

Recognising your Competencies

Issue 24

June 2018

Editorial



I would like to welcome all our readers to another edition of the official Newsletter of the Seychelles Qualifications Authority (SQA). The Newsletter provides one of the platforms that the SQA makes use of to engage its stakeholders and keep them updated about the work of and developments at the SQA.

The Newsletter starts with a look at Recognition of Prior Learning (RPL), one of the major current developments at the SQA. The highlight has been training for two cohorts of RPL Assessors. The SQA was privileged to benefit from the expertise of the Botswana Qualifications Authority for the training. The SQA also forged ahead with presentations to various stakeholders for purpose of sensitisation on RPL and to gain their support for RPL implementation.

We also report on progress on aligning of the Seychelles National Qualifications Framework (SNQF) with the SADC Qualifications Framework (SADCQF). The SQA is responsible for spearheading the alignment. The National Alignment Committee (NAC)

was appointed by the Minister on 03 January 2018 and held its first meeting in May 2018. In between, three NAC members attended an alignment report writing workshop held at SAQA House in Pretoria in April where the writing of the Alignment Report was initiated.

The SQA continued to participate in international meetings and forums. We report on these in this issue of the Newsletter.

Progress on evaluation and certification of qualifications has been a regular feature in all past issues of the Newsletter and this current issue is no exception.

On a final note, we hope that you enjoy reading this issue of our Newsletter and that you let us know what you think.

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Our 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.

Our Mission

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

Seychelles Qualifications Authority Trains RPL Assessors: An International Perspective

Seychelles Qualifications Authority (SQA) is privileged to have a collaboration with the Botswana Qualifications Authority (BQA) in the area of capacity building for Recognition of Prior Learning Practitioners. Although we have not drawn a Memorandum of Understanding with BQA, we have a cordial relationship, and that relationship makes it easy to collaborate.

It is anticipated that the partnership between BQA and SQA will lead to trained assessors being capacitated to train other potential assessors through the Training of Trainers programme. With all this planned training done, Seychelles will build a database of RPL practitioners.

The relationship between Botswana Qualifications Authority (BQA) and Seychelles Qualifications Authority (SQA) has been launched through the running of two RPL Assessor courses in the period of 16th April to 27th April 2018. 39 participants were trained and assessed. It is anticipated that 40 more practitioners will be trained in the year 2019.

It is good to note that participants were from institutions in various sectors, which cover a variety of Fields of Learning (as defined by the Botswana Qualifications Authority), being; Education, Health and Social Sciences, Agriculture and Nature Conservation, Culture Arts and Crafts, Services, Business, Commerce, Management and also Maritime.

It is also pleasing to note that the

classes were gender-balanced. Training was exciting as a variety of methods were applied. There was a lot of interaction and sharing of experiences, especially during group exercises.



RPL Assessor Course participants



Mock assessment – ability to use applause to demonstrate feelings

During the practice session, learners were asked to perform two assessment tasks against mock unit standards.

One of the mock assessments focused on ability to use applause (clapping) to demonstrate feelings in at least two situations – one where there is enthusiasm and happiness – the other where one wishes to express extreme displeasure.



The other mock assessment which took them down memory lane was an activity in which the participants had to construct and fly a paper aeroplane made out of single A4 sheet of paper.



Participants demonstrate their ability to construct and fly a paper aeroplane

Seychelles Qualifications Authority Trains RPL Assessors: An International Perspective(cont)

The course content....

The objective of the Standards Based Assessment course is to provide prospective assessors with the skills, knowledge and understanding necessary to conduct assessments against nationally prescribed performance standards linked to a national qualification system.

The course gives emphasis to the new evidence and performance contexts enabled by the development of standards-based assessment and national qualification systems. In particular, emphasis is given to assessment in the workplace. Such an emphasis does not, however, limit the usefulness of this course to those who will assess in the more traditional institution environment. Assessment is governed by a number of core, good practice principles. These principles form the basis of this training course.

