



Annual Report 2020

© International Network for Quality Assurance Agencies in Higher Education

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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

Ayaka Noda, Carol Bobby, Eva Fernandez Labastida, Maiki Udam, Yaping Gao.

INQAAHE ACTIVITIES

- **TEQSA:** ongoing support with editing INQAAHE newsletters.
- **UNESCO:** ongoing support with INQAAHE projects.
- **Ad hoc requests:** Pauline Tang, David Woodhouse, Maria Jose Lemaitre.

LIVING THE LIFE OF INQAAHE

All INQAAHE members.

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FOREWORD

Dear Friends and Colleagues,

2020 was a year of unprecedented challenges for the whole globe and those challenges are still there for all of us to face. In cooperation with all our members and partners, regardless of the crisis, INQAAHE was able to achieve

In the challenging times, INQAAHE, as all other organization entered the untested territory and in the search of solutions to support our members and HE community at large we joined our efforts with our stakeholders to offer viable solutions. During the highly disruptive and unsettling times impacting global public health, it was more crucial than ever to be close to our members and HE community at large to support in dealing with the emergency situation we are all in. Among the responses of INQAAHE were the *INQAAHE Principles on Crises Management*, intended to guide our members in the times of crises as well as a series of webinars to support our members practically.

While striving through the pandemic, in 2020, INQAAHE, along with its members and dedicated stakeholders achieved some of its major objectives related to our commitments in terms of the Network sustainability, efficiency in our operations as well as solutions to benefit our members in line with our Strategic Plan (2018-2022). In particular, 2020 was pivotal for INQAAHE as we reconsidered our approach to the Network management and functioning to enhance its sustainability, relevance in provisions and efficiency in operations. The year was marked with establishment of the INQAAHE permanent International Headquarters in Barcelona, Spain. The Board is grateful to the Catalunya Ministry of Universities as well as AQU Catalunya for their commitment to INQAAHE and all the support we receive throughout this very important evolutionary stage.

2020 was a special year for INQAAHE as well, since we launched a major re-branding for INQAAHE in preparation for the INQAAHE 30th anniversary celebrations in 2021, including re-branding the logo, major revision of the GGP's to also address alternative provisions.

In terms of contribution to the body of knowledge, the INQAAHE First Global Study on both internal and external quality assurance was published by Brill|Sense, transferring to and sharing



Susanna Karakhanyan
VII President

FOREWORD

the knowledge among regions globally. The Global Study provides a set of clear recommendations and guidance for diversity of systems to learn from and follow up on.

Last, but not least, INQAAHE led, guided and supported a diversity of quality assurance systems, events and projects, thus highlighting the crucial role of the global platform in bridging the systems, sharing experience and first-hand exposure to the best practices in enhancing the quality of provisions.

Once again, the challenging times like we are through now, prove the crucial role INQAAHE plays by bringing a diversity of quality cultures together and providing a global QA enhancement platform to our members and HE systems at large. INQAAHE will work tirelessly in the years to come to take the Network forward and upward and offer services that best serve your needs.

I would like to personally thank all our members, strategic partners, the INQAAHE Board, the CEO and the Secretariat for the invaluable job done in 2020 and look forward to new achievements and heights in benefiting our valued members and HE communities at large.

INQAAHE is always with you and for you!

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 2019 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

Unusual context/Unusual times – INQAAHE COVID response

The major disruption caused by COVID 19 utterly changed the learning experiences of millions of students worldwide. In this unprecedented situation, during highly disruptive and unsettling times impacting global public health, INQAAHE, with the support of its members and partners mobilized all its capacity to provide solutions to its members and the Higher Education community at large.

In particular, the INQAAHE Board has undertaken a number of activities to provide immediate, short-term solutions and long-term considerations as outlined below:

- [INQAAHE Principles for Crisis Management](#) were published to guide the members through the crisis.
- [COVID 19 Hub](#): establishing a COVID 19 hub to enable sharing good practice and highlighting the specific challenges that our members face as well as providing expert guidance through our existing MPL center;
- [A Study on the COVID Challenges and Solutions](#): conducted a brief study on the impact of COVID 19 in order to develop useful recommendations on QA practices in the times of global pandemic and social isolation.

Upon request of our members INQAAHE has offered the following solutions:

- [Free Webinars](#): a series of webinars to guide our members on online QA;
- [Trainings on Virtual Reviews](#): training on virtual reviews and evaluation for QA bodies and external reviewers will be offered to our members and external reviewers.

INQAAHE worked hard to be responsive to issues that impact on our members and, more widely, on higher education and we will remain in touch with you to guide and support you as well as to continue to advocate for QA in higher education. To be able to achieve the best outcomes for our members your support and engagement is crucial more than ever, since it is only through joining our efforts that we will be able to overcome and succeed.

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

Throughout 2020, INQAAHE explored innovative ways of its management through a pilot of a new Chief Executive Position – fully hired by INQAAHE (not through the host Secretariat). As per the pilot results, and based on an in-depth study commissioned by the Board for exploration of the best venue for the INQAAHE International Headquarter, an open call was placed to invite the INQAAHE members to support the International Headquarter establishment. In total 4 applications were received and based on in-depth analysis, during the Board Meeting of November 17th, 2020, the Board took a decision to establish the INQAAHE permanent International Headquarter in Barcelona with the support of AQU Catalunya, until the INQAAHE is fully incorporated in Spain and can unfold full-fledged operations of its own. The formal transition is expected by June 2021.

In July 2020, after more than a year with INQAAHE, the pilot CEO incumbent - Crystal Calaruse announced her resignation to continue the pursuit of her PhD studies on equity in higher education at the University of Maryland, and to support quality assurance activities in her region. As per the Board's decision, Dr Martí Casadesús Fa, Secretary of INQAAHE, was appointed as Acting CEO for the time being.

The Board, jointly with AQU Catalunya started preparatory activities for a smooth and seamless transitions. Among other preparatory activities, the following were undertaken to ensure success in transition:

- Respective amendments in the Constitution. Voting will take place in 2021 prior to the transition;
- Development of a contract with AQU;
- Development of the necessary documentation for registration in Spain as an international organization;
- Development of the Org Chart for the Secretariat supported by the respective functions and delegation of authority.

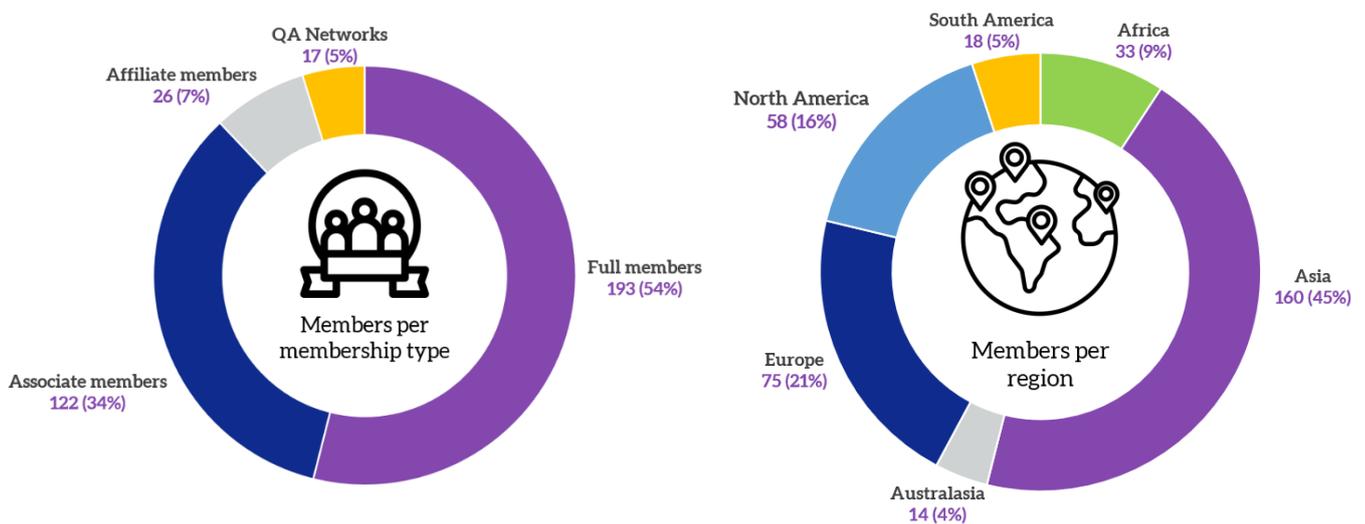
The current INQAAHE Constitution (adopted in 2018) requires that the organization implement a staggered approach to the terms of the INQAAHE Board of Directors. As a follow-up on this clause, INQAAHE called for a round of nominations in June 2020. The online election for the INQAAHE Board Directors was held a month after. The General Assembly was requested to select up to three candidates to represent the positions that were vacant. Over 100 organisations participated and Angela Yung-Chi Hou, Karen Treloar and Mary Catherine Lennon were the selected candidates to become Board Directors.

