



INQAAHE
II Global Trends in Tertiary
Education Quality Assurance

II Global Trends in TE Quality Assurance: Challenges & Opportunities

EQAF 2025:

QA IN TIMES OF CRISES - ENSURING STABILITY, AUTONOMY AND INTERNATIONAL COOPERATION IN
HIGHER EDUCATION

Corvinus University of Budapest, Budapest, Hungary

PARALLEL SESSION 2:

INTERNATIONAL ACADEMIC COOPERATION:
SUSTAINING THE SPIRIT OF THE EHEA THROUGH
QUALITY ASSURANCE

Outline

- ❑ Introduction to the Global Trends
- ❑ II Global Trends: a good practice of global cooperation
- ❑ Key Findings
- ❑ Challenges & Opportunities
- ❑ Acknowledgements



The INQAAHE Flagship Project



The Global Trends in TE Quality Assurance : emergence & evolution



INQAAHE

INQAAHE & UNESCO

UNESCO & INQAAHE

UNESCO

UNESCO



2nd Global Study

External & Internal QA

1st Global Study
Mixed-method approach

Scoping Studies:
Survey based

External QA

The Global Study Series: published quinquennially



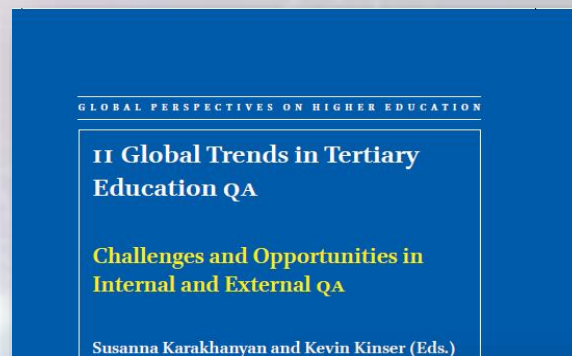
Global Trends in Higher Education Quality Assurance

*Challenges and Opportunities in Internal and
External Quality Assurance*

Edited by

Susanna Karakhanyan and Bjørn Stensaker

2020



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BRILL

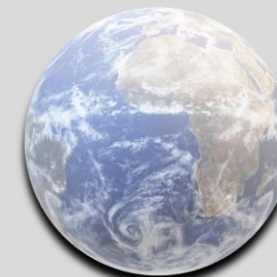
2025



BRILL
LEIDEN | BOSTON

**We will launch the
III Global Trends in
2027**

III Global Trends



2030

A GOOD PRACTICE OF GLOBAL COOPERATION



***Regional and global engagement, on voluntary basis,
with a noble mission to contribute to the regional and
global TE quality cause***

~ 30

**Regional and international organizations, including
UNESCO IESALC Higher Education Office**

~ 80

Quality assurance and tertiary education experts

37

Authors and co-authors

21 NETWORKS OF QUALITY ASSURANCE BODIES IN TERTIARY EDUCATION AND 9 NETWORKS OF TERTIARY EDUCATION INSTITUTIONS SUPPORTED THE STUDY WITH DATA COLLECTION AND SHARING THE EXPERTISE

NETWORKS OF QUALITY ASSURANCE BODIES IN TERTIARY EDUCATION

AfriQAN: The African Quality Assurance Network

ANQAHE: Arab Network of Quality Assurance in Higher Education

AQAAIW/IQA: Association of QA Agencies in the Islamic World

AQAN: ASEAN Quality Assurance Network

APQN: Asia-Pacific Quality Assurance Network

ASPA: Association of Specialized and Professional Accreditors

AUN-QA: ASEAN University Network-Quality Assurance

CANQATE: Caribbean Area Network for Quality Assurance in Tertiary Education

CAMES: The African and Malagasy Council for Higher Education

CEENQA: Central and East European QA Network

CHEA: Council for Higher Education Accreditation

EAQAN: The East African Higher Education Quality Assurance Network

EASPA: European Alliance for Subject-Specific and Professional Accreditation and Quality Assurance

ENQA: European Association for Quality Assurance in Higher Education

ECA: European Consortium of Accreditation

EQANIE: European Quality Assurance Network for Informatics Education

ENAE: The European Network for Accreditation of Engineering Education

RAFANAQ: Le Réseau Africain Francophone des Agences Nationales d'Assurance Qualité

RIACES: La Red Iberoamericana para el Aseguramiento de la Calidad en la Educación Superior

