



INQAAHE

Annual Report

2024

© International Network for Quality
Assurance Agencies in Higher Education

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March 2025

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Functioning and Organization

Aims to make INQAAHE efficient by:

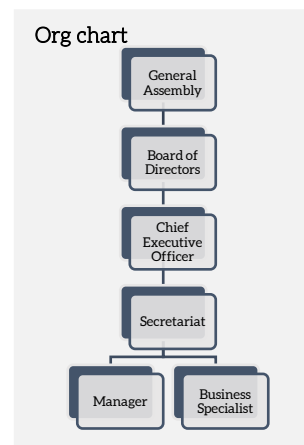
1. Ensuring operational and financial stability of the Network
2. Keeping on strengthening the engagement of members of the Network to contribute in different kinds of leadership roles
3. Designing a robust communication and outreach strategy and promotion of the Network's activities, achievement, benefits, and values among members and global society at large

Governance of INQAAHE

As per the Network's Constitution, INQAAHE governing bodies are the General Assembly and Board of Directors. The General Assembly is the plenary policy and decision-making body of the Network, composed of GGP/ISG Aligned, Full and Associate members. The Board of Directors manages the general affairs of the Network and is composed of nine members elected by the General Assembly and up to four additional co-opted directors. The Chief Executive Officer and the Immediate Past President serve on the Board *ex officio* and without voting rights.

General Assembly Meetings

The first GAM of the year was held on March 31. The Annual Report 2023 and Financial Statements, budgets, and minutes of the General Assembly meeting held on May 31, 2023, were presented, and scheduled to be voted online on within the two weeks following the meeting. Online voting was closed on April 15 with 49% participation rate. All documentation was approved. [Check the details on the results](#) which also include the outcomes of the Board elections will be further detail in the following sub-section. You can also watch the [recording of the session](#).



The second GAM was held during INQAAHE Forum 2024, in hybrid mode in Bucharest (Romania) on June 12. The Board presented the new elected Board Directors, the candidate for INQAAHE President to be validated, the new Global Council for Recognition of Quality Assurance Bodies in Tertiary Education (GCR) and the different proposals received by member agencies to host INQAAHE Forum 2026. From June 17 until June 30, the General Assembly was requested to electronically vote on the President's candidate and the proposals to host the Forum in 2026 (the South African Council on Higher Education (CHE) and the Indian National Assessment and Accreditation Council (NAAC) presented their applications). Voting was closed with 41.5% participation. The General Assembly approved the Board's candidate for presidency, electing Vicki Stott as the new President of the Network, and chose the CHE's proposal to host the upcoming forum. [Check the details on the results](#). You can also watch the [recording of the session](#).

A third GAM was convened for November 22, to ratify the Charter for the Global Council for Recognition of Quality Assurance Bodies in Tertiary Education (GCR), as approved by the INQAAHE Board on 25 September 2024. The initial Charter of the GCR was presented at the [second General Assembly Meeting](#) in Bucharest (Romania) in June, under the frame of the INQAAHE Forum 2024. This meeting was [rescheduled](#) to a later date.

Board, Committee and Working Group meetings

The Board met monthly during the year, a total number of 11 times, except in August and December. Committee and working groups schedule their meeting according to their activity plans. Overall, all had met recurrently either on a bimonthly or monthly basis.

Board Elections

A round of elections was opened from March 22 until April 15, coinciding with the voting period of the first GAM, to ensure the implementation of the staggered approach. [This is the list of nominated candidates to the Board](#). The General Assembly was requested to select up to seven candidates to represent the positions that were vacant. [Check the details on the results](#). You can check this year's Board composition in the Annexes.

Functioning and Organization

President Elections

During April and May, a [call for nominees for the position of President for the 2024-2027 term](#) was distributed among the Board. From this call, Vicki Stott's candidacy was selected by the Board and therefore presented to the General Assembly for validation. A round of elections was opened from June 17 until June 30, coinciding with the voting period of the second GAM and INQAAHE Forum 2024, to elect the new President of the Network. Vicki Stott's nomination was approved by the membership, and she is currently INQAAHE IX President.

During 2024, chairs of INQAAHE's different [Committees](#) and [Working Groups](#), reported the activities of each team quarterly/periodically. Here is a summary of the highlights of the year for Committees:

Executive Committee report

During the year, the committee held four meetings. These meetings addressed a range of key topics, including:

- International Relations and Funding: discussions regarding the French delegation and funding for attendance from Least Developed Countries (LDCs) and Board Directors.
- Operational and Administrative Matters such as internships, performance reviews, and daily operational updates.
- Governance and Strategic Planning: focus on governance discussions, activity plan presentations, constitutional updates, and preparations for Board Meetings.
- Project and Program Updates: reviews of the Micro-credentials project, GCR election committee concerns, and proposals relating to the General Assembly Meeting.

Communications and Outreach Committee report

- Developed and launched a new institutional website in June 2024, featuring sections and narratives that showcase INQAAHE's identity and strengths. It focuses on user experience, targeting a broad community through storytelling and calls to action.
- Implemented a campaign to promote INQAAHE Forum 2024 across different official communication channels (social media, website, and mailing).
- Assessed the communication needs of other committees to contribute to a comprehensive institutional communication strategy, enhancing INQAAHE's overall approach. This included designing a communication strategy proposal in 2024 and planning a dedicated budget starting in 2025.
- Made an internal platform available to the Board as a repository of information.
- Redesigned the structure of the Newsletter and the Communiqué to ensure they serve as communication resources aligned with the strategic objectives defined in INQAAHE's 2023-2027 plan. The structure of both instruments now includes updates on network governance and membership growth; a calendar of activities in collaboration with networks, international organizations, and events, as well as the participation of Board members in various global events; capacity-building services; research development and mechanisms for knowledge dissemination; and external review processes carried out against ISG.
- Agreed that the Communiqué will be published biannually, adopting an accountability-driven narrative, while the Newsletter will continue to be published quarterly, with improvements in both content and look and feel.
- Began working on the promotion strategy for INQAAHE Conference 2025.

Membership Committee report

- Engaged in initiatives to enhance membership experience and streamline registration processes reviewing application forms to meet established criteria, reducing inconsistencies.
- Set up a Customer Relationship Management (CRM) system to maintain comprehensive historical records of members' activities and data.
- Monitored membership fee payments periodically, enabling follow-up on outstanding fees while discussing and implementing strategies to improve membership fee collection and how to attract new members.
- Reviewed and provided oversight for all membership applications on an ad hoc basis, ensuring a thorough, consistent and fair review process. Proposed developing an appeals procedure and providing clear responses to rejected applicants.

Functioning and Organization

MPL Center Committee (renamed CCBR, Committee for Capacity Building and Research) report

- Reviewed Capacity Building Funding Scheme calls and submissions for its 2024-2025 edition and supervised the ongoing projects (interim and final reports) of the 2023-2024 edition.
- Explored transforming the Research and Innovation Funding Scheme call into an award and launched it and considered developing a funding mechanism for Board Directors' initiatives and potential partnerships.
- Organized and managed 2024 INQAAHE Talks and started planning for 2025 sessions.
- Designed a full-day workshop titled "Mastering Principles and Techniques of Quality Assurance in Higher Education," offered at the 2024 Forum in Bucharest and available for on-demand training.
- Built alliances with regional networks and supported revisions on Memoranda of Understanding (MoUs) with more specific goals and regular monitoring. Signed new agreements with RIACES and REALCUP, facilitating alignment of best practice guidelines with INQAAHE's International Standards and Guidelines (ISGs), and with the European Network for Accreditation of Engineering Education (ENAE).
- Developed a curriculum on quality assuring micro-credentials under this partnership with REALCUP, initially provided in Latin America and later available in other regions.
- Developed a catalogue of capacity building activities, named "menu of activities," to better reflect the variety of activities INQAAHE could provide and to prompt incoming requests from members and non-members.
- Reviewed the role and priorities of the committee and renamed the group from the Marjorie Peace Lenn Centre to the Capacity Building and Research Committee.

Recognition Committee report

The first quarter of 2024 saw the launch of pilot external reviews of agencies against the International Standards and Guidelines (ISG), with the site visit for ISG Recognition pathway of the Taiwan Assessment and Evaluation Association (TWAEA) in Asia-Pacific. In 2024, 6 agencies applied:

- Postsecondary Education Quality Assessment Board (PEQAB), Canada – North America
- Accreditation Council for Education (LAMDIK/ACE), Indonesia – Asia-Pacific
- Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA), Indonesia – Asia-Pacific
- Indonesian Accreditation Agency for Higher Education in Natural and Formal Sciences (LAMSAMA), Indonesia – Asia-Pacific
- The Quality Assurance Agency for Higher Education (QAA), United Kingdom (Western Europe)
- Sistema Nacional de Acreditación de la Educación Superior (SINAES), Costa Rica – Latin America and the Caribbean

During the year, the Committee

- Explored the establishment of an independent decision-making body for the ISG review procedures, which would oversee the establishment of a global register of quality assurance bodies reviewed by INQAAHE. During Q4 a specific Election Committee was established and held two meetings to examine and fine-tune the selection criteria for the members of the IDBM.
- Discussed with the INQAAHE Board the governance of such an independent decision body, its accountability to the INQAAHE Board, its financial and operational viability, and the fitness for purpose of the ISGs standards and review process.
- Discussed within the Committee and the Board also considered the importance for INQAAHE to engage strategically with key international stakeholders such as UNESCO and regional QA networks to secure a mandate for such an initiative of significant importance and implications for the international quality assurance and higher education community.

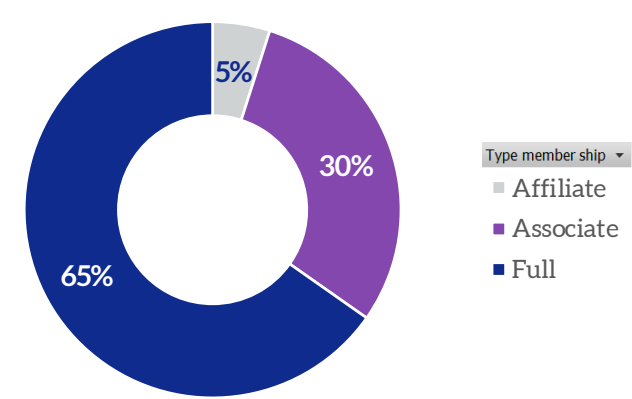
Functioning and Organization

Membership

INQAAHE’s membership is classified into [four categories](#): GGP or ISG aligned, Full, Associate and Affiliate members.

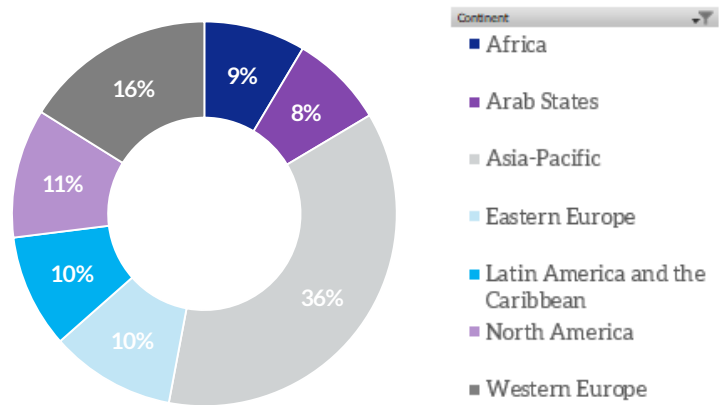
GGP/ISG ALIGNED	FULL	ASSOCIATE	AFFILIATE
Organizations responsible for assuring the quality of tertiary education provisions – institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs, which have successfully undergone the INQAAHE GGP/ISG Alignment procedure and whose alignment is current.	Organizations in operation for more than two years responsible for assuring the quality of tertiary education provisions – institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs.	Tertiary education providers, external quality assurance providers in operation for less than two years and interested parties with a major interest and commitment in evaluation, accreditation and quality assurance in tertiary education.	Individuals (scholars, researchers, academics, employers, professional staff) with a major commitment and interest in evaluation, accreditation and quality assurance in tertiary education and a proven track record of involvement in tertiary education quality assurance.

