



Recognising your Competencies

Session 5-2

Seychelles

Micro-credentials panorama in the country – results of the first survey focused on micro-credentials

4th ACQF Forum: Micro-credentials for better opportunities

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Introduction

Objectives and scope

- Discover existing micro-credentials or other credentials that approximate micro-credentials within the landscape of training offered in Seychelles
- Map discovered credentials against a set of characteristics
- Collect views of training providers on micro-credentials
- Collect information on learners and their views



Inform policy recommendations and support the development of a micro-credentialing system

Methodology

- Data collection period: July 16 – August 19, 2024
- Target groups:
 - Providers of micro-credentials: list compiled by SQA; covering all potential organisations
 - Learners in Seychelles: snowball sampling; potential recipients of MC
- Two questionnaires:
 - Providers' questionnaire: excel sheet for complex data collection
 - Learners' questionnaire: online survey
- Dissemination and awareness raising: SQA

Responses and analysis

Providers' survey

- 15 (out of 142) organisations responded
- 140 different micro-credentials were mapped
- Public and private education and training providers, Government institutions, companies

Learners' survey

- 65 (out of 471) responses in total
- 28 (43.1%) have obtained or are in the process of obtaining a micro-credential

Analysis

- Descriptive frequencies (e.g. to find out how many times an answer was chosen) and nominal values (categories)
- Usage of the list of registered part-qualifications in the SNQF
- Comparison with ACQF Micro-credentials survey

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**Types, definitions
features of MCs**

Types, definitions of MCs

- Organisations listed 140 different types of credentials in various sectors (*accommodation and food services, professional scientific and technical activities, human health and social work activities, ICT etc.*)
- SNQF has 19 registered “part qualifications” = MCs

- Various names, most often “short courses” (*“in-house training”, “workshop”, “training”, “First aid CPR and AED Training” etc.*)

- Most identified credentials’ (excl. registered ones) workload range from 20 to 50 hours
- Credits for registered part qualifications range from 3 – 14 with average 8
- 71% not credit-bearing
- 65% not registered on SNQF

Characteristics of MCs in Seychelles

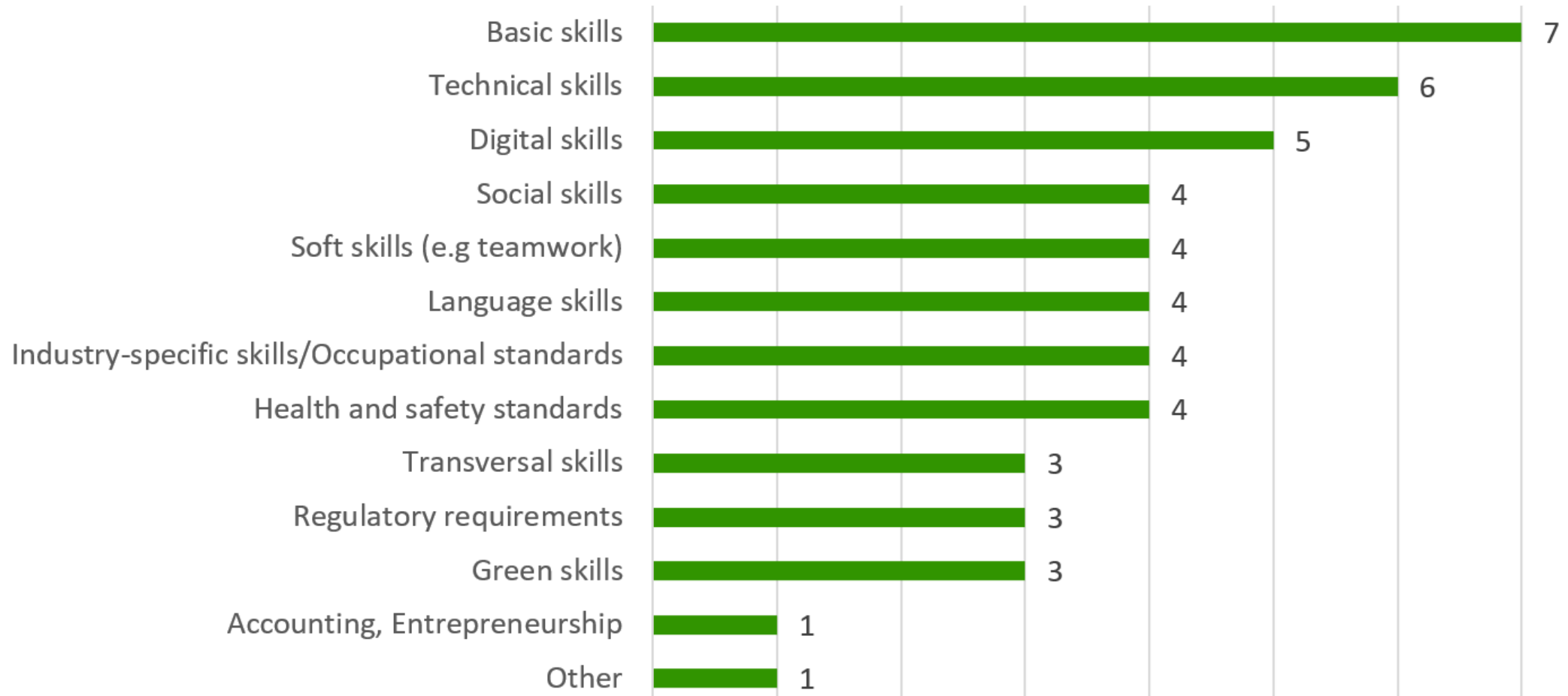
Variety of offerings: 140 different types in various sectors (health, ICT, public administration etc.)

