

ISO/TC 232

Business Plan

2021 - 2024





STRATEGIC BUSINESS PLAN

ISO/TC 232

EXECUTIVE SUMMARY

The purpose of this business plan is to describe the work of ISO Technical Committee 232 (henceforth called "ISO/TC 232"), the stakeholders, and the benefits of this work.

ISO/TC 232 serves the field of education and learning services, for both the formal sector and those services outside of it. ISO/TC 232 develops ISO deliverables to improve the quality, effectiveness and efficiency of education and learning worldwide. Standardization in this field will improve global comparability of the range and outcomes of educational and learning services, increase transparency regarding the competences, qualifications, and skills required of those working in the field of educational and learning services, and improve the management of education and learning services.

Per the World Bank, an average of 4.77 % of Gross Domestic Product (GDP) was expended on education in 2017 in the formal sector alone. World GDP in 2017 was \$ 77.28 Trillion USD. This yields an international economic activity of \$ 3.74T USD for the formal educational sector. Estimating that an additional 1 % of GDP was spent on education and learning services outside the formal sector, the global market for education and learning services was \$ 4.45T USD in 2017. Moreover, improving educational outcomes at all levels has become a significant focus of many international organizations, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Co-operation and Development (OECD). Additionally, the World Trade Organization (WTO) considers education as a main area in international services in its General Agreement on Trade and Services (GATS).

ISO/TC 232 activities in the standardization of education and learning services are focused on, but not limited to:

- educational and learning services;
- management systems;
- facilitators and their training;
- assessment;
- terminology;
- ethical conduct.

The TC will base its work on market needs, state of the art and feedback, taking into account the net benefit of the interested parties and learners with 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.

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1. INTRODUCTION

1.1 *ISO technical committees and business planning*

The extension of formal business planning to ISO Technical Committees (ISO/TCs) is an important measure which forms part of a major review of business. The aim is to align the ISO work programme with expressed business environment needs and trends and to allow ISO/TCs to prioritize among different projects, to identify the benefits expected from the availability of International Standards, and to ensure adequate resources for projects throughout their development.

1.2 *International standardization and the role of ISO*

The foremost aim of international standardization is to facilitate the exchange of goods and services through the elimination of technical barriers to trade.

Three bodies are responsible for the planning, development and adoption of International Standards: [ISO](#) (International Organization for Standardization) is responsible for all sectors excluding Electrotechnical, which is the responsibility of [IEC](#) (International Electrotechnical Committee), and most of the Telecommunications Technologies, which are largely the responsibility of [ITU](#) (International Telecommunication Union).

ISO is a legal association, the members of which are the National Standards Bodies (NSBs) of some 164 countries (organizations representing social and economic interests at the international level), supported by a Central Secretariat based in Geneva, Switzerland.

The principal deliverable of ISO is the [International Standard](#).

An International Standard embodies the essential principles of global openness and transparency, consensus and technical coherence. These are safeguarded through its development in an ISO Technical Committee (ISO/TC), representative of all interested parties, supported by a public comment phase (the ISO Technical Enquiry). ISO and its [Technical Committees](#) are also able to offer the ISO Technical Specification (ISO/TS), the ISO Public Available Specification (ISO/PAS) and the ISO Technical Report (ISO/TR) as solutions to market needs. These ISO products represent lower levels of consensus and have therefore not the same status as an International Standard.

ISO offers also the International Workshop Agreement (IWA) as a deliverable which aims to bridge the gap between the activities of consortia and the formal process of standardization represented by ISO and its national members. An important distinction is that the IWA is developed by ISO workshops and fora, comprising only participants with direct interest, and so it is not accorded the status of an International Standard.