Graphic 1. Category distribution of members as of 31 December 2024

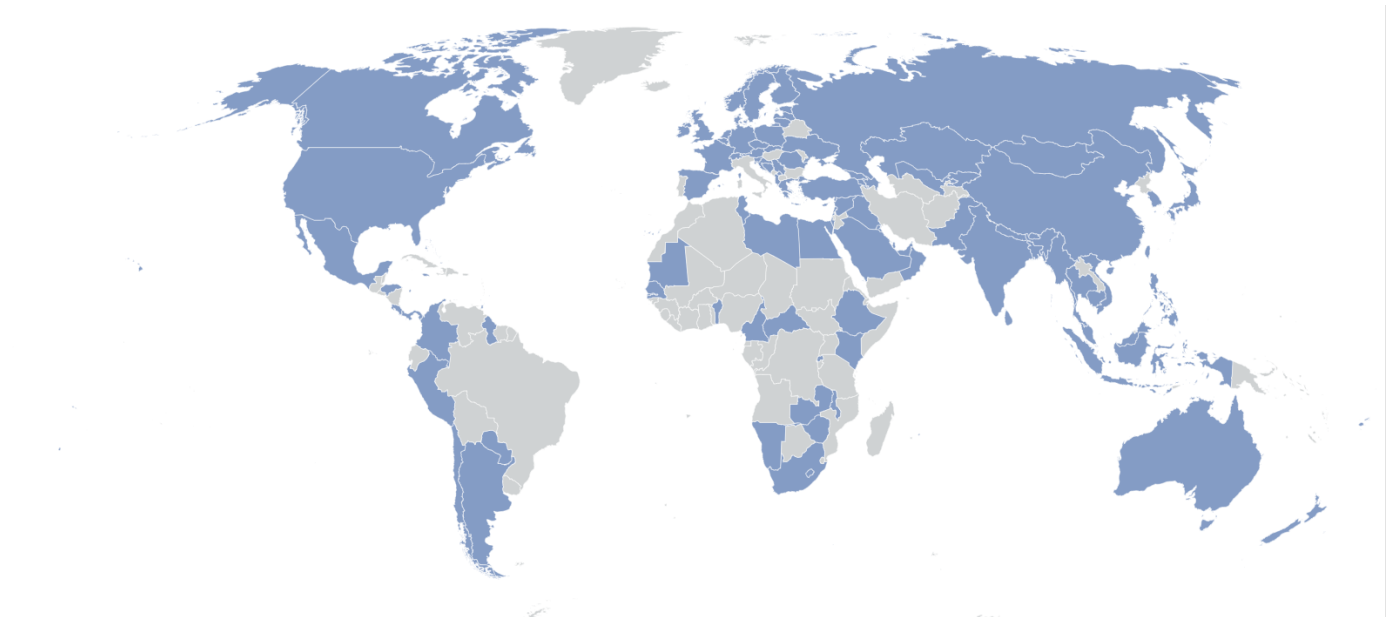


For presentation purposes, GGP/ISG aligned members are included in the Full membership category.

Graphic 2. Regional distribution of members as of 31 December 2024



Map 1. Regional distribution of members as of December 31, 2024



Functioning and Organization

During 2024, 33 new members joined INQAAHE, 12.5% more if compared with 2023. 48.5% of these new members come from the Asia-Pacific region and added to the *Full* membership category.

New members in 2024:

FULL

- Accreditation Council for Business Schools and Programs (ACBSP), United States
- Accreditation Council for Education (LAMDIK/ACE), Indonesia
- Agencia Acreditadora de Chile, Chile
- Central Evaluation and Accreditation Agency Hanover (ZEvA), Germany
- Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá (CONEAUPA), Panama
- Education and Training Evaluation Commission/The National Center for Training Evaluation (ETEC/MASAR), Saudi Arabia
- Foundation for Knowledge (madri+d), Spain
- Indonesian Accreditation Agency for Higher Education in Natural and Formal Sciences (LAMSAMA), Indonesia
- National Accreditation Bureau for Higher Education (NAB), Czech Republic
- National Center for Quality Assurance and Accreditation of Educational & Training Institution, Libya
- Office for Students (OfS), United Kingdom
- Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), Philippines
- Slovak Accreditation Agency for Higher Education (SAAHE), Slovakia
- Thang Long Centre for Education Accreditation (CEA-THANGLONG), Vietnam
- The National Council for Accreditation of Education Group Colleges Programs (NCAECP), Iraq
- Tonga National Qualifications and Accreditation Board (TNQAB), Tonga
- Tunisian Agency for Evaluation and Accreditation in Higher Education and Scientific Research (ATEA), Tunisia
- VNU-HCM Center for Education Accreditation (VNU-HCM CEA), Vietnam

ASSOCIATE

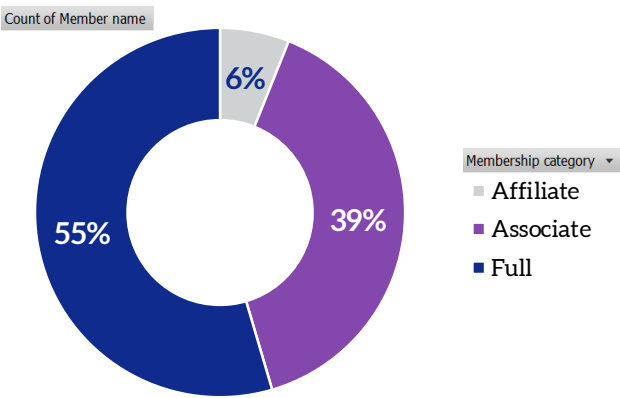
- American International University-Bangladesh (AIUB), Bangladesh
- An-Najah National University (ANNU), Palestine
- Bahauddin Zakariya University (BZU), Pakistan
- Center for Standardization and Quality Assurance in Education (SQAE), Uzbekistan
- Education, Culture, and Employment (ECE), Canada
- IBADAT International University Islamabad (IIUI), Pakistan
- Lahore University of Management Sciences (LUMS), Pakistan
- Preah Sihamoniraja Buddhist University (PSBU), Cambodia
- Preston Institute of Management Science and Technology Karachi (PIMSAT), Pakistan
- Rawalpindi Women University (RWU), Pakistan
- Saigon Centre for Educational Quality Accreditation (CEA SAIGON), Vietnam
- Sukkur IBA University, Pakistan
- University of Zimbabwe (UZ), Zimbabwe

AFFILIATE

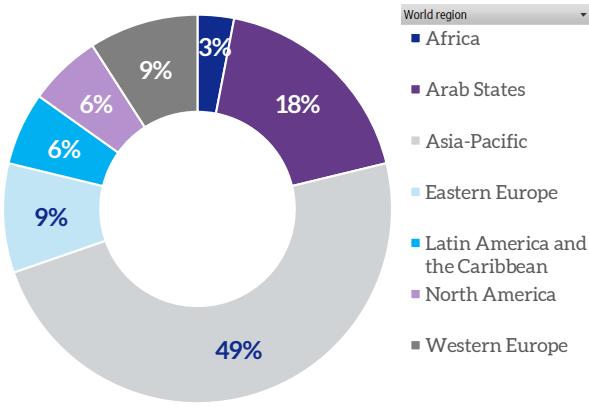
- Dr. Abdulaziz Alshahrani, Saudi Arabia
- Zhanat Smankulova, Kazakhstan

[Check the INQAAHE member database.](#)

Graphic 3. Category distribution of new members in 2024



Graphic 4. Regional distribution of new members in 2024



Exchange and cooperation

Aims to organize and promote interaction and cooperation among members and with other regional QA networks and regional or global partners by:

1. Organizing face-to-face conferences and online for a
2. Enhancing collaboration with diverse QA networks
3. Enhancing collaboration with a range of international organisations in line with the Network's mission
4. Expanding and maintaining the Network's global presence

Events, workshops, and webinars

INQAAHE Forum 2024

The Forum was held in Bucharest (Romania) and hosted by the [Romanian Agency for Quality Assurance in Higher Education \(ARACIS\)](#) in the University POLITEHNICA of Bucharest (UPB), from 10-12 June 2024, with the support of the Romanian Ministry of Education.



The theme, *Transforming Society: Social Responsibility through Quality Assurance of Tertiary Education*, was explored through the following sub-topics:

1. Fostering Civic Engagement;
2. Bridging the Gap to Quality Education for All;
3. Designing Curricula for Societal Impact; and
4. Fostering Opportunities for All Ages.

The following pre-Forum workshops were facilitated during the event on Day 0:

1. *Skill up with the ISGs: a hands-on workshop to make innovation an everyday habit*, facilitated by Dr. Susanna Karakhanyan, Dr. Anna Prades and Dr. Ariana de Vincenzi;
2. *Comprehensive Quality Assurance Workshop: Mastering Principles and Techniques of Quality Assurance in Higher Education A Practical Workshop: The context of quality assurance*, facilitated by Dr. Mary Catharine Lennon and Dr. Fabrizio Trifiro;
3. *Comprehensive Quality Assurance Workshop: Mastering Principles and Techniques of Quality Assurance in Higher Education A Practical Workshop: Practical applications in quality assurance*, facilitated by Dr. Mary Catharine Lennon and Dr. Fabrizio Trifiro;
4. *A force for good? Exploring critical approaches to quality assurance in the Global South*, facilitated by Eduardo Ramos; and
5. *Quality Assurance as a Catalyst for Refugee and Displaced Student Integration in Tertiary Education*, facilitated by Dr. Nataliia Stukalo (in substitution of Amir Radfar) and Fabrice Hénard.

There was also a Special Plenary Session on [Insights from the INQAAHE Global Study on Trends in QA](#).

Day 1 of the Forum included a total of 11 parallel sessions and two keynote sessions (facilitated by Dr. Olusola Oyewole and Dr. Juliette E. Torabian), while Day 2 featured 9 parallel sessions and 2 keynote sessions (facilitated by Dr. Francesc Pedró and Prof. Dr. Romiță Iucu). The Forum adopted a hands-on methodology, prioritizing interactive sessions in the form of roundtables and design-thinking workshops. A comprehensive list of the facilitated parallel sessions is [available on the Network's website](#).

The INQAAHE Forum 2024 was covered by two press media: Euronews (in Romanian) and Radio France International (in English).

Check this [summary video of the Forum](#) for its main takeaways.

Planning for INQAAHE Conference 2025

During the 2023 General Assembly Meeting held in Astana (Kazakhstan) under the frame of INQAAHE Conference 2023, proposals to host the 18th Biennial INQAAHE Conference were formally presented by the different applicants. INQAAHE members later on electronically voted for Conference 2025 to take place in **Tokyo (Japan)**, hosted by the [Japan University Accreditation Association \(JUAA\)](#). The proposed venue is the Akasaka Intercity Conference Center.

Exchange and Cooperation

The [Japan National Tourism Organization \(JNTO\)](#) and the [Ministry of Education, Culture, Sports, Science and Technology \(MEXT\)](#) will be sponsoring the event. Other Sponsors are expected in 2025.

The conference will be held between 13-16 May 2025. The theme *The Big Bang Theory: the Quality Assurance Paradigm Shift*, will be explored through the following sub-themes:



**INQAAHE
CONFERENCE
2025 TOKYO**

1. Quality Assurance and the Sustainability Agenda;
2. Quality Assurance and Innovative Learning Pathways;
3. Quality Assurance and Artificial Intelligence; and
4. Quality Assurance and Recognition of Qualifications and Credentials.

A [Call for Proposals](#) was launched in September to invite submissions for presentations, workshops, and other contributions for the event.

A working group, chaired by Board Director Dr. Olgun Çiçek, was created to handle the organisation in close cooperation with the host, holding its first meeting on March 7, 2024.

More details on the Conference are available on [INQAAHE's website](#) and the [official Conference website](#).

Selection of host for INQAAHE Forum 2026

The INQAAHE Board sought expressions of interest from member agencies to host INQAAHE Conference 2025 in November of 2023. Preferences for hosting this event were given to the Pacific, South America and the Caribbean, Arab States, North America, and Africa. During the 2024 General Assembly Meeting held in Bucharest (Romania) under the frame of INQAAHE Forum 2024, proposals to host this event were formally presented by the different applicants. INQAAHE members later on electronically voted for Forum 2026 to be hosted by the [Council on Higher Education \(CHE\)](#). The proposed venue is the Sun City Convention Centre, located within the [Sun City resort complex](#). [> Read more](#).

Bid for INQAAHE Forum 2027

In November, the INQAAHE Board launched the call to host INQAAHE Conference 2027, seeking expressions of interest from member agencies, and having preference for hosting to the Latin America and the Caribbean, Arab States, North America, and Western Europe regions. Letters of intent and preliminary proposals are to be sent by **January 31, 2025**. Further information and details are available in the [official call to host INQAAHE Conference 2027](#).