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.

Graphic 1. INQAAHE members 2020



Guidelines of Good Practice

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

SUSTAINABILITY

- 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

Since INQAAHE is entering a major cycle of GGP reviews and re-alignments, on August the Board took a decision to outsource the function of procedure coordinators, thus, three GGP project coordinators were outsourced to run the procedures in 2020.

Table 1. GGP alignment activity 2020

| AGENCY | PATHWAY | PERIOD OF ALIGNMENT |
|--|---|-------------------------------------|
| Academic Quality Agency for New Zealand Universities (AQA) NEW ZEALAND | Joint-review. Aligned status was granted based on the external review report provided by the review panel. | 23 November 2020 – 23 November 2025 |
| Agency for Quality of the Basque University System (Unibasq) SPAIN | Recognition. Aligned status was granted based on the documentation they provided and acknowledgement of the organization’s status with the European Association for Quality Assurance in Higher Education (ENQA) | 23 November 2020 – 23 November 2024 |
| Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) TAIWAN | Review. Aligned status was granted based on the external review report provided by the review panel. | 17 December 2020 – 17 December 2025 |
| Ontario College Quality Assurance Service (OCQAS) CANADA | Review (re-alignment). Aligned status was granted based on the external review report provided by the review panel. | 9 February 2021 – February 2026 |
| Consejo Nacional de Educación (CNED) CHILE | Follow-up. | On-going |

SUSTAINABILITY

Visibility

2020 was undoubtedly marked by COVID-19, which has made travelling and international events difficult to hold by moving most of the events for 2020 onto an online mode.

2020 CHEA ANNUAL CONFERENCE AND CIQG ANNUAL MEETING - WASHINGTON (UNITED STATES OF AMERICA), 27-30 JANUARY

INQAAHE Vice President, Leah Matthews (2018-2020 July), and CEO, Crystal Calarusse (2019-2020 July), attended both the annual conference of the Council for Higher Education Accreditation (CHEA) and the annual meeting and CHEA International Quality Group (CIQG).



QUALITY ASSURANCE FORUM 2020 – MANAMA (BAHRAIN), 6 FEBRUARY



The Quality Assurance and Accreditation Centre at the [University of Bahrain](#) organised the Quality Assurance Forum 2020, *Sustainability of Learning Outcomes*, held on February 6, 2020. This event brought together professionals in the field of Quality Assurance to discuss issues, tackle challenges, share experiences, and explore opportunities for the advancement of Quality Education. The objective of the forum was to identify the major challenges for the development of an effective approach

to assessing student learning outcomes and come up with ideas on how practitioners and policy makers can respond to these challenges. Speakers at the forum included researchers, practitioners, policy-makers and stakeholders with different experiences and background, which offered their perspective on student learning outcomes assessment and what are the best practices across different institutions. Among the speakers, Dr Susanna Karakhanyan, President of INQAAHE, delivered a presentation highlighting the past, present and future in external accreditation.

Concluding the event was a panel discussion represented by key stakeholders – government, HEIs, labour market representatives, and QA international – to discuss issues around labour market needs and the capacity of HEI and quality assurance to meet the challenges that the era of disruptions causes. The urgency of revamping the HE provisions along with the approaches for external and internal QA was tangible. The call from the INQAAHE President was the HEIs and HE providers need to rethink their role in the overall quality assurance and take a lead and ownership for introducing the necessary changes. The forum counted over hundred attendees from Higher Education institutions across the Kingdom of Bahrain, including Dr Jawaher AlMudhahki, Chief Executive of the Education and Training Quality Authority.

SUSTAINABILITY

25TH ANNIVERSARY RUSSIAN ACCREDITATION – ONLINE CONFERENCE, 22 APRIL

To celebrate the 25th anniversary of accreditation practices in Russia, the National Centre for Public Accreditation (NCPA) organized an online conference on April 22, 2020 entitled *25 Years of Education Accreditation in Russia: taking stock and looking into the future*. The speakers of the conference (INQAAHE President, Susanna Karakhanyan, among them) discussed the process of establishing and transforming the procedure of higher education institutions and programme accreditation during the past 25 years and the influence of external evaluation on higher education. They also considered the tendencies in further development of accreditation in Russia and abroad. A recording of the conference is available on [NCPA's website](#).

12th ANNUAL SINAES CONFERENCE – ONLINE CONFERENCE, 22 OCTOBER

The *Sistema Nacional de Acreditación de la Educación Superior* of Costa Rica (SINAES) held the 12th edition of the conference *Cátedra Enrique Góngora Tejos* entitled *Critical discourse on accreditation: what is the current direction for accreditation processes?* INQAAHE President, Susanna Karakhanyan, was invited as speaker where she introduced the network to the audience and contributed to the conversation with the following themes: the era of disruption: how to best handle it?; sustainability: what are the critical aspects?; and quality assurance: which direction should be pursued?.

Finance

In 2020, INQAAHE income (383,721 USD) was mainly generated by membership fees. Secondly, by the different GGP Alignment procedures undergone throughout the year, the annual event (INQAAHE Forum 2020 online) and a UNESCO grant to conduct review of QA system in Kyrgyzstan under the auspices of the Ministry of Education and Science. Expenditures (256,955 USD) have been divided into four categories: project related costs including Funding Scheme grants, organisational costs (also known as administrative which include, among others, travel and representation of the network worldwide, the fee to INQAAHE Secretariat and unpaid membership fees) and CEO related costs (salary, fringe and fees exclusively). Other costs (175 USD) include miscellaneous expenses and reconciliation discrepancies from 2019. Compared to the previous year, income increased by 31% and expenses diminished by 30%.

Regarding the statement of accounts (balance sheet), INQAAHE assets (702,034 USD) increased compared to 2019 primarily due to an increase in accounts receivable. Payables and overall liabilities (19,900 USD) decreased in 2020 and only include Funding Scheme grants that will be settled in the following year. Overall, the year ended with a positive result (126,766 USD) due to the significant reduction of expenses and increase of income. More information regarding INQAAHE finances for the reporting year can be found in the INQAAHE Financial Statements 2020, available to members of the network only.

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.

Events

GENERAL ASSEMBLY MAY 2020

To avoid delaying annual reporting (annual achievements, activities and financial statements for 2019) and taking decisions on the matters that were crucial for the organizational health and continuity, the Board announced an online General Assembly voting by May 2020. The members were invited to review the INQAAHE Board reports and vote by mid-May. By the end of that month, the INQAAHE Annual Report 2019 and INQAAHE Financial Statements 2019 were approved by the General Assembly.

INQAAHE 12th BIENNIAL FORUM 2020

Amid the outbreak of COVID-19 and after closely monitoring the situation and considering the health and safety of INQAAHE members and various travel restrictions, the INQAAHE Board took the decision to hold Forum 2020 fully online.

The [INQAAHE Forum 2020](#) was hosted by the [Agency for Quality Assurance in Higher Education and Career Development](#) (AKKORK) with the participation of the Federal Service for Supervision in Education and Science (Rosobrnadzor). The main theme of the Forum was *Quality, Competencies, and Learning Outcomes: How to Be Fit for Generation Z Employability*. The Forum featured:

- **Pre-Forum Workshops:** September 21 to September 24, 2020
 - Four different pre-Forum workshops were scheduled prior to the actual event which were attended, in average, by more than 50 people each.
- **The Forum:** September 28 to October 1, 2020
 - For the first time, the INQAAHE Forum welcomed proposals from members to facilitate the event sessions. This new initiative was intended to better meet the needs of all INQAAHE members and provide an authentic learning environment for participants. 8 sessions developed by members were distributed throughout the Forum which presented region-specific analysis and new approaches to the theme of the event. More than 110 people connected each day of the Forum.

QUALITY CULTURE

General Assembly and Regional Networks Meeting: October 12, 2020

- The INQAAHE members met for the second part of the 2020 General Assembly Meeting. This time, during the Forum, the General Assembly was briefed about the recent developments/achievements of INQAAHE, the proposals received to host INQAAHE Forum 2022 and the latest news regarding INQAAHE Conference 2021. After the GA the members were invited to vote for the venue for the INQAAHE forum 2022. The decision was to go for the Federación de Instituciones Mexicanas Particulares de Educación Superior (FIMPES), Mexico.
- The Regional Networks Meeting was entitled *SDG 4 Quality Education: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* and covered the following sub-themes: inclusive education, equitable education, lifelong learning and the specific responses within regions to SDG 4, accordingly. Dr. Peter Wells, UNESCO HE Division Director was the keynote speaker for the Regional Networks Meeting. .

