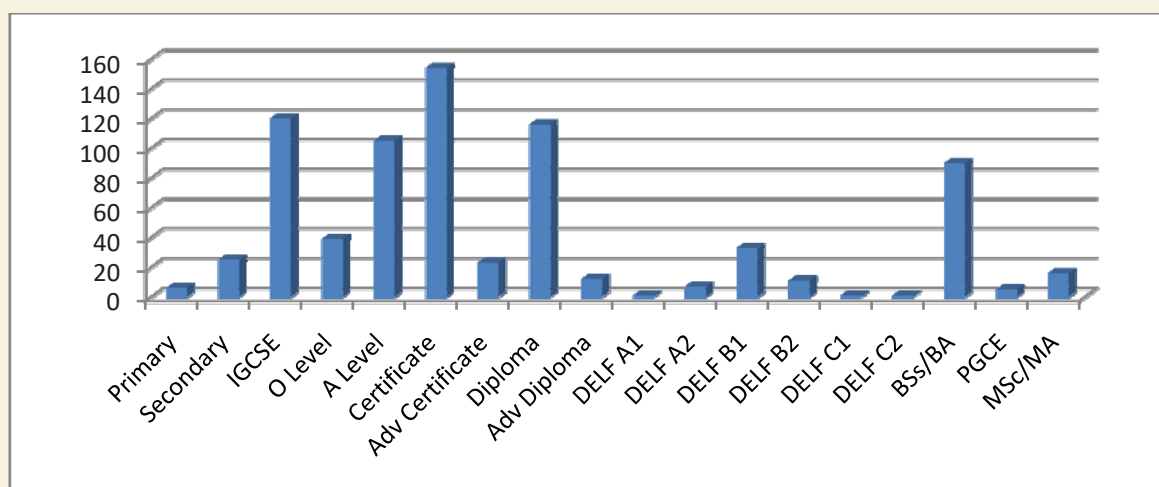
### Qualifications Certified True Copy

Certification of qualifications is a process which establishes the authenticity of qualifications. Original qualifications and proof of identity are required for this service. Most of the requests come from learners seeking to further their studies in institutions overseas and locally. A total of 765 qualifications have been certified true copy from January to December 2020. This figure is below the total qualifications certified true copy in 2019 (896) but higher than the total recorded in 2018 (732). Despite the lockdown in the month of April in view of the COVID 19 pandemic, applicants have certified true copy their qualifications particularly in the first half of the year. The most popular qualifications certified are Certificates (154), IGCSEs (120), and Diplomas (116). The number of qualifications certified true copy by type from January to December 2020 is shown below.



Table 5: Qualifications certified true copy by type January– December 2020

Months	Jan	Feb	Mar	May	June	July	Aug	Sep	Oct	Nov	Dec	Total
Awards												
Primary				1	1				3		1	6
Secondary	4	14	3	2			1				1	25
IGCSE	10	16	5	27	12	24	12	3	8	2	1	120
O Level	2		4	3		9	2	2	12	2	3	39
A Level	18	24	8	11	6	13	11	2	7	1	4	105
Certificate	11	12	10	52	7	18	14	10	15	1	4	154
Advanced Certificate		1	1	10	1	3	4		1	1	1	23
Diploma	6	11	14	21	7	24	7	5	10	4	7	116
Adv. Diploma	3			3		3	1	1			1	12
DEL F A1									1			1
DEL F A2		1		2	2	1			1			7
DEL F B1		1	1	14	1	7	3	1	4		1	33
DEL F B2	3	1	1	1	1	2	2					11
DEL F C1									1			1
DEL F C2						1						1
BSc/BA	16	16	14	3	2	10	4	4	9	5	7	90
PGCE	2	1			1						1	5
MSc/MA	2	5	2	1		2	1	1	1	1		16
Grand Total	77	103	63	151	41	117	62	29	73	17	32	765



Graph 1: Qualifications Certified true copy by type from January– December 2020

## Courtesy Visit of the Minister for Education at the SQA

The SQA had the pleasure of welcoming the newly appointed Minister for Education, Dr Justin Valentin in October 2020. The visit was part of the Minister's courtesy visits to the different divisions, sections and agencies falling under the umbrella of the Ministry of Education. The CEO, Ms Fiona Ernesta extended a warm welcome to the honourable Minister and his delegation. After introduction of the members of staff by the CEO, the honourable Minister held a short discussion with staff before being taken on a tour of the facilities of the SQA by the CEO.



*Minister Valentin engages with the CEO and staff of the SQA*



*Minister Valentin visits the different facilities of the SQA*

## SQA Conducts Presentation on the NQF and RPL for the Culture Department

Following a request to the SQA from the Department of Culture in February of 2020, the SQA gave a presentation to the heads of sections and HR staff of the department on the National Qualifications Framework (NQF) and the Recognition of Prior Learning (RPL) process. There were altogether a total of eleven participants from different sections of Culture Department including National Library, Archives, National Heritage, Human Resource, Culture Property, National Museum and also staff from the secretariat of the Principal Secretary.

