



# CEENQA

CENTRAL AND EASTERN EUROPEAN NETWORK  
OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

December 2022  
Volume 12

# Newsletter



## Contents

● Message from the President	p. 1		
● Upcoming Events	p. 2		
● News from Members and Partners:			
■ ACQAHE	p. 3	■ HAKA	p. 11
■ ASHE	p. 4	■ IAAR	p. 12
■ CEENQA	p. 5	■ MAB	p. 13
■ ECZAKDER	p. 5	■ NAB	p. 13
■ EPDAD	p. 7	■ NAQA	p. 14
■ evalag	p. 8	■ ZEvA	p. 15
■ FEDEK	p. 11		



## Message from the President

**Dear CEENQA members, colleagues and friends,**

Another year has gone by and we are very happy that we could finally return to meeting in person. It was great to see so many of you at our General Assembly and Workshop in Istanbul in September, which allowed us to renew old ties as well as to establish new links within the CEENQA family.

The network has also made some progress in 2022. We will continue our established format of bi-monthly meetings with updates and reports from member agencies as well as a bigger number of presentations from external partners and organisations. Thus, we hope to keep these meetings relevant for all of you and to perpetuate them as a continuous forum of exchange. We have managed to intensify the work of our board by introducing some meetings in person. Finally, for the first time in CEENQA's history, we have created a publication based on this year's workshop, which is currently in print and which you will receive next month, both in print and in a digital version. By publishing the workshop contributions, we hope to make them even more useful for you and the wider world of quality assurance.

Let me use this opportunity to warmly welcome our new member – the National Turkish Society of Assessment and Accreditation of Pharmacy Education (ECZAKDER). The board also thanks Jolanta Silka, Stefan Handke and İbrahim Durak, whose terms ended in 2022 for their engagement and contributions to the network. At the same time, we welcome Vesna Dodiković-Jurković, Péter Levente Lakatos and Dinçay Köksal as new board members.

I am expressing my gratitude to all of you for the collaboration and for your contributions to CEENQA activities in 2022, and I look forward to another successful year.

I wish you all joyful holidays and a Happy New Year!

With best regards,

**Dr. Franci Demšar**

**President of CEENQA**



## Upcoming Events

19 January 2023	Fourteenth bi-monthly CEENQA meeting
16 March 2023	Fifteenth bi-monthly CEENQA meeting
18 May 2023	Sixteenth bi-monthly CEENQA meeting
9/10 June 2023	CEENQA General Assembly and Workshop, Astana, Kazakhstan



## News from Members and Partners

### ACQAHE, Montenegro



#### Improving competencies – myth or challenge?

The concept of competence improvement is becoming a global trend, in almost all spheres of life, usually identifying itself as a "gap" that must be bridged in order to reach a defined or improve the existing level of quality.

This trend, no less prevalent in the field of improving the quality of higher education, is primarily focused on academic staff and their (in)ability to transfer knowledge and scientific achievements to students. In connection with this, and in the context of the needs of modern society, teacher education no longer means only their basic i.e. initial education, but also their continuous improvement as part of lifelong learning in order to acquire new knowledge and competencies.

The Agency for Control and Quality Assurance of Higher Education (ACQAHE) has dedicated itself to solving this problem with the support of the Erasmus+ project entitled "Better academic qualifications through quality assurance - BAQUAL" through the development of a special Program for improving teacher competencies. With the intention of supporting this initiative with facts, ACQAHE conducted independent research for project purposes with the aim of obtaining an overall picture of the status of teacher competencies from all relevant actors in this field (students, teachers and the management of higher education institutions). Within this research, the surveyed participants were enabled to give answers to closed-ended questions, then to express their level of agreement with certain statements using a Likert scale, as well as to express their opinions about teacher competencies and the quality of higher education in open-ended questions. When it comes to the research sample, surveys were conducted among students and teachers in all of the seven institutions of higher education in Montenegro. As a result of the mentioned research, a document called Analysis of the competencies of teachers at institutions of higher education in Montenegro was created, which through a systematic and scientific approach emphasized the "weak points" in the transfer of knowledge from teachers to students and which proposed measures for improvement through the implementation and attendance of a special training program entitled "Professional development and professional training of academic staff for pedagogical work". ACQAHE prepared the content and initiated the development of the mentioned Program, with the help of the institution of higher education – the University of Montenegro, which is the largest institution of higher education in our country.

