



INQAAHE

Annual Report

2025

© International Network for Quality
Assurance Agencies in Higher Education

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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.

The association advanced its planned reincorporation in New Zealand, initiating the required constitutional redefinition to align governance, compliance, and administrative functions with the new jurisdiction. This work included early scoping of operational implications and transition requirements for Secretariat processes. In parallel, a feasibility assessment was launched to evaluate potential relocation of the association, examining legal, financial, and logistical considerations to ensure any future decision is evidence-based and preserves continuity of service to members.

Org chart



General Assembly Meetings (GAMs)

The [first GAM of 2025](#) was held on April 17. The Board presented the Annual Report 2024, the Financial Statements of that year, the budget/projections for 2025, 2026 and 2027, and the minutes from the first and second GAMs of 2024 for approval. [You can watch the recording of the session](#). Voting was available from April 18 until April 27 with results being announced on April 28. With a participation rate of 34%, all documentation was approved. [Check the details of the results](#) which also include the outcomes of 2025 Board Elections.

The [second GAM of the year](#) was held during the Conference 2025, in hybrid mode in Tokyo (Japan) on May 15. Newly elected Board of Directors were presented, as well as an update regarding the upcoming Forum 2026, and the different proposals submitted by member agencies to host Conference 2027. At the end of the meeting, certificates of alignment were conferred upon those agencies having successfully concluded a GGP/ISG alignment process. [You can watch the recording of the session](#). The GA was asked to select on the proposal to host Conference 2027. Voting was made available for ten days with results being announced on May 26. With a participation rate of 37%, the Qatari National Committee for Qualifications and Academic Accreditation (NCQAA) was elected to serve as the host agency of the upcoming conference. [Check the details of the results](#).

Board, Committees and Working Groups

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

Chief Executive Officer (CEO)

[Fabrice Hénard officially stepped down](#) from his position as Chief Executive Officer on October 31. Provisionally, Dr. Mary Catharine Lennon, Head of Research of International and Special Projects at the Postsecondary Education Quality Assessment Board (PEQAB) in Ontario, Canada, was [appointed as the interim Chief Executive Officer](#). The

Functioning and Organization

Board initiated the search process for a successor by announcing a [call for applications](#) on October 27 with interviews beginning in December.

Board Elections

The current constitution requires that the association implement a staggered approach to the terms of the Board of Directors. To comply with this requirement, the General Assembly was asked to elect one new Board Director coming from the Asia-Pacific region based on the [list of nominated candidates](#). A round of elections was opened in April coinciding with the voting period of the first GAM. Kazuyo Hara, director of the Japan University Accreditation Association (JUAA), from Japan, was elected to serve for a three-year term until 2028. [Check the details of the results](#). You can check this year's Board composition in the Annexes.

Committees

During 2025, two new Committees were formed to support key activities of the Board. A Policy Management Committee was convened in order to oversee the organisations guiding documents and processes. A Financial Management Committee was convened in order to ensure the fiscal health of the organisation. Each of the Chairs of INQAAHE's different [Committees](#) and [Working Groups](#), reported the activities of each team quarterly/periodically.

Membership

INQAAHE's membership is classified into [three categories](#): Full, Associate and Affiliate members.



In 2025, the INQAAHE [Membership Criteria](#) were revised. The criteria were further clarified, expanded in detail, and now require more extensive evidence as part of the membership application process. In addition, the membership application forms were redesigned and simplified to be more evidence-based, requiring applicants to provide documentation corresponding to each criterion.

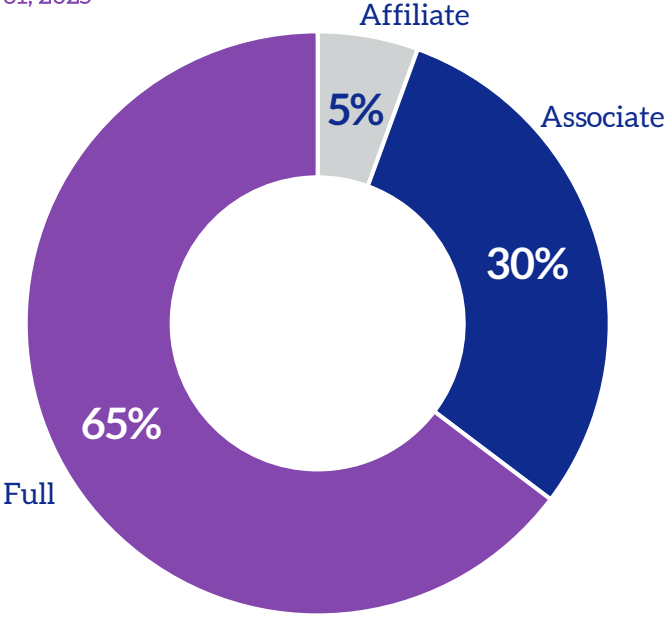
Furthermore, a new **Protocol for Handling Complaints Concerning Members** was developed and approved to address complaints submitted to INQAAHE regarding its members.

In 2025, INQAAHE received three complaints related to members; all cases were managed internally and successfully resolved.

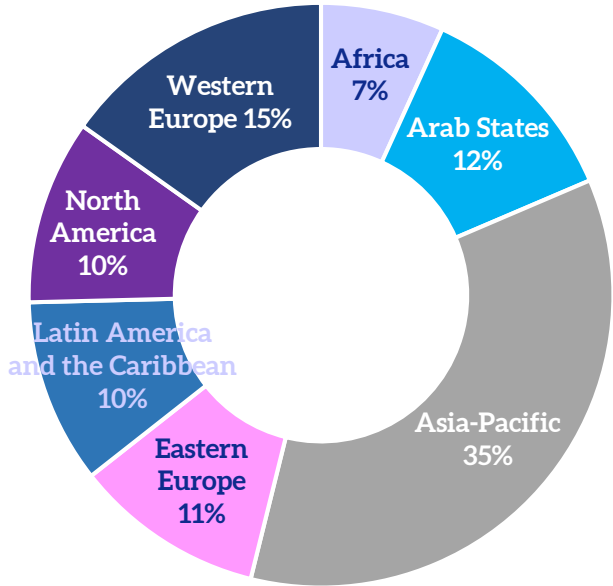
The total number of members at the end of 2025 was 323. Their distribution by membership category and region is shown below.

Functioning and Organization

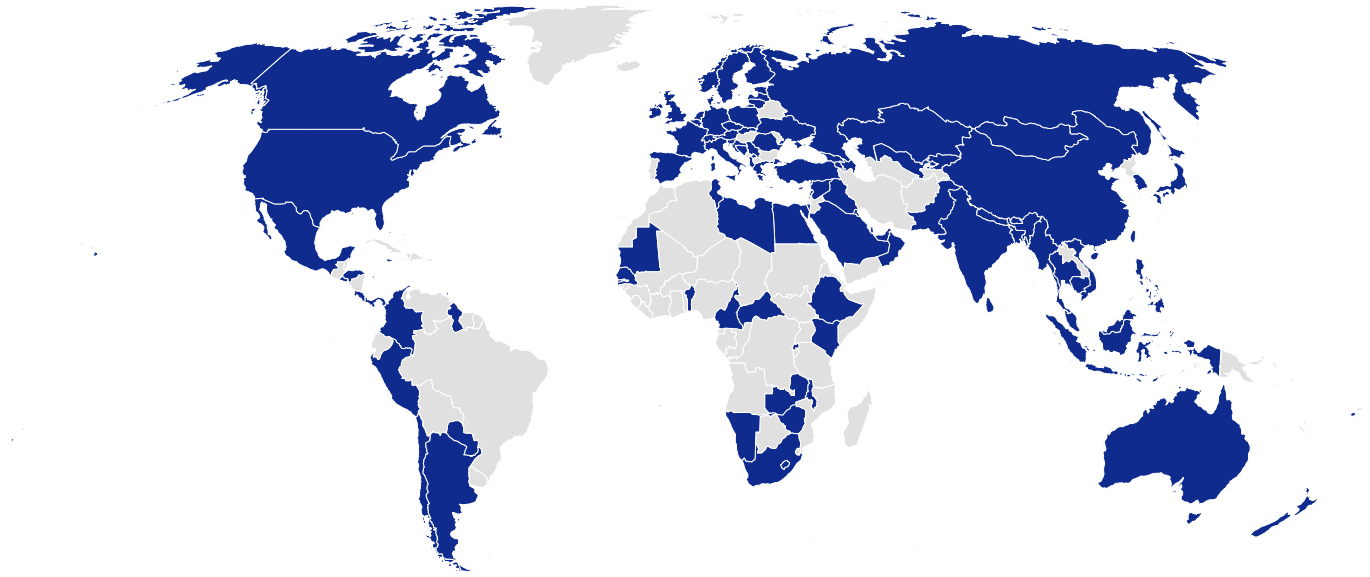
Graphic 1. Category distribution of members as of December 31, 2025



Graphic 2. Regional distribution of members as of December 31, 2025



Map 1. Regional distribution of members as of December 31, 2025



Functioning and Organization

During 2025, 19 new members joined INQAAHE, 42% less if compared with 2024. 39% of these new members come from the Asia-Pacific region and added to the *Associate* membership category mainly. By the end of the year, the Network discontinued the membership of 4 members at their request and removed 15 members from its database because of long outstanding dues. 1 member was suspended because of a Membership and Communication Committee decision.