To enhance the visibility of INQAAHE, Board Directors and the CEO participated in different in-person and online events throughout the year, which also promoted interaction and cooperation among members:

Q1 2024

On January 18, Fabrice Hénard participated in a round table discussion on QA and Employability under the frame of the 2024 Symposium on Quality, in Geneva (Switzerland). The symposium was organized by the G3, a partnership between the University of Geneva, the University of Montreal (Canada) and the Université Libre de Brussels (Belgium), on the theme of quality in higher education.

On March 3-5, Fabrice Hénard (in-person) and Susanna Karakhanyan, in her capacity as INQAAHE Immediate Past President, (online) attended the 4th International Conference of PNQAHE and Annual General Meeting as international guest speakers. INQAAHE CEO also facilitated a workshop on quality assurance and student diversity. More

than 40 participants engaged in that 4-hour working session. [Recording of the session is available here](#).

Deb Adair attended the extraordinary session of the Intergovernmental Conference of the States Parties to the Global Convention on the Recognition of Qualifications concerning Higher Education, held in Paris on 7 March 2024. She provided a keynote for the side meeting on transnational education and quality assurance. The mandate of the Intergovernmental Conference is to promote the application of the Convention and oversee its implementation by adopting recommendations, declarations, models of good practices, or any relevant subsidiary text at the global or interregional level.

Q2 2024

On April 15, Fabrice Hénard was invited to attend the Board meeting of the European Network for Clinical Legal Education (ENCLE) to discuss on the international recognition and accreditation of law clinics. INQAAHE

explored how quality assurance could support the enforcement of Conventions for Recognition of Qualifications, while also strengthening partnerships with professional accreditors and networks that are pioneering

Exchange and Cooperation

innovative learning methods and are committed to upholding their quality standards.

On May 25-26, Fabrice Hénard and Susanna Karakhanyan conducted a two-day in-



-person bespoke training in Bahrain. 70 participants from Bahraini tertiary education institutions, Education & Training Quality Authority (BQA) and Higher Education Council attended the training. Topics included strategic planning and QA, assessment of student learning outcomes, data-driven QA, trends in IQA and EQA. The action-oriented training will offer a set of design thinking workshops and design prototyping discussions. The training was adapted to the needs expressed by the participants of the online seminar (from higher education institutions in Bahrain, as well as BQA agency).

On June 17-19, INQAAHE CEO supported the National University of Laos in enhancing its quality assurance by delivering a two-day capacity building seminar on QA for law programs and assessment of project-based learning. This was made possible by the [Luxembourg Development Cooperation Agency \(LUXDEV\)](#).



On June 20, Fabrice Hénard visited AUN-QA (ASEAN University Network)'s headquarters in Bangkok (Thailand) and met with its Executive Director, Dr. Choltis Dhirathiti, and team. Together they explored avenues for cooperation and external reviews between both networks.



During that same visit to Thailand, INQAAHE CEO met with UNITAR (UN Institute for Training and Research), which hosts UN training centers (CIFAL) and met with its Executive Director, Dr. Voravate Joe Chonlasin. Fabrice Hénard also visited ONESQA (Office for National Education Standards and Quality Assessment) to explore opportunities of capacity-building activities and shared events with Dr Somyot Cheejaeng, Head of Policy and Strategy, and Ms. Nualsupak Phunsap, Chief of International Affairs Unit.



Q3 2024

On July 9, Fabrice met with Elizabeth Colucci, senior program manager of HAQAA (Harmonisation of African



Higher Education, Quality Assurance and Accreditation), funded by the European Union and African Union and aims to develop QA in Africa and conduct external agency reviews. The purpose of the discussion was to explore how INQAAHE could be involved in HAQAA through joint reviews and to participate in the design of a Pan-African quality assurance agency.

On July 10, Fabrice Hénard met with Nina Arnhold, a World Bank Tertiary Education expert leading the work in South Asia. The tertiary education coordination team wished to reestablish contact to discuss potential projects between the World Bank and INQAAHE on QA.

Ariana de Vincenzi was invited by SINAES Costa Rica to participate in their virtual academic meeting organized in August. The session was entitled *Desafíos y oportunidades del diseño curricular con foco en competencias profesionales* (Challenges and opportunities of curriculum design with a focus on professional competencies).

On September 5-7, Ariana de Vincenzi was also invited by RIACES to participate in their XXI assembly meeting in Panama. The event was organized in collaboration with the Organization of American States and had the participation of UNESCO. She presented the initial findings of the II Global Study and elaborated on the scope of the ISGs and its three pathways.

On September 13-16, the CEO was invited to Tlemcen (Algeria), for technical support in internal quality assurance, financed by the European Union in neighbouring countries (SPHERE network). Later that month, on 15-16, Fabrice Hénard was also invited to co-facilitate the first seminar on Quality Assurance and recognition of qualifications in Africa, in Harare (Zimbabwe), with the ZIMCHE agency and the UNESCO South Africa Regional Office (Peter Wells).

September 22-25: The CEO was invited to participate in the training day of the Tunisian Accreditation Agency (ATEA) as part of the technical support financed by the European Union in neighbouring countries (SPHERE network).

On September 25 as well, the Quality Assurance Agency for Higher Education (QAA), held an online session for its members to encourage their participation in a focus group discussion of the II Global Study. Anna Prades was invited to attend the meeting to articulate the narrative of the United Kingdom's internal and external quality assurance including the main achievements and challenges.

Q4 2024

During October 1-3, and under the frame of REALCUP Annual Assembly in Mexico, Susanna Karakhanyan delivered a keynote on the transformative potential of quality assurance, while Ariana de Vincenzi facilitated a panel on internal quality assurance.

On October 8, Anna Prades, delivered a workshop on INQAAHE's International Standards and Guidelines (ISG) to the Spanish National Agency for Quality Assessment and Accreditation (ANECA).



Fabrice Hénard and Chan Basaruddin participated in an online workshop on November 7 and 8 entitled Future-Proofing Accreditation, Quality Assurance, and Standards. The event featured Scott Blair (Sustainability Literacy Test-Sulitest) and representatives from two member agencies—ACPUA (Spain) and AQUA (Andorra)—identified by INQAAHE. The experts discussed integrating sustainability into accreditation criteria and enhancing collective capacity in the field.

On November 7, Anna Prades was invited to the final event of the Quality Assurance Fit for the Future project (QA-FIT), which took place in Brussels (Belgium). The event gathered higher education stakeholders including QA agencies, HEIs and ministries to discuss the current context for quality assurance of higher education and reflect on how the EHEA framework can evolve to remain responsive and relevant.

On November 21, Vicki Stott gave an online introductory speech at the International Symposium, organized by Riphah International University, in collaboration with the Higher Education Commission (HEC) of Pakistan. The symposium's theme, "Internationalization of Higher Education – Empowering a Global Workforce for Tomorrow," addresses the critical need for institutions to develop international partnerships and global perspectives in their curricula.

Fabrice Hénard met with the President of the European Network for Accreditation of Engineering Education

(ENAAE), José Carlos Quadrado, on 25 November to advance the implementation of the Memorandum of Understanding signed with INQAAHE.

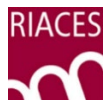
Ariana de Vincenzi was invited by the [Association of Universities of Paraguay \(APUP\)](#) to participate in their annual forum entitled *Calidad y Pertinencia como Desafíos de la Educación Superior* (Quality and Relevance as Challenges of Higher Education) on November 27, where she presented the challenges of micro-credentials within the framework of quality assurance. On that same day, Olgun Çiçek visited JUA Japan and the premises of the 18th Biennial INQAAHE Conference 2025. He met with Jun Kudo, Executive Director, and Kazuyo Hara, Director of Evaluation Research, and the dedicated team.

On December 2, Fabrice Hénard met online with the Grenada National Accreditation Board (GNAB). The discussion focused on future cooperation between GNAB and INQAAHE and the prospects for capacity building.

Chan Basaruddin participated as a panelist in one of the sessions of the [ASEAN University Network-Quality Assurance \(AUN-QA\) International Conference 2024](#) which was held during 11 - 12 December 2024, at Ton Duc Thang University, Ho Chi Minh City (Viet Nam) and was organized by the ASEAN University Network. Fabrice Hénard also participated as panelist of the fourth session *Crafting and Utilizing an Effective Database Ecosystem, sharing insights on the use of data, fostering connections with numerous universities and QA agencies of the region.*



During 2024, INQAAHE partnered with two regional networks, RIACES and REALCUP, to broaden the range of benefits for its members and to continue the improvement in higher education quality as INQAAHE's strategic priority.



The [Ibero-American Network for Quality Assurance in Higher Education \(RIACES\)](#) comprises 37 accrediting agencies from 18 countries in Central America, Latin America, the Caribbean, and Europe, along with 8 regional and international organizations, including UNESCO. This agreement facilitated the alignment of RIACES's best practice guidelines with INQAAHE's international standards (ISGs) through the recognition of previous evaluations and joint assessments. More information on this initiative is available on the *ISG Reviews and Recognition* section of this report.

The [Latin American and Caribbean Network of Private University Associations \(REALCUP\)](#) was founded in 2016 with the support of IESALC-UNESCO. It includes 14 associations from 13 countries, representing over 1,000 universities that have undergone evaluation and accreditation per national regulations. This agreement materialized the development of a curriculum on quality assuring micro-credentials, initially provided in Latin America. More information on this initiative is available on the *Capacity Building* section of this report.



Capacity Building

Aims to improve the capacity of members to perform their tasks according to continuous quality principles by:

- Promoting capacity building of members

Marjorie Peace Lenn Center

During 2024, the members of this committee decided to rename it to **Committee for Capacity Building and Research (CCBR)** to better reflect its mission and ensure proper recognition internally and making it easier for members and partners to understand the committee's role.

INQA AHE Talks sessions

Following its third year, the INQA AHE TALKS keep being a recurring online gathering for experts and professionals in the field of quality assurance. During 2024, the following INQA AHE Talks were broadcasted:

1 Grappling with 'cost': Pressures for effectiveness and efficiencies in quality assurance, on February 8. This INQA AHE Talk explored the challenges of maintaining quality assurance standards in the face of financial difficulties, external pressures, and changing stakeholder expectations. The discussion focused on the concept of "costs" within quality assurance, examining external influences on practices, the importance of stakeholder engagement, and innovative approaches to traditional methodologies. The talk also emphasized the enduring principles of quality that must be upheld despite financial constraints.

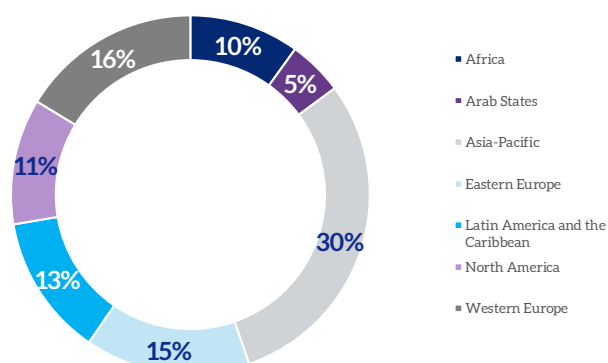
More information on this session is available on [INQA AHE's website](#). You can watch the recording of this session [here](#).

141 participants registered for this session, most of them from Asia-Pacific.

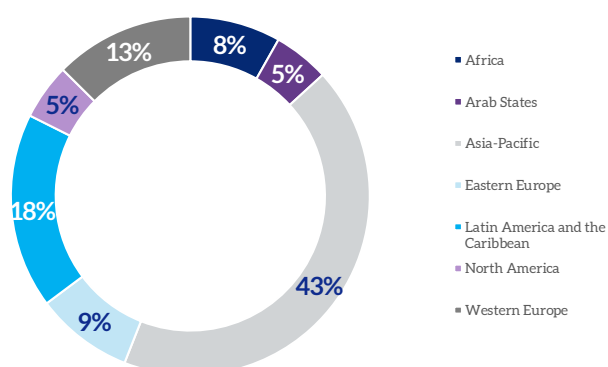
2 Quality assurance and the sustainability agenda, on March 28. This session explored the role of quality assurance and regulation in supporting higher education institutions to contribute to addressing pressing global challenges, such as growing social and economic inequalities, poverty, discrimination, environmental sustainability, conflict, technological innovation, and quality education, as outlined in the UNESCO Sustainable Development Goals (SDGs). To inform the discussion, the session heard from quality assurance bodies and experts who had experience integrating SDG-related considerations into quality assurance processes and, ultimately, into the activities of higher education institutions.

More information on this session is available on [INQA AHE's website](#). You can watch the recording of this session [here](#).

