

The background features a large, stylized logo for INQAAHE, composed of several overlapping, curved, light blue shapes that form a circular emblem. The text is centered over this graphic.

INQAAHE

Annual Report

2021

© International Network for Quality
Assurance Agencies in Higher Education

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08007 Barcelona

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ACKNOWLEDGEMENTS

INQAAHE is partly supported by voluntary contributions. We would like to take a moment to appreciate the outstanding contributions made by INQAAHE members and partners on a voluntary basis throughout the year.

EXTERNAL REVIEWERS FOR INQAAHE FUNDING SCHEME

Angela Yung-Chi Hou, Carol Bobby, David Woodhouse, Eva Fernandez, Jagannath Patil, Maiki Udam, Martí Casadesús, Olgun Cicek, Rafael Llavori, Rafael Gutierrez, Ronny Heintze, and Yaping Gao

LIVING THE LIFE OF INQAAHE

All INQAAHE members.

Annual report 2021

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FOREWORD

I am pleased to present to you the INQAAHE Annual Report for 2021. This report reflects the continuation of our efforts to execute INQAAHE's strategic plan and the need to move to a sustainable structure for the organization – which is, in itself, an organizational change initiative that is as disruptive as it is promising. Yet, the four pillars of our strategic plan (Sustainability, Quality Culture, Research/Think Tank, and Relevance), and our mission of service to our global quality assurance community, provide a productive framework for the achievements featured in this report.

As is the case with many of you, the global pandemic had a very real impact on our work, requiring yet again a move to a virtual conference and challenges for the GGP reviews. Like many of you, and in collaboration with many of you, it was a barrier that could be overcome with innovation and resilience. Indeed, the many stories of adaptation and new innovations in the work processes of our agencies were featured in many presentations at the INQAAHE Conference in Glasgow and numerous other convenings in which INQAAHE board and members participated over the year. These are the success stories to be celebrated.

On the topic of celebrations, the Network celebrated a major milestone in its history. INQAAHE's 30th anniversary was observed throughout the year in a number of ways. From monthly messages, to quarterly events with international experts, to the publication of a book on the history of INQAAHE, we recognized this milestone. These acknowledgements culminated with the official opening ceremony of the INQAAHE permanent secretariat in Barcelona and an in-person member convening with workshops and meetings.

Our efforts to ensure continuity of leadership for INQAAHE, and the need to create staggered board terms, somewhat ironically meant that the Network welcomed six newly elected board directors and four co-opted directors, all of whom started their first terms this year. We also saw the President's gavel passed from INQAAHE's 7th President, Susanna Karakhanyan, who served six years as the INQAAHE President. INQAAHE will greatly benefit from her expertise and insights for the next three years as she serves as the Immediate Past President on the board of directors. I am pleased to note that the incoming board has brought renewed energy, insights and



Dr. Deborah Adair
INQAAHE 8th President

FOREWORD

expertise to INQAAHE governance. With the Executive Committee elected in October during the first board meetings in Barcelona, we are poised for success.

In this year of change and reflection, we also recognized our responsibility to address global trends and to promote the relevance, trust and recognition of the outcomes of higher education. The INQAAHE Board embarked on a process to redesign its Guidelines of Good Practice (GGPs) to better address the ever-diversifying provisions in higher learning. Employing a robust methodology, inclusive of literature reviews, focus groups, and expert consultation, the board is working to develop international standards and guidelines which are evolved from the GGPs. These international hallmarks are applicable to all agencies, including and beyond INQAAHE members, and provide a modularized approach to the international recognition of quality assurance providers with increasingly diversified practices.

We invite you to review the many activities and achievements represented in this annual report. As always, our focus is on the membership, capacity building, and supporting the relevance and professionalization of quality assurance through the INQAAHE Funding Scheme, events and presentations, trainings, and quality review and enhancement activities. These initiatives succeed only with the insights from and collaboration with you, the members of the Network. As we look ahead to the challenges and the opportunities for the future, it is our ability to connect and engage with you, the Network, that is the key to advancing the practice of quality assurance globally. Together, we make a difference.

MISSION AND STRATEGIC PRIORITIES

The International Network for Quality Assurance Agencies in Higher Education is the global network of quality assurance bodies in higher education. It exists to:

- Enable quality assurance bodies to share information and experiences;
- Lead and advance the theoretical and practical foundations of the profession;
- Develop and promote standards of professional practice in quality assurance (QA); and
- Encourage and assist in continuous improvement amongst member agencies, including professional development and capacity building for the benefit of higher education (HE) institutions, their students and their societies.

The strategic pillars around which the activities in 2021 evolved are as follows:

- **Sustainability:** Boosting INQAAHE's role as a world leader
- **Quality culture:** Providing a robust platform for exchange and collaboration
- **Research/Think tank:** Advancing Knowledge and Effectiveness
- **Relevance:** Promoting Quality Assurance and continuous improvement

PART I: INQAAHE PERFORMANCE IN LINE WITH ITS STRATEGIES 2017-2022

INQAAHE's XXX Anniversary Celebration - Three decades of diffusing quality culture globally

2021 launched with a year-long celebration of the iconic global enhancement platform - *the International Network of Quality Assurance Agencies in Higher Education*. The INQAAHE and the international QA community celebrated thirty years of contribution to global tertiary education quality assurance, thirty years of spreading quality culture, thirty years of bridging the rich diversity of systems worldwide, thirty years of pioneering and outstanding achievements that pave solutions for current and future success stories of tertiary education systems worldwide.

To celebrate the event as the organization merits, a working group under the lead of INQAAHE President – Susanna Karakhanyan and active engagement of Martí Casadesús Fa, Erika Soboleva and Beatriz Calzada was established. The working group designed a series of memorable events and activities to celebrate the 30 years of outstanding achievements. Some of the highlights were as follows:

- Quarterly events with lead international experts exploring QA and its impact worldwide. In tribute to the invaluable contributions of its leaders throughout the three decades, special sessions were organized with participation of all the past and current Presidents, Board Members, and other key contributors to the quality cause.
- [*INQAAHE: the History of the First Quality Assurance Network in Tertiary Education*](#) was published with the joint efforts of the Presidents and Secretaries of INQAAHE. The publication presents the history of INQAAHE's foundation and evolution while also highlighting the benefits, values and key achievements for which the organization merits acknowledgement. The vision behind the publication was to set a robust platform for future successes by inspiring the new, innovative and passionate leaders through conveying the vision, ambitions, commitment and the passion of the past and current leaders.
- Official opening ceremony of the INQAAHE permanent secretariat in Barcelona. In October 2021, after a long disruption caused by COVID 19, the QA community convened in a hybrid mode (face-to-face & online) to celebrate the 30th anniversary of the organization at the launch of its permanent Secretariat in Barcelona. For the first time in its history, after a floating Secretariat model, INQAAHE endeavors to permanently establish its Secretariat as a firm step towards sustainability of the organization. Approximately 40 participants joined the meeting face-to face and 60 joined the event online.

SUSTAINABILITY

The celebrations demonstrated the key role and importance of the organization in the wider higher education community and set the path for the next 3 decades of success.

SUSTAINABILITY

To boost INQAAHE's role as a world leader in tertiary education quality assurance and an umbrella organisation for external and internal quality assurance providers.

Operations: statutory and organizational changes

INQAAHE Legal Incorporation in Spain and Establishment of its International Headquarters in Barcelona

Throughout 2021, the INQAAHE Board, under the lead of the President and support from the Secretariat, engaged in legal incorporation and establishment of the INQAAHE International Headquarters in Barcelona (Spain). In early May, the General Assembly approved the changes made to the Constitution, which now contemplates the transition to a permanent Secretariat, firms the position of Chief Executive Officer, and ensures alignment with New Zealand and Spanish regulation. The international headquarter are based in one of the most central and thriving neighborhoods of Barcelona at the following address: Enric Granados, 33, 08007 Barcelona.

In October, an international delegation status was granted to INQAAHE by the Spanish authorities enabling the organization to operate with an independent secretariat. This allows INQAAHE to legally operate in the country, hire its own staff, implement the proposed organizational structure, and work towards full establishment, among other activities. This legal status of the INQAAHE Secretariat is a major achievement as the Network embarks on implementation of the necessary structural changes to ensure sustainability and long term and fruitful contribution to the HE community.

Governance of INQAAHE

General Assembly Meetings

In 2021 two General Assembly Meetings (GAM) were held:

- **GAM 1, April 27:** The first GAM concentrated on the annual reporting (annual achievements, activities and financial statements for 2020) and making decisions on the matters that were crucial for the organizational health and sustainability (upcoming elections and legal incorporation). For sustainability purposes, changes to the Constitution were introduced to firm transition to a Permanent Secretariat, redefinition of the position of Chief Executive Officer and legal requirements necessary to meet the New Zealand

SUSTAINABILITY

(where the Network is currently established) and Spanish regulation (where the Permanent Secretariat will be based). The President, the Secretary and the Treasurer reported on the annual achievements after which an online voting took place. By early May, the General Assembly approved the INQAAHE Annual Report 2020 (including the Financial Statements for 2020), budgets for 2021 and 2022, revised Constitution, and minutes of the General Assembly meetings held in 2020.

- **GAM 2, October 9:** The second GAM of 2021 was held in a hybrid mode in Barcelona, during the celebratory event of the INQAAHE 30th anniversary and official launch of the INQAAHE International Headquarters. The event constituted a first attempt to initiate in person meeting of the INQAAHE members amid the pandemic. During the meeting, the following key achievements were acknowledged:
 - The Organizational Structure in its new legal form as an independent secretariat, including the functions of each of the units and delegation of authority, were presented as a proposal.
 - The newly elected Board members were inducted into the INQAAHE context and culture.
 - The incoming 8th President, Vice-President and Treasurer were elected by the Board and Board's recommendation for the President was formulated for approval by the GA.
 - A methodology of revision of the INQAAHE GGPs and transformation into INQAAHE's International Standards and Guidelines of Quality Assurance in Higher Education were introduced.
 - Bids of two QA bodies to host the INQAAHE Conference 2023 were presented for GA voting.

Following the GAM, online voting for the President's candidacy approval and Conference 2023 hosting was launched. As a result of the online voting, Deb Adair was approved as the 8th President of INQAAHE. As for the Conference 2023 hosting, IQAA, a Kazakh QA agency, was approved to host the INQAAHE Conference in 2023 in Nursultan, Kazakhstan.

Board, Committee and Work Group meetings

In 2021 INQAAHE held 10 Board Meetings. The INQAAHE Committees and Working Groups held ongoing meetings while managing and coordinating diverse activities and projects.

On February 9, Vice President Angela Yung-Chi Hou stepped down from her position at the Board to dedicate full-time to academia. During the first Board meeting in 2021, Dr Naji AlMahdi was appointed Vice President for the remaining term of the Vice-President.

The INQAAHE Board, in line with the provisions in the Constitution regarding the staggered approach to the Board formation, announced its 2021 round of Board member elections on July 9th. From July 12th to August 25th, nominations from around the globe were submitted and formed a strong pool of candidates for election. The candidate pool of 16 nominees was broadly

SUSTAINABILITY

representative of membership types, gender and geography – in line with the INQAAHE key principles.

