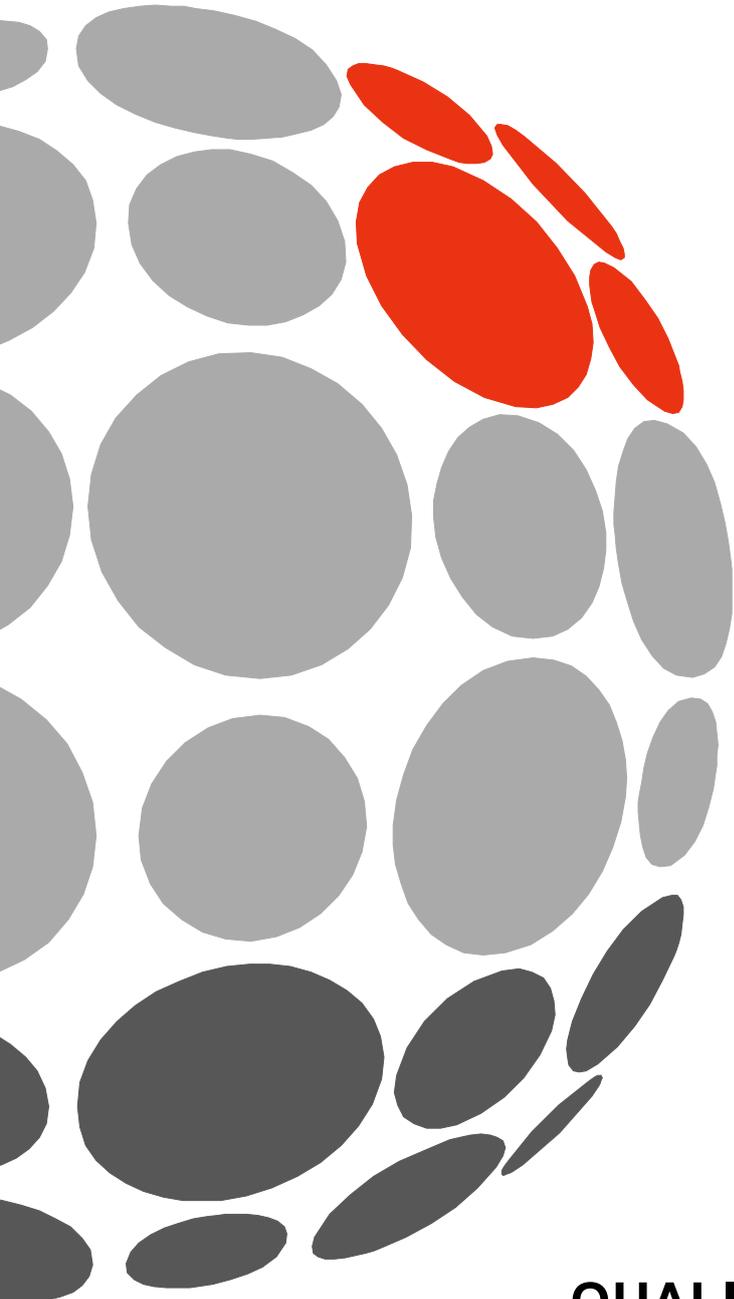




RKW
Berlin



QUALITY GUIDELINES

Recommendations for quality management in international
education with reference to ISO 29990:2010

“Learning services for non-formal education and training –
Basic requirements for service providers”

4th edition 2013

■ Imprint

© 2013 RKW Berlin GmbH

4th edition, September 2013
All rights reserved.

RKW Berlin GmbH
Kronenstr. 18-19
10117 Berlin
Germany

E-mail: thomas.rau@rkw-bb.de

This edition of the QUALITY GUIDELINES has been developed within the framework of the Leonardo da Vinci Transfer of Innovation project QuaG funded by the European Union. The authors are exclusively responsible for the content of this publication and any use of the information contained herein.



Lifelong
Learning
Programme

Table of Content

List of Abbreviations	ii
Preface.....	1
1 Goals	4
2 Application Area.....	5
3 Forms of Transnational Education	6
3.1 Foreign Subsidiary or Foreign Branch.....	6
3.2 Blended Learning.....	6
3.3 e-learning.....	6
3.4 Distance Learning & Training.....	6
3.5 Franchise.....	7
3.6 Cross-border Group Training	7
3.7 Joint Ventures.....	7
3.8 Cooperation Agreements	8
3.9 Twinning Arrangements	8
3.10 Virtual Education.....	8
4 Principles of Cooperation.....	9
5 Intercultural Competences	12
6 Recommendations of the QUALITY GUIDELINES.....	14
Annex A: Code of conduct for international partners.....	37

List of Abbreviations

CEFR	Common European Framework of Reference for Languages
CEN	French: Comité Européen de Normalisation English: European Committee for Standardization
CSR	Corporate Social Responsibility
DIN	German Institute for Standardization German: Deutsches Institut für Normung
ECVET	European Credit System for Vocational Education and Training
EFQM	European Foundation for Quality Management
ESF	European Social Fund
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
EU	European Union
GATS	General Agreement on Trade in Services
ILO	International Labour Organization
ISCED	International Standard Classification of Education
ISO	International Organization for Standardization
LSP	Learning Service Provider
OECD	Organization for Economic Co-operation and Development
PAS	Publicly Available Specification
PDCA	Plan-Do-Check-Act
QM	Quality Management
RAM	Responsibility Assignment Matrix
UNCTAD	United Nations Conference on Trade and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
WCAG	Web Content Accessibility Guidelines
WTO	World Trade Organization

Preface

In recent years, the issue of quality and quality assurance in the field of vocational education and training has attracted considerable attention in many countries. The reason for this is a paradigm shift from 'supplier' orientation to 'demand' orientation and the impact of new national and international frameworks. In the scope of their mandates, many international organizations such as UNESCO and OECD have focused on quality assurance in the area of education. The World Trade Organization (WTO) declared education as a main topic in the international provision of services in the GATS-round and, in this context, repeated the need for transparency and comparable international standards for learning services. The International Organization for Standardization (ISO) has published ISO 29990:2010 as a standard for service providers in the area of non-formal vocational education and training. In addition, the European Union has been intensifying its focus on quality in education since the Copenhagen declaration in 2002. Cooperation on quality assurance with a particular focus on models and methods, as well as on shared quality criteria, has become a top priority. This is reflected in the priorities for LEONARDO DA VINCI pilot projects and the establishment of the European Quality Assurance in Vocational Education and Training (EQAVET), among other measures.

While quality schemes for companies and suppliers of learning services are numerous and diverse, there are still no adequate quality standards or guidelines for the area of international co-operation in education. These QUALITY GUIDELINES are designed to fill this gap. They supplement quality management systems for learning service providers (LSPs) by offering recommendations for quality assurance in the design and management of international relationships between LSPs. The QUALITY GUIDELINES focus on the quality of education and training offered by those LSPs which are working in international partnerships, and on the effectiveness of their work, as well as their goals and strategies, their economic viability, and, most importantly, the impact of their services on learners.

The first version of the QUALITY GUIDELINES was developed as part of a project under the auspices of the Senate Department for Labour, Integration, and Women of the Berlin and the Brandenburg Ministry of Labour, Social Affairs, Women, and Family. The project was funded by the federal states as well as of the European Social Fund (ESF). The QUALITY GUIDELINES were designed for and in collaboration with LSPs that provide training services in collaboration with international partners. The development work, led by RKW Berlin GmbH, was aided and supported by the creation of networks, groups of experts, and the piloting by them of the procedures recommended in the Guidelines.

