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ISO/IEC JTC 1
Information Technology

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ISO/IEC JTC1 SC36
Information Technology for Learning, Education, and Training

Title:

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Source:

JTC1/SC36 Secretariat

Project:

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P, O, & L Members

ISO/IEC JTC1 SC36 notes:

When created in 2006, ISO TC 232 was named "ISO TC 232 Educational Services". Document ISO/TS/P 201 contains the initial request. The request was approved and ISO TC 232 was created. Please note at the proposed and approved Scope of ISO TC 232 contains the text "**The TC shall not create standards in the field of information technologies for learning, education, and training.**"

Subsequently, ISO TC 232 requested a change of Title and Scope to the ISO TMB on 2007-08-30 contained in TMB document 64/2007. In document 64/2007, ISO TC 232 provided what seemed to be the original Title and Scope from ISO/TS/P 201, with strike outs and replacement text for consideration. However, TMB document 64/2007 with strikeouts does not contain the original approved Scope as contained in ISO/TS/P 201. The original approved Scope contained in ISO/TS/P 201 contains the text "**The TC shall not create standards in the field of information technologies for learning, education, and training.**" This text, along with other texts from the original Scope of ISO TC 232, is not included in TMB document 64/2007 request as strike outs. At the time the TMB approved the ISO TC 232 request contained in 64/2007, members might not have been aware of the full Scope previously approved for ISO TC 232. As per the approved request contained in 64/2007, the current ISO TC 232 Scope is as follows:

Scope
Standardization of:
- requirements for non-formal education and training services
- requirements for transparency in relation to formal educational systems
- requirements for ethical conduct
mainly for persons over 16 engaged in non-formal education (as defined by UNESCO) whether for individual or institutional clients.

The TC will take into account people with disadvantages and/or special needs.
The TC will take into account ISO's global relevance policy as regards the parts of the world not directly represented in the TC work.

NOTE **Non-formal education** [UNESCO definition]
Any organized and sustained educational activities that do not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions [and cater to persons of all ages]. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, and may have differing duration.

ISO/IEC JTC1 SC36 is involved in producing Information Technology (IT) Standards for learning, education, and training for individuals, groups, and organizations. Included in the current program of work for ISO/IEC JTC1 SC36 are Information Technology standards to support "non-formal education" such as IT standards in support of emerging paradigms such as "connectivisum" in learning, education, and training, a form of "non formal education". The National Bodies of ISO/IEC JTC1 SC36 are concerned the text "**The TC shall not create standards in the field of information technologies for learning, education, and training.**" has been removed from the Scope of TC 232, as it may cause overlapping and possibly conflicting and competing Information Technology standards for learning, education and training in the global marketplace.

ISO/IEC JTC1 SC36 respectfully requests ISO/IEC JTC1 to formally request the ISO TMB to re-insert the text "**The TC shall not create standards in the field of information technologies for learning, education, and training.**" back into the initially approved Scope of ISO TC232 as contained in ISO/TS/P 201, and inadvertently left out of 64/2007 as strike outs. The revised ISO TC 232 Scope with the requested re-inserted text would be as follows:

Scope
Standardization of:
- requirements for non-formal education and training services
- requirements for transparency in relation to formal educational systems
- requirements for ethical conduct
mainly for persons over 16 engaged in non-formal education (as defined by UNESCO) whether for individual or institutional clients.

The TC will take into account people with disadvantages and/or special needs.
The TC will take into account ISO's global relevance policy as regards the parts of the world not directly represented in the TC work.
The TC shall not create standards in the field of information technologies for learning, education, and training.

NOTE **Non-formal education** [UNESCO definition]
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Organisation internationale de normalisation
International Organization for Standardization
Международная Организация по Стандартизации

TO THE ISO MEMBER BODIES

Our ref.   TMB / ISO/TS/P 201

Date   2006-04-06

Dear Sir or Madam,

ISO/TS/P 201 *Educational services*

Please find attached herewith a proposal for a new field of technical activity submitted by DIN (Germany).

According to subclause 1.5.6 of Part 1 of the ISO/IEC Directives, you are kindly invited to complete the attached ballot form and return it to the Secretariat of the ISO Technical Management Board before **6 July 2006**, or electronically as an attachment to *tmb@iso.org* if you wish to reply by e-mail. The ballot form (Form 02) could also be downloaded from the ISOTC Portal in the section ISO forms.

Yours faithfully,

Michael A. Smith
Secretary of the Technical Management Board

Encl:
TS/P 201
Ballot form (Form 02)

cc: Vice-President (technical management)

HG/TMB_TS/P201 CL

	PROPOSAL FOR A NEW FIELD OF TECHNICAL ACTIVITY	
	Date of proposal 2006-02-07	Reference number (to be given by Central Secretariat)
	Proposer DIN (Germany)	**ISO/TS/P 201**

A proposal for a new field of technical activity shall be submitted to the Central Secretariat, which will assign it a reference number and process the proposal in accordance with the ISO/IEC Directives (part 1, subclause 1.5). The proposer may be a member body of ISO, a technical committee or subcommittee, the Technical Management Board or a General Assembly committee, the Secretary-General, a body responsible for managing a certification system operating under the auspices of ISO, or another international organization with national body membership. Guidelines for proposing and justifying a new field of technical activity are given in the ISO/IEC Directives (part 1, annex Q).