3 Quality Assuring the Professions: the Role and Responsibilities of Accreditation Agencies, on May 31. This session focused on the role of accreditation agencies in quality assurance. It explored how agencies responsible for discipline-specific program quality assurance and professional licensing deal with issues like scope definition, standard setting, labour market linkages, international cooperation, credential recognition, and alignment with jurisdictional practices. Experts from various fields, including business, engineering, teacher education, and



159 participants, primarily from the Asia-Pacific region, registered for this session.

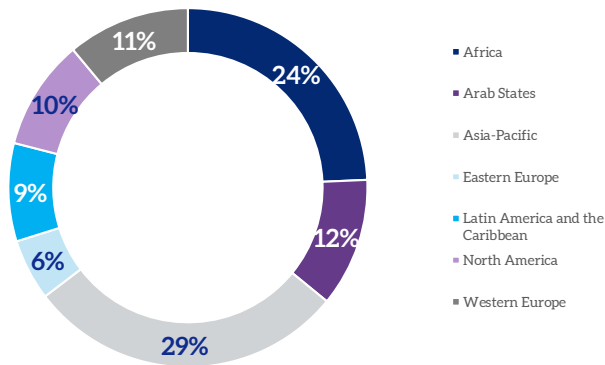


medical education, discussed their unique experiences and the importance of discipline-specific accreditation in ensuring high-quality education.

More information on this session is available on [INQA AHE's website](#). You can watch the recording of this session [here](#).

182 participants registered for this session, most of them coming from Asia-Pacific.

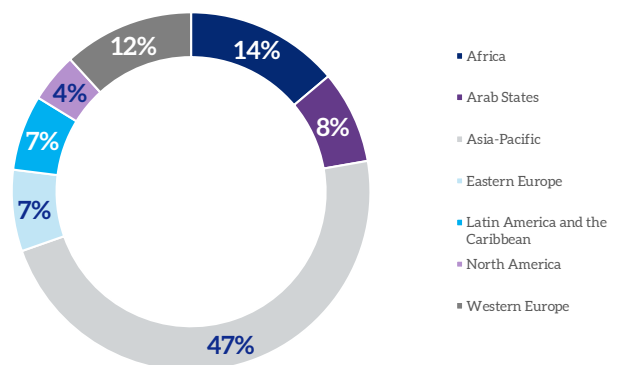
Capacity Building



4 Towards an International Area for Higher Education, on November 8. This session explored the potential impact of the UNESCO Global Recognition Convention (GRC) on international higher education. The recent ratification of the GRC by 30 countries has sparked discussion about the possibility of it leading to an international higher education area, similar to the European Higher Education Area. Representatives from UNESCO, INQAAHE, and the ENIC-NARIC network discussed the requirements, opportunities, challenges, and feasibility of such an area, considering perspectives from intergovernmental, quality assurance, and qualification recognition domains.

More information on this session is available on [INQAAHE's website](#). You can watch the recording of this session [here](#).

382 participants registered for this session, the majority coming from the Asian world region.



INQAAHE Funding Scheme

As part of the INQAAHE's Strategic Plan 2023-2027 objectives and to better serve members and ensure INQAAHE adds value to the operations and functions of its membership, the Board offers the INQAAHE Funding Scheme. The [INQAAHE Funding Scheme](#) (IFS) envisions provision of small grants to members on a competitive basis to promote implementation of innovation and enhancement projects of quality assurance systems worldwide.

At the end of 2023, the INQAAHE Funding Scheme was announced under the Capacity Building window (to address major issues related to capacity building of INQAAHE members and to subsidize projects or initiatives that support the enhancement of quality assurance activities for the Network's members) with a total allocation of 10,000 USD. In early 2024, the following project was granted funding: ***Capacity Development for a Review of Learning and Teaching Provision***, submitted by the Council on Higher Education (CHE), South Africa. Details on this specific project are available on [INQAAHE's website](#).

During the year, VNU Education Accreditation Center, Vietnam National University, Hanoi (VNU-CEA) and in cooperation with the University of Nottingham Malaysia, the 2022-2023 edition granted member, completed its project: ***Constructive Alignment and Technology-Enhanced Outcome-Based Education: Quality Assurance for Continuing Quality Improvement (CATE)***. The project successfully trained Vietnamese and Laotian educators in outcome-based education (OBE). Participants gained practical skills through online training and peer mentoring. The project equipped educators with the tools to implement OBE effectively, leading to improved teaching practices and a cohort of CATE-OBE champions. The outcomes of the project are available [here](#).



Capacity Building

At the end of 2023, the INQAAHE Funding Scheme was announced under the Research and Innovation window (to address innovation and research activities in line with INQAAHE strategic priorities and support projects that reinforce quality assurance research for Network members) with a total allocation of 2,500 USD. In early 2024, the following project was granted funding: *Internal Quality Assessment (IQA) and External Quality Assurance (EQA) in Private Higher Education Institutions in Vietnam: Challenges and Solutions*, submitted by SEAMEO Regional Training Centre (SEAMEO – RETRAC), Vietnam. Details on this specific project are available on [INQAAHE's website](#).

The Romanian Agency for Quality Assurance in Higher Education (ARACIS), which was granted the Research and Innovation funding of the 2022-2023 call, requested an extension on the deadline of finalization of their research. INQAAHE expects to receive their final report on the project *Academic Ethical and Integrity Conduct Supported by QAAs (AEICS-QAA)* by December 2025.

This year, Window 3 (Research and Innovation call) was reconsidered and reshaped into **an award**, a competition for significant completed contributions to quality assurance practice and theory. The funding scheme for Innovation and Research supports INQAAHE members on a competitive basis, promoting the dissemination of knowledge on innovative projects and research that have the potential to enhance quality assurance systems worldwide. The award-winning scheme provides an opportunity for INQAAHE to recognize high quality research and promote the dissemination of the findings to a global audience. Submissions are welcome until March 30, 2025. More information on this call is available in the [official call for submissions](#) which was distributed in late December.

Training Programme on Designing, Implementing, and Issuing Micro credentials with International Quality Criteria

During the first quarter of the year, INQAAHE partnered with [REALCUP](#), the network of Latin American and Caribbean associations of private universities, to develop curriculum on quality assuring micro-credentials and facilitate it as an online course in the Latin American region, as a pilot, during the second half of 2024. The programme is directed by Dr. Ariana De Vincenzi, Dr. Susanna Karakhanyan, and Dr. Anna Prades.

The main objective of the course is to develop a training module aimed at enhancing the Latin American higher education community capacity in development, implementation, and quality assurance of micro-credentials.

The first edition of the programme was offered from September to December 2024. It gathered 72 participants from 46 universities across Latin America. This first edition was facilitated by the following professors: Dr. Ariana De Vincenzi, Dr. Susanna Karakhanyan, Dr. Anna Prades, Dr. Martí Casadesús Fa, Dr. Romita Iucu, and Magister Alexandru CĂRȚIȘ (visiting professor).

The second edition is scheduled from March to May 2025, with 38 expected participants from 29 universities. Facilitators will be the same as in the first edition.

Detailed information about the program, its directors, professors, learning outcomes, and course modalities is available here ([first edition](#)) and here ([second edition](#)).

A comprehensive report is expected to be shared in the first quarter of 2025 by the programme directors.

Online Access to the Journal Quality in Higher Education

INQAAHE partners with Taylor & Francis to provide its members with access to the lead journal in higher education quality assurance – *Quality in Higher Education*. INQAAHE members used to receive hard copies of the [Journal Quality in Higher Education](#) three times per year for more than 10 years. Starting in 2021, INQAAHE negotiated **online access** to the journal for its members. The members need a Taylor & Francis Online account to access the journal.

Capacity Building

Specific consultancy/bespoke training

Early in the year, INQAAHE facilitated a two-day training tailored specifically for Oman's dynamic quality assurance community. In collaboration with Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA) this hands-on training was aimed at preparing for a future external evaluation of this agency against the ISGs. 26 participants joined both sessions. Susanna Karakhanyan led the training on-site with the remote support of Fabrice Hénard.

In this same period of the year, INQAAHE saw the completion of a review project initiated in 2023: Review of New Quality Assurance Modalities in Qatar, commissioned by the Qatar Ministry of Higher Education to assess the quality standards, operational procedures and organization of the NCQAA (in charge of National Qualifications Framework and Accreditation), established in 2022. The review, finalized in spring 2024, included the analysis of tertiary education policies, National Qualification Framework, NQCAA resources, remote and on-site interviews conducted in December of 2023, and mapping of existing mechanisms using ISGs.

During Q1, a bespoke training and workshop on strategic planning and QA was moderated by Susanna Karakhanyan and Fabrice Hénard in Bahrain took place in Bahrain, in collaboration with the Education and Training Quality Authority (BQA). Over 80 professionals from national tertiary education institutions, and Bahrain Quality Authority (BQA) and Higher Education Council (HEC) participated. The training was split between an introductory online session on April 30th and a two-day session on May 25-26 in Manama.



On March 20 and 21, Fabrice Hénard participated in two webinars organized by the Ministry of Higher Education of Morocco and Tunisia, respectively, along with the European Commission - Erasmus + program. These webinars focused on quality and governance. Their theme revolves around an ongoing reform in each country that the UE supports, such as university governance in Morocco, including institutional assessments, and autonomy along with the establishment of a new quality agency in Tunisia. Nearly 200 participants gathered to discuss the new contractualization modality between HEIs, Ministries and QAAs to achieve effective partnership as a lever for transformation.

On October 14th, a meeting was held with the University of Bahrain QA teams, led by Dr. Fay Abdulla Al Khalifa, Director of the QA and Accreditation Center. The brand-new internal QA Manual and the progress made in establishing a decentralized yet centrally coordinated QA system were discussed.



ISG Reviews and Recognition

Provides reference points (ISG, GGP) and organizes external reviews, database for external reviewers and Global EQAP

Register by:

- Promoting and disseminating INQAAHE's International Standards and Guidelines (ISG)
- Designing and conducting external reviews against ISG and elicit its use
- Establishing an independent decision-making body on the ISG
- Paving the way for the setting of a Global Quality Assurance Register (GQAR)

ISG Reviews furthermore aim to signal trustworthiness of EQAP.

International Standards and Guidelines (ISG)

The first quarter of 2024 saw the launch of the ISG procedures with its first alignment. Also, two non-INQAAHE member EQAPs applied for the ISG recognition, marking the growing significance of the ISG reviews in promoting trust and credibility of QA nationally, regionally and globally. An on-demand training on the ISGs was also delivered to interested member agencies, such as the Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA).

In early 2024, INQAAHE launched its first-ever training session designed for external reviewers. These experts, familiarized with the Guidelines of Good Practice (GGPs), play a pivotal role in conducting external evaluations of Quality Assurance Agencies, in accordance with the ISGs. The ISG Review aims to confer international recognition upon agencies, actively propel their continuous improvement, and trigger their transformative impact on Tertiary Education, adaptable to any context in which agencies operate.

In 2023, INQAAHE signed a Memorandum of Understanding with the [Red Iberoamericana para el Aseguramiento de la Calidad en la Educación Superior \(RIACES\)](#), the Ibero-American Network for Quality Assurance in Higher Education, which comprises 37 accrediting agencies from 18 countries in Central America, Latin America, the Caribbean, and Europe, along with 8 regional and international organizations, including UNESCO. During 2024, this agreement facilitated the alignment of RIACES's best practice guidelines with INQAAHE's international standards through recognition of previous evaluations and joint assessments. This pathway is currently being revised to ensure complete alignment between RIACES' standards and INQAAHE's ISGs.

One of the new initiatives launched by Recognition Committee, the committee that oversees all alignment requests and procedures, as per the INQAAHE Strategic Plan 2023-2027, was the development of a methodology for establishing and operationalizing of an Independent Decision-Making Body (IDMB) for the INQAAHE ISG review procedures. A stakeholder consultation prior to the finalization and submission to the INQAAHE Board for approval was conducted in April. 7 focus groups with participation of 55 stakeholders which included QA regional networks, TE though leaders, QA bodies, INQAAHE GGP/ISG reviewers, refined the IDMB charter aimed to operationalise that body. The refined IDMB model underwent another round of stakeholder consultation with university associations, student unions and UNESCO prior to finalization and submission for a legal review. Based on the feedback provided during the stakeholder consultation, there was a proposal that this body should be named council, Global Council for Recognition (GCR), and should not overlap with INQAAHE 's mission. Qualifications and competencies of the council members needed to be explored,



**International
Standards & Guidelines**

The International Standards and Guidelines (ISGs) are global standards designed to enhance External Quality Assurance Providers (EQAPs) and ensure the quality of services they provide to Tertiary Education Institutions and Programs. These standards help promote the relevance, trust, and credibility of quality assurance measures and facilitate the recognition of qualifications regionally and globally.

