



ACQF

African Continental
Qualifications Framework

Seychelles National CATS Brainstorming Session

12th March 2024

Facilitator: James Mwewa



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Creation of Groups:

- Group 1: Current legal basis of CATS
- Group 2: Benefits, objectives, and scope of CATS in Seychelles
- Group 3: Governance of CATS in Seychelles

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Group discussions based on provided guiding questions, all group members to actively:

- Each group to nominate a (i) moderator (ii) rapporteur/note-taker and (ii) presenter
- Presenters to take note of main conclusions/ recommendations on provided coloured papers and stick on flip chart

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Group presenters to present main conclusions/ recommendations during plenary

4

Plenary discussion and noting of final conclusions and recommendations by ACQF-II team

1. In which legislation or national policy is CATS anchored in Seychelles?
2. Is there currently any written national document/ guidelines to inform the implementation of CATS in Seychelles?
3. Is CATS implemented by education and training institutions in the country? If so,
 - a) What type of institutions are involved? i) Schooling? ii) TVET? and iii) Higher Education?
 - b) What are the characteristics of the student mobility profile? i) more imports? ii) more exports? and iii) more in-country movements?
 - c) Which CAT system is currently in use? i) SADC? ii) ECTS? iii) American?
 - d) How is a credit defined in relation to CATS? How many hours constitute a credit?
 - e) How are credits allocated to learning programmes?
 - f) Is CATS part of the quality assurance system (internal, external) of the institutions?
 - g) Which institution(s) is currently responsible for quality assurance and coordination of CAT in Seychelles?

1. What would be the main purpose/ goal of a national policy or guidelines on CATS in Seychelles?
2. If a national policy or guidelines on CATS were to be developed;
 - a) What would be its objectives?
 - b) Which approach should be adopted, credit hour or notional hour?
 - c) Which sub-sector(s) of education and training / NQF sub frameworks should it cover?
 - d) Which type(s) of qualifications should it apply to? i) Micro-credentials/ units/ short courses? ii) certificates? iii) Diplomas? iv) Degrees?
3. How will the linkage between the CATS, NQF and RPL be formed and sustained in the country?
4. How would you prefer the implementation of CATS to be done in the country?
 - a) National policy/ guidelines – NQF sub frameworks guidelines – education and training institutional procedures?
 - b) National policy/ guidelines – NQF sub frameworks guidelines?
 - c) National policy/ guidelines – education and training institutional procedures?

1. With regards to governance, which institution/ agency would be better placed to oversee the development and implementation of CATS at national level?
2. Which other agencies and stakeholders would be key in the development and implementation of CATS in Seychelles?
3. What would be the limiting factors/ threats to the full implementation of CATS in the country?
4. What are the opportunities/ strengths that would enable the full implementation of CATS in the country?
5. How will CATS be financed in Seychelles?
6. How often will the national policy and guidelines be reviewed?

1. What would be the benefits of the SNCATS to the following categories of stakeholders:
 - a) Learners?
 - b) Educational/ Training Institutions?
 - c) Industry / Employers?
 - d) Society?

2. How will SNCATS link with key components of education/ training and qualifications system, with regards to the following:
 - a) Programme design, delivery and monitoring?
 - b) Access, articulation, mobility and progression?
 - c) Lifelong learning?
 - d) Quality assurance?

**THANK
YOU!**