INQAAHE BIENNIAL CONFERENCE 2021

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 will be offered fully online with a strong Scottish flavour.



Throughout 2020, INQAAHE's Conference 2021 Committee along with the QAA Conference Committee worked hard on the organization of the 2021 Conference in Glasgow. The main theme of the Conference is *Re-Imagining of Higher Education Quality in an Age of Uncertainty*. The Conference will be held in Glasgow, United Kingdom, from June 7 until June 10, 2021 at the Glasgow Caledonian University.

During 2020, major activities were undertaken to prepare the event while closely monitoring the evolution of COVID-19 and possible travelling restrictions applied by different countries. In July the [call for paper and poster](#) was distributed and proposals were welcomed until November 30, 2020.

INQAAHE BIENNIAL FORUM 2022

The Board sought expressions of interest from member agencies to host INQAAHE Forum 2022 in December of 2019. Considering the venues for the INQAAHE annual events for the last ten years, preferences for hosting the INQAAHE Forum 2022 were given to the following regions: Central, East and Southeast Asia; South America, Central America and the Caribbean; North America and Francophone Africa. During the 2020 General Assembly Meeting the INQAAHE members voted for Forum 2022 to take place in Mexico City (Mexico), hosted by FIMPES.

QUALITY CULTURE

INQAAHE BIENNIAL CONFERENCE 2023

In November 2020, the bid to host the biennial Conference 2023 was launched. Considering the venues for the INQAAHE annual events for the last ten years, preferences for hosting the INQAAHE Conference 2023 will be given to the following regions: Central, East and Southeast Asia; South America and the Caribbean; North America; and Francophone Africa.

Professionalisation of QA

To promote professionalization of quality assurance, INQAAHE undertakes a series of activities aimed at innovative solutions to quality assurance arrangements, 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 competitive basis to promote implementation of innovative and enhancement projects aimed at enhancement of quality assurance systems worldwide. In 2020, the INQAAHE Funding Scheme evolved around the following:¹

- Capacity building (projects, and funding for attending INQAAHE annual event)
- Research and innovation

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. Calls for Proposals are announced on an annual basis to outline the peculiarities related to the budget and the priority topics and requirements.

Table 2. Capacity building projects 2020

| ORGANISATION | MEMBERSHIP | COUNTRY | TOPIC | CALL | STATUS |
|---|------------|-----------|--|-----------|-----------|
| TEQSA – Tertiary Education Quality and Standards Agency | Full | Australia | Developing a Toolkit to support Quality Assurance Agencies to address Academic Integrity | 2017-2018 | Completed |
| OCQAS – Ontario College Quality Assurance Service | Full | Canada | Truth and reconciliation in quality assurance (or re-mapping postsecondary | 2018-2019 | On-going |

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

QUALITY CULTURE

| | | | | | |
|--|------|--------|--|-----------|--------------------------------|
| | | | education quality assurance to wholism) | | |
| CINDA – Centro Universitario de Desarrollo <i>in cooperation with INQAAHE</i> | Full | Chile | Assuring the quality of quality assurers | 2018-2019 | Due date extended due to COVID |
| Unibasq – Agency for Quality of the Basque University System | Full | Spain | Assessment of innovative methodologies in teaching and learning in the Basque University System | 2018-2019 | Completed |
| 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 | On-going |

INQAAHE has a limited budget allocated to assist its members from least developed countries (LIC and LDC, according to World Bank) to attend INQAAHE annual event (up to 2,500 USD per application). INQAAHE funded five applications received from its members to attend the Forum. Unfortunately, since the event was held online, the funds were not transferred to the awarded organisations.

Table 3. Organisations awarded to attend the 2020 Forum

| ORGANISATION | COUNTRY | MEMBERSHIP |
|---|----------|-------------|
| Mongolian National Council for Education Accreditation (MNCEA) | Mongolia | Full member |
| Myanmar Engineering Council | Myanmar | Full member |
| Education Quality Accreditation Agency (EQUAA) | Peru | Full member |
| East African Higher Education Quality Assurance Network (EAQAN) | Uganda | QA network |
| University Grants Commission | Nepal | Full member |

QUALITY CULTURE

RESEARCH AND INNOVATION

Projects under Window 3 contribute to the body of knowledge by exploring potentials and opportunities of quality assurance through research and innovation. A Call for Proposals is announced on an annual basis to outline the peculiarities related to the budget and the priority topics.

Table 4. Research and innovation projects granted 2020

| ORGANISATION | MEMBERSHIP | COUNTRY | TOPIC | CALL | STATUS |
|---|-------------------------|------------------|--|-----------|--|
| HEEACT – Higher Education Evaluation & Accreditation Council of Taiwan | Full | Taiwan | A study of student engagement in the process of external quality assurance in higher education - the Taiwan case | 2018-2019 | Completed |
| 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 EQAN - East African Network for Quality Assurance | Associate QA network | Uganda Uganda | Assessing the role of Institutional Quality Assurance Approaches and Practices in the operationalization of the East African Higher Education Quality Assurance Frameworks | 2019-2020 | On-going |
| 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 <i>(extended due to COVID)</i> |

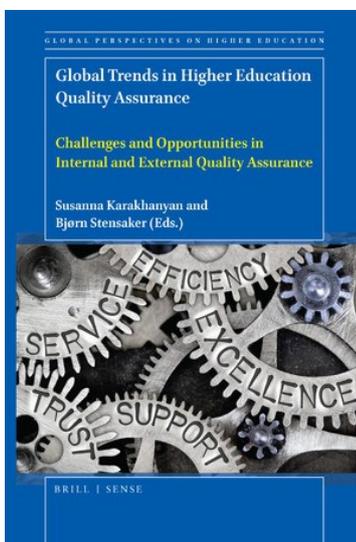
Granted research and innovation projects are eligible to be published in the journal Quality in Higher Education (after the corresponding revision by the journal's editors).

RESEARCH/THINK TANK

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

Strategic initiatives

INQAAHE FIRST GLOBAL STUDY



In September 2020 INQAAHE's Global Study, [*Global Trends in Higher Education Quality Assurance: Challenges and Opportunities in Internal and External Quality Assurance*](#), was published in by Brill | Sense publishing house.

The INQAAHE Global Study, the result of a three-year intensive research led by INQAAHE, is the first endeavour to explore the trends, challenges and opportunities in tertiary education quality assurance globally. The study, authored by Susanna Karakhanyan and Bjørn Stensaker, was made possible purely through voluntary contribution of the tertiary education community worldwide under the lead of INQAAHE and with the invaluable support of regional networks, quality assurance bodies, and quality assurance experts. Indeed, each and every author contributing to the global and regional studies merits special gratitude for their priceless contribution to the study.

Special thanks go to the **contributors** (Bard Aboul-Elaf, Bassam Alhamad, Tariq Alsindi, Philip Ayoo, Nadia Badrawi, Linda L. Baer, Christian Blanco, Michael Bradshaw, Ronald Brunton, Lemka Ismailova, Guo Jun, Dewin Justiniano, Maria Kelo, Mike Kuria, Mary Catharine Lennon, Grace Lu, Orla Lynch, Leah K. Matthews, Milena Prado, Anely Ramírez, Judith Scharager, Erika Soboleva, Wondwosen Tamrat, Angela Yung-Chi Hou, Jianxin Zhang), **INQAAHE strategic partners** (Arab Network for Quality Assurance in Higher Education (ANQAHE), Asia-Pacific Quality Network (APQN), Association of Arab Universities (AAU), European Network for Quality Assurance (ENQA), Central and Eastern European Network of Quality Assurance (CEENQA), Caribbean Network of Quality Assurance in Tertiary Education (CANQATE), East African Quality Assurance Network (EAQAN) and quality assurance bodies – National Accreditation Commission of Chile (CNA), Distance Education Accreditation Commission (DEAC, USA), Postsecondary Education Quality Assessment Board (PEQAB, Canada), National Accreditation Agency (NAA, Russia)), **UNESCO Policies and Lifelong Learning Systems Division**, and **INQAAHE Board and Secretariat**.

We extend our gratitude to all the **quality assurance bodies and higher education institutions**, which, appreciating the value of the endeavour, participated in the study thus contributing to the body of knowledge on quality assurance and promotion of quality culture.

Capacity Building and Research projects

CAPACITY BUILDING

These projects are directly supported by the INQAAHE Funding Scheme initiative.

TWAEA, Taiwan Assessment and Evaluation Association, was granted INQAAHE funding for the project entitled *International Survey Project on Learning Outcomes and Satisfaction in Higher Education from Japan, Taiwan and Thailand* which was submitted in the 2019-2020 IFS call.