The proposal (to be completed by the proposer)

Subject (the subject shall be described unambiguously and as concisely as possible)

Educational services

Scope (the scope shall define precisely the limits of the proposed new field of activity and shall begin with "Standardization of ..." or "Standardization in the field of ...")

Standardization in the field of services for learning, education and training to support individuals, groups, or organizations, in particular in vocational education. This involves setting standards in specific areas of non-public training and education, the initial focus being on vocational and in-company training and language training.

The TC shall not create standards or technical reports that define cultural conventions. The TC shall not create standards in the field of information technologies for learning, education, and training.

Purpose and justification (the justification shall endeavour to assess the economic and social advantages which would result from the adoption of International Standards in the proposed new field)

The purpose of the proposed ISO technical committee is to create a suitable framework for preparing standards in the field of educational services. The technical committee is also open to standards proposals relating to other areas of non-public education that share the common concern of encouraging cooperation in quality assurance, whereby particular emphasis is placed on the exchange of models and methods and the establishment of common criteria and principles. Core elements are ensuring the quality and effectiveness of the education or training and improvement of knowledge transfer whilst also enhancing the transparency and comparability of the range of educational services provided.

A number of factors determine the quality of further education and training: the extent to which it builds on knowledge an employee already possesses and the degree to which it is geared to his field of activity, the degree to which it is tailored to company needs and practice; and finally, the successful transfer of the acquired knowledge or skills to the place of work. Thus, quality assurance requires maximum cooperation between educational establishments and companies or students. Standards ensure this interaction.

It is becoming more and more apparent that quality needs to be standardized in the field of education, as measurable results and educational structures can optimize learning progress, increase transparency in the education market and make it easier to choose between competitors. The availability of quality standards is crucial if quality assurance is to be translated into systematic quality development.

The importance of the proposed standardization results from the positive impact quality standards have on the communication of knowledge, skills and competence on the one side and the advancement of knowledge as a key to successful corporate management on the other. A lifetime of learning and vocational training are now decisive factors determining competitiveness and sustainability. Companies must use new ways of imparting knowledge to meet the challenges of ever shorter innovation and knowledge cycles.

Given the aim of vocational training is to improve competitiveness, it must be customized to company needs. This involves directing measures towards the requirements of the company whilst also considering the needs and capabilities of the individual. The collation of standardized data on the status of skills and requirements plays an important role in ensuring that education, training and quality assurance are tailor-made. After all, the quality of the education or training education providers offer determines whether and to what extent they will enjoy market success.

In line with corporate requirements and beyond these, consideration of the learning needs at the individual level requires greater quality control in order to support and safeguard the life-long learning process.

Programme of work (list of principal questions which the proposer wishes to be included within the limits given in the proposed scope, indicating what aspects of the subject should be dealt with, e.g. terminology, test methods, dimensions and tolerances, performance requirements, technical specifications, etc.)

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The standardization project will cover the following:


- Results of the training or educational measures

- Monitoring (internal testing of individuals and companies providing educational
services, quality testing by external parties)

- Curriculum requirements (methodological teaching concept)

- Requirements relating to teachers and instructors

- Standards for quality testing

- Classification of quality levels in specific knowledge areas (e.g. for language
certificates)

- Knowledge acquisition and communication methods and techniques

- Methods and criteria by which to measure customer satisfaction (i.e.
individuals receiving education or training and companies)

- Methods and criteria for monitoring of training or education.
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Survey of similar work undertaken in other bodies (relevant documents to be considered: national standards or other normative documents)

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A survey will be undertaken in the course of the actual standardization work.
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Liaison organizations (list of organizations or external or internal bodies with which cooperation and liaison should be established)

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- to be decided -
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Other comments (if any)

`DIN as the proposer is prepared to provide the necessary chair and secretariat resources. DIN got the confirmation from TCVN (ISO member Vietnam) for support of the initiative and will therefore collaborate closely with TCVN.`

Signature of the proposer

Dr. Muehlbauer, Holger

DIN German Institute for Standardization

2006-02-07

Comments of the Secretary-General (to be completed by the Central Secretariat)

Signature

Michael A. Smith
Secretary of the TMB

ISO TECHNICAL MANAGEMENT BOARD

SUBJECT **Modified title and scope of ISO/TC 232**

BACKGROUND

ISO/TC 232 *Educational services* decided, at its first meeting on 26-27 March 2007 in Berlin (Germany), to finalize its title and scope as indicated below (original title and scope indicated by strikeout).

Title:

~~Educational services~~
Learning services for non-formal education and training

Modified scope:

~~Standardization in the field of Educational services~~
Standardization of:
- requirements for non-formal education and training services
- requirements for transparency in relation to formal educational systems
- requirements for ethical conduct
mainly for persons over 16[*] engaged in non-formal education (as defined by UNESCO) whether for individual or institutional clients.

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Brackets inserted

ACTION

The members of the Technical Management Board are invited to:

- inform us whether they agree with the final title and scope of ISO/TC 232 by no later than **28 September 2007**.

Please reply by e-mail to the address below and specify the number of this form:

tmb@iso.org