The idea of improving teacher competencies is a current trend within the EHEA, as we had the opportunity to get acquainted with during study visits to French and Spanish institutions of higher education that already have detailed curricula



for a wide range of thematic areas from those concerning digital competencies, critical thinking, presentation skills and similar.

Bearing in mind that there has been no similar initiative in the region until now, this is considered a kind of pioneering movement, and therefore we hope that our experience in implementing this Program will inspire partner countries to initiate similar ideas.

In the end, systems should not limit students exclusively to the level of knowledge that their teachers acquired in the past, but should respect the fact that students are part of a global society that is changing at an exponential rate under the accelerated development of technology. Only those systems that recognize and, moreover, manage to cope with the mentioned challenge, can be called systems that nurture and improve the quality of higher education, thereby indirectly influencing the improvement of the quality of society as a whole.



## ASHE, Croatia

### Conference on Academic Integrity of Students held in Zagreb

Academic dishonesty is a long-term problem of society in general, not only in higher education – that was the message of the conference *How worried are we by the academic (dis)honesty of students?*, held on 25 November in Zagreb, organised by the Agency for Science and Higher Education, with the aim of opening a debate about various forms of academic dishonesty among students in Croatia, and its consequences, trends and possible solutions.

The COVID-19 pandemic has brought many changes, as well as challenges to the education sector, including a sudden shift of classes from classrooms to digital platforms, which indicated the importance of academic integrity and rectitude more than ever, mr. sc. Sandra Bezjak, Acting Director of ASHE, highlighted during the opening of the event.



The lecturers spoke about student dishonesty, comparing the situation in Croatia and the world, as well as the national rules and their application; dr. sc. Rudolf Kiralj (Bjelovar University of Applied Sciences) and prof. dr. sc. Ivana Kunda (Faculty of Law of the University of Rijeka).

Academic dishonesty in Croatia is far more common compared to the world average, especially if countries such as Sweden, Canada, and USA are taken into consideration. International surveys show a correlation between academic



and professional dishonesty, and between corruption and economic development, thus showing a higher degree of academic dishonesty in less developed countries, as dr. sc. Rudolf Kiralj explained.

The most common forms of academic dishonesty among students are improper citation, copying during the exams, plagiarism, misrepresentation, etc., while the causes of such behaviour are related to teaching methods, behaviour of the teacher, but also a wider socio-economic environment that tolerates unfairness.

"If we want different results, we need to stop acting the same," said prof. dr. sc. Ivana Kunda, adding that this primarily entails systematic education and raising awareness of both the students and the teachers about the importance of academic and professional integrity.

As a part of the conference, a roundtable discussion was held, with the participation of prof. dr. sc. Ana Tkalac Verčič (Faculty of Economics of the University of Zagreb), doc. sr. sc. Sven Marčelić (Department of Sociology of the University of Zadar), Jurica Đurić (College for Information Technology), President of the Croatian Student Assembly Bruna Bandula (Faculty of Science of the University of Zagreb) and student Vida Žagar (University of VERN). The panellists agreed that academic dishonesty has not been given sufficient attention, considering its wider social and economic consequences, and that undesirable behaviour should be properly sanctioned, but not without providing a systematic education for all stakeholders.

## CEENQA



CEENQA Vice President Olgun Cicek was recently elected to CHEA's CIQG International Advisory Council. This council consists of members from various academic and QA communities across the globe, reflecting geographic diversity and expertise in international QA, and includes individuals from multinational organisations that focus on higher education or QA. We hope that this strengthens CEENQA's links to CHEA and other regional quality assurance organisations.