The transition from the Guidelines of Good Practice (GGPs), in operation since the mid-2000, to ISGs was necessary to adapt to significant changes in Tertiary Education (TE) and Quality Assurance (QA), such as the need for a common language in QA and the increasing diversity of the TE sector. ISGs are flexible to accommodate various EQAPs and address unique needs, including digital education and cross-border QA. Overall, ISGs serve as crucial reference points for continuous quality improvement in tertiary education.

INQAAHE offers three pathways for alignment:

1. **Recognition**, full review by INQAAHE external reviewer panel.
2. **Recognition of Prior Review**, alignment with ISGs based on an external review conducted by another reputable organization.
3. **Joint Recognition Review**, review conducted by INQAAHE with a reputable organization.

[Know more about the International Standards & Guidelines.](#)

ISG Reviews and Recognition

Alignment procedures concluded in 2024:

GGP Alignments

· Office for National Education Standards and Quality Assessment (ONESQA), Thailand. Alignment valid until December 2029.

ISG Alignments

· Taiwan Assessment and Evaluation Association (TWAEA), Taiwan (ROC). Alignment valid until August 2029.
· Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá (CONEAUPA), Panama. Alignment valid until June 2027.

[Check the current database of aligned agencies.](#)

along with its composition and the election process. During Q4 a specific Election Committee was established and held two meetings to examine and fine-tune the selection criteria for the members of the IDBM.

Contribution to the Body of Knowledge¹

Aims to promote research and evidence-based analysis on quality assurance. It provides opportunities for members to engage in scholarly work for the benefit of the community as a whole and to meet their own needs. Done through:

- Publishing the second edition of the Global Study on Trends in EQA and IQA
- Promoting research on QA and quality enhancement on selected themes
- The Funding Scheme for research and innovation
- Promoting the alignment of EQAs and IQAs with qualifications frameworks
- Participation in major international QA events

II Global Study

The II Global Study, launched in 2023, builds on the previous one and revolves around a mixed-method research methodology spanning over three years, to be published end of 2025. The study is carried out by engaging around 80 experts from seven parts of the globe - Africa, Arab States, Asia-Pacific, Eastern Europe, Latin America and Caribbean, North America, and Western Europe - represented by regional QA networks, QA bodies, international organizations (e.g., UNESCO) and tertiary education institutions. The scope of the study captures QA developments, trends, and challenges from perspectives of *efficiency, relevance, and transformative power of QA*. The data collection process is facilitated by the INQAAHE Secretariat and AQU Catalunya.

Throughout 2024, baseline data collection, two multi-lingual surveys addressing both external QA bodies and TE institutions were completed, followed by focus group discussions, and, in some regions complemented by case studies. In total, around 240 QA bodies and 1,000 TEIs participated in the surveys and 277 participants from 82 countries participated in 34 focus group discussions carried out with QA bodies and TEIs - making the study one of its kind, covering the whole globe both from external and internal QA perspectives.

During the year, INQAAHE participated in some events to promote the study. To name a few, the Chief Executive Officer met with members of the Arab States group in Egypt in early January, and by mid-2024, the Network had a session with Francophone quality assurance agencies and higher education institutions to reflect, analyse and discuss the initial results of the surveys.

The *II Global Trends in Tertiary Education Quality Assurance: Internal and External QA*, is to be published by Brill|Sense by the end of 2025. The book will be made available as an open source to the global quality assurance and tertiary education community at large due to the generous contribution of the INQAAHE.



The Global Study is one of the INQAAHE flagship projects, which endeavours to join efforts with key stakeholders in global TE - regional QA associations, university networks, thought leaders in tertiary education - to dive deeper into the trends and challenges of external and internal quality assurance, while also trying to identify areas to tap in for further improvement.

Launched by UNESCO as a series of cyclical scoping studies on external quality assurance, INQAAHE inherited this tradition in 2018 by turning it into the *Global Trends in Tertiary Education Quality Assurance: Internal and External QA*. INQAAHE has committed to deliver the Global Trends on a cyclical basis and by closely collaborating with regional QA networks, university associations and lead tertiary education experts.

The I Global Study, [published in 2020 by Brill|Sense](#), proved to set firm grounds for understanding trends, challenges, identifying opportunities, hence building an empirical historical base for quality assurance in tertiary education globally and benefiting education communities. The success of the Global Study has proven to benefit the global community of tertiary education policymakers, international organizations, tertiary education leaders, quality assurance professionals, students and faculty and tertiary education community at large. One of the key benefits is the resultant recommendations of the study, that feed into prospective investments for each and every region.

Know more about this study by [watching this video](#).

¹ Other projects developed by INQAAHE which contribute to the body of knowledge have been presented under the *Capacity Building* section.

Financial Statements

General Information

These financial statements include all transactions and balances for the financial year 2024, from January 1 until December 31, following the accrual accounting method.

Following with the obligations that emerged in 2022 after INQAAHE established a delegation of the Network in Spain, since then, two different accounting systems were used: one for INQAAHE New Zealand (in USD) and another for INQAAHE Spain (in EUR). For reporting purposes and to be as transparent as possible with the real situation of INQAAHE at an accounting level, figures of both accounting systems have been merged and are commented in this report.

Statement of Financial Position

As of December 31, 2024:

	2024	2023	2022
Bank Accounts	621,240	706,397	758,770
Accounts Receivable	31,255	31,327	42,968
Other Current Assets	-	19	25
Fixed Assets	6,972	1,668	2,338
ASSETS	\$ 659,467	\$ 739,412	\$ 804,101
Accounts Payable	1,500	25,752	27,569
Spanish Personnel commitments	6,352	6,374	5,980
Grant Agreement Commitments	11,024	29,500	23,500
LIABILITIES	\$ 18,876	\$ 61,626	\$ 57,049
Net Assets	906,688	843,316	688,196
Retained Earnings	(218,409)	(98,878)	(92)
Net Revenue	(47,687)	(66,652)	58,948
EQUITY	\$ 640,592	\$ 677,786	\$ 747,052
LIABILITIES AND EQUITY	\$ 651,583	\$ 739,412	\$ 804,101

INQAAHE' Statement of Financial Position is broken down into three main categories: assets, liabilities and equity.

- **Assets:** which include the different bank accounts INQAAHE has, accounts receivables, and current and fixed assets.
- **Liabilities:** which include accounts payable, commitments related to INQAAHE Spain staff, and other current liabilities (directly linked to the Funding Scheme grants).
- **Equity:** based on the difference between liabilities and assets of the Network.

The detailed Financial Position of the Network is as follows:

Financial Statements

	2024	2023	2022
ASSETS			
Current Assets			
Bank Accounts			
Cash on hand - EUR	6	-	-
Credit card - EUR	(28)	-	-
Checking - EUR	5,982	13,032	53,804
Checking - USD	615,354	693,311	704,934
Related entities	(173)	55	32
Stripe	100	-	-
Total Bank Accounts	\$ 621,240	\$ 706,397	\$ 758,770
Accounts Receivable			
Accounts Receivable (A/R)	46,926	54,593	52,154
Less Doubtful Accounts	(15,672)	(23,266)	(9,186)
Total Accounts Receivable (A/R)	\$ 31,255	\$ 31,327	\$ 42,968
Total Accounts Receivable	\$ 31,255	\$ 31,327	\$ 42,968
Other Current Assets			
Due from Agency	-	19	25
Total Other Current Assets	-	\$ 19	\$ 25
Total Current Assets	\$ 652,495	\$ 737,743	\$ 801,762
Fixed Assets			
Accumulated Depreciation	(2,236)	(1,800)	(1,067)
Accumulated Depreciation (IA)	(21,722)	(21,072)	(21,072)
Computer Hardware	3,358	3,468	3,406
Computer Software	27,572	21,072	21,072
Total Fixed Assets	\$ 6,972	\$ 1,668	\$ 2,338
TOTAL ASSETS	\$ 659,467	\$ 739,412	\$ 804,101
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable (A/P)	1,500	25,752	27,569
Total Accounts Payable	\$ 1,500	\$ 25,752	\$ 27,569
Other Current Liabilities			
Spanish Personnel commitments	6,352	6,374	5,980
Total Spanish Personnel commitments	\$ 6,352	\$ 6,374	\$ 5,980
Grant Agreement Commitments			
Capacity Building Grants	6,024	22,000	6,000
Research and Innovation Grants	5,000	7,500	17,500
Total Grant Agreement Commitments	\$ 11,024	\$ 29,500	\$ 23,500
Total Other Current Liabilities	\$ 17,376	\$ 29,500	\$ 23,500
Total Current Liabilities	\$ 18,876	\$ 61,626	\$ 57,049
Total Liabilities	\$ 18,876	\$ 61,626	\$ 57,049
Equity			
Net Assets	906,688	843,316	688,196
Retained Earnings	(218,409)	(98,878)	(92)
Net Revenue	(47,687)	(66,652)	58,948
Total Equity	\$ 640,592	\$ 677,786	\$ 747,052
TOTAL LIABILITIES AND EQUITY	\$ 651,583	\$ 739,412	\$ 804,101

Financial Statements

Statement of Activity

From January to December 2024:

	2024	2023	2022
Membership fees	256,810	234,648	266,816
Alignments	66,800	52,250	50,250
Grants and Consultations	80,100	15,600	42,990
Events	24,959	15,758	15,187
Sponsorships	18,000	-	14,000
Other Revenue	232	1,113	75
TOTAL REVENUE	\$ 446,901	\$ 319,369	\$ 389,318
Employee Compensation and Benefits	273,869	211,425	73,699
Funding Scheme Grant Expenses - Commitments	(6,970)	13,000	17,846
Professional Fees	115,530	52,098	82,427
Office/General Administrative Expenditures	25,094	22,633	19,070
Event related Expenditures	4,000	7,500	10
Board & Committee related Expenditures	29,196	17,393	13,472
Travel and Entertainment - General	2,351	1,865	-
Total Other Expenses	38,649	63,478	123,845
TOTAL EXPENDITURES	\$ 481,717	\$ 389,393	\$ 330,370
Total other expenditures	12,870	(3,373)	0
Net Operating Revenue	(47,687)	(66,652)	58,948
RESULT	\$ (47,687)	\$ (66,652)	\$ 58,948

INQAAHE' Statement of Activity is broken down into two main categories: revenue and expenditures.

- **Revenue:** which includes the different sources of revenue for the Network: membership fees mainly, ISG/GGP alignment procedures, fees received from grants, consultations and projects, income generated by events, sponsorships and other.
- **Expenditures:** which include expenses related to employees, Funding Scheme grants and scholarships, fees from external professionals that support the general operations of the Network, office and event related expenditures, expenses directly linked to INQAAHE's Board and travel, and other which includes expenses related to bad debt, bank charges, mainly.