At the end of the course, participants are able to:

- describe the principles and processes involved in standards-based assessment;
- define the roles and responsibilities of participants in the assessment process;
- interpret and use documents associated with assessment;
- include evidence from diverse sources in the assessment process;
- make judgements that accord with good practice principles in assessment;
- commence the practical application of their learning.

The evaluation of training shows that participants were impressed with the training and would recommend it to others.



Assessment

Candidates were given a choice of two unit standards to be assessed on for their final assessment. The two were:

1. Demonstrate knowledge of HIV/AIDS; and
2. Greet and seat customers and take orders in a hospitality establishment.

These unit standards were pre-selected for purposes of the assessment. The HIV/AIDS standard was a theory assessment whilst the other a practical assessment. Candidates were given time off to research and pre-prepare for the assessments. This exercise was a demonstration that in some instances RPL candidates may think they are competent until they are made aware of the requirements of the standards.

As candidates were observed assessing each other on the two unit standards, the assessor from the Botswana Qualifications Authority was observing their performance as she was assessing them against the standard "Assess Candidates Against Standards." It is pegged at Level 5 of Botswana's National Credit and Qualification's Framework (NCQF). The unit standard seeks to check whether candidates can:

- Prepare for standards based assessment
- Conduct standards based assessment
- Complete Assessment Administration

After a few re-assessments, all candidates were found competent against the unit standard.

The Trainer and Assessor from Botswana Qualifications Authority, Ms. Kerebotswe Makhulela has 13 years' experience in RPL. She is an employee of the Botswana Qualifications Authority (BQA) and she heads the Assessment Division of BQA, under the National



Mrs. Kerebotswe (centre) and CEO SQA (right) present certificates to the participants.

Credit and Qualifications Framework Services Department.

In Botswana, the RPL Practitioner courses are now offered by private Education and Training providers (including consultants). This has eased the burden of training from the BQA.

Workplaces are encouraged to make use of RPL as this will encourage lifelong learning, and increase staff morale when they know that knowledge gained at the workplace will not go unrecognized. As Jay Samit is quoted, "Lifelong learning is no longer a luxury but a necessity for employment."

It is apt to note as well that 'teaching and assessing are all about quality assurance'.

Contributed by Mrs. Kerebotswe Makhulela



Candidates undergoing their final assessment

Stakeholders and Decision Makers are Sensitised on Recognition of Prior Learning (RPL)

The SQA continued this year with its series of presentations to sensitize stakeholders, decision makers and government departments on RPL and gain their support with the implementation. The presentations focused on the National Policy on RPL and two other documents namely: the Guidelines on Fees for RPL and the Schedule of Allowances for RPL Practitioners.

The first presentation was held on Monday 12th March 2018 for Senior Officials of the Ministry of Education and Human Resource Development, during one of their Senior Management Meeting.

A second presentation was made during the CEO Forum on Thursday 5th April at the STC Conference room.

The final presentation was held on Wednesday 30th May during the Human Resource (HR) Forum.

Mr. Hubert Barbé, SQA RPL liaison person, was the main facilitator for the presentations.

The participants had the opportunity to ask questions and learn more on the RPL process. The CEO of the SQA took the opportunity to enlighten the participants on the purpose and benefits of RPL and the implementation of RPL in Seychelles.



Participants during the presentation at the CEO Forum



CEO-SQA responding to questions and queries after the presentation at the HR Forum

Sensitisation Workshops on RPL documents

A one-day sensitisation workshop on Recognition of Prior Learning was organised on Wednesday 7th March 2018 for Heads and Studies Coordinators from all Professional Centres. The workshop focused on the RPL documents namely the National Policy for RPL, the National Guidelines for the Implementation of RPL, Guidelines on Fees for RPL and the Schedule of Allowances for RPL Practitioners. In organizing this sensitisation session, the SQA wanted to ensure that Heads and Studies Coordinators of the Professional Centres are au fait with all RPL documents not only for their knowledge and information but more importantly because the second part of the RPL process involving the assessment for RPL candidates is undertaken at the Professional Centres.