## ECZAKDER, Turkey

**The second ECZAKDER Conference Series was successfully done in last May 2022**

The second of the ECZAKDER Conference Series was held online on May 27, 2022 with the title "Career options in the pharmaceutical and biomedical industry".





The moderator of the event organized by the ECZAKDER International Working Group was Prof. Sibel Suzen. The first speaker of the program was a clinical pharmacologist, Dr. Josse R. Thomas. Dr. Thomas, who currently runs his own consulting company, PharmaCS, talked about his industry experiences and career opportunities as a pharmacist. The second speaker Prof. Luciano Saso from Rome Sapienza University and the last speaker Prof. Tambay Taşkın from Biruni University also shared useful career information with the students. Many national and international participants took part in this meeting. In the discussion section at the end of the speeches, many participants took part with their questions and answers.

### Several Accreditation ceremonies were held for Pharmacy Faculties

Ceremonies were organized at which the members of the ECZAKDER Board of Directors presented accreditation certificates to ten pharmacy faculties from different parts of Turkey. With these ceremonies, which is one of the activities that ECZAKDER is most proud of, the Faculties of Pharmacy of Turkish Universities Accredited in Pharmacy Education were honored with certificates. Among them were Istanbul University, Yeditepe University, Erciyes University, Marmara University, Ankara University, Atatürk University, Ege University, Anadolu University, Hacettepe University and Gazi University.



### Upcoming Event: IV. Pharmacy Education and Accreditation Congress

In May 2023, the IV. Pharmacy Education and Accreditation Congress will be held by ECZAKDER in Ankara, Turkey. The purpose of the congress, which will be held with the main theme of "Accreditation Awareness in Pharmacy Education from Student to Faculty Member", is to share new developments in pharmacy education and accreditation, to raise awareness about quality assurance, and to spread quality culture.

There are a number of specific topics which will be covered at our congress, such as:

- Communication, cooperation, and interactions of national and international accreditation bodies, ECZAKDER, and Pharmacy Faculties,
- Awareness, entrepreneurship, participation, and expectations of Pharmacy



- Faculty students and instructors in education quality and accreditation,
- The Pharmaceutical Industry's partnership in pharmacy education,
- Perspective of public and private sector employers to the graduates of accredited Pharmacy Faculties,
- Evaluation of distance education based applications which became popular since the global pandemic, in the context of education accreditation.



## EPDAD, Turkey

### 10. Evaluator Training for Instructors was held

EPDAD has successfully carried out its 10th evaluator training for faculty members. After the training, 51 instructors were entitled to receive certificates of participation. These trainings are prepared and implemented by the EPDAD Education Commission in accordance with the requirements of the site of Educational Sciences and with exemplary qualifications. These trainings consist of two stages. At the first stage, evaluator candidates receive asynchronous training through the EPDAD learning management system. At this stage, it is aimed to learn the basic knowledge, concepts and skills related to the accreditation and evaluation process based on the open and distance learning approach. Participants who complete this training are invited to the second phase, the active learning-based synchronous workshop. At this stage, after the general meeting, the participants divide into groups and examine the sample self-evaluation report in the company of experts, plan the site visit process and learn how to make the report. Participants participating in both stages can become evaluator candidates. After taking the task of site visit, the participants receive the title of "evaluator".

In the realization of these trainings, the education program targeting 27 outputs prepared by the EPDAD Education Commission is based. This curriculum was prepared two years ago by taking the opinions of academicians, experienced evaluators, team leaders and evaluator candidates and conducting a needs analysis. After each training, the curriculum and training process are reviewed, taking into account the satisfaction perceptions, learning levels and opinions of the participants. Although there is no need for revision in the acquisitions so far, some content changes were deemed necessary and learning resources were renewed. In addition, activities have been updated in order to make the training more effective. During the precautions during the epidemic period, EPDAD effectively used the virtual classroom software and the sub-rooms feature of these software with this planning-monitoring-evaluation and improvement process, turning the crisis into an opportunity and continuing the trainings successfully.