The detailed Activity of the Network is as follows:

Financial Statements

	2024	2023	2022
REVENUE			
Membership fees	243,854	225,918	179,624
LIC/LDC annual membership fee	5,856	4,230	3,799
Regularised fees	-	-	79,093
Review fees	7,100	4,500	4,300
Total Membership fees	\$ 256,810	\$ 234,648	\$ 266,816
Alignments			
ISG Joint Recognition Review pathway	15,500	-	-
ISG Recognition of Prior Review pathway	3,800	-	-
ISG Recognition pathway	47,500	15,500	-
GGP Recognition	-	3,000	9,000
GGP Review	-	33,750	41,250
Total Alignments	\$ 66,800	\$ 52,250	\$ 50,250
Grants and Consultations	23,400	15,600	42,990
Microcredentials project	59,150	-	-
Sponsored registration fees	(2,450)	-	-
Total Grants and Consultations	\$ 80,100	\$ 15,600	\$ 42,990
Events			
Annual Forum	10,126	14,117	13,447
Training, courses, webinars	14,834	1,641	1,740
Total Events	\$ 24,959	\$ 15,758	\$ 15,187
Sponsorships			
Events	10,000	-	14,000
Projects	8,000	-	-
Total Sponsorships	\$ 18,000	-	\$ 14,000
Other Revenue	-	730	-
Financial Income	218	342	75
Publications	14	40	-
Total Other Revenue	\$ 232	\$ 1,113	\$ 75
TOTAL REVENUE	\$ 446,901	\$ 319,369	\$ 389,318

Financial Statements

	2024	2023	2022
EXPENDITURES			
Employee Compensation and Benefits			
Salaries	267,818	211,425	73,699
Intern support	6,051	-	-
Total Employee Compensation and Benefits	\$ 273,869	\$ 211,425	\$ 73,699
Funding Scheme Grant Expenses - Commitments			
Capacity Building	(4,470)	18,000	10,000
QA Programme	-	-	2,846
Research and Innovation	(2,500)	(5,000)	5,000
Total Funding Scheme Grant Expenses - Commitments	\$ (6,970)	\$ 13,000	\$ 17,846
Professional Fees			
Accounting Services	328	750	675
AQU Catalunya staff support	(158)	11,516	3,600
Assessing Agency Alignment (GGP)	7,500	15,000	24,500
Assessing Agency Alignment (ISG)	7,757	-	-
Audit related	-	8,155	-
IT programming and support	158	-	627
Journal "Quality in Higher Education"	6,579	6,223	5,405
Legal & Professional Services	13,872	5,483	4,569
Project related Fees	76,250	-	33,300
Other Professional Expenses	-	1,135	494
Secretariat costs (including travel)	3,244	3,838	9,257
Total Professional Fees	\$ 115,530	\$ 52,098	\$ 82,427
Office/General Administrative Expenditures			
Facility (through AQU)	18,201	18,236	16,542
Job Supplies	108	-	-
Office Supplies & Software	2,964	4,195	2,137
Printing	202	202	210
Other Business Expenses	-	-	181
Software purchases			
Mailchimp	546	-	-
Quickbooks	972	-	-
Secured Voting	50	-	-
Zoho	880	-	-
Zoom	10	-	-
Total Software purchases	\$ 2,458	-	-
Web Design and Hosting	1,161	-	-
Total Office/General Administrative Expenditures	\$ 25,094	\$ 22,633	\$ 19,070
Event related Expenditures			
Event scholarships	4,000	7,500	-
Promotional material	-	-	10
Total Event related Expenditures	\$ 4,000	\$ 7,500	\$ 10
Board & Committee related Expenditures			
Board Reimbursements	(70)	-	972
Board Travel expenses	29,266	17,393	12,500
Total Board & Committee related Expenditures	\$ 29,196	\$ 17,393	\$ 13,472
Travel and Entertainment - General			
Travel	2,351	1,865	-
Total Travel and Entertainment - General	\$ 2,351	\$ 1,865	-
Other Expenses			
Bad Debts	24,015	48,489	110,603
Bank Charges & Fees	13,515	14,262	12,530
Depreciation/Amortization	1,120	727	712
Reconciliation Discrepancies	-	0.3	-
Total Other Expenses	\$ 38,649	\$ 63,478	\$ 123,845
TOTAL EXPENDITURES	\$ 481,717	\$ 389,393	\$ 330,370
Other expenditures			
Gain/loss on exchange rate	\$ 12,870	(3,373)	-
Total other expenditures	\$ 12,870	\$ (3,373)	-
Net Operating Revenue	(47,687)	(66,652)	\$ 58,948
RESULT	\$ (47,687)	\$ (66,652)	\$ 58,948

Financial Statements

Notes to the Financial Statements

Result – Net Loss/Surplus for Reporting Period

The consolidated result for the year 2024, considering the profit of INQAAHE New Zealand (93,148.37 USD) and the loss of INQAAHE Spain (140,835.17 USD), amounts to **47,686.80 USD negative**.

Expenses, in general, increased if compared to 2023 mainly because of the increase in professional fees and Board travel expenses. Revenue, also increased from last year with the most significant advancement coming from grants and consultations and projects developed during the year.

Equity

The period ends with an equity of **640,591.62 USD**.

Bank Accounts

Compared to 2023, INQAAHE's overall bank accounts have decreased by 12%. Still, the Network is in a good financial situation.

As a reminder, INQAAHE operates in USD and the Secretariat currently manages two different bank accounts, both established in Spain: one of them in US dollars (main one) and another one in Euros (secondary). To differentiate New Zealander and Spanish activities and bank movements, INQAAHE New Zealand operates in USD and INQAAHE Spain does so in EUR. For consolidation purposes, EUR results have been converted to USD following the official exchange rate of the Bank of Spain as published in the Spanish State Official Newsletter ([Boletín Oficial del Estado, BOE](#)).

Account Receivables

Receivables amounted to **31,254.73 USD**, less than in 2023 and 2022. This decreasing trend is due to the on-going work done by the Secretariat to collect outstanding membership fees.

Fixed Assets and Depreciation

The depreciation of fixed assets is calculated using the straight-line method over their estimated useful lives of the assets concerned, based on the actual decline in value caused by wear and tear, being the period of time four years after the assets are brought into operation. The amount allocated for depreciation was registered on December 31, 2024.

Liabilities

In 2024, liabilities, **18,875.70 USD**, were divided between Funding Scheme grants (Capacity Building and Research and Innovation provisioned for the following year, 11,023.61 USD), accounts payable (1,500 USD), and Spanish personnel commitments which refer to economic obligations to the Spanish Authorities because of the staff employed to run the delegation (6,352.09 USD).

Total Revenue

INQAAHE sources of income are currently classified into six categories: membership fees (annual and review fees), alignments (both GGP and ISG), grants and consultations (external projects), Network events (including training courses and webinars as well as income perceived from the annual forum or conference), sponsorships (of INQAAHE events and the quarterly newsletter) and other (mainly related to the favourable balance of international bank transfers and royalties of publications).

The total 2024 revenue amounts to **446,900.76 USD**, 39.9% higher than the revenue perceived in the previous year. All revenue sources increased if compared with 2023, except from *other revenue*. The main escalation was done by the grants and consultation (projects) line.

Membership Fees

Compared to 2023, in 2024 income from membership fees increased by 9.4% mainly due to the membership fee increase approved in 2023 and implemented from January 2024. The reported total membership fees of **256,809.85**

Financial Statements

USD include annual membership fees (along with fees from LDC/LIC countries) for the reporting year, as well as review fees (charged to potential members that apply for an INQAAHE membership).

Grants and Consultations

In 2024, INQAAHE implemented a new program: the micro-credentials course. Registration fees for the first edition of the course and part of the registrations for the second edition were accounted for during the year. Even though some participants were offered discounts, the overall revenue generated by this source amounts to **80,100.00 USD**, which also includes revenue from completed projects (mainly the second instalment of a project initiated in 2023 in Qatar).

Contributions from Events

INQAAHE events include both the annual Forum or Conference, as well as any in-demand training or course provided by INQAAHE experts or publicly available on INQAAHE's Online Training Center up until 2024. Revenue from INQAAHE Forum 2024 amounted to 10,125.66 USD, lower than the one collected for INQAAHE Conference 2023. Income from other training amounted to 14,833.58 USD. In total, in 2024 income from events, **24,959.24 USD**, was 58.4% higher than in 2023.

Sponsorships

Two sponsorships, **18,000.00 USD**, from the same company, one to contribute to the annual forum and another to fund participant registration for the micro-credentials course, were accounted for during the year.

GGP and ISG Alignments

Income collected from GGP and ISG alignments in 2024, **66,800.00 USD**, originated from six different member agencies seeking alignment, four of them through the ISG Review pathway, and one through the ISG Recognition of Prior Review and the Joint Recognition Review pathway.

Total Expenditures

INQAAHE sources of expenses are currently classified into eight categories: employee compensation and benefits (salaries), Funding Scheme grants (commitments to transfer grants associated with this funding programme), professional fees (companies and experts that help us with our initiatives and activities), office/administrative (general expenses related to the daily activity of the Network and its facilitation), event related (which includes any expense directly derived from holding events), Board/Committee related (which details any amount transferred to Board Directors for their involvement in the Network, basically related to their participation in INQAAHE annual events and their corresponding Board Meetings, as specified in our Financial Policy), travel related (a specific line to keep track of CEO-related traveling), and other (including accounting related expenses such as depreciation, bad debts and bank charges among others).

2024's general expenditures add up to **481,717.17 USD**, 23.7% more than the total expenditures accounted for in 2023. Employee compensation and benefits (salaries, 273,868.67 USD) and professional fees (mainly derived from project related fees and legal services, 115,529.61 USD) are the highest expenditure categories.

Employee Compensation and Benefits

Salaries, **273,868.67 USD**, represent slightly more than half, 56.9%, of all the expenditures of the Network for 2024. This line experienced a 29.5% increase from 2023 mainly due to unbudgeted intern costs (6,050.80 USD), exchange rate fluctuations (all salaries are originated in EUR), and a slight seniority-based increased to one staff member in line with Spanish law regulations.

Funding Scheme Grants

During 2024, uncompleted Capacity Building and Research and Innovation projects from past editions (2016-2017, 2018-2019, 2019-2020 and 2021-2022) were cleared from INQAAHE's books. The obligation to transfer a full Capacity Building grant of 7,529.52 USD (the one corresponding to the 2023-2024 edition) and a Research and Innovation obligation, 2,500 USD, corresponding to the 2023-2024 edition, were accounted for during the year. The figure for this line is **negative (6,970.48 USD)**.

Financial Statements

AQU Catalunya Staff Support

AQU Catalunya, host of INQAAHE Secretariat from 2014 until January 2022, renewed its agreement with INQAAHE in which the agency supports the Network with the establishment of the delegation in Spain. This support comes in the form of tasks that need to be outsourced such as IT, accounting, or legal services. This line compiles these tasks that in 2023 added to **158.13 USD negative** because of invoice compensation from services rendered during 2023.

Secretariat Costs (including travel)

This line reflects expenses related to traveling arrangements for INQAAHE staff (including intern). In 2024, these expenses (**3,243.70 USD**) consisted of staff attendance and participation in the INQAAHE Forum 2024 in Bucharest, Romania.

Journal

As a benefit to our members, INQAAHE provides annual online access to the Quality in Higher Education Journal. The cost of the Journal varies from year to year, depending on the number of INQAAHE members who are granted access to it and the exact currency exchange between GBP and USD (invoices are issued in British Pounds). For 2024, the expense was of **6,579.33 USD**.

Expenses from Board Directors and Committees

The expenses executed in 2024 consist of the compensation of fourteen Board Directors for their attendance to INQAAHE Forum 2024 held in Bucharest, as well as funding requested by Board Directors to attend international events in representation of the Board. This adds up to **29,265.86 USD**. As per [INQAAHE's Financial Policy](#), when an INQAAHE Board Director attends, in its entirety, the meetings of the INQAAHE Board of Directors held before and after INQAAHE events, the members' agencies are provided with 1,000 USD to be used toward partial reimbursement of travel-related costs to attend the meeting. In addition, each Board Director in attendance will receive a 500 USD personal honorarium.

Bank Charges

Banking expenses executed in 2024 were **13,515.00 USD**, 5.2% lower than in 2023. These costs include wire transfers, currency exchange rates and POS fees, mainly. They vary depending on the amount paid and/or received and the conditions of every bank that operates with INQAAHE's. These charges are historically high since the Network merely operates with international institutions.

Connect with INQAAHE

Bulletin

The [Bulletin](#) functions as INQAAHE's newsletter. The purpose is not only to inform about latest developments of the Network, like new members, calls, results, etc., but also share information from members among them. Most of the content of the bulletin consists of contributions from members about their own activities.

Quarterly Communiqué

This [quarterly Communiqué](#) is only about the operation of INQAAHE, the activities carried out by the different working groups in the Board in a deeper, technical way; the upcoming projects, etc. The purpose of this communication is to provide an added measure of transparency and accountability to the membership.

Based on a Communication Committee initiative, in Q3 2023, both publications underwent a design update to better align its content with the [Strategic Plan 2023-2027](#) pillars and goals.