New members in 2025:

FULL (7)

- The AsTEN Teacher Education Quality Assurance Agency (ATQA), Indonesia
- Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (AVEPRO), Vatican City
- Independent Accreditation Agency (LAM) INFOKOM, Indonesia
- Central American Accreditation Agency for Architecture and Engineering Programs (ACAAI), Panama
- Higher Education Quality Accreditation Commission (CdA), El Salvador
- Antigua and Barbuda National Accreditation Board (ABNAB), Antigua and Barbuda
- The Canarian Agency for Quality Assessment and Accreditation (ACCUEE), Spain

ASSOCIATE (8)

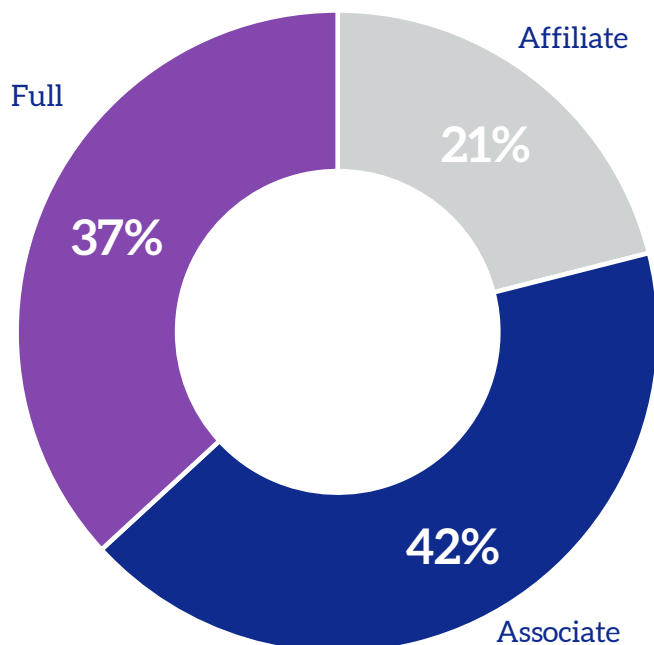
- Kamla Nehru Mahavidyalaya, India
- Khyber Medical University (KMU), Pakistan
- Institute of Business Administration (IBA Karachi), Pakistan
- University of Technology and Applied Sciences (UTAS), Oman
- University of Wah, Pakistan
- Sohar University (SU), Oman
- Faisalabad Medical University, Pakistan
- National Accreditation Council, Saint Lucia

AFFILIATE (4)

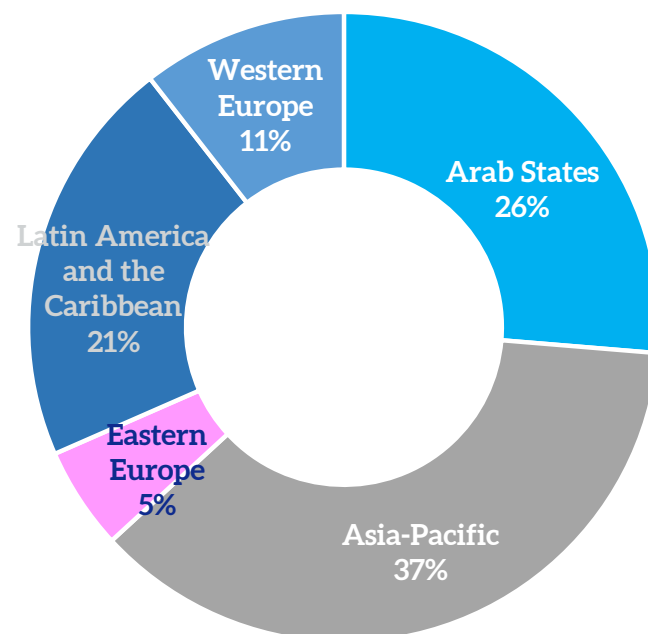
- Professional Global for Managing Educational Projects (PGMEP), Palestinian Authority
- Manal Mekhael, Egypt
- Burak Alan Eroncel, Türkiye
- Rawaih Falatah, Saudi Arabia

[Check the INQAAHE member database.](#)

Graphic 3. Category distribution of [new members](#) in 2025



Graphic 4. Regional distribution of [new members](#) in 2025



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 Conference 2025



INQAAHE
CONFERENCE
2025 TOKYO

The Conference was held in Tokyo (Japan) and hosted by the [Japan University Accreditation Association \(JUAA\)](#) in the Akasaka Intercity Conference Center, from 13-16 May 2025, with the support of the National Assessment and Accreditation Council (NAAC), the Tokyo Convention & Visitors Bureau (TCVB) and the Tokyo Club.

The theme, *The Big Bang Theory: the Quality Assurance Paradigm Shift*, was explored through the following sub-topics:

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

The conference addressed how technological, demographic, and socio-political changes challenge traditional tertiary education models. It explored shifts in quality assurance practices to help institutions innovate and adapt to evolving global, societal, and economic landscapes, ensuring sustainable and high-quality education.

Prof. Kyosuke Nagata, president of University of Tsukuba, president of the Japan Association of National Universities and former president of the Japan University Accreditation Association (JUAA); **Dr. Paul LeBlanc**, co-founder and board chair, Matter and Space, former president of Southern New Hampshire University; **Prof. Peter A. Okebukola**, distinguished Professor of Science and Computer Education at Lagos State University, Nigeria, and global quality assurance and AI specialist; and **Prof. Ellen Hazelkorn**, joint managing partner, BH Associates education consultants, Professor Emeritus, TU Dublin, Ireland, and joint editor, Policy Reviews in Higher Education, delivered the different keynotes of the event.

More than 260 participants attended the conference, the majority of them (51%) coming from Asia-Pacific countries such as Japan, Chinese Taipei and Indonesia.



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

Planning for INQAAHE Forum 2026



During the 2024 General Assembly Meeting held in Bucharest (Romania) under the frame of INQAAHE Forum 2024, proposals to host the 15th Biennial INQAAHE Forum were formally presented by the different applicants. INQAAHE members later on electronically voted for Forum 2026 to take place in Sun City (South Africa), hosted by the [Council on Higher Education \(CHE\)](#).

The forum will be held between 3-6 February 2026. The theme, *Quality Assurance as an impactful tool for Higher Education today and tomorrow*, will be explored through the following sub-themes:

1. Building trust in quality assurance systems across stakeholders;
2. Enhancing the social and labour market relevance of macro and micro-credentials through quality assurance;
3. Leveraging technology and AI to strengthen impactful quality assurance; and
4. Widening access and growing participation while safeguarding quality.

A Call for Proposals was launched in July to invite submissions for presentations, workshops, and other contributions for the event that feed the agenda of the forum.

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

Selection of host for INQAAHE Conference 2027

The INQAAHE Board sought expressions of interest from member agencies to host INQAAHE Conference 2027 in November of 2024. Preferences for hosting this event were given to the Arab States, Latin America and the Caribbean, North America and Western Europe regions. During the 2025 General Assembly Meeting held in Tokyo (Japan) under the frame of INQAAHE Conference 2025, proposals to host this event were formally presented by the different applicants. INQAAHE members later on electronically voted for Conference 2027 to be hosted by the [National Committee for Qualifications and Academic Accreditation \(NCQAA\)](#) in Doha (Qatar).

All details related to the Conference will be posted on [INQAAHE's website](#).

Bid to host INQAAHE Forum 2028

In September, the INQAAHE Board launched the call to host INQAAHE Forum 2028, seeking expressions of interest from member agencies, and having preference for hosting the event in the Latin America and the Caribbean, North America, and Western Europe regions. Preliminary proposals were invited and two were received by the end of the year.

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 2025

JANUARY

2025 CHEA/CIQG Annual Conference

Olgun Çiçek participated as a speaker at the annual conference where delivered a session on *Beyond rankings: the value of QA & Accreditation for the internationalisation of HEIs*. He highlighted the importance of QA and Accreditation vs Rankings in the internationalization process of HEIs and focussed on why rankings are so popular, although they are voluntary vs. why accreditation is less visible or a priority, although most cases are compulsory at local level.

FEBRUARY

III International Seminar on Quality in Colombia

Ariana de Vincenzi participated as a speaker in this event entitled *Quality and University Accreditation in Latin America*. The seminar will feature the participation of national higher education authorities from various countries in the LATAM region, including Colombia, Ecuador, Uruguay, Chile, and Mexico, as well as international experts.

Q2 2025

MAY

UNESCO IESALC's Meeting on the Quality Assurance and Regulation of Micro-Credentials in Latin America and the Caribbean: Towards a Common Framework

Ariana de Vincenzi participated online in the thematic panel on QA of micro-credentials in which she shared the experience of the capacity building initiative carried out between INQAAHE and REALCUP, the micro-credentials course.

Exchange and Cooperation

Q3 2025

JULY

Virtual Graduation Ceremony of VICBHE Module 10 participants for the training on Cybersecurity in Higher Education

Fabrice Hénard was invited as a special guest to the virtual graduation ceremony of participants of Module 10 of the Cybersecurity in Higher Education Training Programme. Vicki Stott, as INQAAHE President, delivered a brief goodwill message during the ceremony.

AUGUST

Rectors' Forum – Council of Rectors of Private Universities

Ariana de Vincenzi presented key findings from the II Global Study at the Rectors' Forum, organized by the Council of Rectors of Private Universities (CRUP) in Argentina.