94 **2. BUSINESS ENVIRONMENT OF THE ISO/TC**

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96 **2.1 Description of the Business Environment**
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98 The following political, economic, technical, regulatory, legal and social dynamics describe
99 the business environment of the industry sector, products, materials, disciplines or practices
100 related to the scope of this ISO/TC, and they may significantly influence how the relevant
101 standards development processes are conducted and the content of the resulting standards:
102

103 Many social and economic changes affect all economies. This phenomenon is global.
104

105 Jobs evolve rapidly and become more complex. New jobs appear so it is essential to adapt
106 competences (see ISO 9000, 3.10.4) and anticipate those of tomorrow by supporting
107 educational and learning services provider's good practices and shared rules. This is why
108 standardization (ISO/TC 232 and ISO/PC 288) has focused since 2007 on the quality of the
109 learning services and its organization (ISO 21001, ISO 29993).

110 The stake is economic but also social and societal. The same goes for competitiveness,
111 innovation, the growth of each country and the employability of each employee. Faced with
112 this challenge, the educational and learning sector must be transformed in order to meet the
113 expectations of organizations and learners (which are themselves in evolution).

114 Organizations have new requirements; they are becoming increasingly aware of the strategic
115 dimension of human capital and of the need to develop competences and knowledge. Human
116 capital is now considered as a strategic priority by the most dynamic and successful
117 organizations all over the world.

118 With this new conception of the value of the competence and its challenges, the return on
119 investment becomes central, so standardization is naturally interested in assessment and
120 evaluation (ISO 29992).

121 The reactivity of the educational and learning services offer and its agility become essential
122 for an adaptation as close as possible to the needs and work situations. These new
123 requirements are reinforced by digital transformation. Formats and learning methods are
124 evolving, learning is being carried out more and more outside the traditional face-to-face
125 context, we are witnessing a break-up of the training action which is no longer just a unity of
126 time, place and action.

127 This evolution is particularly evident in the arrival of blended-learning (a mix of different
128 pedagogical modalities that combines face-to-face and distance learning). For this, training
129 organizations must rely on new tools that increasingly mobilize the digital. ISO/TC 232 in the
130 pursuit of its standardization program (ISO/TC 232) wishes to support these new needs by
131 proposing a new standard on distance learning.
132

133 If we can learn today everywhere, on different media and on any subject, we still need to rely
134 on professional development skills to ensure the relevance of training and the reality of the
135 learning. ISO/TC 232 therefore not only has a great responsibility in developing the sharing
136 of good practices around the world, but also in finding answers and tools adapted to the
137 evolving needs of countries. Innovation is integrated into the concerns of this committee.
138

139 A number of factors determine the quality of education and learning:

- 140 – the extent to which it builds on knowledge that a learner already possesses;
- 141 – the degree to which it is geared to his/her field of activity;
- 142 – the degree to which it is tailored to organization needs and practice;
- 143 – the successful transfer of the acquired knowledge or skills;
- 144 – the suitability of content and learning methods to the specific target groups.

145 These ISO deliverables ensure the interaction among interested parties. It is becoming more
146 and more apparent that quality needs to be standardized in the field of education and
147 learning, as measurable results and educational structures can optimize learning progress,
148 increase transparency in the educational and learning service market and make it easier to
149 choose between competitors' offerings. The availability of quality standards is crucial if
150 quality assurance is to be achieved.

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153 **2.2 Quantitative Indicators of the Business Environment**
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155 The following list of quantitative indicators describes the business environment in order to
156 provide adequate information to support actions of the ISO/TC:
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160 **The state of the art in ISO/TC 232**

161 The level of education and learning system plays a very important role in the nation's labor
162 force resources development. Also the globalized and fast-changing knowledge-based
163 economy requires people to quickly and consistently learn new skills and knowledge in their
164 lives. Therefore, it has become a global consensus that most nations pay great attention on
165 promoting the public education capacity and cultivating the private learning market.
166 According to the World Bank, an average of 4.77 % of GDP was expended on Education in
167 2017 in the formal sector alone. World GDP in 2017 was \$ 77.28 Trillion USD. In GDP terms,
168 that yields an international economic activity of \$ 3.74 T USD; in terms of Purchasing Power
169 Parity, which was \$ 105 T USD in 2017, this yields \$ 5.13 T USD. If we assume for the sake
170 of argument that an additional 1 % of GDP spent outside the formal sector, we have \$ 4.45 T
171 USD in GDP on learning, education, and training in 2017.
172

