



BI-REGIONAL TRUST BUILDING: COMPARISON OF THE QUALITY ASSURANCE REFERENCE FRAMEWORKS OF THE EUROPEAN HIGHER EDUCATION AREA AND THE IBERO-AMERICAN KNOWLEDGE AREA

First results of a joint ENQA-SIACES initiative

INQAAHE 18th BIENNIAL CONFERENCE 2025
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WELCOME AND INTRODUCTION

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CONTEXT OF THE ESG-PBP STUDIES

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WORKSHOP

REGIONAL QUALITY ASSURANCE

TOWARDS a regional quality assurance system

- **Bologna Declaration**

Promoting European cooperation on JI

Bergen Communiqué

European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

eqar

European Register of Quality Assurance Agencies

Sorbonne speech

European Partnerships Initiative

Yerevan communiqué

ESG Review
European Approach

EuniQ Project

Assessment of Partnerships

Revision of the ESG

Council Recommendation on a European Quality Assurance system in HE
Blueprint for European degrees



1998

1999

2004

2005

2008

2015

2017

2019

2024

2027



2005

Ibero-American General Secretariat



SIACES
Sistema Iberoamericano de Aseguramiento de la Calidad de la Educación Superior

Memorandum ENQA-SIACES

Declaration of Good Practice

2013 2019

2022

2024-2026

Sorbonne Declaration
(France, Germany, UK, Italy)



THE EUROPEAN ASSOCIATION FOR QUALITY IN EDUCATION



**Representing the interests of
quality assurance agencies**



- European Commission;
- the Bologna Follow-up Group
- EU Member States and the wider EHEA countries.

**Providing services to members and
to other stakeholders**



- ENQA Leadership Development Programme
- Implementation and Innovation in Quality Assurance through Peer learning

**Fostering the development of
external quality assurance**



- **External evaluations of agencies, using ESG**

IBERO-AMERICAN SYSTEM FOR QUALITY ASSURANCE IN HIGHER EDUCATION



SIACES

Sistema Iberoamericano de Aseguramiento
de la Calidad de la Educación Superior

Representing the interests of
quality assurance agencies



- Made up solely of official national quality assurance agencies.
- 19 agencies from 16 countries (2025)

Providing services to members and
to other stakeholders



- Escuela de Formacion del SIACES (EFS)
- Latin-american register of accredited programmes and institutions
- Register of experts

Promoting the development of
good practices

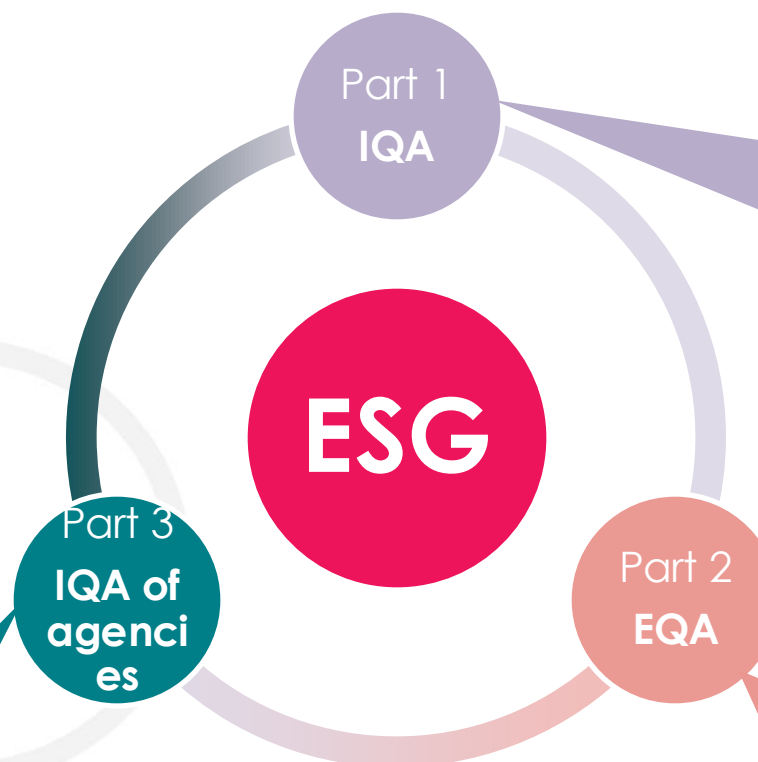


- **External evaluations of agencies using the PBP (Validation of Good practice)**
- **7 countries**



THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

- **Promoting the diversity of** higher education systems in the EHEA
- **Improving comparability** through a common framework
- **Facilitate mutual trust**, recognition and cross-border cooperation.
- **Student-centred learning**



Used by:

- **HEIs for the purpose of** self-evaluation
- Agencies that develop their own institutional rules and guidelines

Used by :

- **agencies** to ensure the quality of their own activities and for self-evaluation
- **ENQA** during the external evaluation process of the agencies.

Used by :

- **Agencies** and their evaluation methodology and procedures
- **ENQA** during the process of external evaluation of agencies



THE PRINCIPLES OF GOOD PRACTICES (PBP)

- **Harmonise criteria on evaluation and accreditation processes** in the Ibero-American region
- **Generate a system of mutual trust** in higher education systems based on public accountability processes;
- **Encourage cooperation** between agencies and the implementation of joint evaluation and accreditation initiatives

Part 1
**IQA of
agencies**

Used by :

- **agencies** to ensure the quality of their own activities and for self-evaluation
- **SIACES** during the external evaluation process of the agencies (validation of good practices)

PBP

Part 2
EQA

Used by :

- **Agencies** and their evaluation methodology and procedures
- **SIACES** during the process of external evaluation of agencies (validation of good practices)

SHARED PURPOSE



SIACES

Sistema Iberoamericano de Aseguramiento
de la Calidad de la Educación Superior



MEMORANDO DE ENTENDIMIENTO
ENTRE EL SISTEMA IBEROAMERICANO
DE ASEGURAMIENTO DE LA CALIDAD DE
LA EDUCACIÓN SUPERIOR Y LA
EUROPEAN ASSOCIATION FOR QUALITY
ASSURANCE IN HIGHER EDUCATION

MEMORANDUM OF UNDERSTANDING
BETWEEN SISTEMA IBEROAMERICANO
DE ASEGURAMIENTO DE LA CALIDAD
DE LA EDUCACIÓN SUPERIOR AND THE
EUROPEAN ASSOCIATION FOR QUALITY
ASSURANCE IN HIGHER EDUCATION

*Enhance the Parties' understanding of each other's approach to assuring quality in higher education, the respective systems in place for quality assurance and enhancement in higher education, and the critical matters related to quality and **harmonisation of standards and guidelines, good practices and procedures adopted in both regions***

COLLABORATION



SIACES

Sistema Iberoamericano de Aseguramiento
de la Calidad de la Educación Superior

Inicio

Qué es SIACES

Registro Iberoamericano

Sello de Calidad

La Escuela

Documentos



Secretaría General
Iberoamericana
Secretaría-Geral
Ibero-Americana

Alineamiento de las Directrices de Calidad
en la Educación Superior SIACES-ENQA
para el Fortalecimiento de la Confianza
Birregional