Workload: majority required 20-50 hours; shorter than traditional certifications (30-140hrs, average 80)

Flexibility: onsite learning is predominant, with some online options

Types: often non-credit bearing, but many organisations plan to link them with SNQF

Skills and knowledge that micro-credential learning outcomes focus on



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Benefits and challenges

Perceived benefits and added value

- **Accessibility for diverse learners:**

80% providers report that MCs are accessible to various learning groups, enabling inclusivity in skills training

- **Alignment with labour market needs:**

+70% say that MCs meet specific labour market demands, allowing quick adaptation to industry needs

- **Flexibility for upskilling/reskilling:**

Providers value MCs for their adaptability ideal for professionals seeking rapid skill acquisition to stay competitive

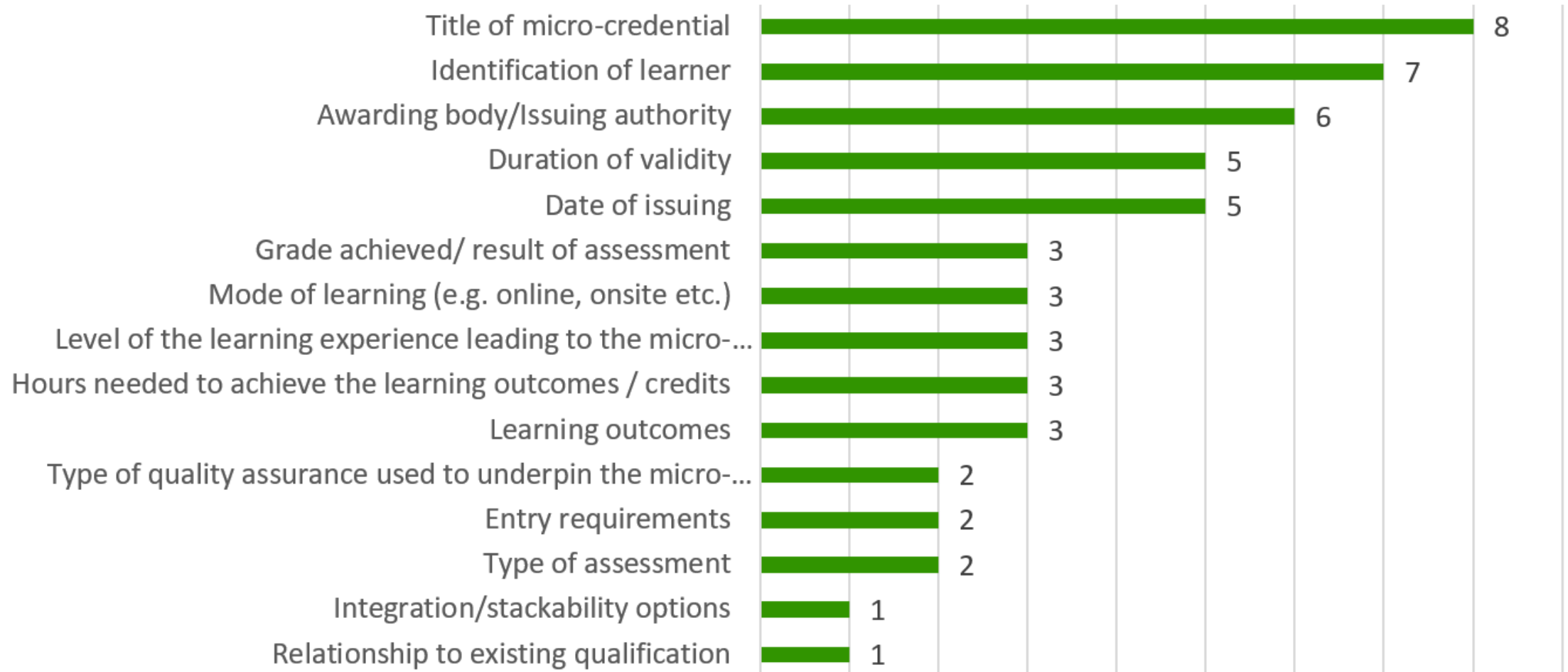
- **Cost-effectiveness:**

53% respondents noted relatively low cost, making credentials accessible to a wider audience esp for LLL.

- **Quick response to skills gaps:**

Many organisations appreciate that MCs can be developed and delivered faster than traditional qualifications, helping to close skills gaps swiftly