In addition to the instructors' evaluator trainings, the education commission has also prepared curricula and trainings for the "student evaluator candidates" in the evaluator teams and the "teacher evaluator candidates" who will soon take their place in the team. To date, EPDAD has provided 6 trainings for student eval-





uators, as well as evaluator trainings for instructors. The training for teacher evaluators awaits the start date, ready for implementation.

Feedback on evaluator training shows that the training is effective for all gains. In addition, a review meeting is held by the trainers and the training commission after the trainings. As a development goal after the evaluator training, it was decided to use learning analytics more effectively to monitor the participants' status and the effectiveness of the system. While these trainings are necessary for the EPDAD evaluation processes to run, on the other hand, they also contribute to raising awareness of the academicians and the site regarding quality and accreditation issues.

In addition to the evaluator trainings, continuous development trainings and briefing meetings are held regularly for EPDAD's team leaders and evaluators. EPDAD, fed by the site of educational sciences and providing services in this site, provides services by constantly developing with the strength and synergy it receives from all its stakeholders, thanks to its qualified cooperation, communication and organizational ability.

Goals for the Future:

1. A study will be carried out to monitor, evaluate, and improve the updated standards, indicators and evidence that EPDAD will use in training and evaluation processes.
2. EPDAD Teacher Education Standards Guide will be revised based on the feedback received.
3. Necessary support will be given to the EPDAD Education Commission for sharing the updated standards, indicators and evidence in the evaluator trainings.

## evalag, Germany

### Principles and guidelines of the design and implementation of learning and teaching spaces in (higher) education.

Results of an Erasmus+ project informed by case studies from seven European countries

Over the last two decades, there has been growing recognition that learning and teaching (L&T) spaces have an impact on student and teacher satisfaction and performance. L&T spaces help to enable, motivate, activate, and intensify different types of L&T. This is clearly in favour of Loris Malaguzzi's earlier statement that "space is the third pedagogue", after classmates (the first) and teachers (only the second). L&T spaces affect key elements of L&T behaviour and learning success, such as transformative self-directed learning patterns, ability to focus, responsiveness, or collaboration.



Against this background, the Erasmus+ Strategic Partnership “Learning and Teaching Space in Higher Education” (LTSHE) analysed politics and institutional policies and practice of the design, implementation, and use of L&T spaces in seven European universities from Austria, Germany, Kosovo, Poland, Portugal, Spain, and the United Kingdom.

Along with bench learning among institutional project partners and promoting improvements and innovations in their institutions, the main purpose of LTSHE was to provide a comprehensive set of principles for the design and implementation of L&T spaces that (higher) educational institutions can draw on, to inform the quality development of innovative L&T spaces. These principles are derived from strategic SWOT analyses of observed politics, policies and practice at the national and institutional levels. The SWOT analyses resort on semi-structured interviews and focus group discussions with relevant stakeholders (e.g., leadership, teachers, students, ICT managers, real estate staff, architects), content analysis of relevant documents (e.g., higher education laws, institutional mission statements and structural and development plans) and current findings of L&T research.

The suggested principles are grouped in five areas according to their reference to (1) Politics and institutional policies (overarching); (2) University/city relationship; (3) University campus; (4) University buildings; and (5) University L&T spaces (narrowly).

The following principles can be mentioned as examples for area 5:

- Get stakeholders to develop a strategy for L&T spaces in your education institution including a coherent mission statement (values, vision, mission) and Masterplan
- Develop a Learning World University oriented at user-centred design (e.g. implement mix of different learning spaces and areas; build comfortable and supportive L&T spaces equipped with flexible room design facilities and furniture; implement flexible digital and physical infrastructure; provide training for teachers (and students) to improve usage of the new L&T spaces; continuously improve digital and electr(on)ic infrastructure; avoid predominance of technological considerations over pedagogical ones)
- Implement sustainable L&T spaces (e.g., low-energy build-ings; sustainably produced furniture, facilities and materials; green energy production)

The complete set of principles can be explored at <https://www.evalag.de/ltshe>, particularly <https://www.evalag.de/en/research/ltshe/principles-of-design-of-lt-spaces>.