173 Within the past few years, the topic of quality of education and learning services has gained
174 momentum in many countries. Many international organizations like the United Nations
175 Educational, Scientific and Cultural Organization (UNESCO) and the Organization for
176 Economic Co-operation and Development (OECD) have turned to the field of education in
177 context of their mandate. *As the world marks the first International Day of Education on*
178 *24th January 2019, UNESCO Bangkok is acutely aware that education as a human right*
179 *affects all of us, defining our opportunities to earn livelihoods, the peace and safety of our*
180 *societies, and individual development in every aspect.*
181

182 The World Trade Organization (WTO) also considers education as a main area in
183 international services in its General Agreement on Trade and Services (GATS). In connection
184 to this, the necessity of transparency and comparable International Standards has been
185 stressed repeatedly.
186

187 The European Union has intensified its engagement for quality in education. The
188 enumeration could be continued for further international and regional organizations.
189

190 **Recent or expected technical changes and major innovations**

191 With the rapid growth of economy and technology, the process, method, delivery, location
192 and lots of other aspects of education and learning are being influenced by the economic and
193 technical changes and innovations all the time. For recent years, the main technical changes
194 and major innovations include but not limit to the Distance Education and Learning, the
195 Online Learning, the Self-learning Software, the Computer-aid Learning, the Mobile Learning,
196 the Abroad Education and Learning and so on.
197

198 Additionally, the migrant education is also one of the world-wide most heated issues
199 nowadays. According to UNESCO's latest article, *the Asia-Pacific is a region of extraordinary*
200 *diversity, representing both monumental potential and challenges. Remarkable progress has*
201 *been made in recent years, with just few examples illustrating the breadth of the field. Across*
202 *South-East Asia, countries have made major strides enrolling tens of thousands of migrant*
203 *children in formal education systems and community learning centers. Countries such as*
204 *Nepal are leading education reforms for least-developed country relying on a data-driven*
205 *approach derived from national assessments. More and more countries are signing on to the*
206 *Tokyo Convention, enabling cross-border mobility in Asia-Pacific higher education.*
207

208 **Categories of relevant stakeholders**

209 The potential stakeholders with an interest in developing education and learning standards
210 include the following groups:

- 211 – Sponsors;
- 212 – Learners;
- 213 – Educational organizations and learning services providers;
- 214 – Facilitators;
- 215 – Government regulators;
- 216 – Other beneficiaries.

217 (For the possible benefits for each group of stakeholders, please see clause of 3 *BENEFITS*
218 *EXPECTED FROM THE WORK OF THE ISO/TC*)

219
220 To increase the diversity of participation throughout the international standard development
221 process, more sponsors, learners and other relevant stakeholders will be invited to give their
222 own perspective of comments to the specific standard content.
223

224 **Social, safety, health, environmental or cultural issues**

225 The inequality and unbalance of education is the most crucial issue that being faced by
226 almost every country in the world, especially developing and undeveloped regions. *There are*
227 *more than 262 million children and youth out of school worldwide, including 18 million in*
228 *South Asia alone. While 58 % of the world's youth between the ages of 15 and 24 resides in*
229 *the Asia-Pacific, about 21 % are not employed or enrolled in education or any other form of*
230 *training. Although the statistics vary by country, girls and women are often woefully*
231 *underrepresented in the STEM disciplines. About 40 % of children worldwide are not taught*
232 *in their mother tongue, undermining their learning potential, with special significance in the*
233 *Asia-Pacific, home to more than half of the world's living languages. (UNESCO, 2019)*
234

235 Moreover, for the learners/students who got the opportunities for education and learning may
236 require more attentions varies depends on their ages, capacities, health conditions, genders
237 and so on. For instance, the young, elderly, disabled or other vulnerable learners must be
238 treated in proper manner while being educated. Also, the education environment, the
239 education delivery method (both in virtual and practical), the education materials, facilities
240 and tools, the protection of personal private information and other similar issues could
241 directly influence the safety and health of learners/students.
242