The Centres, therefore, have a crucial role to play in ensuring that RPL assessments are undertaken in line with the approved regulations as laid down in the Guidelines for the implementation of RPL. The participants provided critical feedback and points for further consideration.

A second session was held on Thursday 21st June 2018, this time targeting the new RPL practitioners. They were also familiarised with the RPL policy documents to ensure that they are well informed on all the procedures of the RPL process. The responsibilities of the practitioners are diverse; some will be directly involved with the RPL candidates assisting with portfolio development whilst others will be focusing on the assessment and moderation part of the process. A total of 21 new RPL practitioners attended the session.



RPL Facilitator engages with participants in group activity.

About the SADC Qualifications Framework

The Southern African Development Community Qualifications Framework (SADCQF) was established in 2011 by the Ministers of Education in the SADC region. The purpose of the SADCQF is to enable easier movement of learners and workers across the SADC region and inter-nationally.

The SADCQF is a reference framework consisting of 10 Regional Qualifications Framework (RQF) Levels based on learning outcomes. The SADCQF will provide a regional benchmark for qualifications and quality assurance (QA) mechanisms in SADC.

Implementation of the SADCQF

To give effect to the Ministers' decision, a Technical Committee on Certification and Accreditation (TCCA) was given the task of implementing the SADCQF. The TCCA is a group of experts from the 15 SADC Member States and is supported by the SADC Secretariat.

At a September 2016 TCCA meeting, the SADCQF was positioned for implementation:

- A clear two-year milestone plan was developed, and
- An implementation model was adopted.

The SADCQF implementation model comprises four key focus areas:

- Development and alignment;
- Quality assurance
- Verification and
- Communication and advocacy (an overarching dimension that cuts across the three key implementation focus areas)

SADCQF Alignment Report Writing Workshop

The Workshop was held on 10 and 11 April 2018 at the South African Qualifications Authority (SAQA) House, Pretoria, South Africa and was attended by representatives of the eight SADC member countries piloting the alignment of the SADCQF with their respective National Qualifications Framework (NQF) or system. The eight countries include: Botswana, Lesotho, Mauritius, Namibia, Seychelles, South Africa, Swaziland and Zambia.

The Seychelles was represented at the workshop by three of the members of the National Alignment Committee (NAC): Ms. Fiona Ernesta, CEO of the Seychelles Qualification Authority (SQA) also Chairperson of the NAC, Mr Jean-Michel Domingue, CEO of the Tertiary Education Commission, also Vice-chairperson of the NAC and Ms Micole Bistoquet, SQA Principal Quality Assurance Officer-Validation, a member of the NAC.

The purpose of the workshop was to provide an opportunity to the countries piloting the SADCQF alignment to:

1. Discuss and agree on the format of the alignment report;
2. Share their progress with alignment and problem-solving experiences on addressing barriers to alignment;

3. Address critical issues regarding level descriptor alignment; and write, finalise and submit a first draft of their alignment report.

The Chairperson of the SADC Technical Committee of Certification and Accreditation (TCCA) Mr. Joe Samuels stressed on the importance that all pilot countries hand over the first draft of their alignment report at the end of the workshop. He also presented a roadmap to guide members on their journey to arrive at their alignment destination on time. The format and content of the alignment report was agreed upon and a checklist was given to countries indicating the required information to be included in the report to ensure that the final report is complete and that final reports are not returned to pilot countries for amendment when these are submitted to TCCA.

At the end of the workshop, with great sense of gratitude and satisfaction, all countries present were able to hand in a first draft of their report which they will continue to work on when back in their country



Group Photo of the participants

First Meeting of the Seychelles National Alignment Committee (NAC)

The National Alignment Committee (NAC) is an ad hoc group of experts operating in the SADC Member State and coming together for the sole purpose of assisting the SADC Member State to align with the SADCQF. The purpose of the NAC is to oversee alignment of the National Qualifications Framework/ National Qualifications System (NQF/NQS) (of the Member State of which it is a part) with the SADCQF.