From September 1st to September 15th, 2021, the General Assembly was invited to elect, through an online voting system, up to 7 candidates to fill the vacant Board positions with terms starting in October 2021. The election was closed on September 15th with 49% participation rate. While the candidate pool had a good balance in terms of gender representation and covered all the regions of INQAAHE – Africa, Arab States, Asia-Pacific, Eastern Europe, Latin America and Caribbean, North America and Western Europe, the election results were skewed towards females and Europe, North America and the Caribbean. To balance Board representation in terms of geographical coverage and gender representation, INQAAHE Board co-opted four Board director positions as per its Constitution, from Africa, Arab States, Asia-Pacific, and Latin America. Based on the newly formed Board, Presidential election was held and Deb Adair was elected President univocally for 2021 (October) – 2024 term. The results of the Board election were approved by the General Assembly by 100% of the participating voters on 18th of October. Susanna Karakhanyan officially passed the gavel of Presidency to Deb Adair, thus becoming an ex-officio on the Board, as Immediate Past President. [Deb Adair's inaugural address](#) and [Susanna Karakhanyan's farewell address](#) are both available on the INQAAHE website. During the Board meeting in October, Chan Basaruddin was elected Vice-President and Anna Prades Treasurer for the 2021 October - 2024 term.

INQAAHE Branding

To celebrate the evolution of INQAAHE throughout the last 30 years, INQAAHE's image as a global enhancement platform was re-branded as part of the ongoing efforts to sharpen alignment with its mission and highlight the strategies of INQAAHE to enhance relevance in QA. The re-branding focused on the feel and look of the brand and entailed the following key changes:

- **Logo:** the core elements of the logo were retained – the globe and the links among diverse regions – to demonstrate the INQAAHE's continued commitment to its initial purpose of enhancement and bridging diversity of cultures. Thus, the simplicity and elegance of the new logo crystalizes the acronym "INQAAHE".
- **Colors:** the colors were changed into navy blue, purple and silver. Each of the three colors symbolizes a significant element of the organization's mission: blue for education, purple for quality and silver for the dynamic future guided by high tech revolution.
- **Fonts:** the official font adopted is Aleo.

The Committee on Communication and Outreach updated the *Guidelines on the INQAAHE Branding and Logo Usage* for wide application by the organization and relevant entities.

Diversification of Funding: revenue and allocations

With the move to a new operating model for the Secretariat, to enhance sustainability of the organization and be able to give back more to our members, INQAAHE has been exploring

SUSTAINABILITY

opportunities for the diversification of revenue channels. The following have been identified as the potential opportunities:

- **Consultancy:** In 2020, INQAAHE bid for funding under the auspices of the UNESCO Bangkok office. The project also entailed co-funding by INQAAHE to support the QA system enhancement in Kyrgyz Republic.
- **Bespoke trainings for capacity building of EQA and IQA:** In 2021, INQAAHE has received requests from its members to deliver trainings catered to the needs of a specific system. A special procedure for such requests is required to ensure a transparent approach to managing such requests.
- **Recognition of external quality assurance bodies:** With the revision of the GGPs, INQAAHE envisions a revised approach to external evaluation of quality assurance bodies - expanding the scope beyond its members and serving all types of QA providers. For this purpose, *the International Standards and Guidelines* are in the process of development to be launched in 2022 and are designed to embrace the diversity of QA providers, instill trust and increase the relevance of QA.

In December 2021, a working group was formed to further explore funding diversification and seek the most optimal avenues for execution of the new revenue streams.

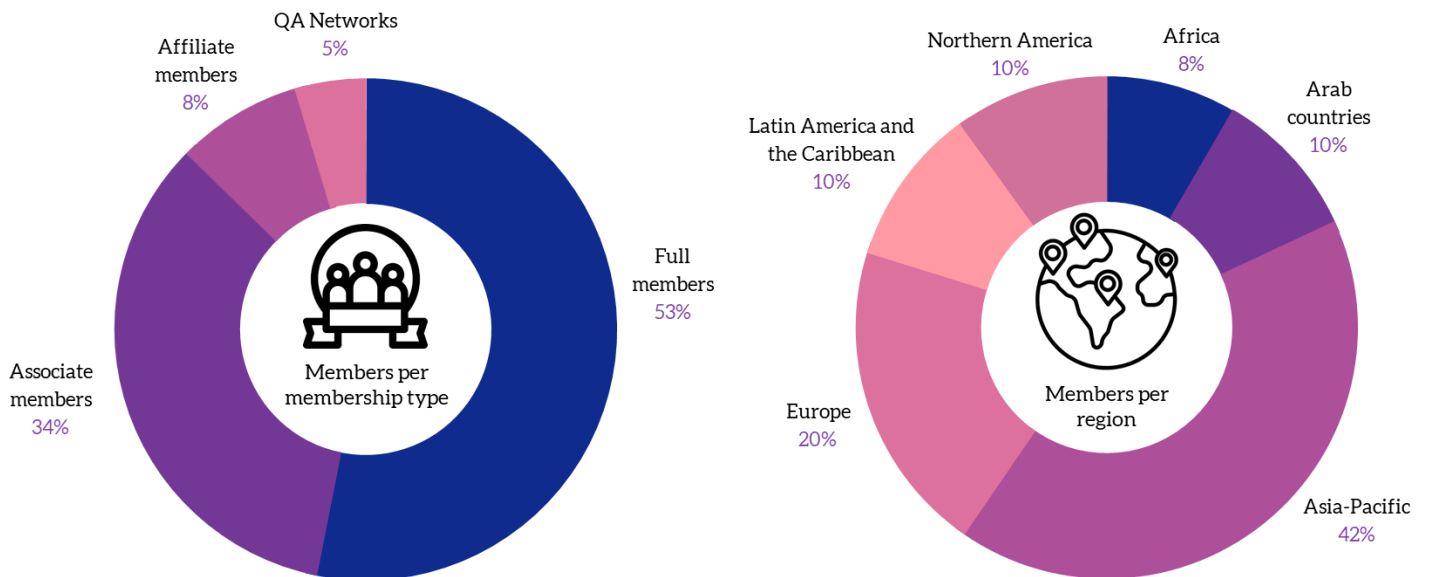
Membership

INQAAHE is a worldwide association of more than 350 organizations active in the theory and practice of quality assurance in higher education. Four categories of membership exist (Graphic 1):

- **GGP ALIGNED MEMBERS** are organizations responsible for assuring the quality of post-secondary 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 Alignment procedure and whose alignment is current.
- **FULL MEMBERS** are organizations responsible for assuring the quality of post-secondary provisions - institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs.
- **ASSOCIATE MEMBERS** are tertiary education institutions or organizations with a major interest in evaluation, accreditation and quality assurance in higher education, but without the responsibility for assuring the quality of institutions or education programs.
- **AFFILIATE MEMBERS** are individuals with a major interest in evaluation, accreditation and quality assurance in higher education and a proven track record of involvement in tertiary education quality assurance.

SUSTAINABILITY

Graphic 1. INQAAHE members 2021



Visibility and Impact

To enhance the visibility of INQAAHE, a series of initiatives were undertaken:

- INQAAHE continued to contribute to the quality assurance events organized by its members. Due to the COVID restrictions those contributions were done in an online mode. Some of the highlights are as follows:
 - **The United Kingdom:** QAA UK event on Transnational Provisions in Middle East
 - **Kazakhstan:** V Central Asian International Forum – an online event organized on 1-2 October under the theme *Higher Education Quality Assurance: Global Trends and Regional Aspects* dedicated to the 10th anniversary of IAAR.
 - **Kyrgyzstan:** under the auspices of UNESCO and upon the request of the Kyrgyz Ministry of Education, a national consultation on the revised approaches to QA was conducted. A number of meetings with the Ministry were conducted and a detailed Road Map for enhancement was produced.
 - **Lithuania:** SKVC Conference entitled *Development of external quality assurance: lessons learned and insights for the future*, delivered online on December 14. Dr. Susanna Karakhanyan contributed to the event by presenting the global trends in external quality assurance of higher education: disruptions, diversification and differentiation. The full session was broadcasted on [SKVC's Facebook page](#) and is available there.

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- **Colombia:** Conference on Learning Outcomes organized by the Ministry of Education. INQAAHE's contribution was on theme *Learning Outcomes Assessment: Relevance & Quality in Higher Education*.
- **Mexico:** Accreditation & Quality Assurance during Pandemic and Post-pandemic
- **Lebanon:** Best Practices in EQA – a round table discussion organized by UNESCO Middle East and Ministry of Education of Lebanon.
- **Kingdom of Saudi Arabia:** consultation on the revised approach to QA practices by NCAAA.
- **Pakistan:** Best Practices in External Reviews for Indus University. Online workshop organized by Indus University (Pakistan) on December 2, with the contribution of Dr. Fabrizio Trifiro and Dr. Anna Prades. The recording of the session is available on [Indus University YouTube channel](#).
- A comprehensive Communications and Outreach Strategy was created. In 2021, INQAAHE developed and launched a new communication and outreach strategy to improve the efficiency and effectiveness of member and media communications. Within the new framework, initiatives have been identified to enhance the visibility and impact of INQAAHE while better meeting member needs.
- INQAAHE supported UNESCO in their identification of experts for each of the 10 WHEC 2022 themes, based on which they came up with a group of Technical Experts to conduct a study on each of the 10 themes and provide recommendations for policymakers and HEIs.

QUALITY CULTURE

To provide a robust platform for experience exchange and collaboration between the regions worldwide by bridging global quality assurance providers.

To support INQAAHE members in terms of their contributions to national governments in their pursuit of the United Nations' Sustainable Development Goal (UNSDG) #4 on Education Quality.

INQAAHE Enhancement Platform

Throughout 2021 a number of projects were implemented to provide members with opportunities for professional development and quality enhancement. The highlights include the INQAAHE annual events, webinars and workshops.

Events, workshops, and webinars

- **The DNA of QA: the 10 Es and Beyond:** the first event to celebrate the 30th anniversary of the Network featuring all Presidents of INQAAHE. Past and present Presidents discussed the DNA of QA with its building blocks evolving around *Emergence, Economics, Evaluation, Enhancement, Excellence, Effectiveness, Engagement, Essence, Efficiency, Exceptional* and beyond, and respectively addressed the whole journey the global QA has been through, its disruptions, solutions and prospects. The recording of the session is available on [INQAAHE's YouTube channel](#).
- **INQAAHE Conference 2021 hosted by QAA, UK:** Due to the on-going international travel restrictions, the uncertainty around the safety of large face-to-face gatherings and INQAAHE's ambition to reach out to as many of its members as possible through this event, INQAAHE Conference 2021 was offered fully online supported by QAA, UK and its headquarters in Scotland. INQAAHE's 16th Biennial Conference was organized around the theme of *Re-Imagining of Higher Education Quality in an Age of Uncertainty* and was held over the period of 1 - 10 June to better accommodate multiple time zones.
 - The Pre-Conference featured four workshops from 1 to 4 June which covered the following topics:
 - INQAAHE's Guidelines of Good Practice (GGP);
 - Professional development of agency staff;
 - Measurement of learning outcome achievement (CLA+);

QUALITY CULTURE

- QA of Micro-credentials.
- o The main Conference was organized into sub-themes which explored the following major trends through four keynote speeches, paper and poster presentations and breakout sessions:
 - Digital disruption for HE brings disruption for quality assurance;
 - New quality agendas for external and internal quality assurance;
 - Quality assurance supporting changing learner journeys;
 - Maintaining trust in the face of uncertainty.