## ATTAIN – Accreditation & Training of Teacher Assistants in Bhutanese Schools.

### Joint curriculum development for inclusive education



Since the inception of modern education, Bhutan has given top priority to education. Recognising that education is an important social equaliser and prepares Bhutanese citizens to compete in the ever-changing global scenario, Bhutan continues to invest

in education as a priority. In recent years, the need for teacher assistants has increased as more and more children with special educational needs are being taught.

The ATTAIN project focuses on developing a curriculum for a future Teacher Assistant diploma. It was approved for a period of three years under the Erasmus+ funding line KA2 (Capacity Building in Higher Education) and is led by the Royal University of Bhutan - Paro College of Education. Partners are the University of Roehampton/UK, the University College of Leuven-Limburg/Belgium and evalag.

After two years of online project collaboration, the project team was finally able to meet in October and November 2022. In two workshops lasting several days, first in London/UK, then in Paro/Bhutan, the curriculum concept was finalised and the collaborative work on the module descriptions started.

The framework for the new diploma programme should be ready by mid-2023. After approval by the ministry, it is then envisaged that the first students will be able to start the new programme in spring 2024.

evalag is involved in this process with surveys and expert panels and supports internal quality assurance.

More information on the project at <https://www.pce.edu.bt/attain/>.





## FEDEK 2009

### FEDEK, Turkey

FEDEK is a non-Governmental independent organization established in 2009 to contribute to the improvement of the quality of the programs in different disciplines of the Faculties of Science, Literature, Science-Literature, Language and History-Geography (FEF) by conducting evaluation and accreditation.

FEDEK has the quality assessment registration certificate by Turkish Higher Education Quality Council and is a member of CEENQA.

FEDEK has given accreditation certificates to more than 300 FEF programs and has now reached 411 program evaluators through Evaluator Training Workshops. The association has been carrying its recognition to the highest level throughout the country by organising information meetings.

FEDEK, Turkey's second accreditation association for programs, has managed to accredit different programs every day within national borders since its establishment, expanded its population area, gained great experience and would like to benefit from quality studies carried out around the world by sharing its accumulated knowledge with transnational organizations.



## HAKA

### HAKA, Estonia

#### **Estonian Quality Agency for Education is improving quality in continuing education**

Estonian Quality Agency for Education (HAKA) has been taking historical steps in continuing education – for the first time in Estonia, Quality Assessment Council for Continuing Education has been formed, with the task to adopt quality assessment decisions in continuing education. The members of the Council are nine experts from various organisations, including the Estonian Qualifications Authority, the Estonian Unemployment Insurance Fund, the Association of Training and Consulting Companies of Estonia, etc.

Thus, the members of the Council are representatives of the Agency's stakeholders, with whom HAKA has been developing a system for evaluating the quality of continuing education since 2018. Activities that were previously largely project-based have now become one of the main activities of HAKA, next to assessments in higher and vocational education.

By the fall of 2022, we had assessed the quality of more than 100 continuing education institutions and the websites of more than 750 institutions during a threshold-based assessment. Now, HAKA is working closely with the Estonian Unemployment Insurance Fund to evaluate the quality of study programme groups in continuing education. Furthermore, based on the ongoing assessment cycle HAKA will develop a framework for evaluating micro-credentials starting in 2024.

For further information: <https://haka.ee/en/>.



## **IAAR, Kazakhstan**

### **IAAR is renewed its inclusion on the European Quality Assurance Register (EQAR)**

The Independent Agency for Accreditation and Rating (IAAR), by the decision of the Register Committee on June 28, 2022, is renewed its inclusion on the European Quality Assurance Register for Higher Education (EQAR) for 5 years.

Since 2005 the EQAR has been a key organisation, ensuring the further development of the European Higher Education Area by increasing the transparency of quality assurance and providing information on recognised agencies. Entering the EQAR is the highest achievement and recognition for accreditation bodies of the European Higher Education Area.