The second edition of the QUALITY GUIDELINES was prepared within a LEONARDO DA VINCI pilot project. It is available in German, English, Polish, Italian, Spanish and Catalan. The improvements are based on the experiences of the following project partners as they implemented the Guidelines:

Germany: RKW Berlin GmbH; RKW Brandenburg GmbH; bbw Bildungszentrum Frankfurt (Oder) GmbH; Bergische Universität Wuppertal; Institut für Strukturpolitik und Wirtschaftsförderung gGmbH, Halle; Steinbeis-Hochschule Berlin; Unternehmerverband Brandenburg e.V., Cottbus; Prof. Dr. Wilske und Schliecker Partnerschaft Unternehmens- und Personalberatung, Blankenfelde;

Italy:	Agenzia Formazione Lavoro (AGFOL) s.c., Venice; GNOSIS s.c., Venice;
Poland:	Zespół Szkół i Placówek Kształcenia Zawodowego, Zielona Góra; Zespół Szkół Budowlano-Drzewnych, Poznań; Zespół Szkół Odzieżowych im. W. Reymonta, Poznań;
Sweden:	Internationell kompetens AB, Malmö; Krinova Science Park, Krinova;
Spain:	Directorio de Formación (dirfo), Madrid; International House Company Training, Barcelona.

The first and second versions of the Guidelines were based on the quality management system QM STAGE MODEL, which was published as a PAS 1037:2004 by the German Standards Institute (DIN). In the third edition, the recommendations for the quality-based design and conduct of transnational educational partnerships have been linked to an international standard, ISO 29990:2010 “Learning services for non-formal education and training – Basic requirements for service providers” and further expanded. The link between the QUALITY GUIDELINES and ISO 29990:2010 enhances the guidelines considerably because this standard specifies internationally agreed criteria for the effective management of learning service providers. Moreover, ISO 29990:2010 as an international standard is well suited to the international scope of the QUALITY GUIDELINES.

The third version of the Guidelines was developed as part of a further project sponsored by the Senate Department for Labour, Integration, and Women of Berlin and the Brandenburg Ministry of Labour, Social Affairs, Women, and Family and funded by the federal states as well as the European Social Fund. The LEONARDO DA VINCI ‘transfer of innovation’ project QUALITY GUIDELINES Transfer (QuaG) had the aim of gathering experiences of implementing the Guidelines in different European countries, and carrying out dissemination activities. The results of this work led to this fourth edition of the QUALITY GUIDELINES.

The improvements in this edition are based on the experiences of the following project partners as they consulted on and implemented the Guidelines:

Bulgaria:	sikos-uc
Germany:	RKW Berlin GmbH, isw GmbH
Latvia:	Biedriba Eurofortis
Poland:	Zespół Szkół i Placówek Kształcenia Zawodowego, Zielona Góra; Zespół Szkół Odzieżowych im. Wł. Reymonta, Poznań;
Romania:	International House Bucharest

and EAQUALS, an international association of providers of language learning services.

The QUALITY GUIDELINES have been specially developed for and are aimed at any organisation involved in international learning services. Good quality management, particularly in a heterogeneous and often fast moving international environment, requires learning organizations to have critical self-awareness and depends on the active participation of stakeholders in the change processes.

Notes on the implementation of the QUALITY GUIDELINES are published in a separate Compendium. The Compendium contains pointers to typical problems and recommendations for quality development and quality assurance derived from analysis of and practical experience in international educational cooperation. It contains a range of methods and tools from management practice as well as useful aids to developing a systematic and goal-oriented approach. At the core of this Compendium is a comprehensive table with further information and additions to the recommendations in the Guidelines themselves.

The fourth edition of the QUALITY GUIDELINES and the compendium for this edition of the QUALITY GUIDELINES are available in German, English, Bulgarian, Polish, Latvian and Romanian. The documents are available for download at:

www.leonardo-tqp.eu; www.quag.eu; and www.adam-europe.eu.

In addition to the QUALITY GUIDELINES, RKW Berlin provides a tool for evaluating learning services provided internationally. The **iQcheck** defines requirements such educational services should meet and facilitates comparison of different types of provision. It encourages the use of agreed, accepted and transparent criteria for learning services internationally, and thus provides a benchmark for international quality in education as well as indicating what needs to be monitored in training centres in order to ensure that transnational learning services are effective.

This edition of the QUALITY GUIDELINES is divided into six chapters. The first, describes the objectives of the QUALITY GUIDELINES. Then their scope is defined in chapter 2, and the types of transnational education mentioned in the scope are explained in detail in chapter 3. In addition to national legislation and standards, in international cooperation in education, a code of conduct is crucial and this is addressed in chapter 4. Intercultural competences play a crucial role in the planning and implementation of transnational learning services. These competences are dealt with in detail in chapter 5. The final chapter is the largest and most important section of the QUALITY GUIDELINES. It contains a detailed table of specific recommendations for quality management in education that involves international cooperation among LSPs.

1 Goals

Coping with education and training requirements has become a key issue in economic development. Most countries are experiencing an increase in the demand for services in the field of education, especially as regards vocational training and career-related courses. This is happening against a background of ever-increasing demand for knowledge and skills and a recognition of the need for life-long learning. This in turn underscores the growing importance of international cooperation to ensure the cost-effectiveness and variety, not to mention the quality, of educational provision.

International education and the cross-border mobility of providers require quality assurance procedures and systems similar to those used in basic and advanced training. The existing quality management systems used in educational institutions, such as ISO 9001:2000, ISO 29990:2010, the EFQM model, and the QM STAGE MODEL (PAS 1037:2004), contain no specific requirements relating to the international activities of learning service providers.

The QUALITY GUIDELINES are designed to supplement ISO 29990:2010 by providing orientations to and recommendations for the quality management of international educational activities. The Guidelines apply, on the one hand, to management processes and, on the other, to structures and educational services. They encourage transparency among national and international providers who follow the recommendations. International education implies going beyond cultural, linguistic, and legislative boundaries as well as national and continental borders. It is often very complex to adapt and harmonise different systems based on different assumptions and points of reference. The improved intercultural competences, greater transparency of educational services, processes, and outcomes recommended by the Guidelines, as well as agreed minimum standards, help providers to design and deliver more effective transnational education services.

These QUALITY GUIDELINES:

- are designed to promote a learning-oriented framework for international educational cooperation and to provide a solid basis for mutual trust, thus contributing to greater harmony in European education systems;
- are intended to ensure that a proper balance is achieved between the legitimate interests of all the parties involved in transnational educational cooperation;
- supplement ISO 29990:2010 by providing a frame of reference for quality assurance in international education projects and ventures;
- contribute to consumer protection for learners, employers, and other interested parties by promoting transparency and clarity in educational services, as well as wider recognition of skills and qualifications; and
- promote transnational cooperation in vocational education and training by helping to remove obstacles to mobility and improving access to life-long learning.

2 Application Area

The QUALITY GUIDELINES are mainly applicable to commercial institutions in the private and independent sectors and those in the public sector whose education and training services compete with those provided by private institutions. The QUALITY GUIDELINES are also useful for other educational institutions, but they may require some adjustment.

For the purposes of the QUALITY GUIDELINES, 'international educational processes' are defined as the management, support, and delivery processes used in providing the following kinds of international education services:¹

- export of education and training as a cross-border service (e.g. e-learning, virtual and distance education, media, courses, and training materials);
- learning services offered to residents of other countries (e.g.-group-specific courses for foreigners, study tours, language training, often partly combined with tourism);
- learning services offered abroad using teachers from the sending country or local staff (e.g. education and training offered by subsidiaries or foreign branches; non-formal higher education; distance education & training; blended learning; training courses; coaching; workshops; specialised seminars; and private tutors);
- international educational cooperation abroad (e.g. cooperation in the country of the cooperation partner or in other countries, joint ventures, franchises); and
- other international cross-border educational collaboration (cooperation on the development of educational products and use of resources e.g. cross-border group training, co-operation agreements, twinning).

¹ This breakdown is based on the list of international education services used by the World Trade Organization (WTO).