Overall, there was significant engagement from workshop participants, ranging from 47-63 attendees per workshop, and the Conference was attended by 181 attendees from the INQAAHE 7 regions globally.

- **INQAAHE 30th anniversary celebration:** on 7-8th of October INQAAHE organized an extraordinary event to celebrate the 30th anniversary. The event was held in Barcelona, in a hybrid mode and hosted 51 participants from 7 regions of INQAAHE and 28 countries. The event was proudly hosted by AQU Catalunya and the University of Barcelona and provided a forum for discussion of global issues regarding internal and external quality assurance and a regional networks meeting focused on the SDGs.
- **Planning for INQAAHE Biennial Forum 2022:** throughout 2021, INQAAHE Board's Forum 2022 Committee along with the FIMPES Local Organizing Committee worked on the organization of the 2022 Forum in Mexico City. The main theme of the Forum is *Sustainable Quality Assurance: Optimizing Synergies between Artificial and Human Intelligence*. The Forum will be held in Mexico City, Mexico, from June 6 until June 9, 2022. In preparation for the Forum, in July a [call for proposals to facilitate sessions](#) was distributed and proposals were welcomed until October 15, 2021. Sub-themes and pre-forum workshops were development and speakers invited.
- Selection of host for **INQAAHE Biennial Conference 2023:** In November 2020 a bid to host INQAAHE Conference 2023 was announced with geographical preferences highlighted as in Central, East and Southeast Asia; South America and the Caribbean; North America and Francophone Africa. During the General Assembly Meeting of 2021 in October, the INQAAHE members voted for Conference 2023 to take place in Nur-Sultan (Kazakhstan), hosted by the Independent Agency for Quality Assurance in Education (IQAA). INQAAHE Board formed a Conference Organization Committee to launch the preparations with the host.
- Bid for **INQAAHE Biennial Forum 2024:** In November 2021, the bid to host the biennial Forum 2024 was launched. Considering the venues for the INQAAHE annual events for the last ten years, preferences for hosting the INQAAHE Forum 2024 are given to the following regions: East and Southeast Asia; South America and the Caribbean; North America; and Francophone Africa.

QUALITY CULTURE

Support to the INQAAHE Members

To promote professionalization of quality assurance, INQAAHE undertakes activities to encourage innovative solutions to quality assurance challenges and supports research in QA. In line with its inclusiveness principle, INQAAHE also allocates funding scholarships for Low Income Countries (LIC) and Least Developed Countries (LDC) to allow the latter to actively access the benefits the Network offers. The [INQAAHE Funding Scheme](#) (IFS) envisions provision of small grants to INQAAHE members on a competitive basis to promote implementation of innovation and enhancement projects of quality assurance systems worldwide. In 2021, the INQAAHE Funding Scheme was announced under the following two windows with total allocation of USD \$30,000¹. (Window 1, intended for Board's initiatives was not initiated in 2021).

Window 2:

- **Capacity building:** Projects under Window 2 are aimed at the development and enhancement of quality assurance systems worldwide. These can include, but are not limited to, trainings, workshops, consultations, revision of the QA frameworks among other key issues. It also includes promotion of internships between different QA institutions, scholarships for the INQAAHE Quality Assurance Program (QAP), and funding for attending INQAAHE annual event.

In 2021 the following capacity building projects were funded and launched:

Table 1: Capacity building projects launched in 2021

| ORGANISATION | MEMBERSHIP | COUNTRY | TOPIC | CALL | STATUS |
|--|-------------|---------|--|-----------|--------------------------------|
| OCQAS – Ontario College Quality Assurance Service | GGP Aligned | Canada | Truth and reconciliation in quality assurance (or re-mapping postsecondary education quality assurance to wholism) | 2018-2019 | Final phase |
| CINDA – Centro Universitario de Desarrollo in cooperation with INQAAHE | Full | Chile | Assuring the quality of quality assurers | 2018-2019 | Due date extended due to COVID |

¹ See RESEARCH/THINK TANK Section for the content, development and results of the proposals awarded in each window of the IFS.

QUALITY CULTURE

| | | | | | |
|--|------|------------|--|-----------|-----------|
| TWAEA - Taiwan Assessment and Evaluation Association | Full | Taiwan | International Survey Project on Learning Outcomes and Satisfaction in Higher Education from Japan, Taiwan and Thailand | 2019-2020 | Completed |
| EdNet - Agency for Quality Assurance in the field of Education | Full | Kyrgyzstan | Ensuring Quality assurance and accreditation of distant education in Kyrgyzstan | 2020-2021 | On-going |

The call for Proposals for 2021 was announced in June 2021. A total of 9 proposals were submitted and are under evaluation by external peers. Successful proposals will be launched in 2022.

- **Quality Assurance Program Scholarships:** INQAAHE offers graduate level programs on quality assurance leading to a full qualification awarded by two HEIs in partnership with INQAAHE: Melbourne University (in English) and Open University of Catalunya (in Spanish). Annually INQAAHE offers scholarships for qualified applicants from developing countries to enroll either for a [Graduate Certificate in Tertiary Education \(Quality Assurance\) at the University of Melbourne](#), or a [Master's degree on Quality Management and Evaluation in Higher Education at the Open University of Catalonia \(UOC\)](#).

INQAAHE announced its 2021 Call for interest in March and in total 6 applications were received. Successful applicants were notified by 12 April 2021. Table 2 lists the successful applicants in 2021:

Table 2: QAP scholarship granted in 2021

| ORGANISATION | MEMBERSHIP | COUNTRY |
|-----------------|------------|----------------------|
| Mustafa Kayyali | Affiliate | Syrian Arab Republic |

Window 3:

- **Research and Innovation:** Projects under Window 3 contribute to the body of knowledge by exploring potential and opportunity for quality assurance through research and innovation. The outcomes of the research and innovation projects are eligible to be published in the journal Quality in Higher Education (after the corresponding revision by the journal's editors).

QUALITY CULTURE

In 2021 the following capacity building projects were funded and launched:

Table 3: Research and innovation projects launched in 2021

| ORGANISATION | MEMBERSHIP | COUNTRY | TOPIC | CALL | STATUS |
|--|------------|---------|---|-----------|--------------------------------|
| NCHE - National Council for Higher Education | Full | Namibia | The National Employer Survey 2019/20 | 2018-2019 | On-going |
| IUCEA - Inter-University Council for East Africa | Associate | Uganda | Assessing the role of Institutional Quality Assurance | 2019-2020 | On-going |
| EQAN - East African Network for Quality Assurance | QA Network | Uganda | Approaches and Practices in the operationalization of the East African Higher Education Quality Assurance Frameworks | | |
| NAAC - National Assessment and Accreditation Council | Full | India | Role of Quality Assurance and Accreditation in Improvement of Higher Education; A Case study of Select Indian Higher Education Institutions | 2019-2020 | On-going (halted due to COVID) |
| UGC - University Grants Commission | Full | Nepal | Transition to Digital Era of Accreditation: Scope and Challenges for Emerging Quality Assurance Agencies | 2020-2021 | On-going |

In response to the 2021 Call for Proposals for Window 3 funding, a total of 6 proposals were received and are under evaluation by external peers.

INQAAHE's Support to Enhance Quality Systems

In 2020, under the auspices of UNESCO, INQAAHE launched an enhancement project in Kyrgyz Republic. The project, *Strengthening Quality Assurance Systems for Higher Education in Kyrgyzstan: Baseline analysis and national consultations*, was commissioned by UNESCO at the request of the Ministry of Education and Science (MoES) of Kyrgyzstan. The project aimed to review the current state of affairs of quality assurance at higher education level in terms of internal and external quality assurance and to offer potential solutions for improvement and enhancement.

The review team was led by the *International Network of Quality Assurance Agencies in Higher Education* (INQAAHE) with technical support from UNESCO's *Asia-Pacific Regional Bureau for Education* in Bangkok, Thailand. The INQAAHE team was represented by Dr. Susanna Karakhanyan (INQAAHE President), Dr. Martí Casadesús Fa (Director of AQU Catalunya and INQAAHE Secretary), Dr. Stephen Jackson (EU expert on Quality Assurance, UK), Dr. Erika Soboleva (CEO of AKKORK and INQAAHE Board Director) and Beatriz Calzada (INQAAHE Secretariat). The UNESCO Asia-Pacific Regional Bureau was represented by Dr. Libing Wang, Dr. Wesley Teter and Ms. Aisulu Sulaimanova, UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

Together with MoES, UNESCO planned and successfully completed three joint actions by July 2021:

1. An independent assessment of quality assurance standards and relevant international guidelines in Kyrgyzstan;
2. A national consultation on quality assurance systems for higher education;
3. Provision of actionable recommendations on implementing quality standards to promote international alignment of quality assurance agencies in Kyrgyzstan.

The project culminated in the development of a detailed road map for Kyrgyz Republic to revise and enhance its quality assurance system in line with its strategic priorities.

RESEARCH/THINK TANK

- To advance the body of knowledge and ensure continued effectiveness and relevance of quality assurance and enhancement activities.

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 received 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.

Contribution to the Body of Knowledge

Contribution to the body of knowledge takes places in a variety of formats:

- INQAAHE Board-initiated research: In 2021, within the frames of re-imagining the INQAAHE GGPs, the INQAAHE Board reflected on the outcomes of INQAAHE's Global Study on Trends in Higher Education Quality Assurance to motivate and energize an initiative to review, update and enhance the Guidelines of Good Practice (GGP). In this context, the Board engaged in a number of regional focus groups aimed at capturing different views on how INQAAHE can contribute to enhance relevance and trust in quality assurance.
- INQAAHE member initiated research encouraged and funded by INQAAHE. In 2021, with INQAAHE's support of the following research projects were launched.
 - **Ensuring Quality Assurance and Accreditation of Distant Education in Kyrgyzstan (EQADEK)**. A Capacity Building project submitted by the Kyrgyz Agency for Quality Assurance in the field of Education “EdNet” under the frame of INQAAHE Funding Scheme 2020-2021. The main objectives of the project are to improve internal documents on accreditation of non-adapted to distant learning SP of universities due to the pandemic, and train agency experts in terms of their preparation for accreditation using technologies of remote access and online conferences without visiting a university.
 - **Transition to Digital Era of Accreditation: Scope and Challenges for Emerging Quality Assurance Agencies**. A Research and Innovation project submitted by the University Grants Commission (UGC) of Nepal, under the frame of INQAAHE Funding Scheme 2020-2021. The specific objectives of the study are to explore and compare the impacts

RESEARCH/THINK TANK

of COVID-19 to the QAA Agencies of technologically developed and developing countries; map the innovative ways initiated by the QAA agencies to assess accreditation in the short-term and long-term; and analyse the cases of specific countries in relation to success and failure when responding to the COVID-19 crisis.