Más información

enqa

About

Membership

Agency Reviews

Policy & Activities

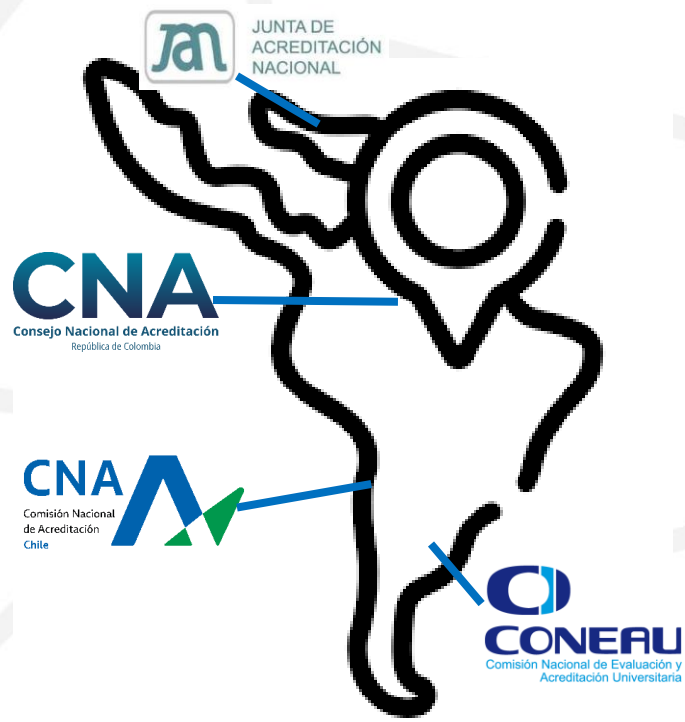
Events

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Home • News • ENQA and SIACES seek to strengthen trust between the EHEA and the Ibero-American Knowledge Area through ESG-PBP Alignment project

ENQA and SIACES seek to strengthen trust between the EHEA and the Ibero-American Knowledge Area through ESG-PBP Alignment project



KEY OBJECTIVE



Strengthen mutual trust between the European Higher Education Area and the Ibero-American Knowledge Area



*Standards and Guidelines for Quality Assurance
in the European Higher Education Area (ESG)*

Through dialogue
between

X



*SIACES Principles of Good Practice
(PBP)*

to enhance their potential future alignment



**To know the level of concordance-discordance
between *ESG* and *PBP***

**To establish a joint proposal to facilitate the potential
alignment of *ESG* and *PBP***

**To made available key findings to the official *ESG* and
PBP review processes**

To know the level of concordance-discordance between *ESG* and *PBP*



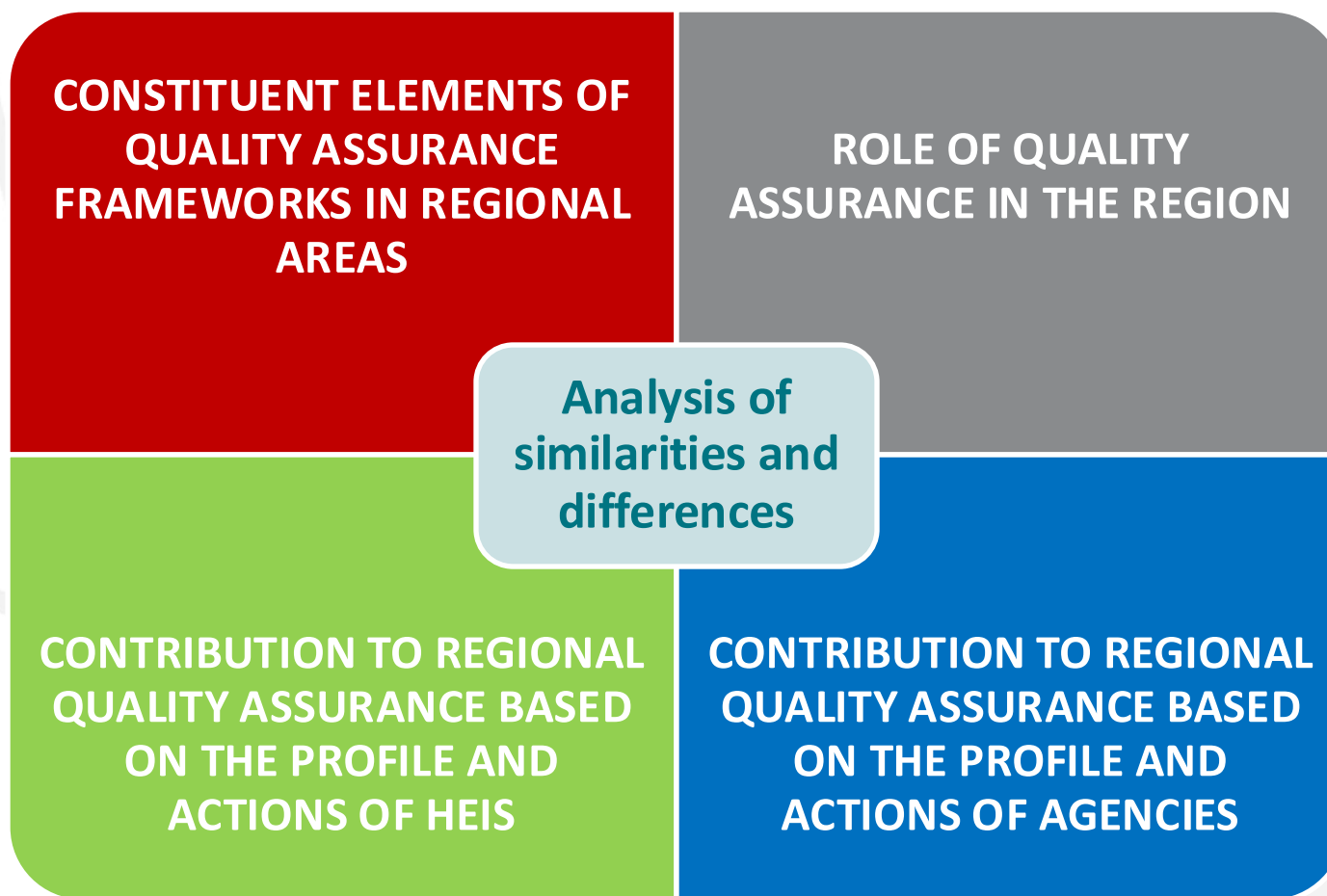
Comparación de los marcos de referencia en
materia del aseguramiento de la calidad del
Espacio Europeo de Educación Superior y del
Espacio Iberoamericano del Conocimiento