3 Forms of International Education²

3.1 Foreign Subsidiary or Foreign Branch

A subsidiary is a legally independent but financially dependent company that is controlled by a parent company. Generally, the relationship with the parent company is regulated by control/subordination and profit-transfer agreements. Most of the subsidiary's capital usually belongs to the parent company. Hence, the foreign branch is legally dependent on and at the same time a component part of the company in the home country.

The specific legal situation in the second country largely determines the advantages and disadvantages of setting up a subsidiary or a foreign branch (e.g. investment protection, liability, legislation governing the provision of educational services etc.).

3.2 Blended Learning

Blended learning is a type of learning experience which combines the advantages of face-to-face learning and of e-learning, and in which different learning methods, media, and theories are combined. Blended learning is a way of organizing learning in which the advantages of various media and methods can be reinforced and any disadvantages minimised by blending them. This concept, also known as "hybrid learning", combines the effectiveness and flexibility of electronic forms of learning with the social aspects of direct human communication.

The pedagogic advantages of using both "traditional" learning and modern forms of e-learning are of particular importance in international education. This type of learning is especially useful for specialised courses in which the teaching staff can adjust quickly and at low cost to the syllabus in the country where the teaching takes place. Given the different educational backgrounds of locally appointed teachers, this advantage is not to be underestimated.

3.3 e-learning

The term "e-learning" refers to forms of learning in which digital media are used to present and distribute learning materials and/or to support interpersonal communication. E-learning is often a component of more complex forms of teaching and learning (blended learning, distance learning & training, etc.).

Because of its uncomplicated and cost-effective nature, e-learning via the internet is in widespread use as an educational export.

3.4 Distance Learning & Training

Distance learning & training is organized across distances of time and space based on a properly worked out programme and related learning resources (e.g. print materials, e-

² The intention of the descriptions in this section is to explain the forms of transnational education services mentioned in chapter 2 and the various forms these services take in education. The intention is not to list them all according to their legal structure or their importance as modes of education used in the learning process.

learning), together with appropriate guidance and support from the provider (e.g. courses of lectures, seminars, consultation, tutoring, training, often provided on-line or by tele-conference).

In international education, distance learning & training is an advantage since the efficient and cost-effective use of instructional media is reinforced through 'attendance events' without the need for a permanent education organization or teacher presence in the recipient country.

3.5 Franchise

A franchise in the education field involves a franchisor giving an independent franchisee the right to use a business concept, a trademark, training materials etc in a given region in exchange for fees and/or other charges. The learning services are provided within the framework of a uniform marketing concept. The rights and responsibilities of franchisee and franchisor are regulated by contract.

For the franchisee, this form of cooperation means having a share in the knowhow and market profile of the franchisor. For their part, the franchisor has the advantage of rapid market expansion with entrepreneurs taking independent initiatives while still being bound by the franchise agreement. The advantages of an international franchise are in the use of the franchisee's in-country expertise and their contractual obligation to keep the franchisor informed of their activities. The franchisor thus gains experience in an unfamiliar market at low risk.

3.6 Cross-border Group Training

Group training involves cooperation between companies in the provision of vocational training. The companies in the group complement one another in providing practical vocational training in subject areas in which the principal training company is unable to offer training.

Group training is used in international contexts where there is increasing internationalisation of employment and business processes within and between companies (e.g. supplier networks) It helps to ensure better coordination and networking of publicly provided educational services (e.g. "Learning Region", "INTERREG", "Life-long Learning").

By promoting vocational, social, and intercultural skills and familiarising trainees with a broad spectrum of vocational tasks, group training encourages vocational mobility and flexibility.

3.7 Joint Ventures

These involve the creation of a new, legally independent business unit in which two or more companies have a capital stake. Apart from the capital, the participating companies usually contribute a major share of the resources in terms of technology, industrial rights, technical or marketing knowhow, and premises. A joint venture usually takes the form of a limited company.

In educational cooperation, joint ventures offer the advantage of flexible contractual conditions for the pooling of educational knowhow, the use of local expertise and distribution channels. It usually involves joint marketing of education services.

3.8 Cooperation Agreements

Cooperation agreements in transnational education are agreements in a clearly defined field of education between two or more learning service providers. Such agreements specify the type and nature of the cooperation as well as legal, financial, and other questions connected with it. A cooperation agreement is often the first step towards the creation of a joint company.

A cooperation agreement can cover many forms of cooperation, for example the exchange of teachers and learners, joint development of educational products, joint use of resources, study programmes, group training etc.

3.9 Twinning Arrangements

Twining is a concept in which the learning service providers offer learning programmes that learners can work through in their country of residence. At a later stage, face-to-face training is often provided in the country where the learning service provider is based.³

3.10 Virtual Education

In the “virtual classroom” the internet serves as a means of linking learners and teachers who are separated by geography. Virtual learning facilitates a synchronous form of distance learning. It is a technology that uses e-learning resources and the communication facilities of the internet (learning portals, video or audio conference systems, e-Twining, etc.). The most frequently used method is the live online course.

³ This definition is derived from the World Trade Organization's document S/C/W/49, published on 23 September 1998, on page 7.

4 Principles of Cooperation

The key principles of successful cooperation are the mutual respect between the partners involved as well as reciprocal arrangements that enable the benefits and responsibilities to be equally shared. When developing a form of cooperation that takes into consideration the different education systems and economic frameworks in which the partners work the following principles should be applied:

- (1) The learning service providers respect one another's independence and competence, as well as the national laws and regulations in force in the countries where their partners are based. They undertake to observe and respect international codes of conduct such as those defined in the following documents:
 - OECD Principles of Corporate Governance;⁴
 - European Council / UNESCO Code of Conduct for Transnational Education;⁵
 - The International Standard ISO 26000:2011, 'Guidance on Social Responsibility'.

- (2) The partners accept the principle of mutual advantage, including:
 - Exchanging knowhow to mutual advantage;
 - Protecting the interests of partners in the cooperation projects, including ensuring legal protection for assets of any kind;
 - Providing the necessary mutual support and sharing information when implementing contracts so as to ensure that the necessary technical requirements and quality standards are met;
 - Exploiting the commercial potential arising from cooperation in a manner that is mutually advantageous.

- (3) Respect for human rights and basic freedoms, including freedom of thought, conscience, religion, or creed. Understanding and respect for all peoples, their cultures, civilisations, values, and ways of life, including native ethnic cultures and cultures of other nations:⁶
 - Preventing discrimination, and showing respect and esteem for all employees, teachers and learners, irrespective of gender, nationality, ethnicity, age, disability, sexual orientation, religion, political views, or social background;
 - Treating men and women equally and putting in place gender-sensitive working conditions;
 - Respecting cultural conventions and socio-cultural goals and values;

⁴ OECD, „Principles of Corporate Governance“, No. 82701 2004, online at <http://www.oecd.org/dataoecd/32/18/31557724.pdf>.

⁵ Council of Europe/UNESCO Code of Good Practice in the Provision of Transnational Education; Council of Europe/UNESCO, 2000.

⁶ These are the two UN pacts on civil and political rights as well as on economic, social and cultural rights, the UN Conventions on Women's Rights, Children's Rights, the Anti-torture Convention, the Convention to Eliminate Racial Discrimination, and the Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. The ILO core standards, based on the eight core conventions, nos. 29, 87, 91, 105, 128, 182 (recognised as legally binding by 112 of the 177 member states) are about the following rights and principles: freedom of assembly and the right to collective bargaining; ban on forced labour; non-discrimination at work; and the ban on child labour.