The presentation was conducted on Tuesday the 3rd of March 2020 at the SQA conference room and focused on the work of the Authority in implementing the NQF with emphasis on the RPL process.

The presentation led to some very interesting discussions on the work of the SQA especially when it comes to protection of learners and ensuring that qualifications obtained by our learners are of quality, valid, and credible, and especially that they are of international comparison. Following the presentation, the SQA received some very positive feedback from the participants namely on the work SQA is doing to maintain a high standard of quality in local qualifications. The participants also highlighted the fact they are now more enlightened about the work of the SQA, especially about the different levels of qualification, the notional hours for different levels of qualification, and the NQF.





*The presentation in full swing*

## Professional Development Activities

### ACQF Capacity Development Programme (ACQF CDP)

The African Continental Qualifications Framework (ACQF, which the African Union (AU) aspires to develop and support, will be a policy instrument contributing to:

- Enhance comparability, quality and transparency of qualifications from all sub-sectors of education and training;
- Facilitate recognition of diplomas and certificates;
- Facilitate portability of skills
- Promote an African education space, and support people's learning outcomes acquired throughout life.

#### **The ACQF will be:**

- An overarching framework against which national and regional frameworks and level descriptors - can be calibrated;
- A referencing qualifications framework – NQFs reference to ACQF following criteria and procedures. Use of ACQF levels in qualifications documents;
- A catalyst to develop national frameworks; and
- A reference for comparison with other international frameworks.



Learn everything you can, anytime you can, from anyone you can,  
there will always come a time when you will be grateful you did.

**Sarah Caldwell**

One component of the ACQF process is a Capacity Development Programme (ACQF CDP). In line with this, the period July to October 2020 saw the implementation of the first phase of the ACQF CDP). This took place in the form of peer learning webinars on core themes of qualifications frameworks and systems. The purpose is to boost engagement of African Union member states and stakeholders and develop knowledge and a common understanding of key concepts, objectives, types and operational instruments of national and regional qualifications frameworks (NQFs and RQFs). The series of seven well-structured webinars entirely devoted to peer learning followed on and brought to a higher level the earlier peer learning sessions delivered during the inaugural ACQF workshop (September 2019) and webinars (May 2020).

The peer learning webinars laid the foundation for the advanced training programme of Phase 2 (2021) of the ACQF CDP, by developing knowledge and a common language on key themes and questions of qualifications frameworks. Peers from African countries and other continents engaged with each other to create bridges for mutual understanding of portability and transparency of skills and qualifications – the fundamental role of qualifications frameworks. Through the diversity of experiences and views, peers explored similarities and clarified differences – the essential role of peer learning.

Two Principal Quality Assurance Officers of the SQA participated in the peer learning webinars, as well as the CEO (member of the ACQF Team). The CEO also delivered two presentations, including one on the Seychelles NQF over the course of this first phase of the ACQF CDP. The learning from the peer learning webinars has been very enriching.

### **IIEP-UNESCO Online Course on 'External Quality Assurance (EQA) in Higher Education for SADC Countries'**

The course which started on 16th March 2021 has as objectives to develop the capacities of quality assurance and higher education officials to design and implement quality assurance systems or improve existing ones, in line with international good practices.

A total of six SADC Member States were selected to participate in the course including Seychelles. National Quality Assurance (QA) agencies of the six countries were invited to form national teams consisting each of 5 members for the duration of the course.

National teams were to include decision-makers and managers in charge of external quality assurance (EQA) in national QA agencies, and in order to facilitate the exchange on how EQA can best support internal quality assurance (IQA), each team was to also include two high-ranking university representatives, such as persons in charge of quality management structures.

A Group Coordinator was nominated for each national team and the nominee was the person leading the national QA agency. The Group Coordinator had the responsibility for disseminating the course documentation, organising the group work, and communicating with the IIEP-UNESCO course team.

The Seychelles national team comprised the following participants:

- Fiona Ernesta SQA CEO and Group Coordinator
- Micole Bistoquet QA Officer (SQA)
- Dazielle Laporte QA Officer (SQA)
- Diana Ithier QA Officer (University of Seychelles)
- Kethleen Harrison QA Officer (Seychelles Tourism Academy).

The course was to be organised in a blended learning format (10 weeks online learning to be followed by a one-week face-to-face seminar in the SADC region), but due to the COVID-19



pandemic, the face-to-face component had to be replaced by online webinars, online discussions and online workshops.

There were no fees charged for participation on the course. All costs were covered jointly by IIEP-UNESCO and DAAD/DIES.

An IIEP-UNESCO Certificate of Successful Completion was awarded to participants who fulfilled the individual and group requirements. Participants who fulfilled these requirements but did not obtain the minimum passing score receive a Certificate of Participation.