The aim of the project is to represent the three regions' focus on the strengthening of higher education systems. An international online survey will be implemented to analyze, explore and compare the students' learning experiences and feedback towards learning satisfaction so that suggestions can be raised to make higher education better in each respective region. This project is jointly developed by TWAEA, Japan University Accreditation Association (JUAA, Japan) and the Office for National Education Standards and Quality Assessment (ONESQA, Thailand).

In 2020, **TEQSA**, the Australian Tertiary Education Quality and Standards Agency, completed the project *Developing a Toolkit to support Quality Assurance Agencies to address Academic Integrity*, a project that was funded during the 2017-2018 call of Funding Scheme. This toolkit was developed to share Australia's lessons with other quality assurance agencies in the fight against contract cheating and other threats to academic integrity. It applies the principles of quality assurance to creating strong frameworks that support academic integrity, and includes good practice advice around academic integrity frameworks, contract cheating and also supports and sustains cultures of academic integrity. The toolkit is available on [TEQSA's website](#).



Also this year, the project *Assessment of innovative methodologies in teaching and learning in the Basque University System* was completed by **Unibasq** (the Agency for Quality of the Basque University System). The main objective of this project was to draw up an assessment guide on the use of innovative teaching-learning methodologies after establishing the general context of their use in the Basque University System. These guidelines are available on [Unibasq's website](#). UNIBASQ applied, and was granted funding during the 2018-2019 call.



RESEARCH AND INNOVATION

These projects are directly supported by the INQAAHE Funding Scheme initiative.

NAAC India (the National Assessment and Accreditation Council) was granted funding in the 2019-2020 call of IFS for the project entitled *Role of Quality Assurance and Accreditation in Improvement of Higher Education; A Case study of Select Indian Higher Education Institutions*.



National Assessment and Accreditation Council
An Autonomous Institution of the University Grants Commission

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

The project's specific objectives are to study the different factors affecting the quality of higher education; to identify the impact of these parameters in the operationalization of higher education in the Indian context; and to suggest probable ways ahead for policy makers when drafting and developing policies for improvement. Due to the

RESEARCH/THINK TANK

impact COVID-19 it has had in India, the applicant requested a change in the title as instead of *A Case study* it will now be *A Comparative study*.

IUCEA (the Inter-University Council for East Africa), in collaboration with **EAQAN** (East African Network for Quality Assurance), was also granted funding during the 2019-2020 call for the project entitled *Assessing the role of Institutional Quality Assurance Approaches and Practices in the operationalization of the East African Higher Education Quality Assurance Frameworks*.



East African Higher Education
Quality Assurance Network
(EAQAN)



The general objective of the study is to explore the extent to which institutional approaches and practices to quality assurance are aligned with the Regional (IUCEA) Frameworks and Guidelines. After the analysis of the frameworks, institutional approaches and practices, and overall challenges, the goal is to propose strategies for alignment of institutional quality assurance approaches to the regional frameworks.

In 2020, **HEEACT**, the Higher Education Evaluation & Accreditation Council of Taiwan, completed the project entitled *A study of Student Engagement in the Process of External Quality Assurance in Higher Education—the Taiwan Case*, under the topic “Innovative ways of stakeholder involvement and engagement in QA; how to engage faculty members, students and employers in the process of quality assurance”. This study found that student engagement in HEIs and QA process in most of the Asian countries remained in the developmental stage. Students were invited to take part in student affair-related committees and meetings rather than QA mechanism. In Taiwan, interviews and student surveys are two common methods of student engagement in QA process and procedures. Though most universities thought that it was complicated to engage student in a review panel, they highly agreed that student engagement would contribute to quality enhancement of universities and the higher education system. It was suggested that QA training programs could be provided with those who were interested in the internal and external QA activities. HEEACT submitted their project proposal in the 2018-2019 call of Funding Scheme.



高等教育評鑑中心
Higher Education Evaluation and
Accreditation Council of Taiwan

RELEVANCE

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 agencies in their efforts to serve the needs set out by national governments and HE systems, to enhance the relevance of QA provision by emphasizing the links between the labour market and HE provisions, to take stock of QA developments to identify gaps and solutions, and explore new modes for QA to ensure relevance within a context of change.

MARJORIE PEACE LENN CENTER

The Marjorie Peace Lenn Center serves as INQAAHE's center for learning and research. Starting March 2020, the Center offered a training curriculum for quality assurance professionals and university staff in a self-paced, on-line learning format. The Board partnered with the company **MaxKnowledge**, making use of some of their existing courses and working with the curriculum developer to plan for INQAAHE-specific courses in quality assurance. The curriculum is available to INQAAHE members, for free or a small fee, depending on the course at inqaahelearn.org. This platform offers training courses for QA professionals in an on-line learning format, among other resources.

PART II: FINANCIAL STATEMENTS

GENERAL INFORMATION

The financial statement includes the transactions and balances for the financial year from January 1, 2020 until December 31, 2020. In 2020 a new accounting software was purchased and therefore the previous chart of accounts was adapted and updated to reflect the new structure. This makes comparison with previous years slightly difficult depending on the account. The financial reports below use the 2020 chart of accounts, with the 2019 column showing summary financial data as appropriate to accommodate the difference in account nomenclature.

STATEMENT OF FINANCIAL POSITION

As of December 31, 2020:

| | 2020 | 2019 |
|----------------------------------|----------------|----------------|
| Bank Accounts | 564,980 | 534,241 |
| Accounts Receivable | 135,536 | 63,356 |
| Other Current Assets | 7 | — |
| Fixed Assets | 1,511 | 3,661 |
| TOTAL ASSETS | 702,034 | 601,258 |
| Accounts Payable | — | 7,293 |
| Other Current Liabilities | 19,900 | 36,600 |
| TOTAL LIABILITIES | 19,900 | 43,893 |
| Net Assets | 557,366 | 630,961 |
| Net Revenue | 124,769 | (73,595) |
| TOTAL EQUITY | 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

| | 2020 | 2019 |
|--|----------------|----------------|
| ASSETS | | |
| Current Assets | | |
| Bank Accounts | | |
| Cash on hand - USD | 520 | 520 |
| Checking - EUR | 21,124 | 7,240 |
| Checking - USD | 543,336 | 525,445 |
| Due from card payments | — | 1,036 |
| Total Bank Accounts | 564,980 | 534,241 |
| Accounts Receivable | | |
| Accounts Receivable (A/R) | 181,541 | 85,238 |
| Less Doubtful Accounts | (46,005) | (21,882) |
| Total Accounts Receivable (A/R) | 135,536 | 63,356 |
| Total Accounts Receivable | 135,536 | 63,356 |
| Other Current Assets | | |
| Due from Agency | 7 | — |
| Total Other Current Assets | 7 | — |
| Total Current Assets | 700,523 | 597,597 |
| Fixed Assets | | |
| Accumulated Depreciation | (322) | (1,807) |
| Accumulated Depreciation (IA) | (20,343) | (19,614) |
| Computer Hardware | 1,104 | 3,024 |
| Computer Software | 21,071 | 19,614 |
| Construction in Progress | 0 | 2,444 |
| Total Fixed Assets | 1,511 | 3,661 |
| TOTAL ASSETS | 702,034 | 601,258 |
| LIABILITIES AND EQUITY | | |
| Liabilities | | |
| Current Liabilities | | |
| Accounts Payable | | |
| Accounts Payable (A/P) | — | 7,293 |
| Total Accounts Payable | — | 7,293 |
| Other Current Liabilities | | |
| Grant Agreement Commitments | | |
| Capacity Building Grants | 9,900 | 34,600 |
| Research and Innovation Grants | 10,000 | 2,000 |
| Total Grant Agreement Commitments | 19,900 | 36,600 |
| Total Other Current Liabilities | 19,900 | 36,600 |
| Total Current Liabilities | 19,900 | 43,893 |
| Total Liabilities | 19,900 | 43,893 |
| Equity | | |
| Net Assets | 557,366 | 630,961 |
| Retained Earnings | | |
| Net Revenue | 124,769 | (73,595) |
| Total Equity | 682,134 | 557,366 |