- Encouraging socio-cultural diversity through positive discrimination.
- (4) Respect for the interests of the country in which the learning services are offered:
- Showing respect for national sovereignty and compliance with national legislation, regulations, and administrative practices;
 - Taking account of national economic priorities and development aims with the aim of making a lasting contribution to economic, social, and ecological development;
 - Involving other interested parties in the activities envisaged;
 - Observing national and international consumer protection standards ;
 - Complying with national regulations and international standards relating to environmental protection.
- (5) Engaging in forms of cooperation which maximise jointly defined mutual benefits and potential:
- Appointing a contact person for each partner and making them known to all partners;
 - Guaranteeing regular exchange of information among partners;
 - Sharing expertise in the relevant economic, scientific, technical, social, legal, cultural and humanitarian fields;
 - Creating lasting ties to ensure long-term and far-reaching educational cooperation;
 - Resolving conflicts in a spirit of cooperation to achieve rapid and just outcomes by making use of proven conflict-resolution strategies (e.g. conflict-resolution meetings, arbitration, mediators);
 - Providing practical experience in intercultural cooperation for learners and teachers;
 - Providing appropriate working conditions for all staff involved.
- (6) Preparation of teachers and trainers for instruction in an international environment:
- Motivating staff to undertake the work to be done by ensuring that they identify with the objectives and are personally committed to them;
 - Developing their staff's ability to appreciate the benefits of cultural diversity of all kinds;
 - Sharing knowledge about the various countries and developing teachers' intercultural competences;
 - Providing the language skills needed for negotiation;
 - Providing practical training in methodological, technical, and social skills;
 - Sensitising staff to the issue of equal opportunities and enabling them to handle it appropriately;
 - Encouraging the use of teaching and training methods that are culturally sensitive and that meet the requirements of life-long learning.
- (7) Harmonisation of standards:
- As harmonisation of standards and the standardisation of certification procedures is an important means of strengthening cooperation ties, and of facilitating cooperation and enhancing its effectiveness, transnational learning service providers should strive for cooperation that meets uniform quality criteria and should ideally apply the same quality management standards.
 - Transnational learning service providers should do all they can to support the work on international standardisation in the field of education and learning undertaken by the International Organization for Standardization, ISO, and the European Union.

These principles of cooperation are reflected in a shorter form in a code of conduct (Annex A of the QUALITY GUIDELINES). This is a set of suggested rules that can be agreed to by learning service providers wishing to cooperate with each other. It can be easily adapted and used, for example as an annex to a letter of intent or contract.

5 Intercultural Competencies

Intercultural competences can be defined as “emotional and cognitive experience and knowledge acquired through reflection and interacting in intercultural contexts”.⁷ In the course of life, intercultural competences develop unconsciously as well as consciously. They are shaped by different intercultural experiences, by education and life-long learning and are an integral part of the general competences of any human being.

In particular, empathy and cultural sensitivity are prerequisites for successful intercultural communication. Training in intercultural competences is designed to improve people’s ability to interact successfully with those from different cultures and to act appropriately in different intercultural situations. Within an organisation, this applies to multi-cultural groups of colleagues, and externally to every interaction, with foreign business partners, clients or participants in intercultural learning experiences.

International education should raise learners’ and teachers’ awareness and increase their understanding of the cultures and customs of the participating countries. Teachers should be able to share their specialised knowledge with due regard for differences in socio-cultural and educational traditions. Designing successful international learning experiences implies developing the following intercultural knowledge and skills:

(1) Basic understanding of one’s own and the foreign culture:

- sharing or facilitating access to information about the partner country – its values, symbols, history - as well as about current political, educational, economic and legal issues;
- raising awareness about the general modes of behaviour in the relevant countries, including about differences in concepts of hierarchy, gender roles, and attitudes to age and time;
- raising awareness of the staff’s own cultural identity and collecting information on the perception of their culture in the partner country.

(2) Communication and the ability to act appropriately in intercultural situations:

- Proficiency in languages;
- Highlighting and discussing differences in handling information (meta-communication);
- Showing empathy and tolerance of ambiguity⁸;
- Being able to adapt to different styles of communication;
- Being able and willing to identify synergies, e.g. when determining learning needs or creating a syllabus for bi-cultural or multicultural target groups;
- Being able to deal with different attitudes to hierarchy, gender roles, age, time, and information density;
- Establishing a positive relationship on first acquaintance;
- Fostering a constructive team approach to work and communication;
- Being able and willing to negotiate with others about styles of communication for carrying out tasks and dealing with problems.

⁷ Own definition following Horst Siebert (2003): „Didaktisches Handeln in der Erwachsenenbildung“, p. 223.

⁸ Tolerance of ambiguity is the ability to recognise contradictions, cultural differences or uncertainty, and to deal with the effects of these.

(3) Intercultural negotiations and conflicts:

- Respecting different negotiating cultures;
- Obtaining and checking information about the negotiating partner(s);
- Taking account of the interests of both sides, seeing problems from the other party's point of view;
- Reaching agreement on procedures;
- Being willing in intercultural conflict to:
 - reflect critically on one's own behaviour;
 - let other opinions stand (agree to disagree);
 - involve a mediator with knowledge of other cultures in the negotiation;
- Being able to deal with conflicts in situations where the conflict-resolution strategies used are different from those used in one's own cultural context;
- Arriving at shared points of view in the course of the negotiation;
- Using culturally appropriate ways of asking questions;
- Obtaining feedback and reflecting on the progress of negotiations;
- Looking for alternatives, and overcoming stonewalling tactics.

6 The QUALITY GUIDELINES: Recommendations

The QUALITY GUIDELINES are an extension of ISO 29990:2010. In the table on the following pages, the Guidelines systematically follow the structure of chapters 3 and 4 of this ISO standard. With the exception of Annex A “Business Plan Content”, the other appendices of the standard have not been included because they are not relevant. Annex A, on the other hand, is directly related to requirement 4.2 on strategy and business management.

Due to the fact that the QUALITY GUIDELINES are an extension of the existing standard ISO 29990:2010, they only include recommendations which are relevant to the international aspect of quality management. To aid the correlation of these recommendations with the standard, a short description of the relevant requirements of ISO 29990:2010 appears before the recommendations. The original numbering of the standard has been maintained.

Table of contents of the recommendations for the quality-based design of transnational education related to each requirement of the ISO 29990:2010

3 Learning services

- 3.1 Determining learning needs
 - 3.1.1 General
 - 3.1.2 Needs of interested parties
 - 3.1.3 Learning content and process
- 3.2 Design of the learning services
 - 3.2.1 Specification of the aims and scope of the learning services
 - 3.2.2 Specification of means of supporting and monitoring the transfer of learning
 - 3.2.3 Curriculum planning
- 3.3 Provision of learning services
 - 3.3.1 Information and orientation
 - 3.3.2 Ensuring availability and accessibility of learning resources
 - 3.3.3 The learning environment
- 3.4 Monitoring the delivery of the learning services
- 3.5 Evaluation carried out by learning service providers
 - 3.5.1 Evaluation goals and scope
 - 3.5.2 Evaluation of learning
 - 3.5.3 Evaluation of the learning service

4 Management of the learning service provider

- 4.1 General management requirements
- 4.2 Strategy and business management
 - Annex A (informative) Business plan content*
- 4.3 Management review
- 4.4 Preventive actions and corrective actions
- 4.5 Financial management and risk management
- 4.6 Human resources management
 - 4.6.1 Competencies of the LSP's staff and associates
 - 4.6.2 Evaluation of LSP competencies, performance management, and professional development
- 4.7 Communication management (internal/external)
- 4.8 Allocation of resources
- 4.9 Internal audits
- 4.10 Feedback from interested parties

3. Learning services	
3.1 Determining learning needs	
3.1.1 General	
Requirement in ISO 29990	Learning needs analysis in order to effectively orientate learning services:
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Find out about the target groups, their learning needs, their country- or region-specific characteristics and the vocational and advanced training systems in the relevant country by communicating with those in the international partnership and the clients. • Use this knowledge with due regard for their culture, country and any region-specific factors. • When developing international partnerships and networks, take account of any specific conditions and requirements and ensure collaboration with partners is continuous . • Ensure marketing communications are adapted to national and local needs e.g. by changing layout, adding or reducing text and images etc.