Social Media

[LINKEDIN](#)



[TWITTER](#)



[YOUTUBE](#)



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Members

Table 7: INQAAHE members in 2024

ORGANISATION/INDIVIDUAL	MEMBERSHIP	COUNTRY/ REGION
ABET	GGP Aligned	United States
Academic Quality Agency for New Zealand Universities AQA	GGP Aligned	New Zealand
Agency for Quality Assurance in the Catalan University System AQU Catalunya	GGP Aligned	Spain
Aragon Agency for Quality Assurance and Strategic Foresight ACPUA	GGP Aligned	Spain
Commission d'Évaluation de l'Enseignement Collégial CEEC	GGP Aligned	Canada
Commission for Academic Accreditation CAA	GGP Aligned	United Arab Emirates
Consejo Nacional de Educación CNED	GGP Aligned	Chile
Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá CONEAUPA	ISG Aligned	Panama
Higher Education Evaluation and Accreditation Council of Taiwan HEEACT	GGP Aligned	Chinese Taipei
Hong Kong Council for Accreditation of Academic and Vocational Qualifications HKCAAVQ	GGP Aligned	China
Japan University Accreditation Association JUAA	GGP Aligned	Japan
National Accreditation Commission CNA	GGP Aligned	Chile
National Accreditation Council CNA	GGP Aligned	Colombia
National Agency for Accreditation of Higher Education ANEAES	GGP Aligned	Paraguay
National Commission for Evaluation and Accreditation CONEAU	GGP Aligned	Argentina
Ontario College Quality Assurance Service OCQAS	GGP Aligned	Canada
Taiwan Assessment and Evaluation Association TWAEA	ISG Aligned	Chinese Taipei
The Office for National Education Standards and Quality Assessment ONESQA	GGP Aligned	Thailand
Abu Dhabi Department of Education and Knowledge ADEK	Full	United Arab Emirates
Academic Information Centre AIC	Full	Latvia
Accreditation Agency for Study Programs in Health and Social Sciences AHPGS	Full	Germany
Accreditation Agency of Curacao AAC	Full	Netherlands Antilles
Accreditation Commission for Education in Nursing ACEN	Full	United States
Accreditation Council for Administrative, Accounting and related sciences CACECA	Full	Mexico
Accreditation Council for Business Schools and Programs ACBSP	Full	United States
Accreditation Council for Education ACE (LAMDIK)	Full	Indonesia
Accreditation Council for Entrepreneurial and Engaged Universities ACEEU	Full	Netherlands
Accreditation Council for Pharmacy Education ACPE	Full	United States

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Accreditation Council for Practical Abilities ACPA	Full	Japan
Accreditation Council of Trinidad and Tobago ACTT	Full	Trinidad and Tobago
Accreditation in Computing and Computer AC CONAIC	Full	Mexico
Accreditation Organisation of the Netherlands and Flanders NVAO	Full	Netherlands
Accreditation Service for International Schools, Colleges and Universities ASIC	Full	United Kingdom
Accreditation, Certification and Quality Assurance Institute ACQUIN	Full	Germany
Accrediting Agency AcreditAccion AcreditAcción	Full	Chile
Accrediting Agency College of Engineers of Chile S.A. Acredita CI	Full	Chile
Accrediting Agency of Chartered Colleges and Universities of the Philippines AACCUP	Full	Philippines
Accrediting Commission of Career Schools and Colleges ACCSC	Full	United States
ADC Agencia Acreditadora ADC Acreditadora	Full	Chile
Agencia Acreditadora de Chile Acreditadora de Chile	Full	Chile
Agencia Nacional para la Evaluación de la Calidad y Acreditación ANECA	Full	Spain
Agency for accreditation of educational organizations and programmes "Sapattuu bilim" SB	Full	Kyrgyz Republic
Agency for Accreditation of Educational Programs and Organizations AAEPO	Full	Kyrgyz Republic
Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina HEA	Full	Bosnia and Herzegovina
Agency for higher education quality evaluation AEQES	Full	Belgium
Agency for Quality Assurance and Accreditation Austria AQ Austria	Full	Austria
Agency for Quality Assurance in the field of Education EdNet	Full	Kyrgyz Republic
Agency for Quality Assurance in the Galician University System ACSUG	Full	Spain
Agency for Quality Assurance Through Accreditation of Study Programmes AQAS	Full	Germany
Agency for Science and Higher Education ASHE	Full	Croatia
Agency for Scientific and University Quality of Andalusia ACCUA	Full	Spain
Agency for the Quality of the Basque University System Unibasq	Full	Spain
Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik ASIIN e.V.	Full	Germany
American International Accreditation Association of Schools and Colleges AIAASC	Full	United States
ARQA - Agency for Recognition and Quality Assurance in Education ARQA	Full	Kazakhstan
ASEAN University Network – Quality Assurance AUN-QA	Full	Thailand
Association for Evaluation and Accreditation of Nursing Education Programs HEPDAK	Full	Turkey
Association of Evaluation and Accreditation of Health Sciences Programs SABAK	Full	Turkey
Astana Accreditation Agency AAA	Full	Kazakhstan
Autorité nationale d'Assurance Qualité de l'Enseignement supérieur ANAQ-SUP	Full	Senegal
Balearic Agency for Quality Assurance in Higher Education AQUIB	Full	Spain

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Barbados Accreditation Council BAC	Full	Barbados
British Accreditation Council for Independent Further and Higher Education BAC	Full	United Kingdom
Caribbean Accreditation Authority for Education in Medicine and other Health Professions CAAM-HP	Full	Jamaica
Caribbean Evangelical Theological Association CETA	Full	Trinidad and Tobago
Center for Quality Assessment in Higher Education SKVC	Full	Lithuania
Central American Agency for Postgraduate Accreditation ACAP	Full	Honduras
Central Evaluation and Accreditation Agency Hanover ZEvA	Full	Germany
Centre for Education Accreditation, Association of Vietnam Universities and Colleges CEA-AVU&C	Full	Vietnam
Centro Interuniversitario de Desarrollo CINDA	Full	Chile
Certification Association "Russian Register" RR	Full	Russian Federation
China Academic Degrees and Graduate Education Development Center CDGDC	Full	China
Commission on Collegiate Nursing Education CCNE	Full	United States
Council for Accreditation of Counseling & Related Educational Programs CACREP	Full	United States
Council on Higher Education CHE	Full	South Africa
Council on Higher Education CHE	Full	Lesotho
Cyprus Agency of Quality Assurance and Accreditation in Higher Education CYQAA	Full	Cyprus
Distance Education Accrediting Commission DEAC	Full	United States
Education & Training Quality Authority BQA	Full	Bahrain
Education and Training Evaluation Commission/National Centre for Academic Accreditation and Evaluation ETEC/NCAAA	Full	Saudi Arabia
Education and Training Evaluation Commission/The National Center for Training Evaluation ETEC/MASAR	Full	Saudi Arabia
Education Quality Accreditation Agency EQUAA	Full	Peru
Education Quality Assurance Agency TKTA	Full	Azerbaijan
Education Quality Evaluation Agency, Ministry of Education, China EQEA	Full	China
EQAA European Quality Assurance Agency EQAA	Full	Germany
Estonian Quality Agency for Education HAKA	Full	Estonia
Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care ECAQA	Full	Kazakhstan
European Association for Public Administration Accreditation EAPAA	Full	Netherlands
European Council for Theological Education ECTE	Full	Germany
Evaluation Agency Baden-Wuerttemberg EVALAG	Full	Germany
Federation for Self-financing Tertiary Education FSTE	Full	Hongkong, China
Federation of Mexican Private Higher Education Institutions FIMPES	Full	Mexico
Finnish Education Evaluation Centre FINEEC	Full	Finland

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Foundation for International Business Administration Accreditation FIBAA	Full	Germany
Foundation for Knowledge madri+d madri+d	Full	Spain
Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council)	Full	Germany
Grenada National Accreditation Board GNAB	Full	Grenada
Hellenic Quality Assurance and Accreditation Agency HQA	Full	Greece
High Council for the Evaluation of Research and Higher Education HCERES	Full	France
Higher Education Commission Mauritius HEC	Full	Mauritius
Higher Education Planning Evaluation Accreditation and Coordination Council YODAK	Full	Cyprus
Higher Education Quality Council HEQC	Full	Bhutan
Independent Agency for Accreditation and Rating IAAR	Full	Kazakhstan
Independent Agency for Quality Assurance in Education IQAA	Full	Kazakhstan
Independent Institute for Accreditation, Rating and Certification IARC	Full	Kyrgyz Republic
Independent Kazakhstani Center of Accreditation NKCA	Full	Kazakhstan
Indonesian Accreditation Agency for Higher Education in Health LAM-PTKes/IAAHEH	Full	Indonesia
Indonesian Accreditation Agency for Higher Education in Natural and Formal Sciences LAMSAMA	Full	Indonesia
Institute of Accreditation for Economics, Management, Business and Accounting Programs LAMEMBA	Full	Indonesia
Institute of Korean Medicine Education and Evaluation IKMEE	Full	Korea, Rep.
Institute of Quality and Accreditation of Computing, Engineering and Engineering Technology Programs ICACIT	Full	Peru
Institutional Evaluation Programme IEP	Full	Switzerland
Inter Institutional Committees for the Evaluation of Higher Education CIEES	Full	Mexico
International Accreditation Council for Global Development Studies and Research IAC/EADI	Full	Germany
International Board of Certified Trainers IBCT	Full	Netherlands
International Centre of Excellence in Tourism and Hospitality Education THE-ICE	Full	Australia
Japan Institution for Higher Education Evaluation JIHEE	Full	Japan
Jiangsu Agency for Educational Evaluation	Full	China
Korean Accreditation Board for Health and Medical Information Management Education KAHIME	Full	Korea, Rep.
Korean Accreditation Board of Nursing Education KABONE	Full	Korea, Rep.
Korean Council For University College Education KCCE	Full	Korea, Rep.
Korean Council for University Education KCUE	Full	Korea, Rep.
Kosovo Accreditation Agency KAA	Full	Kosovo
LEPL National Center for Educational Quality Enhancement NCEQE	Full	Georgia
Malaysian Qualifications Agency MQA	Full	Malaysia

Annexes

Maldives Qualifications Authority MQA	Full	Maldives
Maritime Provinces Higher Education Commission MPHEC	Full	Canada
Mauritanian Authority for Quality Assurance in Higher Education AMAQES	Full	Mauritania
Mauritius Qualifications Authority MQA	Full	Mauritius
Mexican Council for the Accreditation of Medical Education COMAEM	Full	Mexico
Middle States Commission on Higher Education MSCHE	Full	United States
Montessori Accreditation Council for Teacher Education MACTE	Full	United States
Myanmar Engineering Council MEngC	Full	Myanmar
National Accreditation Agency for Higher Education BAN-PT/NAAHE	Full	Indonesia
National Accreditation Bureau for Higher Education NAB	Full	Czech Republic
National Agency for Higher Education Quality Assurance NAQA	Full	Ukraine
National Architectural Accrediting Board NAAB	Full	United States
National Assessment and Accreditation Council NAAC	Full	India
National Authority for Quality Assurance and Accreditation of Education NAQAAE	Full	Egypt, Arab Rep.
National Bureau for Academic Accreditation and Education Quality Assurance NBAQ	Full	Kuwait
National Center for Professional Education Quality Assurance ANQA	Full	Armenia
National Center for Quality Assurance and Accreditation of Educational & Training Institutions NCQAAETIs	Full	Libya
National Centre for Public Accreditation NCPA	Full	Russian Federation
National Commission on Orthotic and Prosthetic Education NCOPE	Full	United States
National Council for Higher Education NCHE	Full	Namibia
National Entity for Accreditation and Quality Assurance in Higher Education NEAQA	Full	Serbia
National Institution for Academic Degrees and Quality Enhancement of Higher Education NIAD-QE	Full	Japan
National System of Evaluation, Accreditation and Certification of Educational Quality SINEACE	Full	Peru
Network of Schools of Public Policy, Affairs, and Administration NASPAA	Full	United States
New Zealand Qualifications Authority NZQA	Full	New Zealand
Norwegian Agency for Quality Assurance in Education NOKUT	Full	Norway
Office for Students OfS	Full	United Kingdom
Ontario Universities Council on Quality Assurance The Quality Council	Full	Canada
Philippine Accrediting Association of Schools Colleges and Universities PAASCU	Full	Philippines
Philippine Association of Colleges and Universities Commission on Accreditation PACUCOA	Full	Philippines
Postsecondary Education Quality Assessment Board Ministry of Training Colleges PEQAB	Full	Canada