In 2021, the following capacity building and research and innovation projects were granted funds to launch in 2022:

- **Proof-of-concept system based on AI to support decision making on accreditation processes**, submitted by the Consejo Nacional de Acreditación (Colombia). The major goal of this capacity building project is to create and validate a proof-of-concept system that will provide the council members of the Colombian Accreditation Council with objective quantitative data that could be used during the process of deciding on the accreditation process.
- **Assessing Institutional Readiness to Implement Quality Assurance Activities: A Case Study of Tertiary Level Colleges in Bangladesh**, submitted by Dr. Rozilini M. Fernandez-Chung (Malaysia). The general objective of this research and innovation project is to study institutional readiness and capacity of colleges affiliated with the National University of Bangladesh to implement quality assurance activities.
- **Metrics-driven quality assurance: an overview of international approaches, challenges and opportunities**, submitted by Ecctis/UK ENIC (United Kingdom). Through the gathering of the information and intelligence this research will allow, authors aim to better inform the strategic decisions of different national quality assurance bodies and the development of national quality assurance systems, as well as informing the work of INQAAHE to enable the Network to better meet the changing needs of the international quality assurance community.

RELEVANCE

To advocate and promote the concept of quality assurance as the driving force for continuous improvement and enhanced relevance of HE.

INQAAHE supports a number of initiatives to promote quality assurance bodies in their efforts to serve the needs set out by national governments and HE systems and to enhance the relevance of QA provision. INQAAHE has developed and applies Guidelines of Good Practice (GGP) to review the alignment of External Quality Assurance Bodies (EQABs) for increased professionalization and relevance of quality assurance provision globally. Looking forward, INQAAHE promotes relevance by emphasizing the links between the labor market and HE provisions, recognizing QA developments, identifying gaps and solutions, and exploring new modes for QA to ensure relevance within an evolving context.

Guidelines of Good Practice: Manifestation of quality

The professional practices that INQAAHE believes should be embedded in all quality agencies are set out in its *Guidelines of Good Practice in Quality Assurance 2016* (commonly referred to as GGP). The purpose of the GGP is to promote good practice for internal and/or external quality assurance. The GGP include six sections:

- Section I: The structure of the External Quality Assurance Agency (EQAA)
- Section II: Accountability of the EQAA
- Section III: The EQAA's framework for the external review of quality in higher education institutions
- Section IV: The EQAA and its relationship to the public
- Section V: Decision making
- Section VI: The QA of cross border higher education

2021 witnessed an increased interest in INQAAHE's recognition of External Quality Assurance Bodies (EQABs) against the Guidelines of Good Practice (GGPs). In total, in 2021, 12 applications for GGP were processed, 4 were completed, 2 are in the process and the rest launched/planned to be launched in 2022.

RELEVANCE

Table 4: GGP Alignment Procedures 2021

| QA Body | Acronym | Country | Region | PATHWAY | PERIOD OF ALIGNMENT |
|---|-----------|----------------------|---------------|--------------|-------------------------------------|
| Ontario College Quality Assurance Service | OCQAS | Canada | North America | Re-alignment | 9 February 2021 – 9 February 2026 |
| Commission for Academic Accreditation | CAA | United Arab Emirates | Arab States | Re-alignment | 12 July 2021 – 12 July 2026 |
| Commission d'Évaluation de l'Enseignement Collégial | CEEC | Canada | North America | Re-alignment | 30 November 2021 – 30 November 2026 |
| National Agency for Accreditation of Higher Education | ANEAES | Paraguay | Latin America | Review | January 2022 |
| Consejo Nacional De Educacion | CNED | Chile | Latin America | Review | January 2022 |
| Comisión Nacional de Acreditación | CNA Chile | Chile | Latin America | Review | 2022 |
| Inicio - Consejo Nacional de Acreditación | CNA | Colombia | Latin America | Review | 2022 |
| Sistema Nacional de Acreditación de la Educación Superior | SINAES | Costa Rica | Latin America | Follow up | 2022 |
| La Comisión Nacional de Evaluación y Acreditación Universitaria | CONEAU | Argentina | Latin America | Review | 2022 |
| Badan Akreditasi Nasional Perguruan Tinggi | BAN-PT | Indonesia | Asia-Pacific | Review | 2022 |
| Education and Training Quality Authority | BQA | Bahrain | Arab States | Re-alignment | 2022 |

RELEVANCE

| | | | | | |
|--|--------|------|---------------|--------|------|
| Instituto de Calidad y Acreditación de Carreras Profesionales de Ingeniería y Tecnología | ICACIT | Peru | Latin America | Review | 2022 |
|--|--------|------|---------------|--------|------|

Overall, 7 application were received from Latin America, 2 from North America, 2 from Arab States and 1 from Asia-Pacific.

Quality Hallmarks: An Evolution

First established in 2003, the GGP's have served the mission of promoting and enhancing the QA culture globally. As the QA systems matured and with the education paradigm changing and diversifying, the need to revise the GGP's became obvious. The urgency for this was also widely supported in the INQAAHE Global Study published in 2020. In response to the global trends related to promotion of relevance, trust and recognition of HE outcomes, the INQAAHE Board decided to redesign its Guidelines of Good Practice (GGP's) to address the gaps and the ever-diversifying provisions in higher learning. Thus, a working group was established to further enhance the GGP's by transforming the latter into the International Standards and Guidelines for Quality Assurance in Higher Education (ISGs). The Board's decision to engage in the GGP revision was reaffirmed during Board meeting in December 2021 by the new Board.

The intent of the revisions are to refine the set of guidelines applicable to all EQABs and to also address the diversity across EQABs by developing additional, specialized standards (e.g. for quality assurance of cross-border education) that can be applied depending on the remit of the agency. In addition to this modularized approach, a protocol that recognizes the maturity level of providers will also be developed. The evolution of the INQAAHE Quality Hallmarks will allow them to be applied to all QA providers, including but beyond INQAAHE members, and necessitate an independent decision-making body - outside of the INQAAHE board. Successful EQABs could be awarded a credential and be listed on the INQAAHE register.

The methodology that supports this work includes a literature review and document analysis, followed by a set of global focus group meetings (see table 1). In total, 7 focus groups with 90 participants were held. The Focus Groups covered 47 (24%) of countries and 58 (~17%) of QA bodies globally, out of which 84% were INQAAHE members and the rest outside the membership. The contributions of the focus groups will inform the development work conducted by QA experts with specific expertise - both from the INQAAHE Board and the broader QA community. This work will culminate in a wide stakeholder consultation process that will yield the initial set International Standards and Guidelines for Quality Assurance.

RELEVANCE

Table 5: Focus Groups: overview of demography

| | Regions | Number of Countries | Number of QA Bodies | Membership with INQAAHE | Profile of QA bodies | Number of Participants |
|---|-----------------------------|-----------------------------------|------------------------------------|-----------------------------|---|------------------------|
| 1 | Africa | 5 | 6 | 2 | 6 national regulators | 10 |
| 2 | Arab States | 7 | 8 | 6 | 8 national regulators | 13 |
| 3 | Asia-Pacific | 10 | 13 | 13 | 11 national regulators, 1 private QA body, 1 university association | 15 |
| 4 | Eastern Europe | 8 | 8 | 8 | 7 national regulators, 1 private QA body | 13 |
| 5 | Latin America and Caribbean | 8 | 9 | 9 | 7 national regulators, 1 federation of HEIs, 1 national level subject specific accreditor | 17 |
| 6 | North America | 2 | 7 | 6 | 2 regional accreditors, 2 province regulators, 1 prof accreditor, 1 distant education, 1 QA Council | 12 |
| 7 | Western Europe | 7 | 7 | 5 | 5 national regulators, 1 Eng council, 1 National Council | 10 |
| | Total | 47 | 58 | 49 | | 90 |
| | Total in % | 24 % of countries globally | ~17 % of QA bodies globally | 84 % INQAAHE members | | |

Marjorie Peace Lenn Center

The Marjorie Peace Lenn Center serves as INQAAHE’s center for learning and research. Starting March 2020, the Center partnered with the company MaxKnowledge, to provide training curriculum for quality assurance professionals and university staff in a self-paced, on-line learning format. This platform offers training courses for QA professionals in an on-line learning format, among other resources. The curriculum is available to INQAAHE members, for free or a small fee, depending on the course at inqaahellearn.org.

In 2021 the scope of the MPL Centre activities were re-evaluated. As one of the new initiatives, the MPL will host a webinar series “INQAAHE Talks”, designed to provide international perspectives on regional issues, and broader discussions on global issues. The Committee is also engaged in supporting members with targeted -training and capacity building activities.

PART II: FINANCIAL STATEMENTS

GENERAL INFORMATION

The financial statement includes the transactions and balances for the financial year 2021, from January 1 until December 31. As a reminder, INQAAHE is using a new accounting software since 2020.

STATEMENT OF FINANCIAL POSITION

As of December 31, 2021:

| | 2021 (USD) | 2020 (USD) | 2019 (USD) |
|----------------------------------|----------------|----------------|----------------|
| Bank Accounts | 612.799 | 564.980 | 534.241 |
| Accounts Receivable | 99.265 | 135.536 | 63.356 |
| Other Current Assets | 48 | 7 | – |
| Fixed Assets | 749 | 1.511 | 3.661 |
| TOTAL ASSETS | 712.860 | 702.034 | 601.258 |
| Accounts Payable | 8.257 | – | 7.293 |
| Other Current Liabilities | 16.500 | 19.900 | 36.600 |
| TOTAL LIABILITIES | 24.757 | 19.900 | 43.893 |
| Net Assets | 682.134 | 557.366 | 630.961 |
| Net Revenue | 6.062 | 124.769 | (73.595) |
| TOTAL EQUITY | 688.104 | 682.134 | 557.366 |

INQAAHE' Statement of Financial Position (previously Balance) is broken down into two main categories: Assets, Liabilities and Equity.

- Assets: which include the different bank accounts INQAAHE has in Spain, Accounts Receivables, and Current and Fixed Assets.
- Liabilities: which include Accounts Payable and Other Current Liabilities (directly linked to the Funding Scheme grants).