3.1.2 Needs of interested parties	
Requirement in ISO 29990	a) Asking about previous learning experience, qualifications and credentials.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Take account of the national economic situation, particularly the labour market and educational career paths, when assessing the qualifications of individual learners from different countries. • Introduce a system of career counselling and offer advice on professional qualifications. • Focus on competences, not just on formal qualifications. • Assess the various competences involved in obtaining comparable qualifications in different countries, and, when doing this, refer to existing international frameworks (e.g. EQF, ISCED, CEFR).
Requirement in ISO 29990	b) Determination of specific goals, wishes and requirements.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Identify who the interested parties are, taking into account country-specific factors (for instance, the state government, a company, or the family may be sponsors of learning services). • When defining the goals of the international learning service, take into account the outcomes of previous evaluations of learners and

	<p>learning services</p> <ul style="list-style-type: none"> • Take particular note of learning needs and opportunities related to language as well as to social and cultural interaction. • In communications with interested parties take account of their culture as well as the preferred modes and customs of communication in their country/region.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendation</p>	<p>c) Supporting learners in the assessment of learning needs and goals.</p> <ul style="list-style-type: none"> • Provide tools to ensure that learners can carry out a realistic self-assessment and identify and express their own interests, goals, wishes and needs.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>d) Determination of individual needs with regard to language, culture, reading and writing skills, as well as due to disabilities.</p> <ul style="list-style-type: none"> • In customer management, take account of cultural differences in approaching customers and using customer relationship techniques, and comply with the relevant data protection regulations. • When determining individual needs take account of the implications of being taught in a foreign language. • Where necessary, offer participants training in practical skills such as IT, foreign languages, giving presentations etc.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>e) Learning outcomes, learning transfer, and determining indicators of success.</p> <ul style="list-style-type: none"> • Identify the relevant interested parties, in particular sponsors and the learners' potential future employers. • Offer the interested parties advice on ensuring that the acquired knowledge and skills can be transferred to work-related competences, and define indicators of success.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>f) Agreement with the sponsor on the learning service.</p> <ul style="list-style-type: none"> • Ensure that culture-specific conditions, differences in legal systems and concepts, as well as the needs and goals of the sponsor are taken into account when drawing up an agreement with the sponsor. • When drawing up the contract, take account of differences in legal systems and principles by referring to sources of information about international contract legislation. • Specify in the agreement all applicable legislation and point out any conflicts in legislation. In co-operation with the sponsor, agree clear and verifiable criteria for ensuring contract compliance.

3.1.3 Learning content and process	
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	a) In selecting the learning content and learning process the needs of any interested parties are taken into account. <ul style="list-style-type: none"> • Bear in mind the specific economic, social and cultural characteristics of the target country/region when defining educational targets, course content, course length, resources and methods.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	b) Planning which is specific to the target-group. <ul style="list-style-type: none"> • Take appropriate account of relevant cultural issues as well as the communication and behavioural conventions of interested parties from other countries. • Clearly define the technical, linguistic and other competences required to enrol in a given course, indicating where necessary any age limitations and health requirements. • Ensure equal opportunities for all are guaranteed irrespective of gender, age, disability etc
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	c) Use of the appropriate learning methods and materials. <ul style="list-style-type: none"> • Plan learning methods and materials with the relevant learning styles in mind, and adapt them to the relevant culture(s). • Take full account of the value of learners' previous learning experiences.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	d) Learning content and process take into account learning results <ul style="list-style-type: none"> • Ensure that the qualifications and certificates offered refer to the skills and the content taught on the course in a way which is suitable both for the home country and the international context.

3.2 Design of the learning services	
3.2.1 Specification of the aims and scope of the learning services	
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	Specification of and communication about the learning methods, the scope, specific aims and planned outcomes of the learning services Ensure that: <ul style="list-style-type: none"> • the proposed transnational learning services comply with the needs of the relevant interested parties (e.g. employers, a ministry), relevant national legislation, and with international norms and customs.

	<ul style="list-style-type: none"> • Learning outcomes are clearly specified in the course certificates. • End-of-course certificates are informative and clear, and their relation to internationally agreed standards is specified so that they can be more easily assessed by recognition bodies, educational institutions, employers, etc in different countries. • certificates include information about the type, duration, content and location(s) of the course, as well as about the language it was delivered in. • Through orientation and/or professional development, raise staff awareness about international trends and norms in the development and delivery of educational services. • Provide a code of conduct or written policy for those involved in delivering international learning services that covers: <ul style="list-style-type: none"> ▪ safeguarding the interests of the participants ▪ the quality of the learning service ▪ handling intercultural issues and ensuring equal opportunities • Adapt the contractual framework to the relevant form(s) of international education and services (section 2 and 3 of the QG); apply the principles of co-operation set out in section 4 in drawing up contracts.
--	--

3.2.2 Specification of means of supporting and monitoring the transfer of learning

Requirement in ISO 29990	Consideration of all relevant interested parties when determining the means of facilitating, and supporting learning in order to ensure the monitoring, evaluation and documentation of transfer of learning.
QUALITY GUIDELINES Recommendation	<ul style="list-style-type: none"> • Identify the relevant interested parties, and analyse their priorities as regards the ability of learners to transfer their learning to the world of work. Identify the resources needed to facilitate, support, monitor, evaluate and document the transfer of learning bearing in mind feasibility, funding and the international partners' respective responsibilities in this area.

3.2.3. Curriculum planning

Requirement in ISO 29990	a) Develop and document a learning plan and evaluation instruments that are appropriate to the aims and learning outcomes specified.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Regularly update the course and the course documentation, and adapt it to the needs of the target group.

	<ul style="list-style-type: none"> • Check compliance with international quality criteria (e.g. ISO, CEN, UNESCO) and the criteria applied in the participating countries. • Take account of any requirement to award international credits. • Review the learning outcomes bearing in mind requirements and any constraints in the partner country or countries.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendation</p>	<p>b) Selection of goal-, requirement- and learner-oriented learning methods.</p> <ul style="list-style-type: none"> • Take account of <ul style="list-style-type: none"> ▪ Learning aims and needs ▪ Learning outcomes as specified in the curriculum ▪ differences in teaching and learning cultures, as well as in the cultural traditions and customs of the learners.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>c) Clearly specifying roles and responsibilities when delivering learning services and when monitoring and evaluating learning transfer.</p> <ul style="list-style-type: none"> • Create a Responsibility Assignment Matrix (RAM)⁹. • Consult partners when making changes to international projects and co-operation arrangements, and bear in mind the agreed divisions of responsibility. • Ensure that organisational documents reflect the specific nature of the international commitment.

3.3 Provision of learning services

3.3.1 Information and orientation

<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>Informing the learners and the sponsors about the learning service to be provided as indicated in sub-items a-h of this requirement</p> <ul style="list-style-type: none"> • Communicate sensitively with students and sponsors from other cultures. Provide information in the language of the participants or in an agreed language. • Carefully outline the key concepts and ideas to students and sponsors encouraging them to ask questions.
---	--

⁹ The Responsibility Assignment Matrix (RAM) describes the various roles in completing tasks or deliverables for a project or business process. It is especially useful in clarifying roles and responsibilities in cross-functional/departmental projects and processes.