243 Besides the learners/students, the safety and health of facilitators and other stakeholders is
244 also a very important issue that needs to be considered throughout the education and
245 learning processes, for example the occupational diseases and so on.
246

247 Meanwhile, the activities of education and learning can be affected by the cultural issues too.
248 For example, even the same teaching textbook will easily cause misunderstanding or culture
249 shock in different regions. Therefore, the standardization could be a world-recognized
250 effective method to decrease the differences and eliminate disputes.
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253 **Real or potential technical barriers to trade**

254 *According to the World Declaration on Education for All, basic learning needs “comprise both*
255 *essential learning tools (such as literacy, oral expression, numeracy and problem solving)*
256 *and basic learning content...required by human beings to be able to survive, to develop their*
257 *full capacities, to live and work in dignity, to participate fully in development, to improve the*
258 *quality of their lives, to make informed decisions and to continue learning” (UNESCO, 1990,*
259 *Art I. 1.)*
260

261 30 years later, to addressing the literacy and life skills needs and achieving the equal
262 opportunities by securing the full participation of all societies to reaching the necessary
263 education and learning is still a globally urgent task. Under this background, standardization
264 can be an effective method to against the existed technical barriers in the international and

265 domestic trade of education, such as the lack of transparency, the unbalanced educational
266 level in different regions (which normally based on the differences of local social, economic
267 and technical capacity), the language of educational materials and textbook, the difficulties to
268 access to education and so on.

269 **Other regulatory and legal issues**

270 The existing international, regional and national legislations include but not limited to the
271 followings:

- 272 – Global Education 2030 Agenda (UNESCO)
- 273 – [Education 2030 Framework for Action](#) (UNESCO)
274 (see <https://en.unesco.org/themes/education> for details)
- 275 – Incheon declaration : education 2030 - towards inclusive and equitable quality education
276 and lifelong learning for all (World Bank)
277 (see [http://documents.worldbank.org/curated/en/167341467987876458/Incheon-](http://documents.worldbank.org/curated/en/167341467987876458/Incheon-declaration-education-2030-towards-inclusive-and-equitable-quality-education-and-lifelong-learning-for-all)
278 [declaration-education-2030-towards-inclusive-and-equitable-quality-education-and-](http://documents.worldbank.org/curated/en/167341467987876458/Incheon-declaration-education-2030-towards-inclusive-and-equitable-quality-education-and-lifelong-learning-for-all)
279 [lifelong-learning-for-all](http://documents.worldbank.org/curated/en/167341467987876458/Incheon-declaration-education-2030-towards-inclusive-and-equitable-quality-education-and-lifelong-learning-for-all) for details)
- 280 – The Common European Framework of Reference (EU)
- 281 – Education and Training 2010 Work Programme (EU)
282 (see [https://www.oecd-ilibrary.org/education/education-policy-outlook-](https://www.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en?_ga=2.86912920.140292871.1548204097-431174984.1548204097)
283 [2018_9789264301528-en?_ga=2.86912920.140292871.1548204097-](https://www.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en?_ga=2.86912920.140292871.1548204097-431174984.1548204097)
284 [431174984.1548204097](https://www.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en?_ga=2.86912920.140292871.1548204097-431174984.1548204097) for details)

287 **3. BENEFITS EXPECTED FROM THE WORK OF THE ISO/TC**
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290 ISO/TC 232 is responsible for developing international deliverables in the field of education
291 and learning services. These deliverables will enable the educational organization and
292 learning service provider to:
293

- 294 – foster shared understanding of and approach to the quality of education and learning
295 services within an organization;
- 296 – implement consistent processes and evaluation tools to demonstrate and increase
297 effectiveness and efficiency of education and learning services;
- 298 – enhance the credibility and value of their education and learning services;
- 299 – disclose information that allows learners (and sponsors) to make informed decision
300 before the acquisition of their education and learning services;
- 301 – make a decision about the level of competence achieved by learners and identify areas of
302 their improvement through assessment;
- 303 – facilitate more personalized learning and effective response to all learners, thereby
304 supporting learners (and sponsors) to successfully achieve their learning objectives;
- 305 – manage competences, qualifications and skills of facilitators which are one of the most
306 important elements regarding the quality of education and learning services;
- 307 – operate in an ethical and transparent manner that contributes to the welfare of learners,
308 sponsors and the society.