Being one of the eight SADC Member States selected to pilot the alignment, the Seychelles NAC Members were appointed by Minister Joel Morgan, the then Minister for Education and Human Resource Development in January 2018.

The Seychelles NAC is made up of a selected group of personnel with knowledge in quality assurance and the Seychelles NQF as follows:

Name	Organisation	Position
Ms Fiona Ernesta	(SQA)	Chairperson
Jean-Michel Domingue	(TEC)	Vice-chairperson
Ms Veronique Bresson	(Ministry of Employment Immigration and Civil Status)	Member
Mrs Luciana Lagrenade	(UniSey)	Member
Mrs Christine Chetty	(Professional Centre)	Member
Ms Jacqueline Gertrude	(MoEHRD)	Member
Ms Micolé Bistoquet	(SQA)	Member and Secretary

The SQA being the lead quality assurance agency in Seychelles drives the alignment process.

Responsibilities of the NAC

The key purpose of the NAC is to produce a report that provides evidence that the country has met the ten alignment criteria.

In conducting its work, the NAC will:

- Support the alignment process;
- Attend meetings where necessary;
- Make inputs into written drafts of the alignment reports;
- Represent their sector's views when making inputs into written drafts of the alignment report;
- Ensure written drafts are consistent with national education policies;
- Effect research where necessary; and
- Ensure sign-off of the report submitted to the TCCA Executive Committee.

The Seychelles NAC held its first meeting on Thursday 17th May 2018. The main purpose of this first meeting was to adopt the Seychelles Self-assessment Report and plan the way forward. The Self-Assessment Report establishes the country's readiness for alignment.



NAC members at the first meeting

If you're not willing to learn, no one can help you. If you're determined to learn, no one can stop you. By Zig Ziglar

Meeting of the SADC Technical Committee on Certification and Accreditation (TCCA)

The SADC Technical Committee on Certification and Accreditation (TCCA) held a meeting from 24-25 May 2018 in Johannesburg, South Africa. The meeting was preceded by the Second meeting of the SADC Qualifications Verification Network (SADCQVN) on 23 May 2018.

Both meetings were attended by Chief Executive Officers and Directors of national institutions responsible for certification and accreditation of education and skills training, from the following Member States: Botswana, Lesotho, Malawi, Mauritius, Mozambique, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe and the SADC Secretariat. Seychelles was represented by CEO-SQA who is a TCCA member.

The SADCQVN meeting reviewed progress on the nine (9) steps to ratification of the Addis Convention. The meeting noted the progress made towards ratification, since the April 2017 TCCA meeting, however none of the SADC Member States has ratified the Convention yet. The meeting agreed that the current status should be presented to the Ministers of Education in June 2018.

The meeting received the updated SADCQVN booklet of contact details and noted that 11 countries confirmed their current details while five (5) still had to confirm. The meeting expressed the view that the network should be extended to include the rest of the continent.

With respect to mobility statistics, the meeting noted a draft mobility statistics report from nine (9) countries which highlighted the increase, from the previous year, in the number of misrepresented (bogus) qualifications.

The meeting received a progress report on developing a recognition manual. It was resolved to complete the recognition manual by September 2018 using existing resources.

With respect to the TCCA meeting from 24 to 25 May 2018, members were updated on the conceptual understanding of learning outcomes, their application in aligning the National Qualifications Frameworks (NQFs) to the SADC Qualifications Framework (SADCQF), and the critical role they play in qualification and curriculum development, qualification comparability and job profiling.

Members were also updated on key developments within the Member States present with regards to their NQFs and/ or their national qualifications systems. A noticeable trend from the reports was the increased awareness of the misrepresentation of qualifications being identified in the region.

The meeting noted the progress made on the state of implementing the SADCQF from 2016 to 2018 and observed that Member States were owning the implementation process. Member States are, at their own cost, funding the focus areas related to the SADCQF implementation: governance, alignment and development of NQFs,

quality assurance, verification, advocacy and communication, and Recognition of Prior Learning (RPL) and articulation. The meeting outlined the required activities related to the focus area projects to serve as an input into finalising the funding proposal to secure sustainable funding.