FINANCIAL STATEMENTS

STATEMENT OF ACTIVITY

From January to December 2020:

| | 2020 | 2019 |
|--|----------------|-----------------|
| Membership fees | 269,101 | 229,861 |
| GGP Alignment | 67,500 | 24,000 |
| Grants and Consultations | 13,200 | — |
| Events | 23,583 | 33,604 |
| Sponsorships | 10,300 | 5,150 |
| Other Revenue | 37 | — |
| TOTAL REVENUE | 383,721 | 292,615 |
| Employee Compensation and Benefits | 79,676 | 88,569 |
| Funding Scheme Grant Expenses - Commitments | 11,000 | 79,376 |
| Professional Fees | 109,409 | 87,011 |
| Office/General Administrative Expenditures | 1,500 | 180 |
| Event related Expenditures | 500 | 8,988 |
| Board & Committee related Expenditures | 83 | 14,279 |
| Travel and Entertainment - General | 3,167 | 5,789 |
| Other Expenses | 53,444 | 84,786 |
| TOTAL EXPENDITURES | 258,778 | 368,978 |
| Net Other Revenue | (175) | 2,767 |
| NET REVENUE | 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

| | 2020 | 2019 |
|---------------------------------------|----------------|----------------|
| Revenue | | |
| Membership fees | 235,684 | 229,861 |
| LIC/LDC annual membership fee | 4,835 | — |
| Regularised fees | 21,882 | — |
| Review fees | 6,700 | — |
| Total Membership fees | 269,101 | 229,861 |
| GGP Alignment | | |
| GGP Review | 67,500 | 24,000 |
| Total GGP Alignment | 67,500 | 24,000 |
| Total Grants and Consultations | 13,200 | — |
| Events | | |
| Forum | 21,083 | 33,604 |
| Training, courses, webinars | 2,500 | — |
| Total Events | 23,583 | 33,604 |
| Sponsorships | | |
| Events | 10,000 | 4,850 |
| Newsletter | 300 | 300 |
| Total Sponsorships | 10,300 | 5,150 |
| Other Revenue | | |
| Financial Income | 37 | — |
| Total Other Revenue | 37 | — |
| TOTAL REVENUE | 383,721 | 292,615 |

FINANCIAL STATEMENTS

| | 2020 | 2019 |
|--|----------------|----------------|
| Expenditures | | |
| Employee Compensation and Benefits | | |
| Salaries | 72,638 | — |
| Payroll Expenses | 506 | — |
| Payroll taxes | 1,116 | — |
| Retirement contribution | 5,417 | — |
| Total Employee Compensation and Benefits | 79,676 | 88,569 |
| Funding Scheme Grant Expenses - Commitments | | |
| Capacity Building | 6,000 | — |
| Research and Innovation | 5,000 | — |
| QA Programme | — | 9,876 |
| Total Funding Scheme Grant Expenses - Commitments | 11,000 | 79,376 |
| Professional Fees | | |
| Accounting Services | 3,439 | — |
| Assessing Agency Alignment (GGP) | 13,000 | 9,500 |
| Audit related | 7,884 | — |
| IT programming and support | 987 | 1,049 |
| Journal "Quality in Higher Education" | 18,066 | 9,754 |
| Proof Reading/Editing Services | 3,500 | — |
| Secretariat costs (including travel) | 62,533 | 66,708 |
| Total Professional Fees | 109,409 | 87,011 |
| Office/General Administrative Expenditures | | |
| Office Supplies & Software | 647 | — |
| Telecom and audiovisual | 665 | — |
| Web Design and Hosting | 187 | 180 |
| Total Office/General Administrative Expenditures | 1,500 | 180 |
| Event related Expenditures | | |
| Speaker Fees | 500 | — |
| Event scholarships | — | 8,988 |
| Total Event related Expenditures | 500 | 8,988 |
| Board & Committee related Expenditures | | |
| Board Travel expenses | 83 | 14,279 |
| Total Board & Committee related Expenditures | 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 | 55,248 | 65,421 |
| Bank Charges & Fees | 6,081 | 6,342 |
| Depreciation/Amortization | 1,004 | 5,975 |
| Gain/Loss on foreign exchange | (1,998) | — |
| Prior period corrections | (6,893) | — |
| Sundry expenses | — | 7,048 |
| Total Other Expenses | 53,444 | 84,786 |
| TOTAL EXPENDITURES | 258,778 | 368,978 |

FINANCIAL STATEMENTS

| | 2020 | 2019 |
|------------------------------|---------|----------|
| Net Operating Revenue | 124,943 | (76,363) |
| Other Expenditures | | |
| Other Miscellaneous Expense | 159 | (2,767) |
| Reconciliation Discrepancies | 15 | — |
| Total Other Expenditures | 175 | (2,767) |
| Net Other Revenue | (175) | 2,767 |
| Net Revenue | 124,769 | (73,596) |

NOTES TO THE FINANCIAL STATEMENTS

RESULT - NET LOSS/SURPLUS FOR REPORTING PERIOD

The result for the year 2020 amounts to **124,769 USD** positive, representing a significant profit if compared with the previous year which ended with a negative result of 73,595 USD. This increase is due to the substantial decrease in expenses and increase in revenue, if compared to the previous year. The overall decrease in expenses are attributed to the departure of the CEO in July and the need to hold the forum virtually, rather than in person, in response to the pandemic.

EQUITY

The period ends with a positive result, and equity of **682,134 USD**.

BANK ACCOUNTS

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

INQAAHE operates in USD. INQAAHE Secretariat manages two different bank accounts established in Spain: one of them in US dollars (the main one) and another one in Euros (secondary).

ACCOUNT RECEIVABLES

Receivables amounted to **135,536 USD**, significantly higher than in 2019 (63.356 USD). Given the economic difficulties derived from the global pandemic, the effort of collecting outstanding invoiced during 2020 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 2020, 50 memberships and potential memberships were deemed uncollectable and were written off from INQAAHE's membership. 4 members requested to have their memberships cancelled; the rest were never active members of the network and were removed because they were unresponsive.

FINANCIAL STATEMENTS

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, 2020. 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
- Accumulated depreciation = 45.97 + 275.84 = **321.81 USD**

The 2016 laptop which was still operative in 2019, was considered abandoned in 2020 since it was no longer operative.

The new 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. The overall amount of the website depreciation adds up to **20,343 USD**.

LIABILITIES

In terms of liabilities (19,900 USD), all of them are related to INQAAHE Funding Scheme grants (Capacity Building and Research and Innovation) provisioned for the following year. At the end of 2020 INQAAHE had no pending Payables.

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 2020 income, **383,721 USD**, increased by 31% compared to 2019 (**292,615 USD**). Aside from membership fees, which are the main revenue source of the network, new GGP Alignment procedures, external consultations and sponsorships significantly added to the total revenue.

MEMBERSHIP FEES

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

Regular 2019 Membership fee = 690.65 USD

FINANCIAL STATEMENTS

LDC/LIC countries (as per [The World Bank](#) and [UN](#)) 2019 Membership fee = 345.33 USD

The reported total membership fees of **269,101 USD** include annual membership fees (along with fees from LDC/LIC countries) for the reporting year, as well as review fees. This year, given the transition to a new accounting software, fees from previous years were regularised and that added to 21,882 USD.

With these accounting updates, the method to estimate doubtful debtors was also changed. Taking a conservative approach, it was estimated that 25% of all pending membership fees would not be successfully collected during 2021 (46,005 USD). This estimation has been included in the Bad Debts account from the Statement of Activity, which also includes the removal of bad debt from receivables (9,243 USD).

CONTRIBUTIONS FROM EVENTS

INQAAHE Forum 2020 registration fees, hosted by the Agency for Quality Assurance and Higher Education and Career Development (AKKORK) and delivered online, were transferred directly to INQAAHE bank account by the end of December 2020 and amounted to **23,583 USD**.

GGP ALIGNMENTS

Income collected from GGP alignments in 2020 (**67,500 USD**) originated from five different agencies seeking alignment (through the review pathway).

TOTAL EXPENDITURES

2020's general expenditures (**258,778 USD**) are comparatively lower to 2019's (368,978 USD). In general, all categories of expenses have been reduced except from Professional Fees and Office/General Administrative Expenditures. The increase of these two categories is mainly because of the additional work required to reorganize and validate the accounts after the introduction of the new accounting software.

FUNDING SCHEME GRANTS

A total of **11,000 USD** was expensed during 2020. This amount corresponds to part of a Capacity Building grant and two Research and Innovation grants.

Note that no expense was added for QA Programme nor scholarships to attend the event (now included in Event Related Expenditures) during 2020.

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 two bank transfers, one ordered in March 2020 and a second one in June 2020.

This account also includes any travel expense applicable to Secretariat staff. Given the particularities of 2020 in terms of traveling, 533 USD were executed during the year which refer to visa arrangements and event registration to attend INQAAHE Forum 2020 in Russia.

FINANCIAL STATEMENTS

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 2019 services in early 2020 and, in later 2020, they issued another invoice for the remaining services of the year (18,066 USD in total). This made that, if compared to 2019, the expense for the journal was almost double.

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 2020 for this concept amounted to **187 USD**, practically the same as in 2019, and it exclusively refers to hosting.

EXPENSES FOR BOARD MEMBERS

Given the outbreak of the global pandemic during 2020, practically all in-person events were cancelled, postponed or virtually delivered, including INQAAHE Forum 2020. This is reflected in the significantly reduced expense for Board Directors and INQAAHE representation, compared with 2019.

