



## Qualitätssiegel

für berufliche Bildungsangebote  
auf dem internationalen Markt

## Quality label

for vocational education and training  
on the international market

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dem internationalen Markt

### developed by

k.o.s GmbH, Projekt Koordinierungsstelle Qualität (initiative  
to promote quality development in further vocational training)  
in collaboration with stakeholders from Berlin  
in 2009-2010

### supported by

Berlin's Senate for Labour, Integration and Women's Issues  
– Department for Vocational and Further Training

The development of a quality label in and for the city of Berlin was  
funded by the Senate for Labour, Integration and Women's Issues and  
the European Social Fund.

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In 2009, an initiative to promote the educational work of Berlin-based educational service providers on the international market was launched in Berlin. The idea of assisting educational providers from Berlin in becoming more international led to the development of a quality label for internationally oriented educational services. This label is embedded in a joint marketing strategy and support structure for educational service providers, because high-quality educational services for the international market require both a quality seal and continuous reflection on educational work, in exchange with others, in order to help providers gain a competitive edge. The following considerations and motives were the basis for the development of this initiative:

- Due to increasing competition for highly skilled workers, converging markets and the rising demand for educational services in other (mostly non-European) countries, the international orientation of education providers has become more and more important. Education is a sought-after service all over the world, and providers from Berlin are increasingly competing on the global market.
- This demand from abroad calls for educational offerings that are implemented as high-quality and participant-oriented services. The German vocational training system, for example, enjoys a very good international reputation. Berlin's education providers boast the necessary know-how and expertise in vocational education and training.

So the task was, on the one hand, to develop a quality label that could serve as a certification of recognised quality criteria and, on the other, to devise a strategy for helping the providers tap new markets and support their practical efforts to become more international.

Under the heading "Quality label for vocational education and training on the international market (Qvet)", a quality-centred approach that focuses on well-founded customer- and skill-oriented planning and design of educational services for the international market was developed between 2009 and 2010. The quality-centred approach supports the competent development and implementation of the educational service on the international market and enables education

providers to expand their scope of action to the international level. This manual presents the results of the development process in Berlin. The first chapter describes and explains the objectives and purpose of the quality-centred approach. It also talks about the partners involved in the development process, the basis for the quality label's development and its structure. The second chapter introduces the label's catalogue of requirements, as well as the descriptions, explanations and documents that have to be submitted for the quality report, and explains how to do this. The third and final chapter provides ideas for further establishing the quality label.

The development of the Qvet quality label was supported and funded by the Department for Vocational and Further Training of Berlin's Senate for Labour, Integration and Women's Issues. Internationally active educational service providers from Berlin, education export consultants, business stakeholders and policymakers also made important contributions. We would like to thank all of them for their ideas and improvements, as well as for their critical reflection during the quality label's development process.

The joint process of discussion and development led to the establishment of the "Berliner Gesellschaft für internationales Bildungsmarketing e.V." which will follow up on the implementation of the Qvet quality label as a non-profit association.

Kerstin Liebich

State Secretary for Integration and Labour (2006-2011)

Senate for Integration, Labour and Social Issues (Berlin)

## On the importance of making continuing education in Berlin more international

### Be international – be a city of knowledge – be Berlin

Berlin is a metropolis that is home to people from 180 different nations, a city with a diverse educational landscape and a long-standing tradition as a centre of learning. Boasting a wide range of educational service providers, financed either publicly, by funds earmarked for boosting employment, or privately, Berlin is an attractive place to spend part of one's educational career, be it for university or vocational education. That makes continuing education a significant economic factor for a service metropolis like Berlin. Educational service providers are both organisations that make a major contribution to reducing existing qualification deficits and tapping the potential of the available workforce for companies in need of highly skilled workers and employers of multi-talented qualified teaching staff.