Inclusion of the IAAR into the EQAR is one of the strategic goals of our agency and to obtain this status, IAAR has undergone a multi-stage evaluation of its activities, which is conducted by leading foreign experts. Obtaining the status of a recognised agency is a confirmation of the compliance of IAAR activities with high international standards and evidence of the trust of such an authoritative organisation.

The re-inclusion of IAAR into EQAR means that all IAAR accredited educational organisations and study programmes are continues to be included in the DEQAR Database of the European Quality Assurance Register for Higher Education (EQAR).

The European Register DEQAR is a register of educational programmes and educational organisations accredited by European-recognised quality assurance agencies. The main goal of DEQAR is to better inform the world community about accreditation agencies recognised at the European level, as well as about universities that have successfully passed international accreditation. Today IAAR has submitted more than 2500 review reports from 115 educational organisations in Kazakhstan, Kyrgyzstan, Tajikistan, Moldova, Azerbaijan, Romania, Uzbekistan, Armenia and Ukraine to the DEQAR Database.

The inclusion of educational programmes and educational organisations in DEQAR confirms their compliance with ESG and is the basis for the recognition of accredited educational programmes in the territory of the European Higher Education Area.

We would like to thank the IAAR team, members of the Supervisory, Accreditation and Expert Councils, reviewers as well as everyone who was involved in the procedure of international external evaluation of IAAR activities!

We sincerely congratulate the academic community, stakeholders and partners on this wonderful event. We wish you good health and great success in education quality assurance!





Information on the inclusion of IAAR in the European Quality Assurance Register for Higher Education (EQAR) is available at the following link <https://data.deqar.eu/agency/30>.



## MAB, Hungary

### Call for articles for Hungarian Accreditation Review

The Hungarian Accreditation Review ([link](#)) is the magazine of the Hungarian Accreditation Committee (MAB), published twice a year in Hungarian and English language in digital format. The purpose of the Review is to publish studies, interviews, reviews and discussion papers concerning the development, accreditation and quality assurance of higher education, as well as to present the processes related to accreditation and quality assurance in a comprehensible manner.

We look forward to receiving articles from the distinguished experts of CEENQA member organizations, university professors and students. For more details and the author's manual, please contact us at [szemle@mab.hu](mailto:szemle@mab.hu).



Národní akreditační úřad  
pro vysoké školství

## NAB, Czech Republic

### Successful completion of the project 'Supporting European QA Agencies in meeting the ESG project (SEQA-ESG)'

The National Accreditation Bureau for Higher Education Czech Republic (NAB) completed its share of the **Supporting European QA Agencies in meeting the ESG** project (SEQA-ESG), to which NAB was partner through the Czech Ministry of Education, Youth and Sports. [SEQA-ESG](#) ran from June 2020 to November 2022, was coordinated by ENQA and funded by the European Commission through Erasmus+. The project aimed to support quality assurance agencies and national authorities to consolidate their systems of quality assurance towards compliance with the ESG, eventually becoming eligible to join ENQA and EQAR after a successful external review.

Over the course of the project, NAB hosted experts from ENQA and EQAR in an online **peer counselling visit** in order to receive feedback on various aspects of activities in relation to the ESG. This visit was followed by an on-site **progress visit** from ENQA and EQAR representatives in September 2022 to continue the discussions on achieving compliance with the ESG.

Another outcome of the project was the **National Action Plan for Quality Assurance Development** in the Czech Republic, drafted jointly by the Ministry and NAB with the aim to set priorities and action lines in the area of quality assurance. Building on this strategic document, NAB developed its **Agency Action Plan** in October 2022 that details the issue areas to be focused on in the near





future and the necessary steps to achieve compliance with the ESG. Both documents can be downloaded from the NAB [webpage](#).