The expense executed in 2020 is **83 USD** and consist of the compensation of a Board Director for an event they attended in December of 2019.

BANK CHARGES

Banking expenses executed in 2020 were **6,081 USD** versus **6,342 USD** executed in 2019. 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.

EMPLOYEE COMPENSATION AND BENEFITS

This new category was included in 2019 because the position of Chief Executive Officer was filled. This account includes the CEO' salary, health insurance, workers compensation insurance, retirement contribution and other payroll expenses and taxes.

These expenses (79,676 USD) cover the period of January until July 2020, when the former INQAAHE CEO resigned and represent 31% of the total expenditures.

LOSS/GAIN ON FOREIGN EXCHANGE

The loss on foreign exchange in 2020 was 1,998 USD versus last year's 2,767 USD gain.

We have applied the gain/loss at the currency exchange of 31/12/2020 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.

SOCIAL MEDIA

[FACEBOOK](#) 

[LINKEDIN](#) 

[TWITTER](#) 

[YOUTUBE](#) 

ANNEX 1. MEMBERS

During 2020, INQAAHE welcomed 20 new members. As a result of an annual check carried out by the Secretariat, 50 members were removed from the INQAAHE register. 4 of them requested their membership to be discontinued. The rest of members were removed due to long outstanding annual fees.

Table 5. INQAAHE members 2020

| ORGANISATION/INDIVIDUAL | MEMBERSHIP | COUNTRY/REGION |
|--|--------------------|-----------------|
| Commission d'Évaluation de l'Enseignement Collégial (CEEC) | GGP aligned member | Canada |
| National Accreditation Commission (CNA) | GGP aligned member | Chile |
| National Accreditation Council (CNA) | GGP aligned member | Colombia |
| Agency for Quality Assurance in the Catalan University System (AQU Catalunya) | GGP aligned member | Spain |
| Sistema Nacional de Acreditación de la Educación Superior (SINAES) | GGP aligned member | Costa Rica |
| The Quality Assurance Agency for Higher Education (QAA) | GGP aligned member | United Kingdom |
| Agency for the Quality of the Basque University System (Unibasq) | GGP aligned member | Spain |
| Academic Quality Agency for New Zealand Universities (AQA) | GGP aligned member | New Zealand |
| Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) | GGP aligned member | Chinese Taipei |
| Agency for accreditation of educational organizations and programmes "Sapattuu bilim" | Full member | Kyrgyz Republic |
| Accreditation Council for Pharmacy Education | Full member | United States |
| 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 |
| Agency for Quality Assurance in the Galician University System | Full member | Spain |
| Quality Assurance Authority | Full member | Mauritius |
| Sam and Associates | Full member | Peru |
| Turkish Higher Education Quality Council | Full member | Turkey |
| National Agency for Higher Education Quality Assurance | Full member | Ukraine |
| International Board of Certified Trainers | Full member | Netherlands |
| Jiangsu Agency for Educational Evaluation | Full member | China |
| Agency for Accreditation of Educational Programs and Organizations | Full member | Kyrgyz Republic |

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|---|-------------|----------------------|
| Accreditation Commission for Education in Nursing | Full member | United States |
| Grenada National Accreditation Board | Full member | Grenada |
| The Saudi Commission for Health Specialties | Full member | Saudi Arabia |
| The Maldives National University | Full member | Maldives |
| Center for Education Accreditation, Vietnam National University, Hanoi | Full member | Vietnam |
| Astana Accreditation Agency | Full member | Kazakhstan |
| Accreditation in Computing and Computer AC | Full member | Mexico |
| Centre for Education Accreditation, Association of Vietnam Universities and Colleges | Full member | Vietnam |
| National System of Evaluation, Accreditation and Certification of Educational Quality | Full member | Peru |
| Myanmar Engineering Council | Full member | Myanmar |
| Council of Education Quality Improvement for the Educational Colleges in Iraq | Full member | Iraq |
| SNRO | Full member | Netherlands |
| Accreditation Agency of Curacao | Full member | Netherlands Antilles |
| Independent Kazakhstani Center of Accreditation | Full member | Kazakhstan |
| Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) | Full member | China |
| Botswana Qualifications Authority | Full member | Botswana |
| Association for Clinical Pastoral Education, Inc. | Full member | United States |
| Quality Assurance Agency for Higher Education of Andorra | Full member | Andorra |
| ABET | Full member | United States |
| Distance Education Accrediting Commission | Full member | United States |
| Aragon Agency for Quality Assurance and Strategic Foresight | Full member | Spain |
| Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care | Full member | Kazakhstan |
| Department of Higher Education, Research, Science and Technology | Full member | Papua New Guinea |
| Accreditation Council for Entrepreneurial and Engaged Universities | Full member | Netherlands |
| ARQA - Agency for Recognition and Quality Assurance in Education | Full member | Kazakhstan |
| Accreditation Council for Administrative, Accounting and related sciences | Full member | Mexico |
| Maldives Qualifications Authority | Full member | Maldives |
| International Association for Management Development in Dynamic Societies | Full member | Slovenia |
| Education Quality Accreditation Agency | Full member | Peru |
| National Agency for Accreditation of Higher Education | Full member | Paraguay |
| The National Accreditation and Equivalency Council of The Bahamas | Full member | The Bahamas |
| Higher Education Commission | Full member | Pakistan |
| EQAA European Quality Assurance Agency | Full member | Germany |
| Norwegian Agency for Quality Assurance in Education | Full member | Norway |
| Agency for Higher Education Quality Assurance and Career Development | Full member | Russian Federation |
| University Quality Assurance International Board | Full member | United Arab Emirates |
| Consejo Nacional de Educación | Full member | Chile |

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| | | |
|---|-------------|---------------------|
| Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik | Full member | Germany |
| Accreditation Council for Business Schools and Programs | Full member | United States |
| Quality and Qualifications Ireland | Full member | Ireland |
| Accreditation Council of Trinidad and Tobago | Full member | Trinidad and Tobago |
| New England Commission of Higher Education | Full member | United States |
| Philippine Association of Colleges and Universities Commission on Accreditation | Full member | Philippines |
| Postsecondary Education Quality Assessment Board Ministry of Training Colleges | Full member | Canada |
| The Romanian Agency for Quality Assurance in Higher Education | Full member | Romania |
| National Accreditation Board | Full member | Ghana |
| Namibia Qualifications Authority | Full member | Namibia |
| Sistema Nacional de Acreditación de la Educación Superior | Full member | Costa Rica |
| Agency for Quality Assurance Through Accreditation of Study Programmes | Full member | Germany |
| Swedish Higher Education Authority | Full member | Sweden |
| Netherlands' Inspectorate of Education, Ministry of Education, Culture and Science | Full member | Netherlands |
| Quality Assurance Netherlands Universities | Full member | Netherlands |
| European Council for Theological Education | Full member | Germany |
| Caribbean Accreditation Authority for Education in Medicine and other Health Professions | Full member | Jamaica |
| Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) | Full member | Cyprus |
| Philippine Accrediting Association of Schools Colleges and Universities | Full member | Philippines |
| Tertiary Education Commission | Full member | Mauritius |
| Accreditation, Certification and Quality Assurance Institute | Full member | Germany |
| Accreditation Agency for Study Programs in Health and Social Sciences | Full member | Germany |
| Educational Quality and Assessment Programme/Secretariat of the Pacific Community | Full member | Fiji |
| National Commission on Orthotic and Prosthetic Education | Full member | United States |
| Commission d'Évaluation de l'Enseignement Collégial | Full member | Canada |
| National Institution for Academic Degrees and Quality Enhancement of Higher Education | Full member | Japan |
| Tertiary Education Quality and Standards Agency | Full member | Australia |
| Independent Agency for Quality Assurance in Education | Full member | Kazakhstan |
| Slovenian Quality Assurance Agency | Full member | Slovenia |
| Commission for University Education | Full member | Kenya |
| Quality Assurance Agency in Higher Education, ASCAL | Full member | Albania |
| Quality Assurance and Accreditation Council of the University Grants Commission | Full member | Sri Lanka |
| Association for Engineering Education of Russia | Full member | Russian Federation |
| National Accreditation Agency for Higher Education | Full member | Indonesia |
| Korean Accreditation Board of Nursing Education | Full member | Korea, Rep. |

