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ISSUES OF IMPROVING THE ORGANIZATIONAL AND LEGAL BASIS OF DISTANCE EDUCATION

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ABSTRACT

In this article, international organizations such as UNESCO Global Convention on the Recognition of Qualifications in Higher Education, UNESCO, International Council for Open and Distance Education (ICDE), European Distance and E-Learning Network (EDEN), Commonwealth of Education (COL), Germany, Great Britain, the United States, Australia, Singapore, Finland, Norway, Poland, Brazil, Canada, China, South Korea, India, Turkey, France, Russia, Saudi Arabia, etc., the experiences of countries with developed distance education are considered.

Studying the experience of foreign countries on the formation of organizational and legal frameworks of distance education is important in improving the quality of distance education programs, activating international cooperation, and ensuring that distance education programs meet the needs of students and the labor market. Within the framework of this research, one of the urgent issues is to study the advanced foreign experience of organizing distance education in higher education institutions.

The author says that it is necessary to propose the ratification of the UNESCO Global Convention "On the Recognition of Higher Education Qualifications", its nature and importance, terms of membership, the positive results achieved based on the experiences of the countries that have ratified it, and possible risks. puts forward a firm position.

KEYWORDS

Qualification recognition, Minevra project, Open universities, COVID-19, accreditation, consortium, non-profit organizations.

INTRODUCTION

For the past half-century, UNESCO has been at the forefront of promoting the recognition of qualifications in higher education, making it a core

activity. The first generation of regional conventions on academic recognition emerged in the 1970s out of

an imperative to promote intellectual solidarity and international understanding.

Europe pioneered the second generation of regional recognition conventions by adopting the Lisbon Convention in 1997. After that, the Asia-Pacific region adopted the Tokyo Convention in 2011 and entered into force in 2018. A second generation of regional recognition conventions was subsequently developed and implemented in Africa, Latin America, and the Caribbean.

The emergence of the second generation of regional recognition conventions can be attributed to regional integration, technological progress and globalization. These developments eventually led to the development of the UNESCO Global Convention on Higher Education.

In the course of the research, the Global Convention of UNESCO "On the Recognition of Higher Education Qualifications", its essence and importance, terms of membership, positive results achieved based on the experiences of the countries that ratified it, and possible risks were analyzed. The Convention defines the general direction, approach, mechanisms and principles in the field of recognition of distance and cross-border education. The Convention guarantees the right of individuals to have their higher education qualifications recognized in a fair and transparent manner, without any discrimination.

In accordance with Article XVIII of the Global Convention, the right to recognize higher education qualifications is set to enter into force after ratification by 20 UNESCO member states. Uzbekistan has not yet joined them.

It is expected that the global convention will be ratified by more than 190 member states of UNESCO and a single international legal space for the recognition of

higher education qualifications and academic degrees will be created. As a result, students, researchers, and professors of the countries that are members of the convention will have the same rights as the citizens of these countries in terms of study and employment in the territory of the participating countries. Another important point is that there will be no need to conclude bilateral agreements on mutual recognition of higher education qualifications between member states.

The Convention operates on the principle of determining "significant difference", that is, in the process of recognition of qualifications and scientific degrees, qualifications are recognized if there is no significant difference between foreign education and national education. At the same time, the Global Convention guarantees the equality of approaches to the assessment of foreign education. It also provides the right to appeal against decisions on refusal of recognition. This international legal document is open to all UNESCO member states and it is expected to become the first global agreement of the UN on higher education. By ratifying the global convention, countries will strengthen international cooperation in the field of higher education and improve its quality. International academic mobility and recognition of qualifications will also expand.

The experience of countries that have ratified the Global Convention on the Recognition of Qualifications in Higher Education shows the following advantages:

First, recognition is one of the necessary conditions for academic mobility, internationalization of scientific research and education. The researcher and student movement helps spread new ideas and initiatives between education systems. This, in turn, helps to improve the quality and relevance of education and research.

Secondly, the creation of a system of recognition of qualifications and previous education will help universities to improve the quality of scientific research and education. Qualifications recognition structures also help to ensure the quality of the student admission process and increase access to higher education for migrants.

