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**Information technology for  
learning, education and training —  
Reference model for information and  
communications technology (ICT)  
evaluation in education**

*Technologies de l'information pour l'apprentissage, l'éducation et la  
formation — Modèle de référence pour l'évaluation des technologies  
de l'information et de la communication (TIC) dans l'éducation*





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## Foreword

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This document was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*.

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## Introduction

Information and communications technology (ICT) has been pervasive in the modernization of society. ICT in education has become integral to achieving quality learning and supporting lifelong learning. The Reference Framework for the Description of Quality Approaches (RFDQ) (ISO/IEC 40180) is an elaborate and extensive process model. It harmonizes existing concepts, specifications, terms and definitions for learning, education and training.

Evaluation of ICT in education is a key issue for policy and strategy development in education. It is also integral to quality assurance of ICT development in education, but also essential to management and decision-making.

This document provides a standard reference for evaluation reports, education policies, related research and significant issues related to ICT in education. As such it aims to support the quality processes related to ICT in education by informing governmental agencies, management organizations, local evaluation units and schools.

This document presents a scientific and rational indicator model and framework of ICT in education to support evaluation and development of ICT deployment in education. Specifically, this document aims to:

- i) establish an evaluation indicators framework for ICT in education with respect to data collection, performance monitoring and decision support services based on the investigation of typical ICT evaluation cases;
- ii) outline approaches to reflect the development level of ICT in education for description or comparison between different regions or schools;
- iii) take localized demand into consideration, proposing optional indicators and expanded indicators based on the information gaps.



# Information technology for learning, education and training — Reference model for information and communications technology (ICT) evaluation in education

## 1 Scope

This document defines an abstract model and an indicator system framework for the evaluation of information and communications technology (ICT) in learning, education and training (LET). The abstract model accommodates requirements domains, including K12 education, vocational education, higher education and continuing education. The framework describes ICT service levels in the areas of learning, education and training, and aims to assist in quality processes associated with ICT in LET contexts.

## 2 Normative references

There are no normative references in this document.