The meeting conveyed their appreciation to Zambia for providing administrative support to the SADC Secretariat for a 12-month period ending in June 2018. The next country that will be taking on this responsibility will be Angola from June 2018 until 31 March 2019. Thereafter Botswana will take responsibility from 1 April 2019 to 31 March 2020. The TCCA EXCO will communicate with Angola in this regard.

It was agreed that the next meetings of the TCCA would be as follows:

- 27th – 28th September 2018;
- 8th – 9th May 2019; and
- 15th June 2018 and 3rd December 2018: TCCA Executive Committee (EXCO) Meetings.



Delegates at the TCCA Meeting

11th International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Biennial Forum

Representatives from different parts of the world met in Mauritius from the 2nd to the 4th of May 2018 for the annual INQAAHE Biennial Forum, which brings together countries who are deeply committed to the issue of quality assurance not only in their own respective countries but also on a regional and an international level.

The INQAAHE was founded in 1991 and its headquarters is located in Barcelona. It currently comprises of some 280 member countries and was founded with the aim of bringing together quality assurance agencies from around the world who together would champion the cause of quality in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes other organisations (as associate members) that have an interest in quality assurance in higher education. The INQAAHE is headed by a President followed by a board of directors and a secretariat that is responsible for implementing the decisions of the board.

This year's theme "Quality Lies In The Eye Of The Beholder," has been rightly chosen, as the world now is moving from the concept of quality assurance to that of quality enhancement causing us to reflect on the concept and also the impacts of quality assurance in our education system. The questions requiring an answer now after almost 30 years of implementing quality assurance:

- *'Have we really achieved what we initially set ourselves to achieve?*
- *Do we now have better quality assured education?*
- *Who is to best placed to judge all of this and provide an answer?'*

Thus the theme: "Quality Is In The Eye Of The Beholder."

The 2018 forum attempted to answer these questions and more through the different speakers from different spheres of education (quality assurance agency, higher education institution, education councils) that came to share their views, experiences and discoveries on the matter. The debates were indeed enriching and lively as each presenter tried to seek out possible answers and maybe even defend their position on the subject of quality.

The workshop was spread over three days with the first day consisting of pre-forum sessions to lay the foundation for the rest of the week. The highlights of the topics were focused on the following:

- *Relevance: Are we still relevant to our stakeholders*
- *Credibility: How credible are we in the eyes of our stakeholders*
- *International visibility: How do we get there?*

These discussions allowed the participants to assess the impacts of QA work and find out whether we are really having an impact on those we are meant to be protecting, the learners. For this first day participants could choose the sessions best suited for their area of work to attend as the sessions were spread out over the morning and afternoon.

Highlights of Day 2 (3rd May 2018)

The official launching took place on the second day of the forum, and began with an official opening ceremony by the host country Mauritius, which involved the national anthem and opening remarks by a representative of the Tertiary Education Commission. This was followed by key note addresses from the Executive Director of the TEC, the Minister for Education and Human Resources, Tertiary Education and Scientific Research and the President of INQAAHE

After a coffee break the forum delved right into the presentations for the day. The organisers ensured that the forum remained interactive and that it allowed maximum participation of the delegates by having groups sessions at intervals after the presentations.

Highlights of day 3 (4th May 2018)

The third and last day of the workshop was structured the same way with presentations and group discussions on the different key topics. One particular interesting group session on Friday, involved a debate to answer the question: How can EQAs ensure that today's graduates are ready for tomorrow's jobs?

To address this question the groups looked at the responsibilities of both the institution and the quality assurance agency.

Institution

The groups agreed that it is not only about what institutions teach but it is how they are delivering the content to the learners. Most often the quality assurance guidelines tend to focus on issues around teaching and not necessarily on how the teaching is done and whether learning is actually taking place. In this case quality frameworks should also include teaching and learning frameworks that will be able to assess the level and quality of teaching.