SAQAN: South African Quality Assurance Network

SIACES: The Ibero-American Quality Assurance System of Higher Education

NETWORKS/ASSOCIATIONS OF TERTIARY EDUCATION INSTITUTIONS

AAU: Association of African Universities

AArU: Association of Arab Universities

AUN: ASEAN University Network

CRUP: Network of private universities in LAC

EUA: European University Association

CONAHEC: Consortium for North American Higher Education Collaboration

FIMPES: Network of private universities in Mexico

PNQAHE: Pakistan Network of Quality Assurance in Higher Education

REALCUP: Network of private universities in LAC

*Organization of the book:
In publication with Brill|Sense*

Part I: the Global Trends

2021-2025

**5: UNESCO:
SDG& RCs**

4: IQA

3: EQA

**2: Global
Mega-
Trends**

1: Intro

Part II:

Regional Trends

*Organization of the book:
In publication with Brill|Sense*

North
America

11

LAC

10

Europe:
EE & WE

9

Asia-
Pacific

8

Arab
States

7

Africa

6

2021-2025

| 2025

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The Methodology

Data collection spanned from 2023-2024

Literature Review & Document Analysis

UN directives
Regional frameworks of QA and QF
Relevant research
Reports from international and regional organizations dealing with tertiary education and QA

Baseline Data

Collected from 196 countries from diverse sources, sometimes through personal contacts with national regulators
Number of TEIs, QA bodies, recognized QA bodies, NQFs, signatories to UN Regional and Global Conventions

Case Studies

Some regions also carried out case studies to delve deeper into unique practices



Surveys

Surveys addressed to TEIs and QA bodies
Administered in seven languages
989 responses from TEIs
241 responses from QA bodies
99 countries represented

Focus Group Discussions

34 focus groups were conducted: 17 with EQABs and 17 with TEIs
82 countries across 7 regions
277 participants: EQA (130) and IQA of TEIs (147) participated in the focus groups
Focus groups were conducted in three languages: English, Spanish, French



Key Findings

What are the expectations from QA at large?

UN Millenium Development Goals 2015



**Universal access to primary
EDUCATION**

UN Sustainable Development Goals 2030



**Access to *QUALITY EDUCATION* at all levels,
including LLL**

QUALITY [and] EDUCATION are also the key terms in all UN directives related to qualifications recognition including the UN Regional and Global Conventions

- ❑ Out of 196 countries:
 - ❑ 132 have NQFs
 - ❑ 83 have ratified the UN Regional Recognition Conventions
 - ❑ 37 have ratified UN Global Recognition Convention

- ❑ Out of 5 UN Regional Recognition Conventions only the Lisbon Convention has achieved its optimum level of implementation
- ❑ Supporting structures for the Global Convention are yet to be established

The Global Landscape of TE and its QA

Year	World population	Student population	Number of TEIs	Number of EQABs	Number of Recognised EQABs
1995	5.7 b	82 m (16%)	~21 k	~100	18 (USSE recognised)
2020	7.8 b	222 m (40%)	~60 k	332	121
2024	8.1 b	256 m (42%)	~100 k	801	178

❑ Around 15% (30 out of 196) of countries globally have yet to establish EQA systems at national level

❑ Regulatory frameworks of most countries have accreditation as a voluntary measure

❑ The capacity of QA to serve its role is quite limited with roughly less than ~50% of TEIs globally being covered by QA

❑ Even fewer TEIs are covered by EQA bodies that have been externally reviewed and recognised as reliable (22%)

Trends in Global QA: turning challenges into opportunities

Definition of quality

- Still no convergence, vague or no links between the QA standards and quality definitions

EQA capacity:

- Constructive, when it comes to organisational matters
- Due to its reactive nature, the EQA capacity to respond to rapid diversification of TE is questioned
- Unbalanced coverage globally both in terms of internal and external QA

Shift in the roles – TEIs vs QA bodies - and the blame game

- TE community, faculty and staff are dissatisfied from the EQA practices, while the EQA bodies keep putting the blame on the lack of capacity of TE providers to take a proactive role.

Expansion of cross-border QA due to:

- The distrust of some governments in the capacity of their own national accreditors
- The lack of adequate EQA methods at national level to measure relevance of TE provisions
- Commercialisation trend of QA bodies

Politicisation:

- QA as a mechanism for governmental control, shaping educational policies to align with political agendas rather than academic excellence

Diversification of QA:

- Expansion of missions beyond initial purposes
- Rapid growth in professional accreditors whose primary scope of review is supposed to zoom into the professional standards, hence industry needs

Growth in the number and importance of QA networks:

- Promoting convergence through offering collaborative platforms to join efforts in facing challenges, exploring innovative solutions and offering capacity building in diversity of QA aspects

Dire need in ensuring trust and credibility of EQA

- Absence of a universally recognised regulatory framework has led to an increase in questionable accreditation practices, with some QA bodies offering low-quality or even fraudulent certifications

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THANK YOU

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