<p>QUALITY GUIDELINES Recommendations</p>	<ul style="list-style-type: none"> • When managing complaints, take account of common practice and culture-specific issues in the country/region in question. • Ensure a sensitive approach is taken towards different perceptions of conflict. • Provide clients with the names of specific contact persons. • Develop informal complaint and conflict resolution procedures. • Keep a record of complaints and the way they were resolved for later review and discussion with staff
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>e) Information in advance on support for learning.</p> <ul style="list-style-type: none"> • Ensure that suitable support mechanisms are available to: <ul style="list-style-type: none"> ▪ help foreign participants to adapt successfully to the new learning and living environment using an induction process that includes a check on their understanding ▪ help them to solve problems that might impede their progress ▪ provide information about daily life and advice on taking adequate precautions • Ensure that the learners know how to use the relevant learning resources.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>f) Information in advance on evaluation methods and plans</p> <ul style="list-style-type: none"> • Ensure that the participants understand the aims of and the procedures for evaluation and assessment. • Ensure that the participants are informed about their rights (e.g. data protection, access to the results of the evaluation etc).
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>g) Information in advance on technical or other prerequisites.</p> <ul style="list-style-type: none"> • Make an assessment of the language and other skills required to undertake the learning programme successfully. • Provide support to enable participants to learn the language and other relevant skills before and during the learning service.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>Information about fees and other costs provided in advance to those who will finance the service.</p> <ul style="list-style-type: none"> • Adapt methods of payment to country-specific practices and ensure that <ul style="list-style-type: none"> ▪ prices are available in the local currency, ▪ additional costs (e.g. learning materials, taxes, , examination fees) are specified, ▪ locally convenient payment methods (e.g. credit card, bank transfer) are offered and

	<ul style="list-style-type: none"> ▪ bank and currency exchange charges are taken into account. • Provide information about possible sources of financial support.
--	--

3.3.2 Ensuring availability and accessibility of learning resources	
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	a) Availability of all resources anticipated in the curriculum. <ul style="list-style-type: none"> • Take account of the requirements of the planned learning activities when preparing the educational organization to cope with the international environment and comply with national laws and the regulations of the host countries and relevant international standards. • Carefully plan the required human, material and financial resources and ensure they are available on time taking into account any additional expenditure related to international operations. • Provide an appropriate IT infrastructure for international communication. • Ensure that the educational organization’s local infrastructure is sufficient to deliver high quality learning services.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	b) Use of learning resources. <ul style="list-style-type: none"> • Ensure that teaching staff use learning resources appropriately and competently. • If feasible, teachers and students should use learning resources in the same language, or appropriate aids to communication should be provided.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	c) Accessibility of resources for learners <ul style="list-style-type: none"> • When providing learning resources take the local conditions and culture into account (e.g. infrastructure, climate, country-specific practices, religious conventions). • Ensure that participants are able to use the learning resources easily (e.g. country-specific keyboard layout) and provide manuals in the language of the participants or in the agreed language.

3.3.3 The learning environment	
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	Ensure the suitability of the learning environment. <ul style="list-style-type: none"> • Gather information about the country’s education and work culture and, where possible, take these into account in the design of the learning environment. This will help create trust and reduce ineffi-

	<p>ciency caused by changes in learning habits.</p> <ul style="list-style-type: none"> • Ensure that the facilities in which on-site learning takes place are suitable. • Provide adequate logistical support when organising study visits. • Help foreign participants, especially those with special needs, to adapt to the new learning and living environment. Provide information on daily life and advice on any relevant precautions. • Take adequate account of culture-specific customs (e.g. eating and drinking, religious observance, particularly in non-European cultures).
--	---

3.4 Monitoring the delivery of the learning services	
Requirement in ISO 29990	Collection of feedback from learners on the methods and resources used and their effectiveness in reaching learning results agreed.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Where necessary, plan and carry out spot checks and obtain feedback in consultation with teachers. • Adapt the methodology and the pace of teaching to local learning styles and customs and ask for feedback sensitively. (e.g. change of teaching methods, flexible interviewing techniques, etc.)

3.5 Evaluation carried out by learning service providers	
3.5.1 Evaluation goals and scope	
Requirement in ISO 29990	a) Description of the goals and scope of evaluation.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Clarify that evaluation of the results of the internationalisation process is an important indicator of the overall success of the educational organization, and check whether the cultural adjustments made were effective. • Agree on a common approach to evaluation and use the same methods and tools in all locations.
Requirement in ISO 29990	b) Ensuring that the evaluation methods and means, including their schedule and rationale, are recorded.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Consider feasibility issues when selecting evaluation methods and instruments for international contexts. • Ensure that mutually agreed criteria and procedures are used when reporting the results of evaluations. • Ensure that the results of evaluations of individual learners'

	achievement are communicated to them in an appropriate way.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	c) Matching procedures to course aims. <ul style="list-style-type: none"> • Develop and agree evaluation procedures together with the other partners using internationally recognized methods. • Use international methods of evaluation, and ensure the methods used are accepted in the countries concerned. • Conduct evaluation systematically, and follow up evaluations e.g. by making changes or developing remedial plans.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	d) Ensure compliance with legal and ethical standards. <ul style="list-style-type: none"> • Investigate and use culturally appropriate means of collecting, analysing and using evaluation data. • See also the principles of international co-operation in section 4.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	e) Ensuring the quality of the evaluation data: <ol style="list-style-type: none"> 1. Properly organised and comprehensive; 2. Systematic and precise analysis; 3. Valid, reliable and meaningful. <ul style="list-style-type: none"> • Ensure that evaluations are internationally comparable, and provide evidence for this. • Comply with the principles of presentation and use of statistics contained in international agreements and standards. • Take account of any differences there may be in national requirements relating to the presentation of statistics about learners
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	Measures for the reduction of bias in evaluations. <ul style="list-style-type: none"> • Evaluations should take into account the views of different stakeholders on evaluation procedures and the results of evaluations. As with the entire evaluation process, evaluation reports should include evidence of the evaluation team's impartiality. Results of evaluations should be as objective as possible.¹⁰

3.5.2 Evaluation of learning	
Requirement in ISO 29990	a) Data protection relating to the results of progress evaluations, and comparability of data.

¹⁰ See DeGEval – Gesellschaft für Evaluation e.V. (2008) (Hg.): Standards für Evaluation, 4. unrevised edition. Mainz: page 12, translation by Wolfgang Beywl.)

QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Take account of country-specific legislation. • Note that the data may need to be presented anonymously.
Requirement in ISO 29990	b) Handling of learners with special needs
QUALITY GUIDELINES Recommendation	<ul style="list-style-type: none"> • Identify and, when necessary, cooperate with relevant experts in the target country/region.

3.5.3 Evaluation of the learning service	
Requirement in ISO 29990	a) Identification of interested parties involved in or affected by the evaluation.
QUALITY GUIDELINES Recommendation	<ul style="list-style-type: none"> • Identify the interested parties involved in the evaluation and those affected by it, taking into account their respective roles, cultural background and expectations
Requirement in ISO 29990	b) Ensuring the competence and objectivity of evaluators.
QUALITY GUIDELINES Recommendation	<ul style="list-style-type: none"> • Identify the intercultural competences needed by evaluators and ensure that they are trained appropriately.
Requirement in ISO 29990	c) Clarity and transparency when describing the learning services in evaluation reports, their goals, results as well as the expectations, methods and rationale that will be used when interpreting the results.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Develop and use indicators that are applicable to international education taking into account any country specific requirements. • Refer to EQF, ECVET, ISCD and other national and international qualification frameworks to make learning output and certificates comparable. • Ensure that the key indicators of evaluation allow for international comparison.
Requirement in ISO 29990	d) Consider the context in which the learning service is provided
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Include internationalisation criteria in the evaluation of the learning services. • Use international methods of evaluation, and ensure the methods used are accepted in the countries concerned.

4 Management of the learning service provider	
4.1 General management requirements	
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>A commitment to this international standard is demonstrated at the highest level of leadership within the LSP.</p> <ul style="list-style-type: none"> • Senior management should lead by example when the vision for internationalisation and intercultural approaches and principles is implemented. • Senior management should ensure that an intercultural approach is adopted throughout the organization, and intercultural awareness and competences are developed among staff. • Senior management at all locations where learning services are offered should show a commitment to comply with ISO 29990:2010.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendation</p>	<p>Establish the management system and designate the responsibility for the system to a member of the management.</p> <ul style="list-style-type: none"> • The person responsible for the management systems that are decided on should ensure that they are implemented at all locations.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>Documentation of compliance with ISO 29990</p> <ul style="list-style-type: none"> • Provide documents and data in the partners' languages or in an agreed language. • Give documents and information on quality issues to the teaching and other staff responsible for providing learning services at the various foreign locations. • When providing staff with documentation, bear in mind their linguistic requirements, as well as relevant international standards, legislation, and customs.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>Procedure for maintaining records.</p> <ul style="list-style-type: none"> • Ensure that all the required information and documentation is available at the relevant foreign locations. Electronic communications and documentation platforms should be used for this purpose. • Ensure that the required quality assurance procedures are adopted at foreign locations.