11th International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Biennial Forum (cont)

Quality assurance agency

The groups also agreed that QA Agencies must also be in dialogue with professional bodies and the industry so that learners can receive training that is relevant to the market needs.

The tertiary education system should also remain in dialogue with the primary and secondary education so that there is continuity in the education. It was also discussed that soft skills such as communication, listening, interrelationship, empathy are crucial in creating a balanced individual and these skills should be provided during the earlier years of education.

The Open University of Mauritius remarked that there are many factors to consider on the issue of whether higher education institutions are producing quality graduates for employment. The first is that universities are supposed to produce intellectuals and not people for employability. The university is there to equip the learner with the knowledge and skills to think and adapt in the world of work. The learner is then free to choose which field of work they go into. The conclusion was that people can and do change jobs in their lifetime, so it is difficult for universities to train learners for a particular employment.

The presentations over the two days covered the following areas:

- *Quality and the battle for legitimacy: Discourses, dependencies and disputes*
- *Quality as recognition: Are we still relevant to our stakeholders*
- *The changing landscape of higher education in emerging economies: Challenges for quality assurance*
- *Relevance and credibility: How do we ensure graduates of today are ready for tomorrow's jobs*
- *Academic assessment and trust in online provision: Quality assurance tools*
- *Enhancing academic integrity*

At the end of the three days the participants went away with these

points for reflection and also as tools to enhance quality:

- *How to better assist institutions to set up internal quality assurance*
- *Develop the culture that quality is the priority of the institution and institutions must involve all its members in QA*
- *How to better share quality responsibilities between academic and administrative staff*
- *There needs to be reliability and accountability and this comes through proper documentation of information on processes and procedures*
- *Evidence is important and HEIs must publish those information on the website in a way that the public can access them*
- *Professionalism on the part of QA Agencies is important (QA Agencies must have sufficient and qualified staff; appropriate standards and guidelines to do the work; there must be consistent interaction and communication between agency and institution to avoid confusion, lack of trust)*
- *The decision of the QA Agency must be fair, transparent and ac-*

cording to standards and guidelines

- *External Quality Assurance (EQA) and Internal Quality Assurance (IQA) must work hand in hand*
- *Higher education institutions must involve the students more in Quality Assurance as soon as they enter the university*
- *We need to be able to measure the impacts of Quality Assurance so we can identify where the emphasis for change should be.*

Conclusion

The two day workshop was indeed very fruitful and enlightening with very valuable information for both quality assurance agency and higher education institutions on ensuring quality in education and training. For countries like the Seychelles implementing the qualifications framework, the knowledge gained during the workshop will definitely assist us to develop the tools that we need to check for quality and allow us to better assist higher education institutions to develop and implement their internal quality assurance procedures.



Participants pose for a photo with Sid Nair, CEO of the Mauritius Tertiary Education Commission



(2nd left) The President of the INQAAHE (Dr Susannah Karakhanyan,) at the official opening ceremony