SEPTEMBER

Annual Meeting of RIACES

Ariana de Vincenzi participated as a keynote speaker at the Annual Meeting of RIACES, the Latin American Network of Quality Assurance Agencies, in Brazil in early September.

CHEA/CIQG Webinar: Artificial Intelligence in the Service of Global Quality Assurance in Higher Education

Fabrice Hénard was one of the presenters of the CHEA/CIQG webinar held online on September 10.

International Conference on Academic Quality & Research Excellence

Olgun Çiçek was invited to moderate a panel session in this event, hosted by the Webster University in Tashkent, Uzbekistan in mid-September, addressing the topic *Distinctive features of National Quality Assurance Frameworks*.

THE Eurasia Universities Summit

Olgun Çiçek delivered a keynote speech on *How QA can drive universities' contributions to the SDGs* in this event which took place in Baku (Azerbaijan) on September 24-25.

III Annual Conference on HE and QA

Olgun Çiçek moderated a keynote entitled *Importance of ESG compliance at the national and international level* in this event organized by the Kosovo Accreditation Agency (KAA) in Pristina (Kosovo) on September 29-30.

Q4 2025

OCTOBER

Workshop on Internal Quality Assurance Systems

Ariana de Vincenzi was invited by the Association of Universities of El Salvador (AUPRIDES) and the National Quality Assurance Agency of El Salvador (CdA) to coordinate a workshop on the *Design of Internal Quality Assurance Systems in Universities* in El Salvador in early October. The purpose of this event was to provide a framework of reference on current trends in IQA, based on the results of the II Global Study conducted by INQAAHE in the region.

Virtual presentation of the revised ISG

Fabrizio Trifiro virtually presented to the Ontario Universities Council on Quality Assurance and its membership (OUCQA, Canada) the revised ISG.

UNESCO Workshop on Quality Assurance in Higher Education

Fabrice Hénard moderated sessions on foundational QA with HEIs and QAAs of Lesotho and Eswatini in this workshop held on October 21-22 in Eswatini in a hybrid mode. This workshop was

the third in a series organized within the framework of UNESCO's project on QA in Africa, under the leadership of the UNESCO Regional Office for Southern Africa (ROSA).

REALCUP Annual Assembly

Anna Prades and Ariana de Vincenzi attended this event held in São Paulo (Brazil) on November 12-14. Anna Prades was invited as one of the keynote speakers to present on international trends in QA. Ariana de Vincenzi coordinated a panel with representatives from several national QAAs. In addition, they conducted the same workshop delivered recently in El Salvador in October on the development of IQA systems in universities.

DECEMBER

CNA Colombia International Forum

Ariana de Vincenzi participated as a speaker at the event that the National Accreditation Council (CNA) held in Bogota on December 4 and 5. As part of this event, they will also celebrate the 20th anniversary of the agency.

Capacity Building

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

- Promoting capacity building of members

Committee for Capacity Building and Research

INQAAHE Talks sessions

The INQAAHE TALKS continue to serve as a recurring online forum for experts and professionals in the field of quality assurance. In 2025, the following INQAAHE Talks were presented:

1 Indigenous Knowledge and Quality Assurance: A Global Dialogue.

on February 12, 2025. A discussion that delved into the role of indigenous knowledge and education within the HE landscape. The panel of speakers represented the experience of indigenous education from around the world to explore how indigenous knowledge is understood in various jurisdictions and the significance of recognizing it in shaping a more inclusive educational framework. The criteria for evaluating the 'quality' of this knowledge and education were also examined, looking at the practices in place to uphold these standards. Additionally, the challenges faced in acknowledging the contributions of indigenous learning and educational practices were addressed, and collaboratively brainstormed strategies to overcome these obstacles.

This discussion was an exploration of the intersection between indigenous knowledge systems and HE, highlighting the importance of inclusivity, respect, and recognition in enriching the academic experience for all.

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

2 Small States, Strong Quality: Voices from QA Agencies and Institutions.

on August 26, 2025. This session explored the challenges and opportunities facing small states in QA for HE. With limited resources and talent pools, how can these nations build and retain skilled QA professionals while avoiding the risks of simply transplanting large-country models? It examined how regional cooperation—through shared tools, joint training, and reviewer networks—can enhance QA systems and consider ways to uphold objectivity and trust in both internal and external QA processes in tightly-knit academic environments. Participants reflected on what a truly “fit-for-purpose” QA system means in their own context, and how it can strike a balance between local realities and global standards.

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

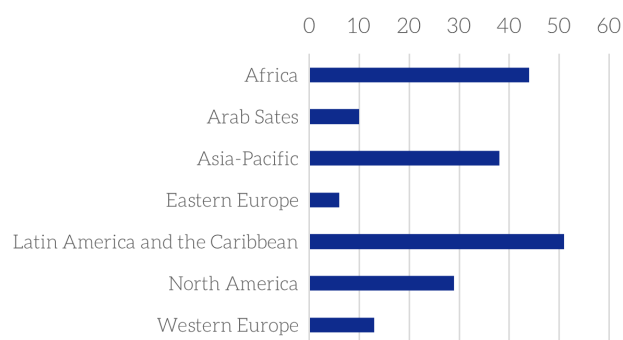
220 participants registered for this session, most of them Asia-Pacific.

3 Benchmarking and Trust: The Evolving Relationship Between Quality Assurance and Rankings.

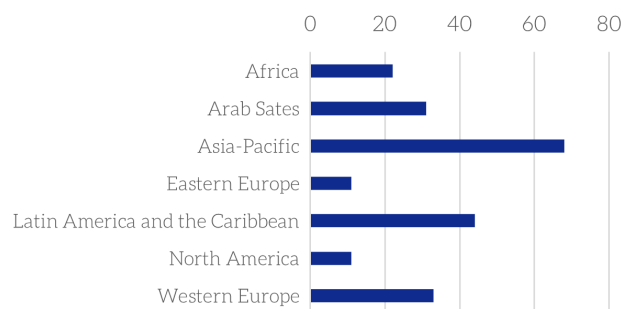
on October 1, 2025. The session examined the evolving relationship between QA in TE and university rankings, highlighting their distinct functions, key differences, and potential areas of convergence. University rankings were presented as influential benchmarking tools, largely managed by private organisations and grounded in data-driven assessments, while QA was characterised as a regulatory mechanism focused on

190 participants registered for this session, most of them from Latin America.

Graphic 5. Regional distribution of participants



Graphic 6. Regional distribution of participants



maintaining academic standards and fostering confidence among stakeholders through institutional self-assessment and peer review.

It was observed that both systems increasingly influence student decisions, policy development, and international collaboration, while expanding their scope to encompass issues such as institutional impact, social responsibility, and contributions to the Sustainable Development Goals. The discussion emphasised that greater

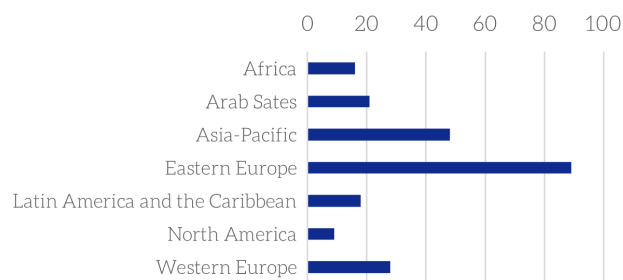
Capacity Building

alignment between rankings and QA could enhance trust, transparency, and overall effectiveness in global TE.

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

229 participants registered for this session, most of them from Eastern Europe.

Graphic 7. Regional distribution of participants

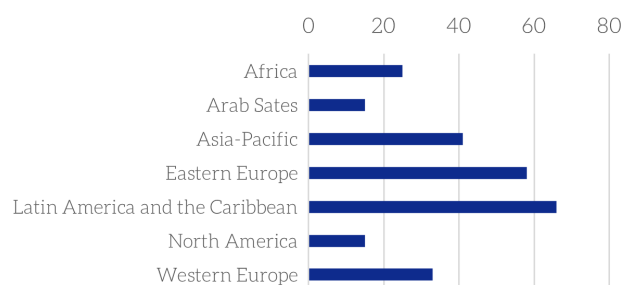


4 Global Trends in Quality Assurance, on December 11, 2025. Is higher education ready to embrace changing paradigms and diverse learning modes? This webinar featured key authors of the [II Global Trends in Tertiary Education - QA Challenges and Opportunities in Internal and External QA](#), a study that examines the efficiency, relevance, and transformative power of quality assurance and accreditation worldwide while providing a comprehensive review of developmental trends to better understand how historical insights, policy realities and implementation perspectives can inform sustainable futures for quality assurance.

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

253 participants registered for this session, most of them from the Latin American and Caribbean region.

Graphic 8. Regional distribution of participants



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.

In 2025, the **Capacity Building fund**, that aims 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, was granted to the **University Grants Commission (UGC)** of Nepal for their project *Excellence Through Quality Assurance: Strengthening Internal Quality Assurance (IQA) Systems in Universities and Accredited Higher Education Institutions (HEIs) of Nepal*. Details on this specific award are available on [INQAAHE's website](#).

In October, the 2025-2026 Capacity Building fund call was launched with a total allocation of 10,000 USD. Submissions were welcomed until December 31, 2025.