Information elements included on the issued micro-credentials



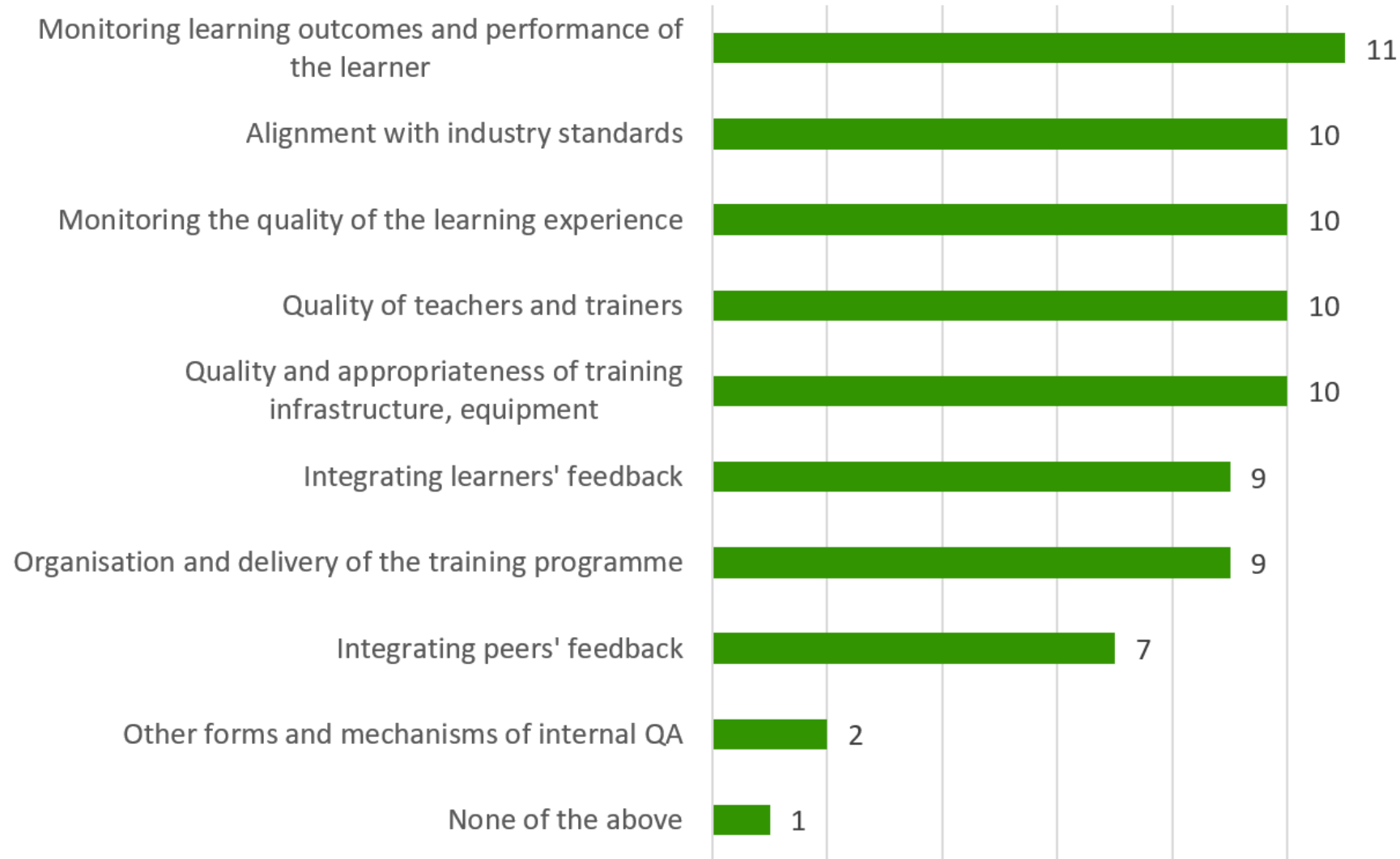
Challenges and barriers

- **Integration into SNQF:**
 - **Primary Barrier:** 73% of providers cite the lack of formal integration into the SNQF as a major obstacle, limiting recognition and value.
- **Policy and Legislative Gaps:**
 - **Regulatory Framework:** 60% of respondents highlight the absence of dedicated legislation and strategic policies supporting micro-credentials.
 - **Design Standards:** 47% indicate a lack of general principles and standards for micro-credential design and issuance.
- **Awareness and Recognition Issues:**
 - **Limited Recognition:** 80% of providers report that insufficient recognition from employers and educational institutions discourages potential learners.
 - **Compatibility Concerns:** Over half (53%) mention that micro-credentials' lack of alignment with existing national qualification structures affects their perceived legitimacy.

Challenges and barriers cont.

- **Financial and Structural Challenges:**
 - **Funding and Support:** Nearly half (47%) report that limited financial support for learners and providers restricts access and development.
 - **Quality Assurance:** 70% of surveyed micro-credentials lack external quality assurance, raising concerns about consistency and credibility.
- **Collaboration and Data Gaps:**
 - **Cross-sector Collaboration:** 40% mention insufficient collaboration with industry and international bodies, impacting standardization and acceptance.
 - **Data on Impact:** 40% of respondents see a need for more data on micro-credential outcomes and impacts to drive informed policy.