Thirdly, the recognition of qualifications is inextricably linked with the social responsibility to increase the socio-cultural importance of higher education systems in accordance with Article 4 of the UN Sustainable Development Goals.

In addition to the above, as a result of the ratification of the Global Convention on the Recognition of Higher Education Qualifications by the Republic of Uzbekistan, there are risks of facing the following difficulties:

- differences in the quality of education in all countries, lack of development of recognition systems, financial and personnel needs related to the opening of national information centers for the implementation of the processes provided for in the convention, and in general, it will be necessary to create a system that covers the entire process;
- the fact that the international standards and guidelines for higher education applied by the member states of the Convention differ from the existing laws and regulations in the Republic of Uzbekistan and that the difference between them is high. For example, post-higher education in our country is carried out in two stages. In international experience, it is observed that in most countries, including countries that have ratified the convention, this process is organized in one stage.

In this case, it can be predicted that there is a high probability that the scientific degrees and titles

awarded by the Higher Attestation Commission under the Cabinet of Ministers will not be recognized by the countries that have adopted the convention.

Despite the above possible risks, the ratification of the convention provides a number of advantages to the higher education system of Uzbekistan.

They can be found at:

First, the internationalization of higher education institutions and their integration with the world's leading universities will increase. Conditions will also be created for educational services to enter the foreign market.

Secondly, the international image of higher education institutions will increase, the competitive position of educational services in the national and international market will be strengthened, and the opportunity to occupy high places in international rankings will appear.

Thirdly, the international recognition of national qualifications, academic degrees and titles of higher education will expand opportunities for professors and students to widely use the achievements of external academic mobility.

Fourthly, higher education institutions will be speeded up through international accreditation processes. Qualifications provided by universities are recognized at the international level and their compliance with international requirements is tested.

Fifth, conditions will be created for graduates of higher education institutions, professors and teachers to find their place in the world labor market, to be recognized as competitive personnel, and to reach the international level.

It is appropriate to consider the issue of promoting the proposal for ratification of the UNESCO Global Convention on the Recognition of Higher Education Qualifications.

In accordance with Article 19 of the Law "On International Agreements of the Republic of Uzbekistan", proposals for ratification of international agreements shall be submitted by the Ministry of Foreign Affairs of the Republic of Uzbekistan to the President of the Republic of Uzbekistan or the Cabinet of Ministers of the Republic of Uzbekistan in agreement with the relevant state bodies. It is proposed to consider the issue of submitting proposals to the Cabinet of Ministers in coordination with the Ministry of Foreign Affairs regarding the ratification of the Convention.

The main objective of the global recognition conventions and agreements is to promote inclusiveness and ensure recognition and appreciation of different forms of education delivery, including distance and blended learning, as well as micro-credit.

As educational systems evolve and new forms of learning emerge, it is important to adapt recognition practices to accommodate these changes. Distance and blended learning are becoming increasingly popular, offering flexible and convenient learning opportunities to students around the world. Micro-credits, which are short, focused courses that provide specific skills or knowledge, have also been recognized as valuable learning experiences.

The role of international organizations in spreading and developing distance education around the world is increasing. In particular, the International Council for Open and Distance Education (ICDE), founded in Norway in 1938, plays an important role in introducing modern technologies to distance education . This

international organization organizes distance education conferences around the world every two years. At the conferences, the representatives of the member states of the organization hold heated discussions on solving the current problems in the field of distance education and further development of this field. The European Distance and E-Learning Network (EDEN), one of Europe's leading organizations, facilitates the sharing of the latest developments in distance learning among its member states .