FINANCIAL STATEMENTS

| | 2021 (USD) | 2020 (USD) | 2019 (USD) |
|--|----------------|----------------|----------------|
| ASSETS | | | |
| Current Assets | | | |
| Bank Accounts | | | |
| Cash on hand - USD | 520 | 520 | 520 |
| Checking - EUR | 3.945 | 21.124 | 7.240 |
| Checking - USD | 608.333 | 543.336 | 525.445 |
| Due from card payments | 0 | – | 1.036 |
| Total Bank Accounts | 612.799 | 564.980 | 534.241 |
| Accounts Receivable | | | |
| Accounts Receivable (A/R) | 178.358 | 181.541 | 85.238 |
| Less Doubtful Accounts | (79.093) | (46.005) | (21.882) |
| Total Accounts Receivable (A/R) | 99.265 | 135.536 | 63.356 |
| Total Accounts Receivable | 99.265 | 135.536 | 63.356 |
| Other Current Assets | | | |
| Due from Agency | 48 | 7 | – |
| Total Other Current Assets | 48 | 7 | – |
| Total Current Assets | 758.116 | 700.523 | 597.597 |
| Fixed Assets | | | |
| Accumulated Depreciation | (598) | (322) | (1.807) |
| Accumulated Depreciation (IA) | (20.829) | (20.343) | (19.614) |
| Computer Hardware | 1.104 | 1.104 | 3.024 |
| Computer Software | 21.071 | 21.071 | 19.614 |
| Construction in Progress | 0 | 0 | 2.444 |
| Total Fixed Assets | 749 | 1.511 | 3.661 |
| TOTAL ASSETS | 712.860 | 702.034 | 601.258 |
| LIABILITIES AND EQUITY | | | |
| Liabilities | | | |
| Current Liabilities | | | |
| Accounts Payable | | | |
| Accounts Payable (A/P) | 8.257 | – | 7.293 |
| Total Accounts Payable | 8.257 | – | 7.293 |
| Other Current Liabilities | | | |
| Grant Agreement Commitments | | | |
| Capacity Building Grants | 4.000 | 9.900 | 34.600 |
| Research and Innovation Grants | 12.500 | 10.000 | 2.000 |
| Total Grant Agreement Commitments | 16.500 | 19.900 | 36.600 |
| Total Other Current Liabilities | 16.500 | 19.900 | 36.600 |
| Total Current Liabilities | 24.757 | 19.900 | 43.893 |
| Total Liabilities | 24.757 | 19.900 | 43.893 |
| Equity | | | |
| Net Assets | 682.134 | 557.366 | 630.961 |
| Retained Earnings | (93) | | |

FINANCIAL STATEMENTS

| | | | |
|-------------------------------------|----------------|----------------|----------------|
| Net Revenue | 52.067 | 124.769 | (73.595) |
| Total Equity | 688.104 | 682.134 | 557.366 |
| TOTAL LIABILITIES AND EQUITY | 712.860 | 702.034 | 601.259 |

STATEMENT OF ACTIVITY

From January to December 2021:

| | 2021 (USD) | 2020 (USD) | 2019 (USD) |
|--|----------------|----------------|-----------------|
| Membership fees | 251.958 | 269.101 | 229.861 |
| GGP Alignment | 38.250 | 67.500 | 24.000 |
| Grants and Consultations | 29.663 | 13.200 | – |
| Events | 28.165 | 23.583 | 33.604 |
| Sponsorships | 300 | 10.300 | 5.150 |
| Other Revenue | 52 | 37 | – |
| TOTAL REVENUE | 350.461 | 383.721 | 292.615 |
| Employee Compensation and Benefits | | 79.676 | 88.569 |
| Funding Scheme Grant Expenses - Commitments | 14.654 | 11.000 | 79.376 |
| Professional Fees | 144.619 | 109.409 | 87.011 |
| Office/General Administrative Expenditures | 6.935 | 1.500 | 180 |
| Event related Expenditures | 13.170 | 500 | 8.988 |
| Travel and Entertainment - General | – | 3.167 | 5.789 |
| Other Expenses | 155.675 | 53.444 | 84.786 |
| TOTAL EXPENDITURES | 344.345 | 258.778 | 368.978 |
| Net Operating Revenue | 6.116 | 124.943 | (76.363) |
| Other Expenditures | 54 | 175 | (2.767) |
| Net Other Revenue | (54) | (175) | 2.767 |
| Net Revenue | 6.062 | 124.769 | (73.596) |

INQAAHE' Statement of Activity (previously Profit and Loss) is broken down into two main categories: Revenue and Expenditures.

- **Revenue:** which includes the different sources of revenue for the Network: Membership fees, GGP Alignment procedures, Grants and Consultations, INQAAHE Events, Sponsorships and Other.
- **Expenditures:** which include Expenses related to employees, INQAAHE Funding Scheme grants and scholarships, Fees from External Professionals, Office and Event related expenditures, expenses directly linked to INQAAHE's Board and Travel, and Other.

FINANCIAL STATEMENTS

| | 2021 (USD) | 2020 (USD) | 2019 (USD) |
|---------------------------------------|----------------|----------------|----------------|
| Revenue | | | |
| Membership fees | 240.864 | 235.684 | 229.861 |
| LIC/LDC annual membership fee | 5.094 | 4.835 | – |
| Regularised fees | | 21.882 | – |
| Review fees | 6.000 | 6.700 | – |
| Total Membership fees | 251.958 | 269.101 | 229.861 |
| GGP Alignment | | | |
| GGP Review | 38.250 | 67.500 | 24.000 |
| Total GGP Alignment | 38.250 | 67.500 | 24.000 |
| Total Grants and Consultations | 29.663 | 13.200 | – |
| Events | | | |
| Forum | 12.068 | 21.083 | 33.604 |
| Other Events | 14.800 | – | – |
| Training, courses, webinars | 1.297 | 2.500 | – |
| Total Events | 28.165 | 23.583 | 33.604 |
| Sponsorships | | | |
| Events | | 10.000 | 4.850 |
| Newsletter | 300 | 300 | 300 |
| Total Sponsorships | 300 | 10.300 | 5.150 |
| Other Revenue | | | |
| Financial Income | 20 | 37 | 0 |
| Publications | 33 | | – |
| Total Other Revenue | 52 | 37 | – |
| TOTAL REVENUE | 350.461 | 383.721 | 292.615 |

FINANCIAL STATEMENTS

| | 2021 (USD) | 2020 (USD) | 2019 (USD) |
|--|----------------|----------------|---------------|
| Expenditures | | | |
| Funding Scheme Grant Expenses - Commitments | | | |
| Capacity Building | 10.000 | 6.000 | – |
| Research and Innovation | 2.500 | 5.000 | – |
| QA Programme | 2154 | – | 9.876 |
| Total Funding Scheme Grant Expenses - Commitments | 14.654 | 11.000 | 79.376 |
| Professional Fees | | | |
| Accounting Services | 2.025 | 3.439 | – |
| Assessing Agency Alignment (GGP) | 28.000 | 13.000 | 9.500 |
| Grants and consultations | 36.730 | | |
| Audit related | – | 7.884 | – |
| IT programming and support | – | 987 | 1.049 |
| Journal "Quality in Higher Education" | 8.172 | 18.066 | 9.754 |
| Proof Reading/Editing Services | – | 3.500 | – |
| Legal and professional services | 2.737 | – | – |
| Other Professional Expenses | 4.955 | – | – |
| Secretariat costs (including travel) | 62.000 | 62.533 | 66.708 |
| Total Professional Fees | 144.619 | 109.409 | 87.011 |
| Office/General Administrative Expenditures | | | |
| Office Supplies & Software | 5.033 | 647 | – |
| Telecom and audiovisual | – | 665 | – |
| Postage and Delivery | 231 | – | – |
| Printing | 1480 | – | – |
| Web Design and Hosting | 191 | 187 | 180 |
| Total Office/General Administrative Expenditures | 6.935 | 1.500 | 180 |
| Event related Expenditures | | | |
| Event related Travel & Meals | 5.376 | – | – |
| Promotional material | 889 | – | – |
| Speaker Fees | 1.687 | 500 | – |
| Tech requirements (hybrid delivery) | 5.218 | – | – |
| Event scholarships | – | – | 8.988 |
| Total Event related Expenditures | 13.170 | 500 | 8.988 |
| Board & Committee related Expenditures | | | |
| Board Travel expenses | 9.292 | 83 | 14.279 |
| Total Board & Committee related Expenditures | 9.292 | 83 | 14.279 |
| Travel and Entertainment - General | | | |
| Travel | – | 3.167 | 5.789 |
| Total Travel and Entertainment - General | – | 3.167 | 5.789 |
| Other Expenses | | | |
| Bad Debts | 148.364 | 55.248 | 65.421 |
| Bank Charges & Fees | 5.496 | 6.081 | 6.342 |
| Depreciation/Amortization | 762 | 1.004 | 5.975 |
| Gain/Loss on foreign exchange | 1.054 | (1.998) | – |

FINANCIAL STATEMENTS

| | | | |
|---------------------------------|----------------|----------------|-----------------|
| Prior period corrections | – | (6.893) | – |
| Sundry expenses | – | – | 7.048 |
| Total Other Expenses | 155.675 | 53.444 | 84.786 |
| TOTAL EXPENDITURES | 344.345 | 258.778 | 368.978 |
| Net Operating Revenue | 6.116 | 124.943 | (76.363) |
| Other Expenditures | | | |
| Other Miscellaneous Expense | – | 159 | (2.767) |
| Reconciliation Discrepancies | 54 | 15 | – |
| Total Other Expenditures | 54 | 175 | (2.767) |
| Net Other Revenue | (54) | (175) | 2.767 |
| Net Revenue | 6.062 | 124.769 | (73.596) |

NOTES TO THE FINANCIAL STATEMENTS

RESULT - NET LOSS/SURPLUS FOR REPORTING PERIOD

The result for the year 2021 amounts to **6,062.42 USD** positive, which represents a considerable decline from the previous year. This decrease is due to a slight decrease in revenues (of 9%) and an increase in expenditures (33%). The increase in expenditures is mainly due to the regularisation of accounts receivable (bad debt account, included in Other expenses), to professional fees related to the Kyrgyzstan project (which were covered by the corresponding Grant received between 2020 and 2021) and the celebration of the 30th INQAAHE anniversary in Barcelona.

EQUITY

The period ends with a positive result, and an equity of **688,103.67 USD**.

BANK ACCOUNTS

INQAAHE is in a good financial situation. The Network's bank accounts have continued to increase over the last year.

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 (the main one) and another one in Euros (secondary).

ACCOUNT RECEIVABLES

Receivables amounted to 99,264.57 USD, a 27% less than in 2020. As a reminder, in 2020, INQAAHE, given the economic difficulties derived from the global pandemic, the effort of collecting outstanding invoiced relaxed considerably and members who were in arrears for more than two years (as stated in our [Financial Policy](#)) did not have their memberships discontinued. In 2021, 35 members were deemed uncollectable and were written off from INQAAHE's membership.

FINANCIAL STATEMENTS

Because these members were in arrears for more than two years, this has made the Bad Debts account to increase considerably compared to 2020 (168%).

FIXED ASSETS AND DEPRECIATION

A new computer hardware equipment was purchased at the end of 2019 for 1,103.34 USD.

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, 2021. Depreciation for this computer was calculated as follows:

| | |
|----------------------------|--|
| Active value: | 1,103.34 USD |
| Provision years: | 4 (275.84 USD/year) |
| Provision 2019: | 2 months (invoice date October 25, 2019) = 45.97 USD |
| Provision 2020: | 275.84 USD |
| Provision 2021: | 275.84 USD |
| Accumulated depreciation = | $45.97 + 275.84 + 275.84 = 597.64$ USD |

The INQAAHE website, purchased for 19,614 USD, was operative on November 18, 2016. 2019 was the last year the website accumulated depreciation. During that year, 30 hours of website developments should have been added to the value of the website and depreciated accordingly. Since this was not done then, it was corrected in 2020 and calculations have continued in 2021 accordingly. The overall amount of the website depreciation adds up to 20,829 USD this year.

LIABILITIES

In terms of liabilities (24,757 USD), most of them (16,500) are related to INQAAHE Funding Scheme grants (Capacity Building and Research and Innovation) provisioned for the following year. At the end of 2021 INQAAHE had 8,257 USD in Accounts Payable.