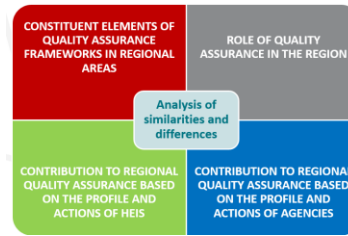
Comparison of the quality assurance
reference frameworks
of the European Higher Education Area
and the Iberoamerican Knowledge Area



To know the level of concordance-discordance
between *ESG* and *PBP*



SIMILARITIES BETWEEN ESG AND PBP



They provide a guide of reference with regard to quality assurance in higher education in their respective regions

Their acceptance is a condition for creating a common understanding

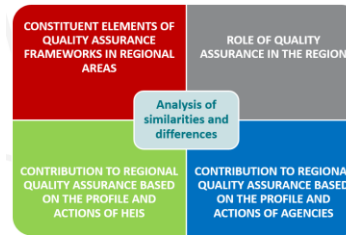
A central objective of quality assurance is the building of mutual trust through cooperation and mechanisms for accountability and continuous enhancement of HEIs and their study programmes

Trust is the basis on which two key aims, mobility and mutual recognition of qualifications, are supported

The main responsibility for quality assurance is placed with HEIs

Quality agencies also have an important role to play

SIMILARITIES BETWEEN ESG AND PBP



Agencies' actions are guided by basic principles applying to this type of organisation

Principles such as independence, autonomy, ethics and integrity, professional conduct and transparency in their actions

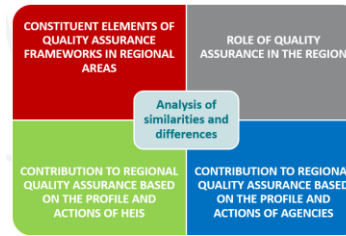
For their proper functioning, agencies are legally recognised and adequately supported with resources

Such resources include skilled human resources which, where appropriate, may be provided with the necessary training

The external quality assurance processes carried out by the agencies pay attention to the complementarity with HEIs' internal quality assurance processes

The external quality assurance perspective is able to adapt to the diversity of HEIs and their educational provision in its different modalities

SIMILARITIES BETWEEN ESG AND PBP



The design of criteria and methodologies includes key elements in line with the purpose of quality assurance of education

Reliable and consistently applied review processes reflected in the outcomes

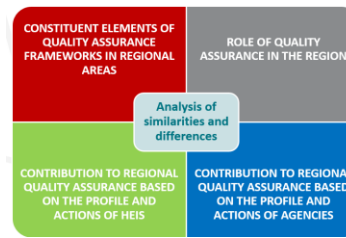
Involvement of peer reviewers in the quality assurance processes

Appropriate selection; suitably skilled and have aptitudes consistent with their assignment; appropriate training is available

The external review processes of HEIs and educational programmes are divided in a number of main stages