Annexes

Public Foundation Independent Accreditation Agency “BILIM-STANDART” BS	Full	Kyrgyz Republic
Quality and Qualifications Ireland QQI	Full	Ireland
Quality Assurance Agency for Higher Education of Andorra AQUA	Full	Andorra
Quality Assurance Agency in Higher Education ASCAL	Full	Albania
Quality Assurance and Accreditation Council of the University Grants Commission	Full	Sri Lanka
QUALITY ASSURANCE AUTHORITY QAA	Full	Mauritius
Quality Matters QM	Full	United States
Samoa Qualifications Authority SQA	Full	Samoa
Seychelles Qualifications Authority SQA	Full	Seychelles
Shanghai Education Evaluation Institute SEEI	Full	China
Sistema Nacional de Acreditación de la Educación Superior SINAES	Full	Costa Rica
Slovak Accreditation Agency for Higher Education SAAHE	Full	Slovak Republic
Slovenian Quality Assurance Agency SQAA NAKVIS	Full	Slovenia
SNRO	Full	Netherlands
Southern Association of Colleges and Schools Commission on Colleges SACSCOC	Full	United States
Sultanate of Oman Authority for Academic Accreditation and Quality Assurance of Education OAAAQA	Full	Oman
Swedish Higher Education Authority UKÁ	Full	Sweden
Swiss Agency of Accreditation and Quality Assurance AAQ	Full	Switzerland
Tertiary Education Quality and Standards Agency TEQSA	Full	Australia
Thang Long Centre for Education Accreditation CEA-THANGLONG	Full	Vietnam
The Agency for Higher Education of the Republic of Srpska AHRS	Full	Bosnia and Herzegovina
The Council for Higher Education CHE	Full	Israel
The Danish Accreditation Institution AKKR	Full	Denmark
The Higher Learning Commission/North Central Association of Colleges and Schools HLC/NCA	Full	United States
The Mongolian National Council for Education Accreditation MNCEA	Full	Mongolia
The National Accreditation and Equivalency Council of The Bahamas NAECOB	Full	The Bahamas
The National Accreditation Council - Guyana NAC	Full	Guyana
The National Council for Accreditation of Education Group Colleges Programs NCAECP	Full	Iraq
The Polish Accreditation Committee PKA	Full	Poland
The Quality Assurance Agency for Higher Education QAA	Full	United Kingdom
The Romanian Agency for Quality Assurance in Higher Education ARACIS	Full	Romania
The University Council of Jamaica UCJ	Full	Jamaica
Tonga National Qualifications and Accreditation Board TNQAB	Full	Tonga
Transnational Association of Christian Colleges and Schools TRACS	Full	United States

Annexes

Tunisian Agency for Evaluation and Accreditation in Higher Education and Scientific Research ATEA	Full	Tunisia
Turkish Higher Education Quality Council THEQC	Full	Turkey
Universities New Zealand-Te Pokai Tara	Full	New Zealand
University Grants Commission UGC Nepal	Full	Nepal
University Grants Committee HK UGC	Full	Hongkong, China
University Quality Assurance International Board UQAIB	Full	United Arab Emirates
Valencian Agency for Assessment and Forecasting AVAP	Full	Spain
Vietnam Education Quality Management Agency formerly General Department of Education Testing and Accreditation (GDETA) VQA	Full	Vietnam
VNU Center for Education Accreditation VNU-CEA	Full	Vietnam
VNU-HCM Center for Education Accreditation VNU-HCM CEA	Full	Vietnam
Aga Khan University AKU	Associate	Kenya
AMERICAN INTERNATIONAL UNIVERSITY AIUB	Associate	Bangladesh
Andres Bello University UNAB	Associate	Chile
An-Najah National University ANNU	Associate	Palestinian Authority
Applied Science University ASU	Associate	Bahrain
Arab Open University - Lebanon AOU	Associate	Lebanon
Bahauddin Zakariya University BZU	Associate	Pakistan
BAHCESEHIR CYPRUS UNIVERSITY BAU Cyprus	Associate	Cyprus
Bahria University BU	Associate	Pakistan
Board of Quality Standards BQS	Associate	Benin
Bolan University of Medical & Health Sciences BUMHS	Associate	Pakistan
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY	Associate	Pakistan
Center for Educational Testing and Quality Assessment	Associate	Vietnam
Center for Standardization and Quality Assurance in Education SQAE	Associate	Uzbekistan
Cipriani College of Labour and Co-operative Studies CCLCS	Associate	Trinidad and Tobago
City University of Science and Information Technology CUSIT	Associate	Pakistan
COLLEGIUM HUMANUM - Warsaw Management University CH	Associate	Poland
Commonwealth of Learning COL	Associate	Canada
Council of Private University Presidents CRUP	Associate	Argentina
Daffodil International University DIU	Associate	Bangladesh
Dubai Police Academy	Associate	United Arab Emirates
ECCTIS	Associate	United Kingdom
Education and Youth Development Bureau DSEDJ	Associate	Macao, China

Annexes

Education, Culture, and Employment ECE	Associate	Canada
Euclid University EUCLID	Associate	Central African Republic
Fatima Jinnah Women University FJWU	Associate	Pakistan
Final International University FIU	Associate	Cyprus
Forman Christian College (A Chartered University) FCCU	Associate	Pakistan
FOUNDATION UNIVERSITY ISLAMABAD FUI	Associate	Pakistan
GIFT University, Gujranwala GIFT	Associate	Pakistan
GIK Institute of Engineering sciences and technology GIKI	Associate	Pakistan
Government College Women University Faisalabad GCWUF	Associate	Pakistan
HAZARA UNIVERSITY, MANSEHRA HU	Associate	Pakistan
Higher Colleges of Technology HCT	Associate	United Arab Emirates
Holy Spirit University of Kaslik USEK	Associate	Lebanon
Hong Kong Police College, Hong Kong Police Force HKPC, HKPF	Associate	Hongkong, China
Horizon College of Business and Technology (Horizon Campus) HCBT	Associate	Sri Lanka
Humber College Institute of Applied Technology and Advanced Learning	Associate	Canada
IBADAT International University Islamabad IIUI	Associate	Pakistan
Indus University IU	Associate	Pakistan
Institute of Business Management IoBM	Associate	Pakistan
Institute of Management Sciences IMSciences	Associate	Pakistan
International Confederation of Higher Education ICHE	Associate	Austria
International European University IEU	Associate	Ukraine
International Open University IOU	Associate	Gambia, The
Iqra University IU	Associate	Pakistan
Jinnah University for Women JUW	Associate	Pakistan
Kesmonds International University KIU America	Associate	Cameroon
Khwaja Fareed University of Engineering & Information Technology KFUEIT	Associate	Pakistan
Kingston Academy Accreditation Council KAAC	Associate	United Kingdom
Lahore School of Economics LSE	Associate	Pakistan
Lahore University of Management Sciences LUMS	Associate	Pakistan
Livingstone International University of Tourism Excellence & Business Management LIUTEBM University	Associate	Zambia
LOGOS UNIVERSITY INTERNATIONAL, UNILOGOS LUI	Associate	United States
Macao Polytechnic University MPU	Associate	Macao, China
Midlands State University MSU	Associate	Zimbabwe
Mirpur University of Science and Technology, Mirpur MUST	Associate	Pakistan
National University of Computer & Emerging Sciences FAST-NU	Associate	Pakistan

Annexes

National University of Sciences & Technology NUST	Associate	Pakistan
National University of Technology NUTECH	Associate	Pakistan
NED University of Engineering and Technology	Associate	Pakistan
Nghe An university of Economics	Associate	Vietnam
Pak-Austria Fachhochschule Institute of Applied Sciences and Technology PAF-IASAT	Associate	Pakistan
Peoples' Friendship University of Russia RUDN	Associate	Russian Federation
Preston Institute of Management Science and Technology Karachi PIMSAT	Associate	Pakistan
PSB University PSBU	Associate	Cambodia
Rabdan Academy	Associate	United Arab Emirates
Ramanand Arya D.A.V. College RADAV	Associate	India
Rawalpindi Women University RWU	Associate	Pakistan
Riphah International University	Associate	Pakistan
Royal College of Surgeons in Ireland - Medical University of Bahrain RCSI Bahrain	Associate	Bahrain
SAIGON CENTRE FOR EDUCATIONAL QUALITY ACCREDITATION CEA SAIGON	Associate	Vietnam
shah abdul latif university khairpur sindh,Pakistan salu	Associate	Pakistan
Southeast Asian Ministers of Education Organization - Regional Training Center SEAMEO - RETRAC	Associate	Vietnam
St. Mary's University SMU	Associate	Ethiopia
The European Council of Leading Business Schools ECLBS	Associate	Latvia
The Maldives National University MNU	Associate	Maldives
The National Committee for Qualifications and Academic Accreditation NCQAA	Associate	Qatar
The University of the West Indies UWI	Associate	Barbados
Tung Wah College TWC	Associate	Hongkong, China
Université des Mascareignes UdM	Associate	Mauritius
University of Bahrain UoB	Associate	Bahrain
University of Global Health Equity UGHE	Associate	Rwanda
University of Namibia UNAM	Associate	Namibia
University of South Africa UNISA	Associate	South Africa
University of Technology Bahrain UTB	Associate	Bahrain
University of the South Pacific USP	Associate	Fiji
University of the Visual & Performing Arts UVPA	Associate	Sri Lanka
University of Zimbabwe UZ	Associate	Zimbabwe
Villa College IAD, VC	Associate	Maldives
Vocational Training Council of Hong Kong VTC	Associate	Hongkong, China
Abdulaziz Alshahrani	Affiliate	Saudi Arabia







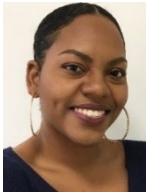







Annexes

Abeer Alharbi	Affiliate	Saudi Arabia
Ahmed AlKuwaiti	Affiliate	Saudi Arabia
Azza Mahgoub	Affiliate	Saudi Arabia
Fernando Padró	Affiliate	Australia
Mustafa Kayyali	Affiliate	Syrian Arab Republic
Nibal Sabri	Affiliate	Palestinian Authority
Perlter Walters-Gilliam	Affiliate	United States
Rabie'e Al Rashdi	Affiliate	Oman
Rozilini Mary Fernandez-Chung	Affiliate	Malaysia
Tarek Nasr	Affiliate	United Arab Emirates
Thokozani Bvumbwe	Affiliate	Malawi
Valda Alleyne	Affiliate	Barbados
Zhanat Smankulova	Affiliate	Kazakhstan

Annexes







Board of Directors


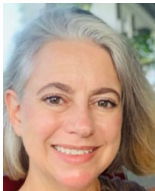




Table 8: INQAAHE Board 2021-2023/2024 (until June 2024)


					
Deb Adair North America	Chan Basaruddin Asia-Pacific	Anna Prades Western Europe	Mary Catharine Lennon North America	Vicki Stott Western Europe	Simona Lache Eastern Europe
<i>President</i>	<i>Vice-President</i>	<i>Treasurer</i>			
Quality Matters, United States of America	National Accreditation Agency for Higher Education, Indonesia	Agency for Quality Assurance in the Catalan University System, Spain	Postsecondary Education Quality Assessment Board in Ontario, Canada	Quality Assurance Agency for Higher Education, United Kingdom	Romanian Agency for Quality Assurance in Higher Education, Romania
					
Abigail Kramers Caribbean	Nataliia Stukalo Eastern Europe	Fabrizio Trifiro Western Europe	Ariana de Vincenzi Latin America	Nasser al Hinai Arab States	Sylvia Demas Africa
Accreditation Agency of Curaçao	National Agency for Higher Education Quality Assurance, Ukraine	UK ENIC/Ecctis, United Kingdom	Council of Rectors of Private Universities, Argentina	Authority for Academic Accreditation and Quality Assurance of Education, Oman	National Council for Higher Education, Namibia
					
Susanna Karakhanyan Arab States and Eastern Europe	Fabrice Hénard Western Europe				
<i>Immediate Past President</i>	<i>Chief Executive Officer</i>				
Abu Dhabi Department of Education and Knowledge, United Arab Emirates					

Annexes



Table 9: INQAAHE Board 2021-2023/2024 (after June 2024)

					
Vicki Stott Western Europe	Chan Basaruddin Asia-Pacific	Anna Prades Western Europe	Olgun Çiçek Eastern Europe	Simona Lache Eastern Europe	Fabrizio Trifiro Western Europe
President	Vice-President	Treasurer			
Quality Assurance Agency for Higher Education, United Kingdom	National Accreditation Agency for Higher Education, Indonesia	Agency for Quality Assurance in the Catalan University System, Spain	Turkish Higher Education Quality Council, Turkey	Romanian Agency for Quality Assurance in Higher Education, Romania	British Accreditation Council (BAC) Accreditation Committee, United Kingdom

					
Fawad Sadiq Asia-Pacific	Leah Matthews North America	Maryam Mustafa Arab States	Mary Catharine Lennon North America	Ariana de Vincenzi Latin America	Nasser al Hinai Arab States
Riphah International University, Pakistan	Distance Education Accreditation Commission, United States of America	Education and Training Quality Authority, Bahrain	Postsecondary Education Quality Assessment Board in Ontario, Canada	Council of Rectors of Private Universities, Argentina	Authority for Academic Accreditation and Quality Assurance of Education, Oman

					
Sylvia Demas Africa					
National Council for Higher Education, Namibia					

Ex officio

					
Deb Adair North America	Fabrice Hénard Western Europe				
Immediate Past President	Chief Executive Officer				
Quality Matters, United States of America					

International Network
for Quality Assurance Agencies in Higher Education
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