For information: The following TOP-10 universities for distance education in 2022 were selected by QS World Ranking, which is a reliable rating of the world:

- University College London
- Columbia University
- University Of Edinburgh
- Johns Hopkins University
- The University of Manchester
- Northwestern University
- King's College London
- University of California, Los Angeles
- University of Sydney
- Monash University

Hagedagi FernUniversität Distance education is effectively implemented in EU member countries. In particular, Germany has a well-respected distance education system, with online degrees and courses offered at institutions such as FernUniversität in Hagen. In Germany, a lot of attention is being paid to improving the skills of distance education workers working in the field of higher education. Forum DistanceE-Learning association was formed to manage and control distance education in the field of higher education in this country. In 2016, about 80 private institutions became members of it, and they provide distance education to more than 400,000 students. In 2015, 1.5% of the total 2.8 million students enrolled in all

German universities and universities of applied sciences enrolled in distance learning programs.

One of the advanced aspects of the German experience is to organize distance education as scientifically as possible and to fill existing gaps in it. For example, at the University of Koblenz-Landau, the number of students will not exceed 15 per session. In order to avoid a lack of attention and general fatigue in students, the video conference will not exceed two hours. In addition, students and teachers meet at the university for a week every academic year to exchange ideas.

Distance education in German higher education institutions is primarily focused on training specialists such as engineering, natural sciences, design, computer science and psychology, and thousands of students study in these specialties each year.

In Germany, distance education is regulated by the Distance Education Act (Fernunterrichtsgesetz) and the Higher Education Act (Hochschulgesetz). These laws provide the legal framework for distance learning programs offered by universities and other educational institutions in Germany. At least 18 different laws affecting the development of distance learning in higher education need to be taken into account: in particular the German Higher Education Framework Act, the University Laws of the Federal States and the Distance Education Participant Protection Act.

The Distance Education Act defines distance education as a form of education in which the instructor and student are spatially separated and the instruction is conducted using media such as the Internet, video conferencing, or correspondence. The law sets out requirements that distance education providers must meet, including obtaining state approval for their programs, providing students with appropriate

learning materials and support, and ensuring that their programs meet certain quality standards. The Higher Education Act regulates distance learning programs offered by universities and other higher education institutions in Germany. It defines the requirements for admission to these programs, the types of degrees that can be awarded through distance education, and the quality standards that these programs must meet. In addition to these laws, there are various accreditation agencies that evaluate and accredit distance education programs in Germany. These agencies ensure that distance learning programs meet certain quality standards and that degrees awarded through these programs are recognized by employers and other academic institutions. The legal framework for distance education in Germany is well established and provides a solid foundation for the development and delivery of high-quality distance education programs.

The legal framework for distance education in the UK has evolved over time, with various laws and regulations governing the provision of distance education. The Open University was established as a distance education institution in 1969 and played an important role in developing the legal framework for distance education in the UK. The Open University Act of 1969 established the legal framework for the establishment of the institution, and subsequent legislation recognized the role of distance education in the provision of higher education. The Education Reform Act of 1988 introduced the concept of higher education corporations, which allowed for the establishment of new universities and colleges. This led to the development of distance learning institutions such as the University of Phoenix and the University of Liverpool. The Law on Further and Higher Education 1992 established the Higher Education Funding Council for England (HEFCE), which funded higher education institutions, including those offering distance learning

courses. The Education (Student Support) Regulations 2011 provide the legal basis for providing financial support to students in higher education, including distance learning.

The Education (Recognised Bodies) Regulations 2017 provide the legal basis for the recognition of UK higher education institutions, including those offering distance learning courses. The legal framework for distance education in the UK has been shaped over time by a series of laws and regulations, reflecting the growing importance of distance education in the provision of higher education.

The United States has a well-developed distance education system, with many universities offering online courses and degree programs. Institutions like the University of Phoenix and Liberty University are popular choices for online education.

The country has legal frameworks for distance education, including the Higher Education Act, which provides the legal framework for the accreditation of distance education programs, and the Distance Education and Training Council, which is responsible for accrediting distance education programs.