Educational service providers are a frequently underrated urban economic factor. Because this market is segmented and individual providers often have little contact to one another, it is often difficult to grasp the variety of all the services on offer. Educational service providers often focus on only a small part of all potential paying customers, and their diverse experience is not sufficiently used to create a diversified service structure. At the same time, Berlin has a great deal of experience in providing educational services. The special challenges of this city have always called for high-quality educational services, especially in the field of vocational education and training – be it the transformation after the fall of the Wall, which was dominated by educational services funded with money earmarked for boosting employment, or the high percentage of people with an immigrant background and labour market demands on immigrants that are not being met by general education alone, or disadvantaged youth who receive their initial vocational training in the publicly financed training and transition system because there are not enough in-company training places. All of this adds up to experience that Berlin's educational service providers can build on. As a well-known university town, Berlin is an attractive place for students seeking higher education. It offers a sophisticated range of educational

services for adults, for both highly or less qualified employees and unemployed people, with more than 600 very different educational providers on the market. This makes Berlin a good place for innovative and transnational services, supported in particular by the European Social Fund, and one that provides differentiated, high-quality services that meet the demands of the market. The platform [www.berlin-transfer.net](http://www.berlin-transfer.net) gives you a short overview of the diversity of educational models developed in Berlin. The further training database (Weiterbildungsdatenbank) at [www.wdb-berlin.de](http://www.wdb-berlin.de) provides a first impression of the diversity of vocational training offerings. With the aim of matching people interested in education with the right educational services, Berlin has a quality-tested, independent, differentiated, and publicly financed system of educational guidance and counselling ([www.bildungsberatung-berlin.de](http://www.bildungsberatung-berlin.de)).

The “Framework Strategy for Foreign Trade in Berlin” that was adopted on 22 October 2010 by Berlin’s Senate states in Chapter 4.4.4 “On the Internationalisation of Educational Services” that “In a globalised and increasingly information- and knowledge-based society, vocational education and further training are a fundamental prerequisite for economic development and competitiveness. Education markets are becoming more and more international, and education export is a very dynamic market for the future. Berlin is a city of knowledge and education and, particularly in the field of initial and continuing education, has strong and extensive expertise in training specialists. German educational services have an excellent reputation internationally. However, it is important to demonstrate to Berlin’s educational service providers the economic potential to be tapped by making these services more international and to support their activities in the framework of an international educational marketing strategy.

The Directorate for Labour and Vocational Education and Training at Berlin’s Senate for Integration, Labour and Social Issues has launched an initiative to provide support for internationalising educational services. This includes both educational services offered in other countries and international participants in services offered in Berlin.” Against this backdrop, providing educational services to customers outside the European Union is one component for boosting Berlin’s economic clout as a service capital and for fostering the

quality and competitiveness of educational services made in Berlin. And there is a two-fold benefit: by initiating new co-operation and venturing into new markets, developing educational services in Berlin for customers outside the European economic area can help strengthen the economic position of educational service providers; in times where the Federal Employment Agency is cutting back on its purchase of educational services, these international services could also be an opportunity to secure the income and jobs of educational services providers. At the same time, the definition and marketing of new educational services for new customers requires a revised approach to determining the strengths and weaknesses of a company and its services. Reviewing the “assets”, the core of the services on offer, is also vital to securing the company’s operation and its future development. Offering international services also calls for additional skills on the part of the staff and the company. Apart from intercultural skills that are necessary to providing high-quality international educational services, these would be, for example, language skills. Thanks to Berlin’s international structure, these skills are readily available in our city.

The “Qvet” quality label developed in Berlin has backed up this strategic approach with a useful tool for practical implementation. It creates a joint platform for educational providers from Berlin and their (potential) customers that enables them to put their ideas into practice. On top of having a sound theoretical basis, the label’s development process was always focused on its practical application on the market, which is why it can now be used by both providers and customers. And it will become even more useful as its practical application becomes more widespread. It opens up new perspectives and new markets – and a good opportunity to bring high-quality educational products from Berlin into use outside the city. The “Berliner Gesellschaft für Internationales Bildungsmarketing” (Berlin Society for Educational Marketing) will continue to work with this tool and use it to keep “education made in Berlin” an internationally renowned trademark.

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