4.2 Strategy and business management	
Requirement in ISO 29990	A business plan to be drawn up and documented in accordance with generally accepted business planning practices.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Strategic objectives such as: <ul style="list-style-type: none"> ▪ internationalising the organization, ▪ opening up international markets, and ▪ developing international co-operation <p>should be based on appropriate documentation such as market surveys, the planning of different business segments (especially from the point of view of cost-effectiveness), studies of product life cycles etc.</p> <ul style="list-style-type: none"> • Document progress made in internationalising the educational organization. • Ensure that relevant documents on workflow and on international commitments are clear and are available to and referred to by international partners

Annex A Business plan content	
A business plan usually covers the following areas	
Requirement in ISO 29990	a) Vision and mission.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Make internationalising the organization a guiding principle, in particular by developing the intercultural competences of staff and guaranteeing equal opportunities. • Exploit the potential for cultural diversity to generate synergies. Involve teachers in internationalising the educational organisation by utilising their specific individual experience and competences. • When developing performance management criteria for staff, cooperate with international partners and include some criteria that are country-specific. • Raise public awareness of the LSP's international activities. • Ensure that all partners make demonstrable contributions to international co-operation and to joint projects focusing on the development of new learning services.
Requirement in ISO 29990	b) Development and regular assessment of the strategy.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • When agreeing objectives for international co-operation ensure that the strategy is 'mutually agreed' or jointly developed. • When defining educational strategy take account of European,

	<p>UNESCO, ISO, OECD and other relevant organisations' policies on education and quality</p> <ul style="list-style-type: none"> • Identify key indicators for the success of international educational initiatives, and use these to assess progress. • Develop and evaluate various options for market entry; then decide on a market entry strategy that is compatible with the LSP's internationalisation objectives.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>c) Quality policy.</p> <ul style="list-style-type: none"> • Develop a quality policy for the provision of training and learning services that takes account of national, European and international education criteria and standards (such as those published by ISO and CEN). • Make the organisation's mission statement and the quality policy publicly available. • Develop quality indicators for international co-operation. • Ensure that the same quality standards are used for all the LSP's domestic and foreign educational operations. Where there are variations, these should be highlighted. • If an external body also carries out quality assurance, ensure that that this is done at each location by the same organization.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>d) Business and quality objectives.</p> <ul style="list-style-type: none"> • Define clear and verifiable objectives for internationalising the organization, making sure that these are applicable to the specific forms of international learning services to be provided. • In formulating strategic and quality objectives, take account of international policies on vocational and advanced training, such as those laid down by the European Union. • Match the organisation's strategic and quality objectives to the requirements of international education and ensure that key indicators are used to verify whether these objectives have been achieved. • When setting international quality objectives, take all relevant cultural and linguistic issues into account, and define specific objectives for each region, country, and/or market. • Set goals for promoting equal opportunities.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>e) Market analysis</p> <ul style="list-style-type: none"> • When identifying and analysing the potential of target countries, consider the costs of market entry, training needs and growth, competition, pricing and margins, market risk, and the opportuni-

	<p>ties for innovation.</p> <ul style="list-style-type: none"> • Ensure that the educational products and services are competitive and marketable in these countries.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>f) Organisational and operational structure, including business areas and cooperation.</p> <ul style="list-style-type: none"> • Include internationalisation as an integral part of the business model being applied. • Ensure appropriate participation by both men and women in internationalisation process. • Adapt the organisation's structure to enable it to provide learning services internationally. • Specify clearly the areas of responsibility related to internationalising the organization. • Agree guidelines for international teamwork on educational projects • Specify clearly the tasks of teachers in relation to the internationalisation process. • Actively involve teachers in identifying new clients and developing additional international educational services. • when defining the competences required of employees consider the tasks involved in the process of internationalising the LSP.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>g) Identification and design of key business processes.</p> <ul style="list-style-type: none"> • Use opportunities for exchange of expertise and experience between partners as a means of identifying and shaping key business processes. • Encourage international partners to reflect on the specific approaches to learning and education needed for the co-operative venture being planned, and to identify the challenges and opportunities involved. • Encourage reflection on and provide training in teaching and learning methods that are designed to be effective and culturally appropriate for the target group(s).
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendation</p>	<p>h) Partners and associates.</p> <ul style="list-style-type: none"> • Ensure that there is close co-ordination between international partners taking into account the legal, economic, social and cultural circumstances of associates abroad.

4.3 Management review	
Requirement in ISO 29990	Management review at planned intervals.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Develop internationally appropriate procedures for reviewing the management systems. • Involve subsidiaries and contractors abroad, as well as all partners, in the review.

4.4 Preventive actions and corrective actions	
Requirement in ISO 29990	<p>The section includes 4 requirements which are closely connected to each other:</p> <ul style="list-style-type: none"> ▪ set up procedures for recognizing and for dealing with nonconformities in the management system; ▪ measures for the elimination of the causes of nonconformities; ▪ preventive measures to abolish potential nonconformities; ▪ corrective measures appropriate to the potential consequences of the problems discovered.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Create and exploit opportunities for responding appropriately to changes in the international market for learning services. • Define t participating partners' scope for discretion. • Use indicators for the design and delivery of international vocational and advanced training services as the basis for proposing and managing change. • Collaborate with international partners when correcting or seeking to prevent nonconformity with agreed standards, and when dealing with other problems arising

4.5 Financial management and risk management	
Requirement in ISO 29990	a) The LSP must design, implement and document an appropriate system for financial management in order to ensure business continuity.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Agree key financial indicators jointly with partners, taking into account national and international regulations. • Develop a specific financial control system for international co-operation. • Encourage reflection and the sharing of views on progress within the partnership. • Analyse the financial implications of internationalising the organi-

	zation.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	<p>b) The LSP must design, implement and document a system for risk management in order to ensure business continuity.</p> <ul style="list-style-type: none"> • Take account of and document the risks involved in international transactions as well as any country-specific risks (e.g. based on analyses of <i>Business Environment Risk Intelligence</i>¹¹).

4.6 Human resources management

4.6.1 Competences of the LSP's staff and associates

Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	<p>The LSP must ensure that all staff and associates have the competencies necessary to deliver the services and fulfil their responsibilities for the management system.</p> <ul style="list-style-type: none"> • Tailor personnel development to the specific requirements of the foreign activities that have been planned. • Raise employees' awareness of international activities as a separate area of responsibility and an integral part of the organization's work. • Systematically prepare staff for the process of internationalisation, and train them to be able to cope with intercultural situations. • Provide training for staff in intercultural competences following the principles of co-operation outlined in section 5, and also give the training in the relevant foreign language(s). Establish procedures and develop tools to reassess staff competences on a regular basis. • Include intercultural competences as one of the criteria for selecting teaching staff, bearing in mind the specific skills needed for the international activities planned. • Acquire specific knowledge and experience of the target culture(s). • Adjust terms and conditions of employment, and motivate staff to be internationally mobile. • Develop a checklist of the specific competences required by teaching staff, taking into account the educational and work culture of the target country/region. Include in the checklist:
--	--

¹¹ The Business Environment Risk Intelligence is the private source for comprehensive ratings, analyses, and forecasts for over 140 countries. It provides political and economic risk analysis utilising quantitative analysis and scenario assessments.