- Self-assessment;
- external assessment;
- correction of possible errors during the review process;
- after the review process, opportunity to check the process or its outcomes following dissatisfaction expressed

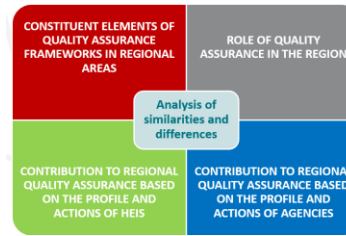
SIMILARITIES BETWEEN ESG AND PBP



Agencies' own quality assurance

Through interrelated internal and external quality assurance mechanisms

DIFFERENCES BETWEEN PBP AND ESG



Design of the frame of reference

The **PBP** were drawn up by the agencies that make up SIACES

The **ESG** were drawn up by a wide and diverse range of higher education stakeholders at European level

Compliance

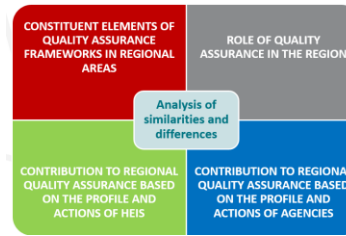
The **ESG** set out the agreed and accepted practice for quality assurance in the EHEA, and agencies and HEIs are expected to comply with them

In the **PBP**, the agencies' agreement consists of promoting compliance with a set of principles, so compliance is established in less prescriptive terms

Unequal structure and different levels of development

The **ESG** provide standards and guidelines

DIFFERENCES BETWEEN PBP AND ESG



Different elements contribute to substantively guiding quality assurance

The PBP explicitly highlight SIACES' commitment to the Sustainable Development Goals of the 2030 Agenda

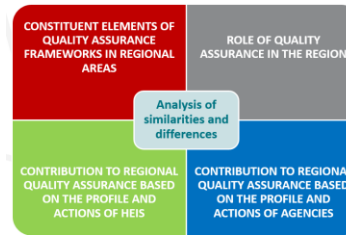
The ESG point out the needs and expectations of stakeholders in a generic way

Aspiration to contribute to society and its environment

In the PBP, the role of quality assurance is understood as a strategic planning tool for states to define public policies

Thematic analyses are identified in the ESG as a specific mechanism that can help to reflect on and improve quality assurance policies and processes in institutional, national and international contexts

DIFFERENCES BETWEEN PBP AND ESG

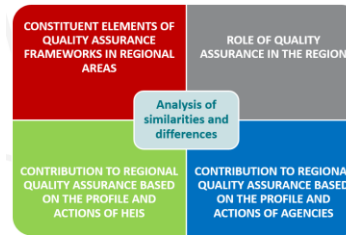


Internal quality assurance in HEIs

The **ESG** provide a specific and comprehensive development through ten standards that HEIs should comply with

The **PBP** do not specify any guidelines in this respect and allow HEIs a clear degree of flexibility

DIFFERENCES BETWEEN PBP AND ESG



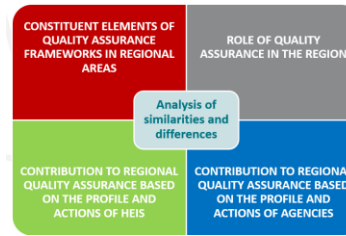
Need for participation of different stakeholders

The **ESG** establish different points where the participation of stakeholders should take place in internal and external quality assurance processes, and a specific role is recognised for students

Agency structure

The **PBP** point out that agencies should have a governance structure consistent with their mission and objectives

DIFFERENCES BETWEEN PBP AND ESG



External quality assurance processes carried out by the agencies

The PBP allow for agencies to design different assistance and support mechanisms for HEIs undergoing a self-assessment process, and, during external assessment processes, note the need to provide peer reviewers with technical assistance

The ESG include consistent follow-up and usually include a site visit as one of the parts that make up the assessment process

Internationalisation as part of the agencies' work

In the PBP, agencies are expected to collaborate with peers, participate in international networks and be open to international developments in quality assurance

CONCLUSIONS



Trust

Collaboration

Mutual respect

**Mutual
enrichment**

Relevance

**Shared values
and challenges**



WORKSHOP TIME!

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