We are proud that all five participants of the Seychelles national team successfully completed the course and have been awarded a Certificate of Successful Completion.



*Some participants and facilitators of the online course*

## **Quality Assurance and Continuous Quality Improvement in Higher Education: a Model from the USA**

The Principal Quality Assurance Officer for Accreditation attended a webinar on 04 November 2020 on "Quality Assurance and Continuous Quality Improvement in Higher Education; a model from the USA". The webinar was organized by National Assessment and Accreditation Council in India. The webinar constituted of a main power point presentation and topics of the webinar included the purpose of institutional accreditation, the mission and vision of the Northwest Commission on Colleges and Universities as an accrediting body in USA, and standards used by the accrediting body. The presentation was followed by a question and answer session.

## **Quality Assurance in Higher Education for the 5th Foundation Anniversary of Turkish Higher Education Quality Council (THEQC)**

The Principal Quality Assurance Officer for Accreditation attended a webinar on 09 December 2020 on "Quality Assurance in Higher Education for the 5th Foundation Anniversary of THEQC." The webinar was organized by Turkish Higher Education Quality Council in Turkey. The year 2020 marked the 5th anniversary of THEQC and for this occasion the webinar was organized. The webinar constituted of power point presentations. Four main themes were presented: flexible learning and Quality Assurance (QA), internalization and accreditation, agile leadership and creating quality culture and student participation in QA activities.

## **Webinar on Innovations and Strategies for Recognition of Prior Learning (RPL)**

The International Labour Organisation (ILO) organised a 'Webinar on Innovations and Strategies for Recognition of Prior Learning (RPL)' on Wednesday 14 October 2020. The webinar aimed to support policymakers and practitioners in the design and implementation of RPL systems in the fast-changing world of work and to address the challenges posed by COVID-19.

The webinar was attended by representatives of public authorities, employers and workers, organisations, assessment bodies, TVET institutions, and stakeholders who are involved in the design and implementation of RPL from different countries. The Seychelles Qualifications Authority (SQA) was represented by the CEO, Ms. Fiona Ernesta and Ms. Dazielle Laporte, the Principal Quality Assurance Officer for RPL.

The objectives of the Webinar on Innovations and Strategies for Recognition of Prior Learning (RPL)' were as follows:

- To examine the challenges faced by the countries in developing, implementing and scaling up RPL;
- To exchange experiences and good practices undertaken by various countries to overcome challenges;
- To share innovative practices in using digital technology for improving the effectiveness and efficiency of the RPL process;
- To share evidence of benefits of RPL; and
- To identify policy recommendations for RPL systems.

## Inside the SQA

The SQA welcomes on board two new members of staff: Mr. Bernard Ernesta and Mr. Rama De ker Sauzon Vielle.



Mr. Ernesta comes from a family of three children. He has a brother and a sister and both of his parents come from La Digue. He did most of his schooling at Beau Vallon school, followed by a year at the National Youth Service (NYS) and three years at the Seychelles Polytechnic doing his A-Levels. Following his A-Levels he applied to join the National Institute of Education (NIE) (presently the Seychelles Institute for Teacher Education (SITE)).

Mr. Ernesta started his teaching profession in 2002 during which time he taught French for two terms before embarking on a degree programme in France. He came back to Seychelles in 2005 and for eight years taught in different secondary schools including La Digue School. It was an enriching experience for him as it gave him different teaching experiences and allowed him to better understand the transition of the students from primary to secondary.

In his spare time Mr. Ernesta enjoys reading, cooking, dancing and occasional walks at dawn. He considers himself to be a good listener and a compassionate person. He is open to criticism and believes that critics can help someone to advance in life.



Mr. Rama De Ker Sauzon Vielle lives at Pointe Larue and comes from a family of 4 brothers of which he is the eldest. He has been in the education field for a little more than 10 years specialising in History at secondary school level. Rama has had the opportunity to teach in a few secondary schools around Mahé and up until 2019 he was teaching at Mont Fleuri secondary school. He has a passion to share his knowledge of History with others, especially aspiring historians in the form of his former students.

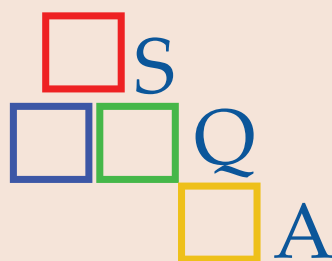
In his spare time Rama enjoys fishing, and he is also a proud member of the Seychelles Round Table Club where he is currently the Vice-Chairman. Rama says that being part of such a great club has led him to the opportunity to take part in a lot of charitable deeds for the community, and most importantly it has allowed him to forge a strong bond amongst Round Table members worldwide.



Education is not the learning of facts but the training of  
the mind to think.

**Albert Einstein**





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