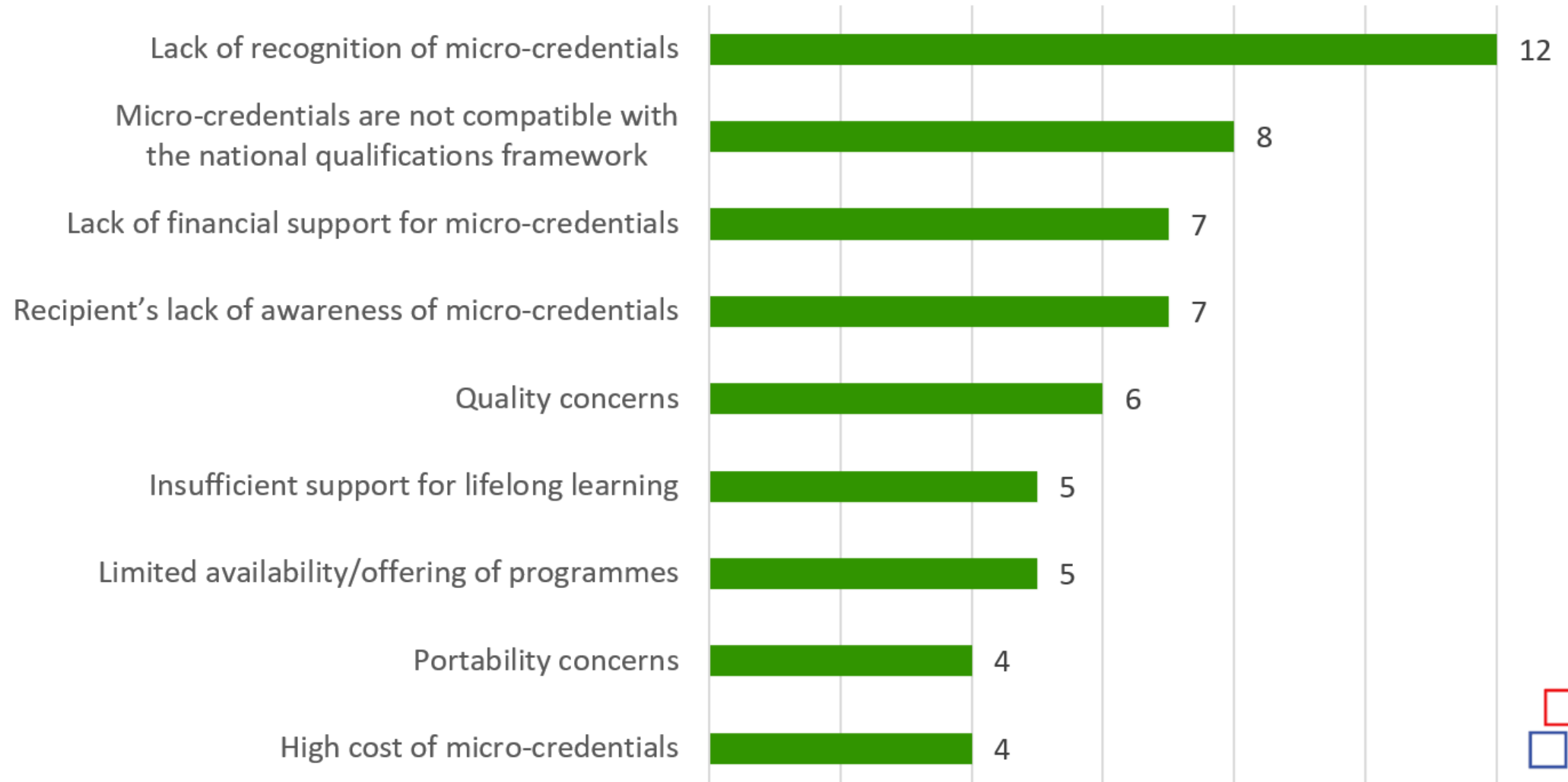
Implemented internal quality assurance measures



Main barriers/challenges to the uptake of micro-credentials in terms of policy-making



Main barriers/challenges to the uptake of micro-credentials in case of potential recipients