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

During the first quarter of 2024, INQAAHE collaborated with REALCUP, the network of Latin American and Caribbean associations of private universities, to develop a curriculum on quality assurance of micro-credentials. The programme is led by Dr. Ariana De Vincenzi, Dr. Susanna Karakhanyan, and Dr. Anna Prades. The programme was delivered entirely online and in Spanish. The primary objective of the course is to provide a training module aimed at strengthening the capacity of the Latin American higher education community in the development, implementation, and quality assurance of micro-credentials.

Capacity Building

The first and second editions were facilitated by the following professors: Dr. Ariana De Vincenzi, Dr. Susanna Karakhanyan, Dr. Anna Prades, Dr. Martí Casadesús Fa, Dr. Romita Iucu, and Mag. Alexandru CARTIȘ (visiting professor). Dr. Mary Catharine Lennon, Dr. Hazman Shah Abdullah, and Ms. Carme Edo contributed as case study designers.

The **second edition** was delivered from February to July 2025, with 38 participants from the region. The **third edition** will take place from April to August 2026 and gathered 32 participants.

More details about the learning outcomes, modules, directors of the programme, professors and case study designers are available on [INQAAHE's website](#).

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.

Specific consultancy/bespoke training

Quality Assurance Training Programme with NCQAA

The National Qualifications and Academic Accreditation (NCQAA), in collaboration with the Ministry of Education and Higher Education from the State of Qatar, invited INQAAHE to collaborate on the development and delivery of a quality assurance training system to support the capacity building needs of Qatar. The programme was designed as a four-module approach that will provide critical touch points and allow time for co-development and reflection on the material:

- Module 1: Foundations of Quality Assurance
- Module 2: Quality Assurance Frameworks and Institutional Practice
- Module 3: Self-study Process and Evidence Collection
- Module 4: Quality Through Effective Program Design, Review, and Monitoring

The programme is delivered in a hybrid modality (there are some in-person training sessions and some other online). At the completion of the program, learners will receive a Certificate of Completion jointly provided by NCQAA and INQAAHE.

Total project timeframe is 9 months from initiation in December 2025 to completion in August 2026.

Professional Program on Quality Assurance (Foundational QA) in collaboration with the University of Toronto

In 2024 INQAAHE was invited to collaborate with the School of Continuing Studies at the University of Toronto to develop a professional program on foundational Quality Assurance. During 2025, discussions commenced with the University of Toronto and contractual arrangements (signature of a Memorandum of Understanding) were prepared. A subcommittee of the CCBR was created to develop the curriculum, redesign the course outline, review existing materials, and define key learning outcomes and competency maps at the course level. An on-site visit to the School of Continuing Studies took place in early March involving Fabrice Hénard and Dr. Mary Catharine Lennon to outline the curriculum and teaching modality of the programme, address contractual and IT-related matters, and finalize the branding of the program.

The program is expected to be asynchronous, fully online, and self-paced. A survey was conducted in April among INQAAHE members to confirm their needs and determine an affordable enrolment fee. Preparations are underway to develop the standalone course as a micro-credential and expectations are to launch it in 2026.

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 International Standards and Guidelines Review of Quality Assurance Agencies (ISG Review) is an independent, peer-review process through which quality assurance agencies benchmark their policies and practices against INQAAHE's International Standards and Guidelines (ISG), ensuring credibility, transparency, and continuous improvement in external quality assurance.

After two years of pilot implementation of the ISG and given the feedback collected by both aligned quality assurance agencies and reviewers who participated in the process, INQAAHE revised the standards and the Review Scheme. The **updated ISG 2025** was launched in October and is designed to streamline, simplify, and clarify the framework by removing duplications and ambiguities, while providing clearer guidance on interpretation and implementation, and explicitly outlining minimum expectations. The revised framework consists of 18 overarching standards, each accompanied by a concise commentary that explains its rationale, offers guidance on policies and practices agencies may adopt, and sets out the minimum requirements for compliance.

The revised standards are grouped into 6 categories:

- Legitimacy, Mission and Governance
 1. Legal basis and recognition
 2. Mission
 3. Governance
- Organizational Capacity and Strategic Planning
 4. Organizational structure
 5. Resources and capacity
 6. Strategic planning
- Quality Assurance Framework
 7. Quality assurance procedures
 8. Quality assurance standards
 9. Fitness for purpose and institutional autonomy
- Evaluation and Outcomes
 10. Evaluation and decision making
 11. Peer-reviewers
 12. Transparency of outcomes
- Quality Culture
 13. Internal quality assurance
 14. External review of agencies
 15. Integrity and transparency
- Sector Engagement and Enhancement
 16. Stakeholder engagement
 17. International engagement
 18. Thematic analysis and guidance



International Standards & Guidelines

The INQAAHE International Standards and Guidelines for Quality Assurance in Higher Education (ISG) are the product of an inclusive, participatory process that draws on the collective expertise of external QAAs and professionals worldwide.

The ISG are grounded in the extensive application and lessons learned from INQAAHE's external review procedures based on the Guidelines of Good Practices (GGPs 2003, revised in 2006 and 2016). In response to the growing diversification of HE and its QA, in 2022 INQAAHE reviewed its GGPs. This review, led to the ISG, with the primary purpose of recognizing and embracing the diversity of HE offerings and providers, while ensuring that QA measures remain relevant and adaptable.

Following two years of pilot implementation of the ISG, feedback from both QAAs that participated in the reviews and the reviewers who conducted them has offered rich insights to support the refinement of the standards.

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

INQAAHE extends its sincere appreciation to the many experts, professionals, and INQAAHE Board Directors whose invaluable contributions made possible the development of the ISG. Special recognition is given to the members of the ISG Recognition Committee, who oversaw the review process that informed the 2025 revised ISG and the ISG Review scheme.

ISG Reviews and Recognition

The ISG review provides **significant value to key stakeholders** by fostering trust and credibility in quality assurance processes across the higher education landscape. For governments, it reinforces confidence in national and international quality assurance agencies, while for these agencies themselves, it promotes continuous improvement, global recognition, and collaborative learning. Students and qualification recognition bodies benefit from increased trust in institutions that have undergone rigorous quality assurance, ensuring the reliability of their education. Higher education providers gain assurance in the agencies they work with and bolster their international reputation. Employers, in turn, are better able to trust the qualifications and competencies of graduates from internationally recognized institutions.

There are currently three mechanisms for alignment:

- **Review.** A peer review of an agency's compliance against the ISG, based on a Self-Evaluation Document and a Review Visit (in-person, hybrid, or fully online), culminating in a Findings Report.
- **Recognition of Prior Review.** A fast-track route that acknowledges a prior external review by a recognized regional body, reducing the scope or waiving the need for an ISG Review (first mechanism).
- **Joint Review.** A coordinated process conducted together with regional networks, using a single Panel of Reviewers to assess compliance with both sets of standards at once.

ISG Alignment (2022 edition) procedures concluded in 2025:

Review

- **Postsecondary Education Quality Assessment Board (PEQAB)**, Canada. Alignment valid until September 2030.
- **Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)**, Chinese Taipei. Alignment valid until September 2030.
- **Accreditation Council for Education (LAMDIK/ACE)**, Indonesia. Alignment valid until September 2030.
- **Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA)**, Indonesia. Alignment valid until September 2030.

Recognition of Prior Review

- **The Quality Assurance Agency for Higher Education (QAA)**, United Kingdom. Alignment valid until December 2028.

Joint Review

- **Sistema Nacional de Acreditación de la Educación Superior (SINAES)**, Costa Rica. Alignment valid until June 2030.

[Check the register of aligned agencies.](#)

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 I Global Study, [published in 2020 by Brill|Sense](#), set the foundation for the next iterations of the study. The II Global Study was [published in December as an open-source book](#) that builds on the findings of the first study with an expanded methodology, exploring concepts of efficiency, relevance, and transformative power in the context of technological change and the UN Sustainable Development Goals.

As presented in Tokyo in May, under the frame of the Conference 2025, trends in external quality assurance (EQA) reflect a complex but evolving landscape where challenges are increasingly being reframed as opportunities for improvement. The persistent lack of a unified definition of quality and its weak connection to QA standards continues to hinder coherence, while EQA systems—often reactive—struggle to keep pace with the rapid diversification of tertiary education and remain unevenly implemented across regions. Tensions between higher education institutions and QA bodies highlight a shifting dynamic, with dissatisfaction on one side and blame on the other. Cross-border QA is expanding, driven by national distrust, inadequate local methods, and the commercialization of QA services. Politicisation further complicates the role of QA, often aligning it with governmental agendas rather than academic excellence. At the same time, the diversification of QA missions and the rise of professional accreditors signal a growing focus on industry relevance. Encouragingly, the proliferation of QA networks offers collaborative platforms for innovation, capacity building, and convergence. Amid these developments, restoring trust and credibility remains critical, especially in the absence of a universally recognized regulatory framework and the rise of questionable accreditation practices.

Research and innovation award

At the end of 2024, the INQAAHE announced a modification in the longstanding [Innovation and Research Grant](#), to empower researchers in conducting high-quality research while promoting the dissemination of their findings to a global audience. The award recognises high quality research and disseminates it through the *Journal of Quality in Higher Education*, a dedicated conference/forum presentation slot, and an award of 2,500 USD. The 2025 award was granted to the **National Committee for Qualifications and Academic Accreditation (NCQAA)** in Qatar for the paper *“Artificial Intelligence for Quality Assurance in Higher Education: A Policy-to-Practice Model from Qatar with Global Relevance”*. The paper is published in the December issue of the journal, which is freely available to INQAAHE members. Details on this specific award are available on [INQAAHE's website](#).