ANNEXES

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|--|-------------|------------------------|
| Higher Education Planning Evaluation Accreditation and Coordination Council | Full member | Turkey |
| Hellenic Quality Assurance and Accreditation Agency | Full member | Greece |
| Foundation "Academic Information Centre" / Higher Education Quality Assurance Agency | Full member | Latvia |
| National Commission for Academic Accreditation and Assessment | Full member | Saudi Arabia |
| Federation for Self-financing Tertiary Education | Full member | Hongkong, China |
| Agency for Higher Education of Republika of Srpska | Full member | Bosnia and Herzegovina |
| Agency for Quality Assurance in the field of Education (EdNet) | Full member | Kyrgyz Republic |
| Ontario College Quality Assurance Service | Full member | Canada |
| Maritime Provinces Higher Education Commission | Full member | Canada |
| Korean Council For University College Education | Full member | Korea, Rep. |
| NASPAA The Global Standard in Public Service Education | Full member | United States |
| Seychelles Qualifications Authority | Full member | Seychelles |
| National Accreditation Agency | Full member | Russian Federation |
| The Quality Assurance Agency for Higher Education | Full member | United Kingdom |
| University Grants Committee HK | Full member | Hongkong, China |
| Tonga National Qualifications and Accreditation Board | Full member | Tonga |
| National Architectural Accrediting Board | Full member | United States |
| Taiwan Assessment and Evaluation Association | Full member | Chinese Taipei |
| Middle States Commission on Higher Education | Full member | United States |
| Accrediting Agency AcreditAcción | Full member | Chile |
| New Zealand Qualifications Authority | Full member | New Zealand |
| Center for Quality Assessment in Higher Education | Full member | Lithuania |
| National Council for Higher Education | Full member | Namibia |
| The Polish Accreditation Committee | Full member | Poland |
| China Academic Degrees and Graduate Education Development Center | Full member | China |
| Universities New Zealand-Te Pokai Tara | Full member | New Zealand |
| Oman Academic Accreditation Authority | Full member | Oman |
| ADC Agencia de Acreditación | Full member | Chile |
| Higher Education Quality Committee / Council of Higher Education | Full member | South Africa |
| Agency for Quality Assurance and Accreditation Austria | Full member | Austria |
| Malaysian Qualifications Agency | Full member | Malaysia |
| Agencia Nacional para la Evaluación de la Calidad y Acreditación | Full member | Spain |
| Mauritius Qualifications Authority | Full member | Mauritius |
| The National Accreditation Council - Guyana | Full member | Guyana |
| National Commission for Evaluation and Accreditation | Full member | Argentina |
| Inter Institutional Committees for the Evaluation of Higher Education | Full member | Mexico |
| Agencia Acreditadora de Chile | Full member | Chile |
| Higher Education Evaluation and Accreditation Council of Taiwan | Full member | Chinese Taipei |
| National Accreditation Commission | Full member | Chile |
| Samoa Qualifications Authority (SQA) | Full member | Samoa |

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| International Centre of Excellence in Tourism and Hospitality Education | Full member | Australia |
| Barbados Accreditation Council | Full member | Barbados |
| Federation of Mexican Private Higher Education Institutions | Full member | Mexico |
| Quality Assurance & Accreditation Division | Full member | Bhutan |
| Agency for higher education quality evaluation | Full member | Belgium |
| Kosovo Accreditation Agency | Full member | Kosovo |
| The Danish Accreditation Institution | Full member | Denmark |
| National Centre for Public Accreditation | Full member | Russian Federation |
| Centro Interuniversitario de Desarrollo | Full member | Chile |
| Council on Higher Education | Full member | Lesotho |
| Transnational Association of Christian Colleges and Schools | Full member | United States |
| Agency for the Quality of the Higher Education | Full member | Chile |
| Eesti Kõrg- ja Kutsehariduse Kvaliteediagentuur | Full member | Estonia |
| Japan Institution for Higher Education Evaluation | Full member | Japan |
| General Department of Education Testing and Accreditation | Full member | Vietnam |
| Agency for the Quality of the Basque University System | Full member | Spain |
| Higher Education Evaluation Center of the Ministry of Education, P. R. China | Full member | China |
| Institutional Evaluation Programme | Full member | Switzerland |
| The University Council of Jamaica | Full member | Jamaica |
| International Accreditation Council for Global Development Studies and Research | Full member | Germany |
| Evaluation Agency Baden-Wuerttemberg | Full member | Germany |
| The Higher Learning Commission/North Central Association of Colleges and Schools | Full member | United States |
| Commission for Academic Accreditation | Full member | United Arab Emirates |
| Southern Association of Colleges and Schools Commission on Colleges | Full member | United States |
| Ontario Universities Council on Quality Assurance | Full member | Canada |
| Institute for Education Quality Assurance | Full member | Vietnam |
| The Council for Higher Education | Full member | Israel |
| Commission on Accreditation of Athletic Training Education | Full member | United States |
| Accrediting Commission of Career Schools and Colleges | Full member | United States |
| Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina | Full member | Bosnia and Herzegovina |
| Montessori Accreditation Council for Teacher Education | Full member | United States |
| Fiji Higher Education Commission | Full member | Fiji |
| Certification Association "Russian Register" | Full member | Russian Federation |
| University Grants Commission | Full member | Nepal |
| Korean Council for University Education | Full member | Korea, Rep. |
| Foundation for International Business Administration Accreditation | Full member | Germany |
| The Mongolian National Council for Education Accreditation | Full member | Mongolia |
| Andalusian Agency for Knowledge (DEVA-AAC) | Full member | Spain |

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| British Accreditation Council for Independent Further and Higher Education | Full member | United Kingdom |
| International Assembly for Collegiate Business Education | Full member | United States |
| National Council for the quality of tourism education, A. C | Full member | Mexico |
| Finnish Education Evaluation Centre | Full member | Finland |
| Independent Agency for Accreditation and Rating | Full member | Kazakhstan |
| Japan University Accreditation Association | Full member | Japan |
| The Office for National Education Standards and Quality Assessment | Full member | Thailand |
| High Council for the Evaluation of Research and Higher Education | Full member | France |
| National Accreditation Council | Full member | Colombia |
| Education & Training Quality Authority | Full member | Bahrain |
| National Authority for Quality Assurance and Accreditation in Education | Full member | Egypt, Arab Rep. |
| Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council) | Full member | Germany |
| Council for Accreditation of Counseling & Related Educational Programs | Full member | United States |
| European Association for Public Administration Accreditation | Full member | Netherlands |
| Commission on Collegiate Nursing Education | Full member | United States |
| Academic Quality Agency for New Zealand Universities | Full member | New Zealand |
| Agency for Quality Assurance in the Catalan University System | Full member | Spain |
| Shanghai Education Evaluation Institute | Full member | China |
| Accrediting Agency of Chartered Colleges and Universities of the Philippines | Full member | Philippines |
| Commission on Accreditation for Health Informatics and Information Management Education | Full member | United States |
| Agency for Science and Higher Education (ASHE) | Full member | Croatia |
| Accreditation Organisation of the Netherlands and Flanders | Full member | Netherlands |
| Americas Accreditation Agency Foundation | Full member | Argentina |
| Swiss Agency of Accreditation and Quality Assurance | Full member | Switzerland |
| National Assessment and Accreditation Council | Full member | India |
| Caribbean Evangelical Theological Association | Full member | Trinidad and Tobago |
| Abu Dhabi Department of Education and Knowledge | Full member | United Arab Emirates |
| National Center for Professional Education Quality Assurance | Full member | Armenia |
| Higher Education Accreditation Commission | Full member | Jordan |
| Accreditation Council for Practical Abilities | Full member | Japan |
| Finance Accreditation Agency | Full member | Malaysia |
| King Abdulaziz University | Associate member | Saudi Arabia |
| UK NARIC | Associate member | United Kingdom |
| University of Sargodha | Associate member | Pakistan |
| Logos University International, UNILOGOS | Associate member | United States |
| St. Mary's University | Associate member | Ethiopia |
| Mohammed V University Abu Dhabi | Associate member | United Arab Emirates |
| Cyprus West University | Associate member | Cyprus |