309 Other benefits of the work of ISO/TC 232 include but are not limited to:

- 311 – provide learners and sponsors with a point of reference to make an informed decision in
312 the participating education and learning services;
- 313 – improve the consistency of terminology used in the field of education and learning
314 services.
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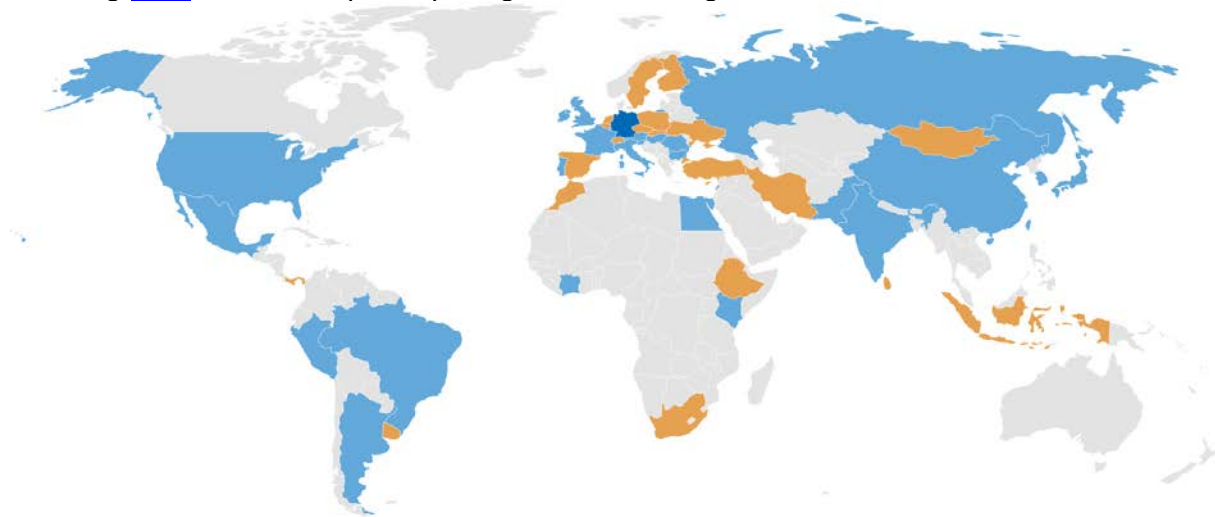
4. REPRESENTATION AND PARTICIPATION IN THE ISO/TC

4.1 Membership

[Countries/ISO member bodies that are P and O members of the ISO committee TC 232](#)

4.2 Analysis of the participation

The ISO/TC 232 consists out of 18 participating members and 12 observing members. The following [map](#) shows the participating and observing countries:



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Effective 2021-01-07

TC 232 members*	Participating	Observing
Africa		
developing economies	Kenya (KEBS) Côte d'Ivoire (CODINORM)	Ethiopia (ESA) South Africa (SABS)
Asia Pacific		
developed economies	Japan (JISC)	Hong Kong (ITCHKSAR)
developing economies	China (SAC) India (BIS) Korea, Republic of (KATS) Pakistan (PSQCA)	Indonesia (BSN) Mongolia (MASM) Sri Lanka (SLSI)
Central and South America		
developed economies	Brazil (ABNT) Mexico (DGN)	
developing economies	Argentina (IRAM) Peru (INACAL)	Panama (COPANIT) Uruguay (UNIT)
Europe		
developed economies	Austria (ASI) Bulgaria (BDS) France (AFNOR) Germany (DIN) Hungary (MSZT) Ireland (NSAI) Italy (UNI) Luxembourg (ILNAS) Malta (MCCAA) Portugal (IPQ) Romania (ASRO) Russian Federation (GOST R) Slovenia (SIST) United Kingdom (BSI)	Belgium (NBN) Cyprus (CYS) Czech Republic (UNMZ) Finland (SFS) Netherlands (NEN) Poland (PKN) Slovakia (UNMSSR) Spain (UNE) Sweden (SIS) Switzerland Turkey (TSE)
developing economies		Ukraine (DSTU)
Middle East		
developing economies	Egypt (EOS) Lebanon (LIBNOR)	Iran, Islamic Republic of (ISIRI) Morocco (IMANOR)
North America		
developed economies	United States (ANSI)	
Worldwide	28	22
developed economies	18	12
developing economies	10	10
<p>listed in alphabetical order Source: International Organization for Standardization (2021-01-07); MEMBERS ELIGIBLE FOR CAPACITY BUILDING SUPPORT BY ISO, https://www.iso.org/committee/537864.html?view=participation, access on 2021-01-07</p>		

330 The map and the chart signalize that there exists a lack in the distribution between
331 developed economies and developing economies/economies with markets in transition. 60 %
332 of all TC members and more than 64 % of the participating members are already developed
333 economies.
334

335 At least the total number of members increases, comparing 2017, 2018 and 2019. In 2018
336 the TC had 33 members (16 participating and 17 observing members). In 2019 the total
337 number of participating members increases to 17 and the number of observing members
338 increases to 22. That's a gain of 18 % and symbolizes the importance of the output of the TC
339 to the world. It also shows the significant growth of interest in education and learning service
340 standards and other ISO deliverables developed by the TC.
341

342 Still, the participation of developing economies/economies with markets in transition and
343 countries of the Asian, African and South American continent should be higher. To ensure
344 the importance and usability of TC standards and other ISO deliverables worldwide and
345 international on the same level of success it's necessary to involve more non-developed
346 economies. Therefore the Strategic Business Plan 2019, the future communication strategy
347 and the Vision of the TC are suitable actions to involve more countries of every economy
348 classification.
349

350 ISO/TC 232 holds four liaisons with committees that can access the documents of
351 ISO/TC 232:

- 352 – ISO/IEC JTC 1/SC 36 - Information technology for learning, education and training;
- 353 – ISO/TC 286 - Collaborative business relationship management;
- 354 – ISO/TC 312 - Excellence in service;
- 355 – ISO/PC 317 - Consumer protection: privacy by design for consumer goods and services.
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357 On the other hand, ISO/TC 232 can access the documents of the following seven liaison
358 committees:

- 359 – ISO/IEC JTC 1/SC 27 - Information security, cybersecurity and privacy protection;
- 360 – ISO/IEC JTC 1/SC 32 - Data management and interchange;
- 361 – ISO/IEC JTC 1/SC 36 - Information technology for learning, education and training;
- 362 – ISO/TC 37 - Language and terminology;
- 363 – ISO/TC 176 - Quality management and quality assurance;
- 364 – ISO/TC 260 - Human resource management;
- 365 – ISO/PC 317 - Consumer protection: privacy by design for consumer goods and services.
366

367 There also exists a liaison between ISO/TC 232 and three organizations.

- 368 – EAQUALS, a Pan-European association for *Evaluation and Accreditation of Quality in*
369 *Language Services*, is an international association of language schools that has a formal
370 inspection scheme to verify the quality offered by their members.
- 371 – EC, *European Commission*, is a supranational body of the European Union (EU). In the
372 political system of the EU, it primarily performs executive tasks and thus corresponds to
373 the government in state systems.
- 374 – UNECE, *United Nations Economic Commission for Europe*, is one of five regional
375 commissions of the United Nations Economic and Social Council whose main objective is
376 to promote pan-European economic integration.
377

