INTRODUCTION
Higher education institutions (HEIs) are increasingly developing cross-border educational offers, as one strategy to become more international. But cross-border higher education (CBHE) entails some challenges, namely regarding the quality assurance (QA) of the educational provision. Simultaneously, institutions and governments are looking for international recognition and have began to search for the services of foreign QA agencies. This trend can be related with the failure of the national QA systems in providing the international engagement HEI need. For this reason, they opt for international QA agencies in order to pursue strategies for new approaches (Stella & Woodhouse, 2010). Both developments, have led to the expansion of Cross-border external quality assurance (CBEQA), as a mechanism both to ensure the quality of CBHE and to promote higher education systems and institutions internationalisation (Hou et al, 2017; Trifiro, 2018; Amaral et al, 2016). CBEQA can be understood by "external QA activities of a QA agency carried out in a country other than the one in which it is based or primarily operates" (ENQA et al, 2017, p.2). These activities can occur through different ways, as depicted in Figure 1.

RESULT
Around 2% of the quality activities reported in the database occur in HEI from countries which are different from the QA agency one, representing 1075 activities, in 177 HEI from 54 countries (Figure 7). Additionally, the vast majority of CBEQA activities are voluntary (92%) (Figure 4). As for the ways in which CBEQA activities occur, Way 2 was found as the most predominant in the DEQAR database: the QA of country A assures the quality of the HEI in country B (Figure 5).

OBJECTIVE AND METHODS
This paper aims to provide an overview of the CBEQA scenario in Europe based on the data provided by DEQAR (www.deqar.eu). For this, we used the DEQAR database, namely the following variables: Country; Report agency; Report type; Report status. For additional information we add two variables: Agency_Country and Type_Agency. Data was statistically analysed following a descriptive qualitative research approach, aiming to organize and describe the data, seeking to identify what is typical and atypical, find differences, relationships and patterns (Coutinho, 2016).

DISCUSSION QUESTIONS
- Is CBEQA really expanding? Why? Is it only a matter of getting international recognition or is it also a way of dealing with CBHE quality challenges?
- DEQAR data shows that mainly the programmes look for external QA. Why? Is our provisional explanation a possibility?
- Why is ASIN so involved in CBEQA? Or is this just a result of DEQAR data limitations?