The I Global Study 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.

Over 20 QA networks and 80 experts from seven regions (Africa, Arab States, Asia-Pacific, Eastern Europe, Latin America and the Caribbean, North America, Western Europe) contributed to the creation of the II Global Study, ensuring that regional perspectives and cultural specificities inform global insights.

[Know more about this study.](#)

Special thanks go to Dr. Susanna Karakhanyan and Dr Kevin Kinser for their leadership, and to the UNESCO IESALC Higher Education Office for authoring and co-authoring chapters, sharing rich expertise that ensured a robust balance in terms of the expectations from quality assurance and its critical role in promoting qualifications recognition regionally and internationally.

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 2025, 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, two different accounting systems were used since then: 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, 2025 (in USD):

	2025	2024	2023
Bank Accounts	477,101	621,240	706,397
Accounts Receivable	40,959	31,255	31,327
Other Current Assets	-	-	19
Fixed Assets	7,036	6,972	1,668
ASSETS	\$ 525,096	\$ 659,467	\$ 739,412
Accounts Payable	3,766	1,500	25,752
Spanish Personnel commitments	7,209	6,352	6,374
Grant Agreement Commitments	21,524	11,024	29,500
LIABILITIES	\$ 32,499	\$ 18,876	\$ 61,626
Net Assets	927,931	906,688	843,316
Retained Earnings	(343,985)	(218,409)	(98,878)
Net Revenue	(98,750)	(47,687)	(66,652)
OCI -Cumulative Translation Adjustment (CTA)	7,402	-	-
EQUITY	\$ 492,598	\$ 640,592	\$ 677,786
LIABILITIES AND EQUITY	\$ 525,096	\$ 651,583	\$ 739,412

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

	2025	2024	2023
ASSETS			
Current Assets			
Bank Accounts			
Cash on hand - EUR	7	6	-
Credit card - EUR	(1,703)	(28)	-
Checking - EUR	11,805	5,982	13,032
Checking - USD	465,611	615,354	693,311
Related entities	(17)	(173)	55
Stripe	1,399	100	-
Total Bank Accounts	\$ 477,101	\$ 621,240	\$ 706,397
Accounts Receivable			
Accounts Receivable (A/R)	63,349	46,926	54,593
Less Doubtful Accounts	(22,390)	(15,672)	(23,266)
Total Accounts Receivable (A/R)	\$ 40,959	\$ 31,255	\$ 31,327
Total Accounts Receivable	\$ 40,959	\$ 31,255	\$ 31,327
Other Current Assets			
Due from Agency	-	-	19
Total Other Current Assets	-	-	19
Total Current Assets	\$ 518,060	\$ 652,495	\$ 737,743
Fixed Assets			
Accumulated Depreciation	(2,905)	(2,236)	(1,800)
Accumulated Depreciation (IA)	(23,272)	(21,722)	(21,072)
Computer Hardware	3,641	3,358	3,468
Computer Software	29,572	27,572	21,072
Investment Accounts			
Investment in INQAAHE Spain	-	-	-
Total Investment Accounts	-	-	-
Total Fixed Assets	\$ 7,036	\$ 6,972	\$ 1,668
TOTAL ASSETS	\$ 525,096	\$ 659,467	\$ 739,412
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable (A/P)	3,766	1,500	25,752
Total Accounts Payable	\$ 3,766	\$ 1,500	\$ 25,752
Other Current Liabilities			
Spanish Personnel commitments	7,209	6,352	6,374
Total Spanish Personnel commitments	\$ 7,209	\$ 6,352	\$ 6,374
Grant Agreement Commitments			
Capacity Building Grants	14,024	6,024	22,000
Research and Innovation Grants	7,500	5,000	7,500
Total Grant Agreement Commitments	\$ 21,524	\$ 11,024	\$ 29,500
Total Other Current Liabilities	\$ 28,733	\$ 17,376	\$ 29,500
Total Current Liabilities	\$ 32,499	\$ 18,876	\$ 61,626
Total Liabilities	\$ 32,499	\$ 18,876	\$ 61,626
Equity			
Net Assets	927,931	906,688	843,316
Retained Earnings	(343,985)	(218,409)	(98,878)
Net Revenue	(98,750)	(47,687)	(66,652)
OCI -Cumulative Translation Adjustment (CTA)	7,402	-	-
Total Equity	\$ 492,598	\$ 640,592	\$ 677,786
TOTAL LIABILITIES AND EQUITY	\$ 525,096	\$ 651,583	\$ 739,412

Financial Statements

Statement of Activity

From January to December 2025 (in USD):

	2025	2024	2023
Membership fees	262,929	256,810	234,648
Alignments	74,596	66,800	52,250
Grants and Consultations	19,000	80,100	15,600
Events	17,417	24,959	15,758
Sponsorships	21,500	18,000	-
Other Revenue	582.58	232	1,113
TOTAL REVENUE	\$ 396,024	\$ 446,901	\$ 319,369
Employee Compensation and Benefits	269,979	273,869	211,425
Funding Scheme Grant Expenses - Commitments	12,500	(6,970)	13,000
Professional Fees	128,155	115,530	52,098
Office/General Administrative Expenditures	11,766	25,094	22,633
Event related Expenditures	17,100	4,000	7,500
Board & Committee related Expenditures	23,000	29,196	17,393
Travel and Entertainment - General	6,714	2,351	1,865
Total Other Expenses	70,591	38,649	63,478
TOTAL EXPENDITURES	\$ 539,805	\$ 481,717	\$ 389,393
Total other expenditures	45,031	12,870	(3,373)
Net Operating Revenue	(98,750)	(47,687)	(66,652)
RESULT	\$ (98,750)	\$ (47,687)	\$ (66,652)

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

	2025	2024	2023
REVENUE			
Membership fees	252,777	243,854	225,918
LIC/LDC annual membership fee	6,352	5,856	4,230
Review fees	3,800	7,100	4,500
Total Membership fees	\$ 262,929	\$ 256,810	\$ 234,648
Alignments			
ISG Joint Recognition Review pathway	-	15,500	-
ISG Recognition of Prior Review pathway	3,500	3,800	-
ISG Recognition pathway	71,096	47,500	15,500
GGP Recognition	-	-	3,000
GGP Review	-	-	33,750
Total Alignments	\$ 74,596	\$ 66,800	\$ 52,250
Grants and Consultations			
Grants and Consultations	-	23,400	15,600
Microcredentials project	19,000	59,150	-
Sponsored registration fees	-	(2,450)	-
Total Grants and Consultations	\$ 19,000	\$ 80,100	\$ 15,600
Events			
Annual Forum/Conference	16,214	10,126	14,117
Training, courses, webinars	1,203	14,834	1,641
Total Events	\$ 17,417	\$ 24,959	\$ 15,758
Sponsorships			
Events	10,000	10,000	-
Projects	11,500	8,000	-
Total Sponsorships	\$ 21,500	\$ 18,000	-
Other Revenue			
Other Revenue	-	-	730
Financial Income	582.58	218	342
Publications	-	14	40
Total Other Revenue	\$ 583	\$ 232	\$ 1,113
TOTAL REVENUE	\$ 396,024	\$ 446,901	\$ 319,369

Financial Statements

	2025	2024	2023
EXPENDITURES			
Employee Compensation and Benefits			
Salaries	262,080	267,818	211,425
Intern support	7,898	6,051	-
Total Employee Compensation and Benefits	\$ 269,979	\$ 273,869	\$ 211,425
Funding Scheme Grant Expenses - Commitments			
Capacity Building	10,000	(4,470)	18,000
Research and Innovation	2,500	(2,500)	(5,000)
Total Funding Scheme Grant Expenses - Commitments	\$ 12,500	\$ (6,970)	\$ 13,000
Professional Fees			
Accounting Services	1,328	328	750
AQU Catalunya staff support	10,957	(158)	11,516
Assessing Agency Alignment (GGP)	-	7,500	15,000
Assessing Agency Alignment (ISG)	45,282	7,757	-
Audit related	-	-	8,155
IT programming and support	-	158	-
Journal "Quality in Higher Education"	-	6,579	6,223
Legal & Professional Services	30,665	13,872	5,483
Project related Fees	20,300	76,250	-
Other Professional Expenses	11,446	-	1,135
Secretariat costs (including travel)	8,178	3,244	3,838
Total Professional Fees	\$ 128,155	\$ 115,530	\$ 52,098
Office/General Administrative Expenditures			
Facility (through AQU)	5,588	18,201	18,236
Job Supplies	-	108	-
Office Supplies & Software	-	2,964	4,195
Printing	57	202	202
Software purchases	5,365	2,458	-
Web Design and Hosting	756	1,161	-
Total Office/General Administrative Expenditures	\$ 11,766	\$ 25,094	\$ 22,633
Event related Expenditures			
Event scholarships	17,100	4,000	7,500
Total Event related Expenditures	\$ 17,100	\$ 4,000	\$ 7,500
Board & Committee related Expenditures			
Board Reimbursements	-	(70)	-
Board Travel expenses	23,000	29,266	17,393
Total Board & Committee related Expenditures	\$ 23,000	\$ 29,196	\$ 17,393
Travel and Entertainment - General			
Travel	6,714	2,351	1,865
Total Travel and Entertainment - General	\$ 6,714	\$ 2,351	\$ 1,865
Other Expenses			
Bad Debts	40,457	24,015	48,489
Bank Charges & Fees	28,088	13,515	14,262
Depreciation/Amortization	2,046	1,120	727
Reconciliation Discrepancies	-	-	0.3
Total Other Expenses	\$ 70,591	\$ 38,649	\$ 63,478
TOTAL EXPENDITURES	\$ 539,805	\$ 481,717	\$ 389,393
Other expenditures			
Gain/loss on exchange rate	45,031	12,870	(3,373)
Total other expenditures	\$ 45,031	\$ 12,870	\$ (3,373)
Net Operating Revenue	(98,750)	(47,687)	(66,652)
RESULT	\$ (98,750)	\$ (47,687)	\$ (66,652)

Notes to the Financial Statements

Result – Net Loss/Surplus for Reporting Period

The consolidated result for the year 2025, considering the loss of INQAAHE New Zealand (32,460 USD) and the loss of INQAAHE Spain (66,291 USD), amounts to **98,750 USD negative**.