378 **5. OBJECTIVES OF THE ISO/TC AND STRATEGIES FOR THEIR ACHIEVEMENT**

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380 **5.1 *Defined objectives of the ISO/TC***

381
382 In order to promote standardization of the management and delivery of educational services,
383 ISO/TC 232 sets forth the following objectives

- 384 – Promotion of ISO/TC 232:
- 385 – Enhance the presence and knowledge about ISO/TC 232 work in different educational
386 fields either formal or non-formal;
- 387 – Management systems for education:
- 388 – the maintenance of ISO 21001:2018 Educational organizations - Management
389 systems for educational organizations - Requirements with guidance for use;
- 390 – Delivery of educational services:
- 391 – Maintain and update standards published by TC 232, and ensure coherence across
392 our deliverables;
 - 393 – Making educational terms and definitions coherent among ISO/TC 232 publications
394 and documents;
 - 395 – Developing additional service standards as indicated by ongoing analysis of market
396 requirements, when it has been assured that there is no over-lap with exiting service
397 standards. Examples of such standards include:
 - 398 – Vocational education;
 - 399 – Facilitator training and continuing professional development;
 - 400 – Infrastructure for the delivery of learning services;
 - 401 – Career counseling services;
 - 402 – Educational and training services delivered in the corporate sector.

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405 **5.2 *Identified strategies to achieve the ISO/TC's defined objectives***

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407 As the title and scope of ISO/TC 232 have recently changed, and as ISO/TMB has assigned
408 the maintenance of ISO 21001:2018 to ISO/TC 232, the TC will necessarily spend a
409 significant part of its resources in terms of time, outreach, and labor on:

- 410 – Incorporating expected new members (P- and O-) into the TC;
- 411 – Working with mirror committees to recruit additional experts for the work of the TC;
- 412 – Managing members with distinct backgrounds in educations (e.g. formal, non-formal
413 and informal);

414
415 As we expect that the expanded scope and membership of ISO/TC 232 will bring new ideas
416 and educational issues to the TC, it may be necessary to contemplate additional pre-
417 formative research to further refine the work plan of the TC.

- 418 – ISO/TC 232 will prioritize the following projects in the near term:
- 419 – Internal review and feedback on ISO 21001:2018;
 - 420 – Development of a transition strategy for ISO 29990:2010;
 - 421 – Completion of a terminology standard (designated as ISO 29995);
 - 422 – Updating existing standards to harmonize them with ISO 21001:2018;
 - 423 – Continuity within ISO/TC 232 standards and work that is ongoing.
- 424 – ISO/TC 232 will continue to draw upon extant standards in specific educational sectors as
425 appropriate.
- 426 – Meetings will continue to be conducted in-person and on-line. ISO/TC 232 typically
427 conducts an in-person plenary meeting in late September, with in-person WG-level
428 meetings in the January-April timeframe. Individual WGs and AHGs meet on-line as
429 needed in order to advance the work of the respective groups. All attempts will be made
430 to optimize the use of on-line meeting platforms.
- 431 – ISO/TC 232 maintains liaisons with:
- 432 – ISO/IEC JTC 1/SC 27, Information security, cybersecurity and privacy protection;

- 433 – ISO/IEC JTC 1/SC 32, Data management and interchange;
- 434 – ISO/IEC JTC 1/SC 36, Information technology for learning, education, and training;
- 435 – ISO/TC 37, Language and terminology;
- 436 – ISO/TC 176, Quality management and quality assurance;
- 437 – ISO/TC 260, Human resource management;
- 438 – ISO/TC 286, Collaborative business relationship management;
- 439 – ISO/TC 312, Excellence in service;
- 440 – ISO/PC 317, Consumer protection: privacy by design for consumer goods and
- 441 services;
- 442 – EAQUALS, Evaluation and Accreditation of Quality in Language Services;
- 443 – EC, European Commission
- 444 – UNECE, United Nations Economic Commission for Europe.