TOTAL REVENUE

INQAAHE incomes are currently classified into six categories: membership fees (annual and review fees), GGP Alignment (review and recognition procedures), grants and consultations (external projects), INQAAHE events (including training courses and webinars as well as the annual forum or conference), sponsorships (of INQAAHE events and the quarterly newsletter) and other (mainly related to international bank transfers).

The total 2021 income, 350,461 USD, diminished by 9% compared to 2020 (383,721 USD). This decrease is mainly explained by a slight reduction (6%) in membership fees, which are the main revenue source of the Network, and the fewer number of GGP Alignment procedures carried out in 2021 if compared with the previous year.

FINANCIAL STATEMENTS

MEMBERSHIP FEES

Our annual membership fees have not changed since 2012. Here is a detail of the fees depending on the type of the country of the member:

Regular 2021 Membership fee = 690.65 USD

LDC/LIC countries (as per [The World Bank](#) and [UN](#)) 2021 Membership fee = 345.33 USD

Review fees = 100 USD

The reported total membership fees of 251,958 USD include annual membership fees (along with fees from LDC/LIC countries) for the reporting year, as well as review fees (charged to applicants for INQAAHE membership).

Taking a conservative approach, it was estimated that 25% of all pending membership fees would not be successfully collected during 2022 (33.088 USD).

CONTRIBUTIONS FROM EVENTS

Revenue from INQAAHE Conference 2021 registration fees, hosted by the Quality Assurance Agency (QQA) and delivered online, amounted to 13,659.96 USD. The expenses of the face-to-face celebratory event for INQAAHE's 30th anniversary in Barcelona amounted to 14,800 USD.

GGP ALIGNMENTS

Income collected from GGP alignments in 2021 (38,250 USD) originated from four different agencies seeking alignment (through the review pathway).

TOTAL EXPENDITURES

2021's general expenditures (344,345 USD) are higher than 2020's (258,778 USD), which were exceptionally low. The categories of expenses with the highest increased are Other expenses, which includes Bad debts, Event related expenditures and expenditures related to Grants and Consultations (these include consultancy fees from experts and professionals involved in INQAAHE projects).

FUNDING SCHEME GRANTS

A total of 14,654 USD was expensed during 2021. This amount corresponds to part of a Capacity Building grant and one Research and Innovation grants, and one grant to Quality Assurance Programme.

FEE TO SECRETARIAT AND SECRETARIAT TRAVEL EXPENSES

The annual fee INQAAHE pays to AQU Catalunya to host the Network' Secretariat, 62,000 USD, was settled in three bank transfers, one ordered in January 2021, a second one in June 2021 and a third one in October 2021.

FINANCIAL STATEMENTS

This account also includes any travel expense applicable to Secretariat staff, but no expenses were incurred in 2021.

JOURNAL

The cost for the Journal varies from year to year, depending on the number of INQAAHE members and the exact currency exchange between GBP and USD (invoices are always issued in British Pounds). Taylor & Francis, the publishing company in charge of distribution, issued an invoice for their 2021 of 8,172 USD.

WEBSITE HOSTING AND DEVELOPMENTS

All developments related to the new INQAAHE website are being registered in the fixed assets category of the Statement of Financial Position. Expenses in 2021 for this concept amounted to 191 USD, similar than in 2020 or 2019, and it exclusively refers to hosting as no new developments were done.

EXPENSES FOR BOARD MEMBERS

The expense executed in 2021 consist of the compensation of eight Board Directors for the event celebrated in Barcelona in October. As per INQAAHE's [Financial Policy](#), when an INQAAHE Board Member attends, in its entirety, the meetings of the INQAAHE Board of Directors held before and after INQAAHE events (i.e., biannual conferences or fora), 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 Member in attendance will receive a 500 USD personal honorarium.

BANK CHARGES

Banking expenses executed in 2021 were 5,496 USD versus 6,081 USD executed in 2020. These costs include wire transfers 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.

LOSS/GAIN ON FOREIGN EXCHANGE

The loss on foreign exchange in 2021 was 1,054 USD versus last year's 1,998 USD gain.

We have applied the gain/loss at the currency exchange of 31/12/2021 USD/EUR to the following EUR accounts: balance at bank account and other registered monetary accounts registered in EUR. The transactions (incomes and expenses) executed in EUR are always recognised in the functional currency (USD) by applying the currency exchange rate published in BOE, the Spanish Official Bulletin (<http://boe.es/>).

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 member about their own activities.

QUARTERLY COMMUNIQUÉ

This [quarterly bulletin](#) 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.

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ANNEX 1. NEW MEMBERS

During 2021, INQAAHE welcomed 18 new members. As a result of an annual check carried out by the Secretariat, 39 members were removed from the INQAAHE register. 4 of them requested their membership to be discontinued due to closure of the QA body or financial reasons related to COVID 19. The rest of members were removed due to long outstanding annual fees.

Table 1: INQAAHE members 2021

| ORGANISATION/INDIVIDUAL | MEMBERSHIP | COUNTRY/REGION |
|---|--------------------|----------------------|
| Academic Quality Agency for New Zealand Universities | GGP aligned member | New Zealand |
| Agency for the Quality of the Basque University System | GGP aligned member | Spain |
| Agency for Quality Assurance in the Catalan University System | GGP aligned member | Spain |
| Commission d'Évaluation de l'Enseignement Collégial | GGP aligned member | Canada |
| Commission for Academic Accreditation | GGP aligned member | United Arab Emirates |
| Higher Education Evaluation and Accreditation Council of Taiwan | GGP aligned member | Chinese Taipei |
| National Accreditation Commission | GGP aligned member | Chile |
| National Accreditation Council | GGP aligned member | Colombia |
| Ontario College Quality Assurance Service | GGP aligned member | Canada |
| Sistema Nacional de Acreditación de la Educación Superior | GGP aligned member | Costa Rica |
| The Quality Assurance Agency for Higher Education | GGP aligned member | United Kingdom |
| ABET | Full member | United States |
| Abu Dhabi Department of Education and Knowledge | Full member | United Arab Emirates |
| Accreditation Agency for Study Programs in Health and Social Sciences | Full member | Germany |
| Accreditation Agency of Curacao | Full member | Netherlands Antilles |
| Accreditation Commission for Education in Nursing | Full member | United States |
| Accreditation Council for Administrative, Accounting and related sciences | Full member | Mexico |

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|--|-------------|------------------------|
| Accreditation Council for Business Schools and Programs | Full member | United States |
| Accreditation Council for Entrepreneurial and Engaged Universities | Full member | Netherlands |
| Accreditation Council for Pharmacy Education | Full member | United States |
| Accreditation Council for Practical Abilities | Full member | Japan |
| Accreditation Council of Trinidad and Tobago | Full member | Trinidad and Tobago |
| Accreditation in Computing and Computer AC | Full member | Mexico |
| Accreditation Organisation of the Netherlands and Flanders | Full member | Netherlands |
| Accreditation, Certification and Quality Assurance Institute | Full member | Germany |
| Accrediting Agency AcreditAccion | Full member | Chile |
| Accrediting Agency of Chartered Colleges and Universities of the Philippines | Full member | Philippines |
| Accrediting Commission of Career Schools and Colleges | Full member | United States |
| ADC Agencia de Acreditación | Full member | Chile |
| Agencia Acreditadora de Chile | Full member | Chile |
| Agencia Nacional para la Evaluación de la Calidad y Acreditación | Full member | Spain |
| Agency for accreditation of educational organizations and programmes "Sapattuu bilim" | Full member | Kyrgyz Republic |
| Agency for Accreditation of Educational Programs and Organizations | Full member | Kyrgyz Republic |
| Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina | Full member | Bosnia and Herzegovina |
| Agency for Higher Education of Republika of Srpska | Full member | Bosnia and Herzegovina |
| Agency for Higher Education Quality Assurance and Career Development | Full member | Russian Federation |
| Agency for higher education quality evaluation | Full member | Belgium |
| Agency for Quality Assurance and Accreditation Austria | Full member | Austria |
| Agency for Quality Assurance in the field of Education (EdNet) | Full member | Kyrgyz Republic |
| Agency for Quality Assurance in the Galician University System | Full member | Spain |

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|---|-------------|---------------------|
| Agency for Quality Assurance Through Accreditation of Study Programmes | Full member | Germany |
| Agency for Science and Higher Education (ASHE) | Full member | Croatia |
| Agency for the Quality of the Higher Education | Full member | Chile |
| Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik | Full member | Germany |
| Americas Accreditation Agency Foundation | Full member | Argentina |
| Andalusian Agency for Knowledge (DEVA-AAC) | Full member | Spain |
| Aragon Agency for Quality Assurance and Strategic Foresight | Full member | Spain |
| ARQA - Agency for Recognition and Quality Assurance in Education | Full member | Kazakhstan |
| Association for Engineering Education of Russia | Full member | Russian Federation |
| Association of Evaluation and Accreditation of Health Sciences Programs | Full member | Turkey |
| Astana Accreditation Agency | Full member | Kazakhstan |
| Barbados Accreditation Council | Full member | Barbados |
| Botswana Qualifications Authority | Full member | Botswana |
| British Accreditation Council for Independent Further and Higher Education | Full member | United Kingdom |
| Caribbean Accreditation Authority for Education in Medicine and other Health Professions | Full member | Jamaica |
| Caribbean Evangelical Theological Association | Full member | Trinidad and Tobago |
| Center for Education Accreditation, Vietnam National University, Hanoi | Full member | Vietnam |
| Center for Quality Assessment in Higher Education | Full member | Lithuania |
| Centre for Education Accreditation, Association of Vietnam Universities and Colleges | Full member | Vietnam |
| Centro Interuniversitario de Desarrollo | Full member | Chile |
| Certification Association “Russian Register” | Full member | Russian Federation |
| China Academic Degrees and Graduate Education Development Center | Full member | China |

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|---|-------------|------------------|
| Commission for University Education | Full member | Kenya |
| Commission on Accreditation for Health Informatics and Information Management Education | Full member | United States |
| Commission on Accreditation of Athletic Training Education | Full member | United States |
| Commission on Collegiate Nursing Education | Full member | United States |
| Consejo Nacional de Educacion | Full member | Chile |
| Council for Accreditation of Counseling & Related Educational Programs | Full member | United States |
| Council of Education Quality Improvement for the Educational Colleges in Iraq | Full member | Iraq |
| Council on Higher Education | Full member | Lesotho |
| Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) | Full member | Cyprus |
| Department of Higher Education, Research, Science and Technology | Full member | Papua New Guinea |
| Distance Education Accrediting Commission | Full member | United States |
| Education & Training Quality Authority | Full member | Bahrain |
| Education Quality Accreditation Agency | Full member | Peru |
| Educational Quality and Assessment Programme/Secretariat of the Pacific Community | Full member | Fiji |
| Eesti Kõrg- ja Kutsehariduse Kvaliteediagentuur | Full member | Estonia |
| EQAA European Quality Assurance Agency | Full member | Germany |
| Eurasian Accreditation Agency | Full member | Kazakhstan |
| Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care | Full member | Kazakhstan |
| European Association for Public Administration Accreditation | Full member | Netherlands |
| European Council for Theological Education | Full member | Germany |
| Evaluation Agency Baden-Wuerttemberg | Full member | Germany |
| Federation for Self-financing Tertiary Education | Full member | Hongkong, China |
| Federation of Mexican Private Higher Education Institutions | Full member | Mexico |
| Fiji Higher Education Commission | Full member | Fiji |