Total revenue in 2025 was lower than total expenses resulting in a net loss. Revenue decreased from 2024 mainly because of the fewer projects in which INQAAHE was involved. Expenses increased in practically all account lines.

Equity

The period ends with an equity of **492,598 USD**.

Bank Accounts

Compared to 2024, INQAAHE's overall savings have decreased by 23%.

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 are converted to USD following the official exchange rate of the Bank of Spain as published in the State Official Newsletter (https://boe.es/diario_boe/).

Account Receivables

Receivables amount to **40,959 USD**, 31% higher than in 2024.

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, 2025.

Liabilities

In 2025, liabilities, **32,499 USD**, were divided between Funding Scheme grants (Capacity Building and Innovation and Research provisioned for the following year, 21,524 USD), Accounts Payable (3,766 USD), and Spanish personnel commitments which refer to economic obligations to the Spanish Authorities because of the staff employed to run the delegation (7,209 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 2025 revenue amounts to **396,024 USD**, 11% lower than the revenue perceived in the previous year.

Membership Fees

Compared to 2024, in 2025 income from membership fees increased by 2%. The reported total membership fees of **262,929 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).

Financial Statements

Grants and Consultations

In 2025, INQAAHE implemented the third and completed the second edition of the micro-credentials course which was originally initiated in 2024. Part of the registration fees for these two editions were accounted for during the year. Even though some participants were offered discounts in their registration fees, the overall revenue generated by this source amounts to **19,000 USD**.

Contributions from Events

Events include both the annual Forum and Conference, as well as any in-demand training or course provided by INQAAHE experts. Revenue from INQAAHE Conference 2025 amounted to 16,214 USD, 60% higher than the one collected for INQAAHE Forum 2024. Income from other training amounted to 1,203 USD. In total, in 2025 income from events, **17,417 USD**, was 30% less than in 2024.

Sponsorships

Three sponsorships, amounting to **21,500 USD**, were collected, one to contribute to the annual conference and the other two to fund participant registration for the micro-credentials course (second and third edition).

Alignments

Income collected from ISG alignments in 2025, **74,596 USD**, originated from six different member agencies seeking alignment, five of them through the ISG Full Review mechanism, and one through the ISG Recognition of Prior Review mechanism.

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).

2025's general expenditures add up to **539,805 USD**, 12% higher than the total expenditures accounted for in 2024. Employee compensation and benefits (salaries, 269,979 USD) and professional fees (mainly derived from project related fees and legal services, 128,155 USD) are the two main expenditure categories.

Employee Compensation and Benefits

Salaries, **269,979 USD**, represent half, 50%, the expenditures of the Network for 2025. This line experienced a slight reduction, 1%, from 2024 mainly due to exchange rate fluctuations (all salaries are originated in EUR).

Funding Scheme Grants

During 2025, the obligation to transfer a full Capacity Building grant of **10,000 USD** (the one corresponding to the 2024-2025 edition) and a Research and Innovation obligation, **2,500 USD**, corresponding to the 2024-2025 edition, were accounted for during the year.

AQU Catalunya Staff Support

AQU Catalunya, host of INQAAHE Secretariat from 2014 until January 2022, renewed its agreement with INQAAHE by 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, timely accounting support, or legal services. This line compiles these tasks that in 2025 added to **10,957 USD**.

Financial Statements

Expenses derived from Alignments and participation in Projects

All alignment activities involve associated costs, primarily the honoraria paid to expert reviewers. Additionally, most projects in which INQAAHE engages also generate expenses. During the reporting period, ISG alignment activities accounted for **45,282 USD**, while project-related expenses—mainly those linked to the implementation of the micro-credentials course—amounted to **20,300 USD**.

Legal and Professional Services

Throughout the year, INQAAHE consulted with several legal advisors to assess the most suitable location for the Network's headquarters. The total cost of these advisory services and the expenses associated once the change was agreed upon amounted to **30,665 USD**.

Secretariat Costs (including travel)

This line reflects expenses related to traveling arrangements for INQAAHE staff (including intern). In 2025, these expenses (**8,178 USD**) consisted of staff attendance and participation in the INQAAHE Conference 2025 in Tokyo, Japan, and the in-advance booking of flights and accommodation to attend INQAAHE Forum 2026 in South Africa.

Expenses from Board Directors and Committees

The expenses executed in 2025 consist of the compensation of 11 Board Directors for their attendance to INQAAHE Conference 2025 held in Tokyo, as well as funding requested by Board Directors to attend international events in representation of the Board. This adds up to **23,000 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 2025 were **28,088 USD**, 108% higher than in 2024. 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

Website

INQAAHE's new website, launched in 2024, underwent a slight redesign in 2025 to improve usability and refresh its visual identity. While the core structure and content remain consistent, the updated design introduces subtle enhancements to navigation, layout, and overall aesthetics, ensuring a more engaging experience for visitors.

Quarterly 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.

Communiqué

This [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.

Social Media

[LINKEDIN](#) 

[X \(formerly Twitter\)](#) 

[YOUTUBE](#) 

ANNEXES

Members

Table 7: INQAAHE members in 2025

ORGANISATION/INDIVIDUAL	MEMBERSHIP	COUNTRY/ REGION
ABET	GGP Aligned	United States
Accreditation Council for Education	ISG Aligned	Indonesia
Agency for Quality Assurance in the Catalan University System	GGP Aligned	Spain
Aragon Agency for Quality Assurance and Strategic Foresight	GGP Aligned	Spain
Commission d'Évaluation de l'Enseignement Collégial	GGP Aligned	Canada
Commission for Academic Accreditation	GGP Aligned	United Arab Emirates
Consejo Nacional de Educación	GGP Aligned	Chile
Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá	ISG Aligned	Panama
Higher Education Evaluation and Accreditation Council of Taiwan	ISG Aligned	Chinese Taipei
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	GGP Aligned	China
Institute of Accreditation for Economics, Management, Business and Accounting Programs	ISG Aligned	Indonesia
Japan University Accreditation Association	GGP Aligned	Japan
National Accreditation Commission	GGP Aligned	Chile
National Accreditation Council	GGP Aligned	Colombia
National Agency for Accreditation of Higher Education	GGP Aligned	Paraguay
National Commission for Evaluation and Accreditation	GGP Aligned	Argentina
Ontario College Quality Assurance Service	GGP Aligned	Canada
Postsecondary Education Quality Assessment Board Ministry of Training Colleges	ISG Aligned	Canada
Sistema Nacional de Acreditación de la Educación Superior	ISG Aligned	Costa Rica
Taiwan Assessment and Evaluation Association	ISG Aligned	Chinese Taipei
The Office for National Education Standards and Quality Assessment	GGP Aligned	Thailand
The Quality Assurance Agency for Higher Education	ISG Aligned	United Kingdom
Abu Dhabi Department of Education and Knowledge	Full	United Arab Emirates
Academic Information Centre	Full	Latvia
Academic Quality Agency for New Zealand Universities	Full	New Zealand
Accreditation Agency for Study Programs in Health and Social Sciences	Full	Germany
Accreditation Agency of Curacao	Full	Netherlands Antilles

Annexes

Accreditation Commission for Education in Nursing	Full	United States
Accreditation Council for Administrative, Accounting and related sciences	Full	Mexico
Accreditation Council for Business Schools and Programs	Full	United States
Accreditation Council for Entrepreneurial and Engaged Universities	Full	Netherlands
Accreditation Council for Pharmacy Education	Full	United States
Accreditation Council for Practical Abilities	Full	Japan
Accreditation Council of Trinidad and Tobago	Full	Trinidad and Tobago
Accreditation in Computing and Computer	Full	Mexico
Accreditation Organisation of the Netherlands and Flanders	Full	Netherlands
Accreditation Service for International Schools, Colleges and Universities	Full	United Kingdom
Accreditation, Certification and Quality Assurance Institute	Full	Germany
Accrediting Agency AcreditAccion	Full	Chile
Accrediting Agency of Chartered Colleges and Universities of the Philippines	Full	Philippines
Accrediting Commission of Career Schools and Colleges	Full	United States
ADC Agencia Acreditadora	Full	Chile
Agencia Acreditadora de Chile	Full	Chile
Agencia Nacional para la Evaluación de la Calidad y Acreditación	Full	Spain
Agency for accreditation of educational organizations and programmes "Sapattuu Bilim"	Full	Kyrgyz Republic
Agency for Accreditation of Educational Programs and Organizations	Full	Kyrgyz Republic
Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina	Full	Bosnia and Herzegovina
Agency for Higher Education Quality Evaluation	Full	Belgium
Agency for Quality Assurance and Accreditation Austria	Full	Austria
Agency for Quality Assurance in the field of Education	Full	Kyrgyz Republic
Agency for Quality Assurance in the Galician University System	Full	Spain
Agency for Quality Assurance Through Accreditation of Study Programmes	Full	Germany
Agency for Recognition and Quality Assurance in Education	Full	Kazakhstan
Agency for Science and Higher Education	Full	Croatia
Agency for Scientific and University Quality of Andalusia	Full	Spain
Agency for the Quality of the Basque University System	Full	Spain
Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik	Full	Germany
Albanian Quality Assurance Agency in Higher Education	Full	Albania
American International Accreditation Association of Schools and Colleges	Full	United States