445 At present, ISO/TC 232 comprises the following structure:

- 446 – ISO/TC 232/AG 01, Communication;
- 447 – ISO/TC 232/AHG 02, Feedback on ISO 21001;
- 448 – ISO/TC 232/AHG 04, Auditing guidance for ISO 21001;
- 449 – ISO/TC 232/WG 05, Terminology;
- 450 – ISO/TC 232/WG 06, Distance learning services;
- 451 – ISO/CASCO/WG 58, Joint ISO/CASCO - ISO/TC232 WG: ISO 21030 Requirements
- 452 for bodies providing audit and certification of educational organizations management
- 453 systems.

454 Additional Ad Hoc Groups and Working Groups will be established if needed.

455

456 **6. FACTORS AFFECTING COMPLETION AND IMPLEMENTATION OF THE ISO/TC**
457 **WORK PROGRAMME**
458

459 ISO/TC 232 recognizes the importance of considering and improving the following factors for
460 the successful completion and implementation of its work programme.
461

462 **6.1 Feasibility of work programme**

463 Before and during developing a new standard, ISO/TC 232 needs to consider and discuss
464 the following factors in order to select the feasible target for its standard:

- 465 – the state of educational system in various countries;
- 466 – the state of education and learning service market at which the standard is targeted. (i.e.
467 mature industry, growing industry);
- 468 – the scope of a standard (e.g. formal education, non-formal education or both);
- 469 – the rate of change in market which is affected by external requirements such as technical
470 requirements.
471

472 **6.2 Active participation of experts**

473 Another important factor is the active participation of experts with different background from
474 various countries. Currently only 16 countries contribute to ISO/TC 232 as participating
475 members, and the TC lacks experts with different background and participation from
476 developing and emerging countries. The ISO/TC 232 is now expanding its scope to include
477 formal education and educational organizations and will be responsible for the maintenance
478 of ISO 21001:2018, the scope of which covers educational organizations of both formal and
479 non-formal sectors. It is crucial for the TC to urgently call for experts in the formal education
480 sector from both developed and emerging countries.
481

482 **6.3 Marketing and communication**

483 The implementation of ISO/TC 232 work is also affected by insufficient marketing and
484 communication of the value of its deliverables to the public. This is a critical issue for
485 ISO/TC 232 because the TC is on the edge of losing its reputation due to the future
486 withdrawal of its most utilized standard, ISO 29990:2010. ISO/TC 232 needs to enhance the
487 visibility of its presence and deliverables other than ISO 29990:2010 in the market. In order
488 to tackle with this issue, the TC established the Ad-hoc Group 3 responsible for the
489 development of the communication strategy. As part of the strategy, the TC plans to set up
490 “ISO/TC 232 Communication” webpage covering the items such as below (but are not limited
491 to):

- 492 – Our Mission and vision (see tc232contributor@iso.org);
- 493 – Who are we?
- 494 – What are educational and learning services?
- 495 – Why are these deliverables important?
- 496 – Key benefits of adopting ISO/TC 232 deliverables;
- 497 – Who needs to be involved?
- 498 – How to become a member of ISO/TC 232;
- 499 – List of deliverables and short presentation of each standard;
- 500 – Useful documents regarding our deliverables;
- 501 – FAQs.
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503 **7. STRUCTURE, CURRENT PROJECTS AND PUBLICATIONS OF THE ISO/TC**

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506 **Information on ISO online**

507 The link below is to the TC's page on ISO's website:

508 [ISO/TC 232 on ISO Online](#)

509
510 Click on the tabs and links on this page to find the following information:

- 511 – About (Secretariat, Secretary, Chair, Date of creation, Scope, etc.);
- 512 – Contact details;
- 513 – Structure (Subcommittees and working groups);
- 514 – Liaisons;
- 515 – Meetings;
- 516 – Tools;
- 517 – Work programme (published standards and standards under development).

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521 **Reference information**

522
523 [*Glossary of terms and abbreviations used in ISO/TC Business Plans*](#)

524
525 [*General information on the principles of ISO's technical work*](#)

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