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|---|-------------|--------------|
| Finance Accreditation Agency | Full member | Malaysia |
| Finnish Education Evaluation Centre | Full member | Finland |
| Foundation "Academic Information Centre" / Higher Education Quality Assurance Agency | Full member | Latvia |
| Foundation for International Business Administration Accreditation | Full member | Germany |
| Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council) | Full member | Germany |
| General Department of Education Testing and Accreditation | Full member | Vietnam |
| Grenada National Accreditation Board | Full member | Grenada |
| Hellenic Quality Assurance and Accreditation Agency | Full member | Greece |
| High Council for the Evaluation of Research and Higher Education | Full member | France |
| Higher Education Accreditation Commission | Full member | Jordan |
| Higher Education Commission | Full member | Pakistan |
| Higher Education Commission Mauritius | Full member | Mauritius |
| Higher Education Evaluation Center of the Ministry of Education, P. R. China | Full member | China |
| Higher Education Planning Evaluation Accreditation and Coordination Council | Full member | Cyprus |
| Higher Education Quality Committee / Council of Higher Education | Full member | South Africa |
| Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) | Full member | China |
| Independent Agency for Accreditation and Rating | Full member | Kazakhstan |
| Independent Agency for Quality Assurance in Education | Full member | Kazakhstan |
| Independent Kazakhstani Center of Accreditation | Full member | Kazakhstan |
| Institute for Education Quality Assurance | Full member | Vietnam |
| Institute of Korean Medicine Education and Evaluation | Full member | Korea, Rep. |
| Institute of Quality and Accreditation of Computing, Engineering and Engineering Technology Programs. | Full member | Peru |
| Institutional Evaluation Programme | Full member | Switzerland |
| Inter Institutional Committees for the Evaluation of Higher Education | Full member | Mexico |

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|---|-------------|--------------------|
| International Accreditation Council for Global Development Studies and Research | Full member | Germany |
| International Assembly for Collegiate Business Education | Full member | United States |
| International Association for Management Development in Dynamic Societies | Full member | Slovenia |
| International Board of Certified Trainers | Full member | Netherlands |
| International Centre of Excellence in Tourism and Hospitality Education | Full member | Australia |
| Japan Institution for Higher Education Evaluation | Full member | Japan |
| Japan University Accreditation Association | Full member | Japan |
| Jiangsu Agency for Educational Evaluation | Full member | China |
| Korean Accreditation Board of Nursing Education | Full member | Korea, Rep. |
| Korean Council For University College Education | Full member | Korea, Rep. |
| Korean Council for University Education | Full member | Korea, Rep. |
| Kosovo Accreditation Agency | Full member | Kosovo |
| Malaysian Qualifications Agency | Full member | Malaysia |
| Maldives Qualifications Authority | Full member | Maldives |
| Maritime Provinces Higher Education Commission | Full member | Canada |
| Mauritius Qualifications Authority | Full member | Mauritius |
| Middle States Commission on Higher Education | Full member | United States |
| Montessori Accreditation Council for Teacher Education | Full member | United States |
| Myanmar Engineering Council | Full member | Myanmar |
| Namibia Qualifications Authority | Full member | Namibia |
| NASPAA The Global Standard in Public Service Education | Full member | United States |
| National Accreditation Agency | Full member | Russian Federation |
| National Accreditation Agency for Higher Education | Full member | Indonesia |
| National Accreditation Board | Full member | Ghana |
| National Agency for Accreditation of Higher Education | Full member | Paraguay |
| National Agency for Higher Education Quality Assurance | Full member | Ukraine |

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| | | |
|---|-------------|--------------------|
| National Architectural Accrediting Board | Full member | United States |
| National Assessment and Accreditation Council | Full member | India |
| National Authority for Quality Assurance and Accreditation in Education | Full member | Egypt, Arab Rep. |
| National Bureau for Academic Accreditation and Education Quality Assurance | Full member | Kuwait |
| National Center for Professional Education Quality Assurance | Full member | Armenia |
| National Centre for Public Accreditation | Full member | Russian Federation |
| National Commission for Academic Accreditation and Assessment | Full member | Saudi Arabia |
| National Commission for Evaluation and Accreditation | Full member | Argentina |
| National Commission on Orthotic and Prosthetic Education | Full member | United States |
| National Council for Higher Education | Full member | Namibia |
| National Council for the quality of tourism education, AC | Full member | Mexico |
| National Institution for Academic Degrees and Quality Enhancement of Higher Education | Full member | Japan |
| National System of Evaluation, Accreditation and Certification of Educational Quality | Full member | Peru |
| Netherlands' Inspectorate of Education, Ministry of Education, Culture and Science | Full member | Netherlands |
| New England Commission of Higher Education | Full member | United States |
| New Zealand Qualifications Authority | Full member | New Zealand |
| Norwegian Agency for Quality Assurance in Education | Full member | Norway |
| Oman Authority for Academic Accreditation and Quality Assurance of Education | Full member | Oman |
| Ontario Universities Council on Quality Assurance | Full member | Canada |
| Philippine Accrediting Association of Schools Colleges and Universities | Full member | Philippines |
| Philippine Association of Colleges and Universities Commission on Accreditation | Full member | Philippines |

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|--|-------------|-----------------|
| Postsecondary Education Quality Assessment Board Ministry of Training Colleges | Full member | Canada |
| Public Foundation Independent Accreditation Agency “BILIM-STANDART” | Full member | Kyrgyz Republic |
| Quality and Qualifications Ireland | Full member | Ireland |
| Quality Assurance & Accreditation Division | Full member | Bhutan |
| Quality Assurance Agency for Higher Education of Andorra | Full member | Andorra |
| Quality Assurance Agency in Higher Education, ASCAL | Full member | Albania |
| Quality Assurance and Accreditation Council of the University Grants Commission | Full member | Sri Lanka |
| Quality Assurance Authority | Full member | Mauritius |
| Quality Assurance Netherlands Universities | Full member | Netherlands |
| Quality Matters | Full member | United States |
| Sam and Associates | Full member | Peru |
| Samoa Qualifications Authority (SQA) | Full member | Samoa |
| Seychelles Qualifications Authority | Full member | Seychelles |
| Shanghai Education Evaluation Institute | Full member | China |
| Slovenian Quality Assurance Agency | Full member | Slovenia |
| SNRO | Full member | Netherlands |
| Southern Association of Colleges and Schools Commission on Colleges | Full member | United States |
| Swedish Higher Education Authority | Full member | Sweden |
| Swiss Agency of Accreditation and Quality Assurance | Full member | Switzerland |
| Taiwan Assessment and Evaluation Association | Full member | Chinese Taipei |
| Tertiary Education Quality and Standards Agency | Full member | Australia |
| The Council for Higher Education | Full member | Israel |
| The Danish Accreditation Institution | Full member | Denmark |
| The Higher Learning Commission/North Central Association of Colleges and Schools | Full member | United States |
| The Maldives National University | Full member | Maldives |
| The Mongolian National Council for Education Accreditation | Full member | Mongolia |
| The National Accreditation and Equivalency Council of The Bahamas | Full member | The Bahamas |

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|--|------------------|----------------------|
| The National Accreditation Council - Guyana | Full member | Guyana |
| The Office for National Education Standards and Quality Assessment | Full member | Thailand |
| The Polish Accreditation Committee | Full member | Poland |
| The Romanian Agency for Quality Assurance in Higher Education | Full member | Romania |
| The Saudi Commission for Health Specialties | Full member | Saudi Arabia |
| The University Council of Jamaica | Full member | Jamaica |
| Tonga National Qualifications and Accreditation Board | Full member | Tonga |
| Transnational Association of Christian Colleges and Schools | Full member | United States |
| Turkish Higher Education Quality Council | Full member | Turkey |
| Universities New Zealand-Te Pokai Tara | Full member | New Zealand |
| University Grants Commission | Full member | Nepal |
| University Grants Committee HK | Full member | Hongkong, China |
| University Quality Assurance International Board | Full member | United Arab Emirates |
| Accreditation Council for Chinese Business Education (ACCBE), Chinese Management Association (CMA) | Associate member | Chinese Taipei |
| Aga Khan University | Associate member | Kenya |
| Air university | Associate member | Pakistan |
| Al Ain University | Associate member | United Arab Emirates |
| Al -Mustaqbal University College | Associate member | Iraq |
| AMA International University | Associate member | Bahrain |
| Andres Bello University | Associate member | Chile |
| Applied Science University | Associate member | Bahrain |
| Avm's Karmaveer Bhaurao Patil Degree College | Associate member | India |
| Bahauddin Zakariya University (BZU) | Associate member | Pakistan |
| Bahria University | Associate member | Pakistan |
| Balochistan University of Engineering & Technology | Associate member | Pakistan |
| Baqai Medical University | Associate member | Pakistan |
| Barrett Hodgson University | Associate member | Pakistan |
| Board of Quality Standards(BQS) | Associate member | Benin |
| Botswana Open University | Associate member | Botswana |
| Business & Computing Examinations | Associate member | United Kingdom |

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|---|------------------|--------------------------|
| Camp Education Society's Dr. Arvind B Telang Sr college of Arts, Science and Commerce | Associate member | India |
| Capital University of Science and Technology | Associate member | Pakistan |
| Center for Educational Testing and Quality Assessment | Associate member | Vietnam |
| China Education Association for International Exchange | Associate member | China |
| Chinhoyi University of Technology | Associate member | Zimbabwe |
| Cipriani College of Labour and Co-operative Studies | Associate member | Trinidad and Tobago |
| Commonwealth of Learning | Associate member | Canada |
| Council of Private University Presidents | Associate member | Argentina |
| Cyprus West University | Associate member | Cyprus |
| Dawood University of Engineering and Technology | Associate member | Pakistan |
| Département coopération en éducation | Associate member | France |
| Dr. D. Y. Patil Vidyapeeth, Pune | Associate member | India |
| ECCTIS | Associate member | United Kingdom |
| Education and Youth Development Bureau | Associate member | Macao, China |
| Euclid University | Associate member | Central African Republic |
| Fatima Jinnah Women University | Associate member | Pakistan |
| Fiji National University | Associate member | Fiji |
| Final International University | Associate member | Cyprus |
| Foundation University Islamabad | Associate member | Pakistan |
| Francophone University of International Development | Associate member | Cameroon |
| GIK Institute of Engineering sciences and technology | Associate member | Pakistan |
| Global Humanistic University | Associate member | Netherlands Antilles |
| Government College Women University Faisalabad | Associate member | Pakistan |
| Greenwich University | Associate member | Pakistan |
| Gulf College | Associate member | Oman |
| Hamdard University | Associate member | Pakistan |
| Hazara University, Mansehra | Associate member | Pakistan |
| Higher Colleges of Technology | Associate member | United Arab Emirates |
| Hoa Sen University | Associate member | Vietnam |
| Holy Spirit University of Kaslik | Associate member | Lebanon |
| Horizon College of Business and Technology (Horizon Campus) | Associate member | Sri Lanka |
| Humber College Institute of Applied Technology and Advanced Learning | Associate member | Canada |