Evaluation and Certification of Qualifications

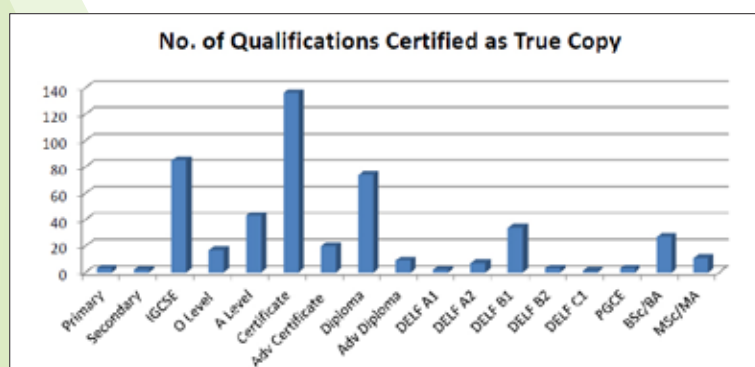
Certification of Qualifications

Certification of qualifications establishes the authenticity of qualifications. This service is most popular with secondary school leavers joining the professional centres as well as the A Level and post secondary graduates enrolling at the University of Seychelles and other universities overseas. A total of 476 qualifications have been certified true copy from January to June 2018. This figure represents 358 qualifications below the total of 834 qualifications certified true copy in the same period in 2017. The number of IGCSEs certified true copy has decreased; 85 compared to 219 in 2017. The same goes for qualifications at Certificate level; 136 certificates certified compared to 191 last year and the A Level qualifications; 85 certified compared to 136 last year. The number of DELF B1 has also reduced; 86 were certified in 2017 compared to only 34 this year. The decrease in the total number of qualifications certified true copy could therefore indicate that in general the number of persons applying for education at post secondary and tertiary levels has reduced.

Table 1 and Graph 1 show the number of qualifications certified true copy by type from January to June 2018.

Qualifications	Jan	Feb	Mar	Apr	May	June	Total
Primary	2			1			3
Secondary				1	1		2
IGCSE	11	22	19	10	21	2	85
O Level	1		3	3	8	2	17
A Level	7	12	9	3	10	2	43
Certificate	9	9	30	32	47	9	136
Adv Certificate	1	1	4	8	6		20
Diploma	9	5	13	11	27	9	74
Adv. Diploma	2	1	1		2	3	9
DELFA1		1		1			2
DELFA2			3	1	2	1	7
DELF B1	2	8	9	6	8	1	34
DELF B2	1	2					3
DELF C1					1		1
PGCE		2			1		3
BSc/BA	4	3	1	3	11	5	27
MSc/MA	2			1	5	3	11
Total	51	66	91	81	150	37	476

Table 1



Graph 1

Evaluation of Qualifications

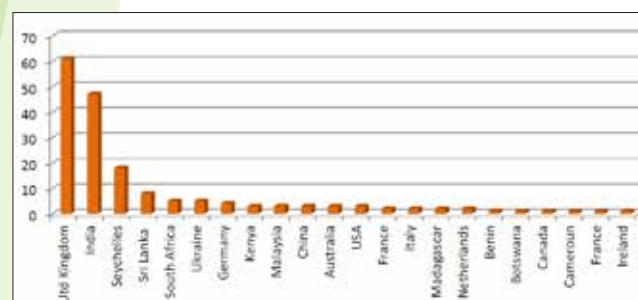
The process of Evaluation of qualifications establishes the level of qualifications on the National Qualifications Framework (NQF). For this service, it is required that applicants submit their original certificates for verification as well as the academic transcript and proof of identity. The evaluation process may require that the Awarding institutions are verified. As and when necessary, the SQA liaises with the Awarding Bodies for information.

A total of 177 qualifications were evaluated from January to June 2018. This figure represents 43 qualifications above the total for same period in 2017. The SQA has recorded an increase in the number of foreign nationals mostly from India who have come forward to evaluate their qualifications to apply for or renew their work permit in the Seychelles. As indicated in the table below, 47 qualifications awarded in India have been evaluated against 9 qualifications evaluated in the same period in 2017. Qualifications awarded in the United Kingdom remain at the top of the list.

Table 2 and Graph 2 shows the distribution of qualifications evaluated by country of origin from January to June 2018.

Countries	No. of Qualifications Evaluated	Countries	No. of Qualifications Evaluated
United Kingdom	61	France	2
India	47	Italy	2
Seychelles	18	Madagascar	2
Sri Lanka	8	Netherlands	2
South Africa	5	Benin	1
Ukraine	5	Botswana	1
Germany	4	Canada	1
Kenya	3	Cameroun	1
Malaysia	3	France	1
China	3	Ireland	1
Australia	3		
USA	3		
Grand Total	177		

Table 2



Graph 2

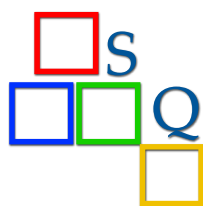
Within the SQA



Happy Birthday!!!

The following SQA staff members celebrated their birthday between the months of January to June 2018.





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