	<ul style="list-style-type: none"> ▪ Teaching competences (language awareness, intercultural competences, teaching methods, assessment etc.), ▪ Social skills (interpersonal skills, empathy, communicative skills, verbal skills and the ability to work in an intercultural team) and ▪ Personal competences (e.g. self-awareness in intercultural contexts). <ul style="list-style-type: none"> • Ensure that all partners apply the same quality when evaluating and selecting teaching staff. • Ensure that the terms and conditions for staff deployed abroad are respected, and that the principles of equal opportunities are upheld. • Standardise staff appraisal criteria. • Promote a sense of commitment among staff and try to ensure low staff turnover. • Encourage good practice by giving special recognition to staff who achieve outstanding results in international learning services • Develop the ability of staff to recognise bias in areas such as gender, race, age, disability etc in learning materials and in the classroom, as well as training them to respond appropriately to bias and intercultural incidents.
--	---

4.6.2 Evaluation of LSP competences, performance management, and professional development	
Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	a) Assess, evaluate and document the competences for each employee in relation to their job description. <ul style="list-style-type: none"> • Establish specific criteria and objectives for developing the competences of staff to support the internationalisation of the organization. • When selecting teaching staff take account of their international experience • When evaluating employees, include indicators that relate to intercultural competences and equal opportunities
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	b) Collecting and evaluating feedback on staff competences and performance. <ul style="list-style-type: none"> • When carrying out staff appraisals agree on common criteria but take into account cultural differences in approaches to the appraisal process.
Requirement in ISO 29990	c) Obtaining feedback from staff and associates on their motivation

<p>QUALITY GUIDELINES Recommendation</p>	<p>and job satisfaction</p> <ul style="list-style-type: none"> • Motivate staff to be proactive in the internationalisation process through awareness-raising activities, discussion and demonstration of the benefits. • Encourage all staff to become involved in international ventures taking into account the competences needed
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendation</p>	<p>d) Continuous professional development and its evaluation and documentation.</p> <ul style="list-style-type: none"> • Provide support for professional development, in particular the development of intercultural and language competences.
<p>Requirement ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>e) Evaluation of the competences of the team.</p> <ul style="list-style-type: none"> • Apply the appraisal and review process to all staff involved in the international provision of learning services. • Include among the appraisal criteria the ability to handle conflict and intercultural competences.
<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendation</p>	<p>f) compliance with legislative and general standards</p> <ul style="list-style-type: none"> • Take account of international and country-specific legislation and standards.

4.7 Communication management (internal/external)

<p>Requirement in ISO 29990</p> <p>QUALITY GUIDELINES Recommendations</p>	<p>Facilitating two-way-communication on all issues that may have a direct impact on staff and associates.</p> <ul style="list-style-type: none"> • In formal and informal communication with staff and partners, bear in mind the cultural and social norms of the respective countries. • Take account of international standards when developing a communications policy • Provide means and opportunities to enable staff to communicate informally and openly irrespective of their culture and where they are located. • Organise international working meetings of staff using internet-based communication systems if necessary, and encourage them to develop personal contacts. • Adapt the organisation of meetings and other forms of communication to cultural expectations, and establish an acceptable and businesslike way of working (e.g. set fixed times and agendas for
---	--

	<p>meetings; record the outcomes in minutes).</p> <ul style="list-style-type: none"> • Promote the setting up of international networks and exchanges of experiences among teachers (e.g. through EU programmes). • Offer participants opportunities for networking and further contact after completion of the learning service.
--	---

4.8 Allocation of resources

Requirement in ISO 29990	Ensuring the selection and deployment of staff and learning resources, bearing in mind any specific needs.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Select resources that meet the learning needs of the target groups abroad bearing in mind international standards relating to vocational training. • Plan and make available the financial resources needed for internationalisation in line with the agreed policy on “return on investment”. • Take account of differences in staff flexibility when planning resources, especially as regards international mobility, possible restriction in the assignment of female or male teaching staff etc.

4.9 Internal audits

Requirement in ISO 29990	Determining a procedure for internal audits
QUALITY GUIDELINES Recommendation	<ul style="list-style-type: none"> • The audit procedures used should also apply to locations abroad. If necessary, the procedures can be adapted for local use.
Requirement in ISO 29990	Taking into account relevant processes and areas as well as previous audits.
QUALITY GUIDELINES Recommendations	<ul style="list-style-type: none"> • Use the agreed quality assurance and quality control procedures both for the educational institutions abroad and for those in the home country. • Define the areas of responsibility for quality management and internal audits.
Requirement in ISO 29990	a) Deployment of suitably qualified persons.
QUALITY GUIDELINES Recommendation	<ul style="list-style-type: none"> • If necessary, train internal auditors at foreign locations or send internal auditors from the home country.
Requirement in ISO 29990	b) Auditors do not audit their own work.
QUALITY GUIDELINES	<i>No specific recommendation required.</i>

Recommendation	
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	c) The staff concerned are informed of the outcome of the audit. <ul style="list-style-type: none"> • Ensure employees at foreign locations have access to information on the outcomes of audits.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	d) Identification of opportunities for improvement. <ul style="list-style-type: none"> • Ensure locations abroad are included in the process of continuous quality improvement.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	e) Dealing with results appropriately. <ul style="list-style-type: none"> • When implementing suggestions for improvement in one location, take account of issues identified at other locations, particularly those abroad.

4.10 Feedback from interested parties

Requirement in ISO 29990 QUALITY GUIDELINES Recommendations	Collect feedback, give answers and react if necessary <ul style="list-style-type: none"> • Develop joint criteria and standards for customer satisfaction. • Take account of country-specific factors in preparing evaluation instruments and analysing the evaluations made by the various interested parties. • Develop a common method for measuring customer satisfaction and train all staff to use it • Implement an internationally agreed approach to change management.
Requirement in ISO 29990 QUALITY GUIDELINES Recommendation	Process for handling complaints and appeals. <ul style="list-style-type: none"> • Develop a system for handling complaints and appeals, taking into account cultural features (e.g. for cultures in which complaints are not made openly). • Make the procedures for making complaints known to learners and clients and, if necessary, help them to use them.

Annex A: Code of conduct for international partners

QUALITY GUIDELINES FOR INTERNATIONAL EDUCATIONAL COOPERATION CODE OF CONDUCT FOR INTERNATIONAL PARTNERS

In taking account of the recommendations in the Quality Guidelines, partners in international educational cooperation agree to follow the following Code of Conduct:

A. General

Partners agree to:

- (1) Abide by relevant national and international legislation relating, for example, to the registration and financial management of enterprises, employment, equal opportunities, the environment, consumer protection, and data management.
- (2) Take account of national and regional cultures and traditions, and show understanding and respect for all peoples, their values, and ways of life, including educational culture and learning styles
- (3) Respect human rights and basic freedoms, including freedom of thought, conscience, religion, or creed, and combat discrimination of any kind
- (4) Take account of national economic priorities and development objectives, and aim to make a lasting contribution to international economic and social development.

B. Relations with other partners

Partners agree to:

- (1) Respect the independence and competence of other partners
- (2) Strive to develop lasting ties and long-term educational cooperation with them
- (3) Willingly exchange knowhow and share expertise with them
- (4) Protect the interests and assets of other partners
- (5) Appoint a contact person for each venture and make her/him known to other partners
- (6) Regularly exchange information with other partners
- (7) Strive to resolve any conflicts between partners in a spirit of cooperation with the aim of achieving a rapid and just outcome
- (8) Encourage the use of teaching and training methods that are culturally sensitive and that will meet the requirements of life-long learning
- (9) Provide the necessary training for teachers and other staff involved in international programmes.

C. Quality assurance

Partners agree to:

- (1) Cooperate to define agreed quality standards and apply these in cooperative ventures
- (2) Support the process of international standardisation in the field of education and learning undertaken by the International Organization for Standardization, ISO, and the European Union.