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|--|------------------|----------------------|
| ILMA University | Associate member | Pakistan |
| Indus University | Associate member | Pakistan |
| Institute for Academic Development, Villa College | Associate member | Maldives |
| Institute of Business Administration | Associate member | Pakistan |
| Institute of Business Management | Associate member | Pakistan |
| Institute of Management Sciences | Associate member | Pakistan |
| Institute of Space Technology | Associate member | Pakistan |
| International Open University | Associate member | Gambia, The |
| International School of Medicine | Associate member | Kyrgyz Republic |
| Inter-University Council for East Africa | Associate member | Uganda |
| Iqra University | Associate member | Pakistan |
| Isra University | Associate member | Pakistan |
| Jinnah Sindh Medical University | Associate member | Pakistan |
| Jinnah University for Women | Associate member | Pakistan |
| Kamla Nehru Mahavidyalaya | Associate member | India |
| Kazakhstan Association of Engineering Education | Associate member | Kazakhstan |
| Khadim Ali Shah Bukhari Institute of Technology | Associate member | Pakistan |
| Khwaja Fareed University of Engineering & Information Technology | Associate member | Pakistan |
| King Abdulaziz University | Associate member | Saudi Arabia |
| Kingston Academy Accreditation Council | Associate member | United Kingdom |
| Kwame Nkrumah University of Science and Technology | Associate member | Ghana |
| Lahore School of Economics | Associate member | Pakistan |
| Lahore University of Management Sciences | Associate member | Pakistan |
| Logos University International, UNILIOGOS | Associate member | United States |
| Lyceum of the Philippines University | Associate member | Philippines |
| Macao Polytechnic Institute | Associate member | Macao, China |
| Mauritius Institute of Education | Associate member | Mauritius |
| Mehran University of Engineering & Technology | Associate member | Pakistan |
| Midlands State University | Associate member | Zimbabwe |
| Mirpur University of Science and Technology (MUST), Mirpur | Associate member | Pakistan |
| Mohammed V University Abu Dhabi | Associate member | United Arab Emirates |
| National Defence University Pakistan | Associate member | Pakistan |
| National University of Computer & Emerging Sciences | Associate member | Pakistan |

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|--|------------------|---------------------|
| National University of Modern Languages | Associate member | Pakistan |
| National University of Sciences & Technology | Associate member | Pakistan |
| National University of Technology (NUTECH) | Associate member | Pakistan |
| NED University of Engineering and Technology | Associate member | Pakistan |
| Pakistan Institute of Fashion and Design, Lahore | Associate member | Pakistan |
| Peoples' Friendship University of Russia | Associate member | Russian Federation |
| Peregrine Academic Services | Associate member | United States |
| Ramanand Arya D.A.V. College | Associate member | India |
| Rauf Denktas University | Associate member | Cyprus |
| Riphah International University | Associate member | Pakistan |
| Royal College of Surgeons in Ireland - Medical University of Bahrain | Associate member | Bahrain |
| Shaheed Benazir Bhutto Women University Peshawar | Associate member | Pakistan |
| Shaheed Mohtarma Benazir Bhutto Medical University | Associate member | Pakistan |
| Shifa Tameer-e-Millat University | Associate member | Pakistan |
| Sindh Madressatul Islam University | Associate member | Pakistan |
| Southeast Asian Ministers of Education Organization - Regional Training Center | Associate member | Vietnam |
| St. Mary's University | Associate member | Ethiopia |
| Sukkur Institute of Business Administration | Associate member | Pakistan |
| Sultan Qaboos University | Associate member | Oman |
| The State Students Admission Commission of the Republic of Azerbaijan | Associate member | Azerbaijan |
| The University of the Southern Caribbean | Associate member | Trinidad and Tobago |
| The University of the West Indies | Associate member | Barbados |
| The University of Trinidad and Tobago | Associate member | Trinidad and Tobago |
| Tung Wah College | Associate member | Hongkong, China |
| Université des Mascareignes | Associate member | Mauritius |
| University of Bahrain | Associate member | Bahrain |
| University of Botswana | Associate member | Botswana |
| University of Colombo | Associate member | Sri Lanka |
| University of Engineering and Technology, Lahore | Associate member | Pakistan |
| University Of Engineering and Technology, Peshawar | Associate member | Pakistan |

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| | | |
|---|------------------|-----------------------|
| University of Gujrat | Associate member | Pakistan |
| University of Human Development | Associate member | Iraq |
| University of Kelaniya | Associate member | Sri Lanka |
| University of Malakand | Associate member | Pakistan |
| University of Namibia | Associate member | Namibia |
| University of Peradeniya | Associate member | Sri Lanka |
| University of Sargodha | Associate member | Pakistan |
| University of Sindh | Associate member | Pakistan |
| University of South Africa | Associate member | South Africa |
| University of Swahili | Associate member | Panama |
| University of the Punjab, Lahore | Associate member | Pakistan |
| University of the South Pacific | Associate member | Fiji |
| University of the Visual & Performing Arts | Associate member | Sri Lanka |
| University of Wah | Associate member | Pakistan |
| Vocational Training Council of Hong Kong | Associate member | Hongkong, China |
| AbdulSattar Al-Alusi, FCQI CQP | Affiliate | United Arab Emirates |
| Abhilasha Singh | Affiliate | United Arab Emirates |
| Ahmed AlKuwaiti | Affiliate | Saudi Arabia |
| Almagul Nurgaliyeva | Affiliate | Kazakhstan |
| ammara waqar | Affiliate | Pakistan |
| Daphne Onumu Oevi-Artango | Affiliate | Papua New Guinea |
| Diana al Jahromi | Affiliate | Bahrain |
| Diana Ismailova | Affiliate | Kazakhstan |
| Dianne Thurab-Nkhosi | Affiliate | Trinidad and Tobago |
| Eric Esentaev | Affiliate | Kyrgyz Republic |
| Fareeda Khodabocus | Affiliate | Mauritius |
| Fernando Padró | Affiliate | Australia |
| George K/A Gino Schiavone | Affiliate | Malta |
| Grace Gordon | Affiliate | Jamaica |
| Habib Al Souleiman | Affiliate | Switzerland |
| Hamid Saleh | Affiliate | Saudi Arabia |
| Hilary Winchester | Affiliate | Australia |
| Kubanychbek Chymbaev | Affiliate | Kyrgyz Republic |
| Mohamed Emran Hossain | Affiliate | Bangladesh |
| Mustafa Kayyali | Affiliate | Syrian Arab Republic |
| Proffesional Global for Managing Educational Projects - PGMEP | Affiliate | Palestinian Authority |
| Rehab Mohammad Masoud Ahmad | Affiliate | Egypt, Arab Republic |
| Rozilini Mary Fernandez-Chung | Affiliate | Malaysia |
| Suban Mohammed Gouse Saleem | Affiliate | India |













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|-----------------|-----------|----------------------|
| Tarek Nasr | Affiliate | United Arab Emirates |
| Thuraya Abdulla | Affiliate | Bahrain |
| Valda Alleyne | Affiliate | Barbados |
| Vazeem Hashim | Affiliate | Oman |
| Yasir Ellathody | Affiliate | Oman |
| Yvonne Marshall | Affiliate | Jamaica |

ANNEX 2. BOARD OF DIRECTORS


In early 2021, the Vice President Angela Yung-Chi Hou stepped down from the position at the Board to dedicate full-time to academia. During the first Board Meeting of 2021, Naji AlMahdi was appointed Vice President for the remaining term. The INQAAHE Board, in line with the provisions in the [Constitution](#) regarding the staggered approach to the Board formation, welcomed its new Board Directors in September. Based on the newly formed Board, Presidential election was held and Deborah Adair was elected 8th President of the Network. During the Board meeting in October, Chan Basaruddin was elected Vice-President and Anna Prades Treasurer. Karen Treloar resigned in November and during the last Board meeting of the year, the Board decided to leave Karen Treloar's term open until the 2023 elections.

Table 2: INQAAHE Board 2018-2021(October)

| | | | | | |
|--|---|---|---|---|---|
|  |  |  |  |  |  |
| <p>Susanna Karakhanyan Arab States and Eastern Europe President Abu Dhabi Department of Education and Knowledge, United Arab Emirates</p> | <p>Angela Yung-Chi Hou Asia-Pacific Vice-President Higher Education Evaluation and Accreditation Council of Taiwan</p> | <p>Deborah Adair North America Treasurer Quality Matters, United States of America</p> | <p>Michael Bradshaw Caribbean University of the West Indies, Trinidad and Tobago</p> | <p>Mary Catharine Lennon North America Postsecondary Education Quality Assessment Board in Ontario, Canada</p> | <p>Salim Ahmed Khan Asia-Pacific Riphah International University, Pakistan</p> |
|  |  |  |  |  |  |
| <p>Erika Soboleva Eastern Europe Agency for Higher Education Quality Assurance and Career Development, Russia</p> | <p>Karen Treloar Asia-Pacific Tertiary Education Quality and Standards Agency, Australia</p> | <p>Vivek Gupta Ramnarain Africa Tertiary Education Commission, Mauritius</p> | <p>Orla Lynch Western Europe Quality Assurance and Qualifications, Ireland</p> | <p>Naji AlMahdi Arab States Vice-President Knowledge and Human Development Authority, United Arab Emirates</p> | <p>Marti Casadesús Western Europe Catalan University Quality Assurance Agency, Spain</p> |

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Table 3: INQA AHE Board 2021-2024

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|  |  |  |  |  |  |
| <p>Deb Adair North America President Quality Matters, United States of America</p> | <p>Chan Basaruddin Asia-Pacific Vice-President National Accreditation Agency for Higher Education, Indonesia</p> | <p>Anna Prades Western Europe Treasurer Agency for Quality Assurance in the Catalan University System, Spain</p> | <p>Susanna Karakhanyan Arab States and Eastern Europe Immediate Past President Abu Dhabi Department of Education and Knowledge, United Arab Emirates</p> | <p>Mary Catharine Lennon North America Postsecondary Education Quality Assessment Board in Ontario, Canada</p> | <p>Vicki Stott Western Europe Quality Assurance Agency for Higher Education, United Kingdom</p> |
|  |  |  |  |  |  |
| <p>Simona Lache Eastern Europe Romanian Agency for Quality Assurance in Higher Education, Romania</p> | <p>Karen Treloar <i>(Resigned November 2021)</i> Tertiary Education Quality and Standards Agency, Australia</p> | <p>Abigail Kramers Caribbean Accreditation Agency of Curaçao</p> | <p>Nataliia Stukalo Eastern Europe National Agency for Higher Education Quality Assurance, Ukraine</p> | <p>Fabrizio Trifiro Western Europe UK ENIC/Ecctis, United Kingdom</p> | <p>Wondwosen Tamrat Africa St Mary's University, Ethiopia</p> |
|  |  | | | | |
| <p>Tariq Al-Sindi Arab States Education and Training Quality Authority, Bahrain</p> | <p>Helmuth Trefftz Latin America National Accreditation Council, Colombia</p> | | | | |