Annexes

Antigua and Barbuda National Accreditation Board	Full	Antigua and Barbuda
ASEAN University Network – Quality Assurance	Full	Thailand
Association for Evaluation and Accreditation of Nursing Education Programs	Full	Türkiye
Association of Evaluation and Accreditation of Health Sciences Programs	Full	Türkiye
Astana Accreditation Agency	Full	Kazakhstan
Autorité Nationale d'Assurance Qualité de l'Enseignement Supérieur	Full	Senegal
Balearic Agency for Quality Assurance in Higher Education	Full	Spain
Barbados Accreditation Council	Full	Barbados
British Accreditation Council for Independent Further and Higher Education	Full	United Kingdom
Caribbean Accreditation Authority for Education in Medicine and other Health Professions	Full	Jamaica
Caribbean Evangelical Theological Association	Full	Trinidad and Tobago
Center for Quality Assessment in Higher Education	Full	Lithuania
Central American Accreditation Agency for Architecture and Engineering Programs	Full	Panama
Central American Agency for Postgraduate Accreditation	Full	Honduras
Central Evaluation and Accreditation Agency Hanover	Full	Germany
Centre for Education Accreditation, Association of Vietnam Universities and Colleges	Full	Vietnam
Centro Interuniversitario de Desarrollo	Full	Chile
Certification Association “Russian Register”	Full	Russian Federation
China Academic Degrees and Graduate Education Development Center	Full	China
Commission on Collegiate Nursing Education	Full	United States
Council for Accreditation of Counseling and Related Educational Programs	Full	United States
Council on Higher Education	Full	South Africa
Council on Higher Education	Full	Lesotho
Cyprus Agency of Quality Assurance and Accreditation in Higher Education	Full	Cyprus
Danish Accreditation Institution	Full	Denmark
Distance Education Accrediting Commission	Full	United States
Education and Training Quality Authority	Full	Bahrain
Education and Training Evaluation Commission/National Centre for Academic Accreditation and Evaluation	Full	Saudi Arabia
Education and Training Evaluation Commission/The National Center for Training Evaluation	Full	Saudi Arabia
Education Quality Accreditation Agency	Full	Peru

Annexes

Education Quality Assurance Agency	Full	Azerbaijan
Estonian Quality Agency for Education	Full	Estonia
Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care	Full	Kazakhstan
European Association for Public Administration Accreditation	Full	Netherlands
European Council for Theological Education	Full	Germany
European Quality Assurance Agency	Full	Germany
Evaluation Agency Baden-Wuerttemberg	Full	Germany
Federation for Self-financing Tertiary Education	Full	Hongkong, China
Federation of Mexican Private Higher Education Institutions	Full	Mexico
Finnish Education Evaluation Centre	Full	Finland
Foundation for International Business Administration Accreditation	Full	Germany
Foundation for Knowledge madri+d	Full	Spain
Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council)	Full	Germany
Grenada Medical and Dental Council	Full	Grenada
Grenada National Accreditation Board	Full	Grenada
Hellenic Authority for Higher Education	Full	Greece
High Council for the Evaluation of Research and Higher Education	Full	France
Higher Education Commission Fiji	Full	Fiji
Higher Education Commission Mauritius	Full	Mauritius
Higher Education Planning Evaluation Accreditation and Coordination Council	Full	Cyprus
Higher Education Quality Accreditation Commission	Full	El Salvador
Higher Education Quality Council	Full	Bhutan
Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties	Full	Italy
Independent Accreditation Agency	Full	Indonesia
Independent Agency for Accreditation and Rating	Full	Kazakhstan
Independent Agency for Quality Assurance in Education	Full	Kazakhstan
Independent Institute for Accreditation, Rating and Certification	Full	Kyrgyz Republic
Independent Kazakhstani Center of Accreditation	Full	Kazakhstan
Indonesian Accreditation Agency for Higher Education in Health	Full	Indonesia
Indonesian Accreditation Agency for Higher Education in Natural and Formal Sciences	Full	Indonesia
Institute of Korean Medicine Education and Evaluation	Full	Korea, Rep.
Institute of Quality and Accreditation of Computing, Engineering and Engineering Technology Programs	Full	Peru

Annexes

Inter Institutional Committees for the Evaluation of Higher Education	Full	Mexico
International Accreditation Council for Global Development Studies and Research	Full	Germany
International Board of Certified Trainers	Full	Netherlands
International Centre of Excellence in Tourism and Hospitality Education	Full	Australia
Japan Institution for Higher Education Evaluation	Full	Japan
Jiangsu Agency for Educational Evaluation	Full	China
Korean Accreditation Board for Health and Medical Information Management Education	Full	Korea, Rep.
Korean Accreditation Board of Nursing Education	Full	Korea, Rep.
Korean Council for University College Education	Full	Korea, Rep.
Korean Council for University Education	Full	Korea, Rep.
Kosovo Accreditation Agency	Full	Kosovo
LEPL National Center for Educational Quality Enhancement	Full	Georgia
Malaysian Qualifications Agency	Full	Malaysia
Maldives Qualifications Authority	Full	Maldives
Maritime Provinces Higher Education Commission	Full	Canada
Mauritanian Authority for Quality Assurance in Higher Education	Full	Mauritania
Mauritius Qualifications Authority	Full	Mauritius
Mexican Council for the Accreditation of Medical Education	Full	Mexico
Middle States Commission on Higher Education	Full	United States
Montessori Accreditation Council for Teacher Education	Full	United States
Myanmar Engineering Council	Full	Myanmar
National Accreditation Agency for Higher Education	Full	Indonesia
National Accreditation Bureau for Higher Education	Full	Czech Republic
National Agency for Higher Education Quality Assurance	Full	Ukraine
National Architectural Accrediting Board	Full	United States
National Assessment and Accreditation Council	Full	India
National Authority for Quality Assurance and Accreditation of Education	Full	Egypt, Arab Rep.
National Bureau for Academic Accreditation and Education Quality Assurance	Full	Kuwait
National Center for Professional Education Quality Assurance	Full	Armenia
National Center for Quality Assurance and Accreditation of Educational & Training Institutions	Full	Libya
National Centre for Public Accreditation	Full	Russian Federation
National Commission on Orthotic and Prosthetic Education	Full	United States
National Council for Higher Education	Full	Namibia

Annexes

National Entity for Accreditation and Quality Assurance in Higher Education	Full	Serbia
National Institution for Academic Degrees and Quality Enhancement of Higher Education	Full	Japan
National System of Evaluation, Accreditation and Certification of Educational Quality	Full	Peru
Network of Schools of Public Policy, Affairs, and Administration	Full	United States
New Zealand Qualifications Authority	Full	New Zealand
Norwegian Agency for Quality Assurance in Education	Full	Norway
Office for Students	Full	United Kingdom
Oman Authority for Quality Assurance of Education	Full	Oman
Ontario Universities Council on Quality Assurance	Full	Canada
Philippine Accrediting Association of Schools Colleges and Universities	Full	Philippines
Philippine Association of Colleges and Universities Commission on Accreditation	Full	Philippines
Public Foundation Independent Accreditation Agency "BILIM-STANDART"	Full	Kyrgyz Republic
Quality and Qualifications Ireland	Full	Ireland
Quality Assurance Agency for Higher Education of Andorra	Full	Andorra
Quality Assurance and Accreditation Council of the University Grants Commission	Full	Sri Lanka
Quality Assurance Authority	Full	Mauritius
Quality Matters	Full	United States
Saigon Centre for Educational Quality Accreditation	Full	Vietnam
Samoa Qualifications Authority	Full	Samoa
Seychelles Qualifications Authority	Full	Seychelles
Shanghai Education Evaluation Institute	Full	China
Slovak Accreditation Agency for Higher Education	Full	Slovak Republic
Slovenian Quality Assurance Agency	Full	Slovenia
SNRO	Full	Netherlands
Southern Association of Colleges and Schools Commission on Colleges	Full	United States
Swedish Higher Education Authority	Full	Sweden
Swiss Agency of Accreditation and Quality Assurance	Full	Switzerland
Tertiary Education Quality and Standards Agency	Full	Australia
Thang Long Centre for Education Accreditation	Full	Vietnam
The Agency for Higher Education of the Republic of Srpska	Full	Bosnia and Herzegovina
The AsTEN Teacher Education Quality Assurance Agency	Full	Indonesia
The Canarian Agency for Quality Assessment and Accreditation	Full	Spain
The Council for Higher Education	Full	Israel