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| Barrett Hodgson University | Associate member | Pakistan |
| Government College Women University Faisalabad | Associate member | Pakistan |
| Humber College Institute of Applied Technology and Advanced Learning | Associate member | Canada |
| University of Colombo | Associate member | Sri Lanka |
| Euclid University | Associate member | Central African Republic |
| Global Humanistic University | Associate member | Netherlands Antilles |
| Baqai Medical University | Associate member | Pakistan |
| Al -Mustaqbal University College | Associate member | Iraq |
| International School of Medicine | Associate member | Kyrgyz Republic |
| Accreditation of Chinese Collegiate School of Business Center (ACCSB), Chinese Management Association(CMA) | Associate member | Chinese Taipei |
| Dr. D. Y. Patil Vidyapeeth, Pune | Associate member | India |
| University of Malakand | Associate member | Pakistan |
| Board of Quality Standards(BQS) | Associate member | Benin |
| Final International University | Associate member | Cyprus |
| University of the Visual & Performing Arts | Associate member | Sri Lanka |
| University of Kelaniya | Associate member | Sri Lanka |
| Jinnah Sindh Medical University | Associate member | Pakistan |
| NED University of Engineering and Technology | Associate member | Pakistan |
| University of Peradeniya | Associate member | Sri Lanka |
| University of Swahili | Associate member | Panama |
| Chinhoyi University of Technology | Associate member | Zimbabwe |
| Kingston Academy Accreditation Council | Associate member | United Kingdom |
| Dawood University of Engineering and Technology | Associate member | Pakistan |
| Rauf Denktas University | Associate member | Cyprus |
| Lyceum of the Philippines University | Associate member | Philippines |
| Kamla Nehru Mahavidyalaya | Associate member | India |
| Institute of Business Management | Associate member | Pakistan |
| Institute of Management Studies | Associate member | Zambia |
| Institute of Business Administration | Associate member | Pakistan |
| Jinnah University for Women | Associate member | Pakistan |
| Pakistan Institute of Fashion and Design, Lahore | Associate member | Pakistan |
| Capital University of Science and Technology | Associate member | Pakistan |
| Hamdard University | Associate member | Pakistan |
| University Of Engineering and Technology, Peshawar | Associate member | Pakistan |
| Francophone University of International Development | Associate member | Cameroon |
| Hazara University, MANSEHRA | Associate member | Pakistan |
| Midlands State University | Associate member | Zimbabwe |
| Khwaja Fareed University of Engineering & Information Technology | Associate member | Pakistan |
| University of Wah | Associate member | Pakistan |
| Sultan Qaboos University | Associate member | Oman |

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| Mauritius Institute of Education | Associate member | Mauritius |
| Peoples' Friendship University of Russia | Associate member | Russian Federation |
| Gulf College | Associate member | Oman |
| University of Engineering and Technology, Lahore | Associate member | Pakistan |
| Andres Bello University | Associate member | Chile |
| University of Sindh | Associate member | Pakistan |
| Bahauddin Zakariya University (BZU) | Associate member | Pakistan |
| Quality Matters | Associate member | United States |
| Lahore University of Management Sciences | Associate member | Pakistan |
| University of Buraimi | Associate member | Oman |
| Balochistan University of Engineering & Technology | Associate member | Pakistan |
| Fiji National University | Associate member | Fiji |
| Horizon College of Business and Technology (Horizon Campus) | Associate member | Sri Lanka |
| National Defence University Pakistan | Associate member | Pakistan |
| Business & Computing Examinations | Associate member | United Kingdom |
| International Open University | Associate member | Gambia, The |
| University of the Punjab, Lahore | Associate member | Pakistan |
| GIK Institute of Engineering sciences and technology | Associate member | Pakistan |
| Mehran University of Engineering & Technology | Associate member | Pakistan |
| University of Botswana | Associate member | Botswana |
| Bahria University | Associate member | Pakistan |
| Fatima Jinnah Women University | Associate member | Pakistan |
| University of South Africa | Associate member | South Africa |
| University of the South Pacific | Associate member | Fiji |
| University of Gujrat | Associate member | Pakistan |
| Institute of Management Sciences | Associate member | Pakistan |
| Peregrine Academic Services | Associate member | United States |
| Riphah International University | Associate member | Pakistan |
| Institute of Space Technology | Associate member | Pakistan |
| Shaheed Mohtarma Benazir Bhutto Medical University | Associate member | Pakistan |
| Isra University | Associate member | Pakistan |
| Air university | Associate member | Pakistan |
| China Education Association for International Exchange | Associate member | China |
| Kazakhstan Association of Engineering Education | Associate member | Kazakhstan |
| Shaheed Benazir Bhutto Women University Peshawar | Associate member | Pakistan |
| Département coopération en éducation | Associate member | France |
| ILMA University | Associate member | Pakistan |
| Avm's Karmaveer Bhaurao Patil Degree College | Associate member | India |
| Botswana Open University | Associate member | Botswana |
| Greenwich University | Associate member | Pakistan |
| The University of the Southern Caribbean | Associate member | Trinidad and Tobago |
| Lahore School of Economics | Associate member | Pakistan |

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| Macao Polytechnic Institute | Associate member | Macao, China |
| The University of the West Indies | Associate member | Barbados |
| Inter-University Council for East Africa | Associate member | Uganda |
| Education and Youth Development Bureau | Associate member | Macao, China |
| Institute for Academic Development, Villa College | Associate member | Maldives |
| Hoa Sen University | Associate member | Vietnam |
| Center for Educational Testing and Quality Assessment | Associate member | Vietnam |
| Khadim Ali Shah Bukhari Institute of Technology | Associate member | Pakistan |
| The State Students Admission Commission of the Republic of Azerbaijan | Associate member | Azerbaijan |
| Sindh Madressatul Islam University | Associate member | Pakistan |
| The University of Trinidad and Tobago | Associate member | Trinidad and Tobago |
| National University of Computer & Emerging Sciences | Associate member | Pakistan |
| Commonwealth of Learning | Associate member | Canada |
| Higher Colleges of Technology | Associate member | United Arab Emirates |
| Southeast Asian Ministers of Education Organization - Regional Training Center | Associate member | Vietnam |
| AMA International University | Associate member | Bahrain |
| Council of Private University Presidents | Associate member | Argentina |
| University of Namibia | Associate member | Namibia |
| Camp Education Society's Dr. Arvind B Telang Sr college of Arts, Science and Commerce | Associate member | India |
| Vocational Training Council of Hong Kong | Associate member | Hongkong, China |
| Holy Spirit University of Kaslik | Associate member | Lebanon |
| Applied Science University | Associate member | Bahrain |
| National University of Modern Languages | Associate member | Pakistan |
| Royal College of Surgeons in Ireland - Medical University of Bahrain | Associate member | Bahrain |
| University of Human Development | Associate member | Iraq |
| Aga Khan University | Associate member | Kenya |
| Ramanand Arya D.A.V. College | Associate member | India |
| Sukkur Institute of Business Administration | Associate member | Pakistan |
| Kwame Nkrumah University of Science and Technology | Associate member | Ghana |
| Iqra University | Associate member | Pakistan |
| Cipriani College of Labour and Co-operative Studies | Associate member | Trinidad and Tobago |
| Indus University | Associate member | Pakistan |
| National University of Sciences & Technology | Associate member | Pakistan |
| Diana Ismailova | Affiliate | Kazakhstan |
| Eric Esentaev | Affiliate | Kyrgyz Republic |
| Vazeem Hashim | Affiliate | Oman |
| Tarek Nasr | Affiliate | United Arab Emirates |
| Fareeda Khodabocus | Affiliate | Mauritius |
| Valda Alleyne | Affiliate | Barbados |
| ammara waqar | Affiliate | Pakistan |

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| George K/A Gino Schiavone | Affiliate | Malta |
| Suban Mohammed Gouse Saleem | Affiliate | India |
| Kubanychbek Chymbaev | Affiliate | Kyrgyz Republic |
| Dianne Thurab-Nkhosi | Affiliate | Trinidad and Tobago |
| Proffesional Global for Managing Educational Projects - PGMEP | Affiliate | Palestinian Authority |
| Yasir Ellathody | Affiliate | Oman |
| Ahmed AlKuwaiti | Affiliate | Saudi Arabia |
| Daphne Onumu Oevi-Artango | Affiliate | Papua New Guinea |
| Tess Goodliffe | Affiliate | France |
| Abhilasha Singh | Affiliate | United Arab Emirates |
| Rehab Mohammad Masoud Ahmad | Affiliate | Egypt, Arab Rep. |
| Grace Gordon | Affiliate | Jamaica |
| Habib Al Souleiman | Affiliate | Switzerland |
| Diana Al Jahromi | Affiliate | Bahrain |
| Yvonne Marshall | Affiliate | Jamaica |
| Hilary Winchester | Affiliate | Australia |
| Thuraya Abdulla | Affiliate | Bahrain |
| Mohamed Emran Hossain | Affiliate | Bangladesh |
| AbdulSattar Al-Alusi, FCQI CQP | Affiliate | United Arab Emirates |

ANNEX 2. BOARD OF DIRECTORS

In July 2020, Leah Matthews (United States of America) resigned from her position as Vice President of the Board because of professional reasons. The same month, a call for new Board Directors was distributed among the INQAAHE members since the current [Constitution](#) (adopted in 2018) requires that the organization implement a staggered approach to the terms of the INQAAHE Board of Directors. As of August 1, Angela Yung-Chi Hou, Karen Treloar and Mary Catharine Lennon were welcomed to the INQAAHE Board.

Table 6. INQAAHE Board 2020

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