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Recommendations

Recommendations for future directions

- **Integrate Micro-credentials into SNQF:**
 - **Formal Recognition:** Encourage the inclusion of micro-credentials in the Seychelles National Qualifications Framework to validate and standardize them.
 - **Stackability:** Ensure that micro-credentials can be combined or “stacked” to build toward full qualifications, offering clear progression for learners.
- **Raise Public Awareness:**
 - **Campaigns and Outreach:** Launch awareness campaigns to educate learners, employers, and institutions on the value of micro-credentials for skills development and career advancement.
 - **Highlight Success Stories:** Use case studies to showcase individuals and organizations that have benefited from micro-credentials, making the concept relatable and appealing

Recommendations for future directions cont.

•Strengthen Industry Partnerships:

- Co-development of Micro-credentials:** Collaborate with industry to ensure that credentials are relevant, recognized, and aligned with current labour market needs.
- Employer Endorsements:** Partner with key industry players to endorse micro-credentials, boosting their value and acceptance among employers.

•Develop Quality Assurance Standards:

- Clear Standards and Guidelines:** Implement national standards for quality assurance in micro-credentials to enhance credibility.
- Leverage ACQF Resources:** Utilize resources and guidelines from the African Continental Qualifications Framework to inform best practices in quality assurance.

•Secure Funding and Incentives:

- Government Support:** Advocate for funding to support development and access to micro-credentials, especially for low-income and underrepresented groups.
- Incentives for Providers:** Encourage training providers and educational institutions to offer micro-credentials through grants or tax incentives.

Strategic insights for SQA

- **Encourage Sectoral and Cross-industry Dialogue:**

- **Identify Industry Needs:** Host forums or working groups with industry leaders to identify the skills gaps micro-credentials should address.
- **Regular Consultations:** Establish ongoing consultations between SQA, training providers, and employers to keep credentials relevant and industry-aligned.

- **Support Digital Transformation:**

- **Digital Formats and Storage:** Transition from paper-based credentials to secure digital formats, including digital wallets and online profiles.
- **Develop Digital Literacy:** Offer support for providers and learners to transition to digital credentials and improve digital literacy among users.

Strategic insights for SQA cont.

- **Expand Micro-credential Access and Portability:**

- **International Collaboration:** Collaborate with regional and international quality assurance bodies to facilitate the acceptance of Seychelles micro-credentials across borders.
- **Portability and Mobility:** Ensure that Seychelles micro-credentials are transferable and recognized within the ACQF framework, increasing opportunities for learners and workers.

- **Utilize ACQF and Other Networks:**

- **Capacity Building:** Leverage resources from ACQF, INQAAHE, and COL to strengthen SQA's capacity to manage, assess, and expand micro-credential offerings.
- **Benchmarking and Best Practices:** Use global best practices to inform policy development, ensuring Seychelles remains competitive and aligned with international standards.

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Conclusions and call to action

Conclusions

•Unlocking Potential for Lifelong Learning and Employability:

- Micro-credentials offer Seychelles a valuable tool for enhancing employability, providing pathways for upskilling, and supporting lifelong learning.
- Aligning micro-credentials with SNQF will formalize their role in education, making them more accessible and attractive to a wide range of learners.

•Seychelles' Strategic Advantage:

- By integrating micro-credentials into its national framework, Seychelles can become a leader in flexible and responsive education within the region, meeting both local and continental skills demands.

Conclusions cont.

•Next Steps for SQA:

- Action Plan:** Define an action plan for integrating micro-credentials into SNQF, securing funding, and developing public-private partnerships.
- Continuous Evaluation:** Establish mechanisms to evaluate the impact of micro-credentials on learner outcomes and employability, adapting policies as needed.

•Call to Action:

- SQA, educational institutions, and industry stakeholders must work collaboratively to unlock the full potential of micro-credentials, creating a future-ready workforce for Seychelles.

Thank you

Obrigado

Merci

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