Annexes

The Education Quality Evaluation Agency of the Ministry of Education in China	Full	China
The Higher Learning Commission/North Central Association of Colleges and Schools	Full	United States
The Mongolian National Council for Education Accreditation	Full	Mongolia
The National Accreditation and Equivalency Council of The Bahamas	Full	The Bahamas
The National Accreditation Council	Full	Guyana
The National Committee for Qualifications and Academic Accreditation	Full	Qatar
The National Council for Accreditation of Education Group Colleges Programs	Full	Iraq
The Polish Accreditation Committee	Full	Poland
The Romanian Agency for Quality Assurance in Higher Education	Full	Romania
The University Council of Jamaica	Full	Jamaica
Tonga National Qualifications and Accreditation Board	Full	Tonga
Transnational Association of Christian Colleges and Schools	Full	United States
Tunisian Agency for Evaluation and Accreditation in Higher Education and Scientific Research	Full	Tunisia
Turkish Higher Education Quality Council	Full	Türkiye
Universities New Zealand-Te Pokai Tara	Full	New Zealand
University Grants Commission	Full	Nepal
University Grants Committee	Full	Hongkong, China
University Quality Assurance International Board	Full	United Arab Emirates
Valencian Agency for Assessment and Forecasting	Full	Spain
Vietnam Education Quality Management Agency	Full	Vietnam
VNU Center for Education Accreditation	Full	Vietnam
VNU-HCM Center for Education Accreditation	Full	Vietnam
Aga Khan University	Associate	Kenya
American International University	Associate	Bangladesh
Andres Bello University	Associate	Chile
An-Najah National University	Associate	Palestinian Authority
Applied Science University	Associate	Bahrain
Arab Open University	Associate	Lebanon
Bahauddin Zakariya University	Associate	Pakistan
Bahcesehir Cyprus University	Associate	Cyprus
Bahria University	Associate	Pakistan
Board of Quality Standards	Associate	Benin

Annexes

Bolan University of Medical and Health Sciences	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	Associate	Uzbekistan
City University of Science and Information Technology	Associate	Pakistan
Commonwealth of Learning	Associate	Canada
Council of Private University Presidents	Associate	Argentina
Daffodil International University	Associate	Bangladesh
Dubai Police Academy	Associate	United Arab Emirates
Education and Youth Development Bureau	Associate	Macao, China
Education, Culture, and Employment	Associate	Canada
Euclid University	Associate	Central African Republic
Faisalabad Medical University	Associate	Pakistan
Fatima Jinnah Women University	Associate	Pakistan
Final International University	Associate	Cyprus
Forman Christian College (A Chartered University)	Associate	Pakistan
Foundation University Islamabad	Associate	Pakistan
GIFT University	Associate	Pakistan
GIK Institute of Engineering sciences and technology	Associate	Pakistan
Government College Women University Faisalabad	Associate	Pakistan
Gulf College	Associate	Oman
Hazara University	Associate	Pakistan
Higher Colleges of Technology	Associate	United Arab Emirates
Holy Spirit University of Kaslik	Associate	Lebanon
Hong Kong Police College, Hong Kong Police Force	Associate	Hongkong, China
Horizon College of Business and Technology (Horizon Campus)	Associate	Sri Lanka
Humber College Institute of Applied Technology and Advanced Learning	Associate	Canada
IBADAT International University Islamabad	Associate	Pakistan
Indus University	Associate	Pakistan
Institute of Business Administration	Associate	Pakistan
Institute of Business Management	Associate	Pakistan
Institute of Management Sciences	Associate	Pakistan
International Confederation of Higher Education	Associate	Austria

Annexes

International European University	Associate	Ukraine
International Open University	Associate	Gambia, The
Iqra University	Associate	Pakistan
Jinnah University for Women	Associate	Pakistan
Kamla Nehru Mahavidyalaya	Associate	India
Kesmonds International University	Associate	Cameroon
Khwaja Fareed University of Engineering and Information Technology	Associate	Pakistan
Khyber Medical University	Associate	Pakistan
Kingston Academy Accreditation Council	Associate	United Kingdom
Lahore School of Economics	Associate	Pakistan
Lahore University of Management Sciences	Associate	Pakistan
Livingstone International University of Tourism Excellence & Business Management	Associate	Zambia
Logos University International, Unilogos	Associate	United States
Macao Polytechnic University	Associate	Macao, China
Midlands State University	Associate	Zimbabwe
Mirpur University of Science and Technology	Associate	Pakistan
National Accreditation Council	Associate	Saint Lucia
National University of Computer and Emerging Sciences	Associate	Pakistan
National University of Sciences and Technology	Associate	Pakistan
National University of Technology	Associate	Pakistan
NED University of Engineering and Technology	Associate	Pakistan
Nghe An University	Associate	Vietnam
Pak-Austria Fachhochschule Institute of Applied Sciences and Technology	Associate	Pakistan
Peoples' Friendship University of Russia	Associate	Russian Federation
Preah Sihanoniraja Buddhist University	Associate	Cambodia
Preston Institute of Management Science and Technology Karachi	Associate	Pakistan
Rabdan Academy	Associate	United Arab Emirates
Ramanand Arya D.A.V. College	Associate	India
Rawalpindi Women University	Associate	Pakistan
Riphah International University	Associate	Pakistan
Royal College of Surgeons in Ireland - Medical University of Bahrain	Associate	Bahrain
Shah Abdul Latif University Khairpur Sindh	Associate	Pakistan
Sir Syed University of Engineering and Technology	Associate	Pakistan

Annexes

Sohar University	Associate	Oman
Southeast Asian Ministers of Education Organization - Regional Training Center	Associate	Vietnam
St. Mary's University	Associate	Ethiopia
The European Council of Leading Business Schools	Associate	Latvia
The Maldives National University	Associate	Maldives
The University of the West Indies	Associate	Barbados
Tung Wah College	Associate	Hongkong, China
Université des Mascareignes	Associate	Mauritius
University of Bahrain	Associate	Bahrain
University of Global Health Equity	Associate	Rwanda
University of Namibia	Associate	Namibia
University of South Africa	Associate	South Africa
University of Technology and Applied Sciences	Associate	Oman
University of Technology Bahrain	Associate	Bahrain
University of the South Pacific	Associate	Fiji
University of the Visual and Performing Arts	Associate	Sri Lanka
University of Wah	Associate	Pakistan
University of Zimbabwe	Associate	Zimbabwe
Villa College	Associate	Maldives
Vocational Training Council of Hong Kong	Associate	Hongkong, China
Abdulaziz Alshahrani	Affiliate	Saudi Arabia
Abeer Alharbi	Affiliate	Saudi Arabia
Ahmed AlKuwaiti	Affiliate	Saudi Arabia
Azza Mahgoub	Affiliate	Saudi Arabia
Burak Alan Eroncel	Affiliate	Türkiye
Fernando Padró	Affiliate	Australia
Manal Mekhael	Affiliate	Egypt
Mustafa Kayyali	Affiliate	Syrian Arab Republic
Nibal Sabri	Affiliate	Palestinian Authority
Perliter Walters-Gilliam	Affiliate	United States
Proffesional Global for Managing Educational Projects	Affiliate	Palestinian Authority
Rabie'e Al Rashdi	Affiliate	Oman
Rawaih Falatah	Affiliate	Saudi Arabia

Annexes

Rozilini Mary Fernandez-Chung	Affiliate	Malaysia
Tarek Nasr	Affiliate	United Arab Emirates
Thokozani Bvumbwe	Affiliate	Malawi
Valda Alleyne	Affiliate	Barbados
Zhanat Smankulova	Affiliate	Kazakhstan

Board of Directors

Table 8: INQAAHE Board as of 31 December 2025



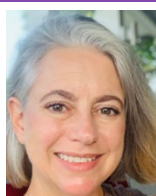
Vicki Stott
Western Europe

President
Quality Assurance
Agency for Higher
Education, UK



Maryam Mustafa
Arab States

Vice-President
Education and
Training Quality
Authority, Bahrain



Leah Matthews
North America

Treasurer
Distance Education
Accreditation
Commission, USA



Anna Prades
Western Europe

Agency for Quality
Assurance in the
Catalan University
System, Spain



Olgun Çiçek
Eastern Europe

Turkish Higher
Education Quality
Council, Türkiye



Simona Lache
Eastern Europe

Romanian Agency
for Quality
Assurance in Higher
Education, Romania



Fabrizio Trifiro
Western Europe

British Accreditation
Council
Accreditation
Committee, UK



Fawad Sadiq
Asia-Pacific

Riphah International
University, Pakistan



Kazuyo Hara
Asia-Pacific

Japan University
Accreditation
Association, Japan



Ariana de Vincenzi
Latin America

Council of Rectors of
Private Universities,
Argentina



Nasser al Hinai
Arab States

Oman Authority for
Quality Assurance
of Education, Oman



Sylvia Demas
Africa

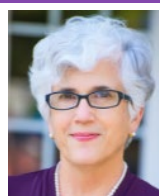
National Council for
Higher Education,
Namibia



**Mary Catharine
Lennon**
North America

Postsecondary
Education Quality
Assessment Board in
Ontario, Canada

Ex officio



Deb Adair
North America

*Immediate Past
President*
Quality Matters, USA



Fabrice Hénard

*Chief Executive
Officer (until October
2025)*



**Mary Catharine
Lennon**

*Chief Executive
Officer (interim) (from
October 2025)*

International Network
for Quality Assurance Agencies in Higher Education
(INQAAHE)

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