The feedback from international experts in quality assurance proved to be invaluable and conducive to supporting the necessary changes in the legal framework as well as the NAB's operations. NAB greatly benefited from the in-depth **discussions on the interpretation and application of the ESG**. Likewise, the project generated a variety of good practice examples and experience to draw from for agencies seeking to achieve compliance with the ESG through the thematic workshops and other peer support activities. NAB representatives shared their experience with participation in SEQA-ESG during a [webinar](#) organized by ENQA and at the December 2022 Members' Dialogue of EQAR.



NATIONAL AGENCY  
for HIGHER EDUCATION  
QUALITY ASSURANCE  
(UKRAINE)

## NAQA, Ukraine

### Unbreakable: higher education in Ukraine during the war

2022 challenged Ukraine and Ukrainian education. Russian aggression gravely impacts: bombed cities, arrays of deaths, tortured people, damaged educational institutions. After several massive attacks on critical infrastructure, Ukraine faced the phenomenon of blackouts, some cities stay for days without electricity, heating and water supply. This also causes lack of internet connection and very poor mobile connection. Despite the fact that the ruthless enemy destroys cities, villages and power plants, educational process does not stop and NAQA continues to support higher education institutions. Together we are trying to adjust to existing circumstances, as far as under martial law, legislatively the accreditation process was allowed in online mode, but now it seems to demand new solutions, since NAQA comprehensively helps all the accreditation process participants to overcome these challenges. We are flexible and open to demands of present time, changes to the visit programmes or timetables can be made in case of electricity absence or other circumstances.

Ukrainian authority made it possible to carry out accreditations in wartime conditions, so NAQA is temporarily allowed to carry out accreditation of study programmes in a remote mode, as well as to make a decision on conditional (delayed) accreditation of study programmes without or with partial accreditation examinations. It became a helping hand for displaced or damaged institutions. The full procedure of accreditation is also available for willing HEIs, in 2022 a lot of institutions chose this option.

As of September 1, 2022, notwithstanding war, 3,060 applications for accreditation were submitted through the [plan.naqa.gov.ua](http://plan.naqa.gov.ua) web service. This significant number of applications should be considered as a good sign for Ukrainian education.

For the period of 2022 NAQA approved 1485 decisions on the accreditation including 649 decisions according to the full procedure and 836 decisions on



conditional (delayed) accreditation in accordance with the regulatory framework of martial law. Only within the autumn period, NAQA accreditation department processed more than 2,000 applications from higher education institutions on accreditation processes.

To sum up, NAQA continues keeping up with ESG-2015, communicating supportively with stakeholders, informing the society about higher education QA, collecting best practices from international partners, and conducting accreditations in conditions of permanent power outages.



## ZEvA, Germany

### European Quality Assurance Forum 2022

The member agencies of CEENQA were well-represented during this year's European Quality Assurance Forum (EQAF), which took place in Timisoara/Romania from 17-19 November.

Nataliia Stukalo (NAQA/Ukraine), Ivana Borošić (ASHE/Croatia) and Anja Grube (ZEvA/Germany) actively contributed to the conference by jointly hosting a workshop on the topic "Cross-border collaboration of agencies: Good Practices for Building Trust and Promoting Shared Values across the EHEA". Based on the experiences made by the three agencies in the context of various international accreditation procedures, the workshop participants discussed the ways in which collaboration of agencies in different countries can help to further enhance the quality of external assessment procedures.

Further information on the workshop and the entire conference can be found on the website of EQAF 2022: <https://eua.eu/events/123-2022-european-quality-assurance-forum.html>.

**CEENQA e.V.**  
c/o ASIIN e.V.  
Mörsenbroicher Weg 200  
40470 Düsseldorf

Represented by  
Franci Demšar, Olgun Cicek

Register entry  
Vereinsregister (Association Register)  
Register Number: VR 10561  
Register Court: Amtsgericht Düsseldorf

Contact Information  
Telephone: +49 211 900 977 20

E-Mail: [secretariat@ceenqa.org](mailto:secretariat@ceenqa.org)

Internet address:  
<https://www.ceenqa.org>