In the United States, distance education is offered by a number of institutions, including traditional universities, community colleges, and specialized distance education institutions. Many universities and colleges in the United States offer online courses and degree programs, and some institutions specialize in distance learning, such as the University of Phoenix and Walden University. Southern New Hampshire University in the US is a private, not-for-profit, accredited institution with over 3,000 on-campus students and over 170,000 online students, making it one of the fastest growing universities in the country. The educational process is tailored to local,

international and, notably, military learners. Awarded the 21st Century Distance Education Award for Excellence in Online Technology by the United States Distance Education Association (USDLEA). Distance education in the USA is carried out in cooperation with consortia and non-profit organizations. The Minevra project platform, founded in the USA, is the most modern platform in distance education. Later, Minerva University was established based on this platform. The advantage of the platform is that the teacher can monitor the student's activity in the lesson. The platform records and analyzes the activity of each student during the lesson, that is, the words spoken. Based on this analysis, it provides information to the teacher, and during the online lesson, the activity of students in the lesson is reflected in different colors (green, yellow, red). Powered by artificial intelligence, this technology helps teachers assess student engagement during class. Therefore, on this platform (breakout rooms) there is an opportunity to organize small groups, which helps to conduct the lesson process in an interactive and case study form. Participants in this small group automatically move to a virtual room and communicate online. In this room, students will have the opportunity to analyze the task together using a desktop and a virtual whiteboard. At the end of the allotted time, these small groups return to the main lesson and the work of all groups is reviewed separately. The organization of distance education classes in this way serves to increase the effectiveness of education.

Avstraliyada yaxshi yo'lga qo'yilgan masofaviy ta'lim tizimi mavjud, Avstraliya Ochiq Universitetlari keng doiradagi onlayn kurslarni taqdim etadi. Charlz Sturt universiteti va Janubiy Kvinslend universiteti kabi boshqa institutlar ham keng qamrovli masofaviy ta'lim dasturlarini taklif qiladi.

Australia has a well-established distance learning system, with Australian Open Universities offering a wide range of online courses. Other institutions such as Charles Sturt University and the University of Southern Queensland also offer extensive distance learning programs. Distance education in Australia is a well-established and growing industry. The country has legal frameworks for distance education, including the Higher Education Quality and Standards Agency, which is responsible for ensuring the quality of higher education, including distance education programs. In Australia's higher education system, distance learning accounted for 10% of total students in 1990, and by 2013, this figure was 18%. A unique feature of distance education in Australia is that 9% of students study in multimodal education, which includes blended learning. In 2013, Australia launched Open2Study, a platform for distance learning in higher education, competing with platforms such as Coursera and Edx. At the Australian Open University, students have free access to Curtin, Griffith, Macquarie, Monash, RMIT University, Swinburne and The University of South Australia without any academic barriers.

Singapore government is promoting the use of distance learning to increase access to education and meet the needs of a rapidly changing labor market. There are several universities in Singapore that offer distance learning programs, including the National University of Singapore, Nanyang Technological University, and Singapore Management University. These universities offer a wide range of courses and programs from undergraduate degrees to postgraduate diplomas and certificates. In addition to universities, there are also private companies that offer online courses and training programs. These programs cover a wide range of subjects, from language learning to professional development. The Singapore government has created a legal framework for distance education, which includes regulations for

quality assurance and accreditation. The Ministry of Education and the Private Education Committee are responsible for overseeing distance education in the country.

Finland has been using distance learning programs since the 2000s. The quality of distance education is monitored by the Finnish association Educluster. Distance education is an important part of the Finnish higher education system and is regulated by the same legal framework as traditional campus education. The Finnish National Agency for Education is responsible for ensuring that all higher education institutions offering distance learning meet these standards. The legal framework for distance education in the Finnish higher education system aims to ensure that students receive high-quality education, regardless of whether they study on campus or at a distance. The Finnish government strives to provide equal opportunities for all students, and distance learning is an important part of this effort. Establishing distance higher education in cooperation with universities that provide higher education services for prisoners is an important issue that requires careful consideration. In Finland, the Open University of Helsinki has been providing distance education to prisoners since the 1990s. The program aims to provide access to higher education for prisoners regardless of their socio-economic background. The program is based on the principle of equal opportunities and is designed to provide a limited amount of higher education to prisoners who have passed the final exams. The program has been successful in providing inmates with access to higher education as well as helping them develop the skills and knowledge they need to succeed in life after release. The program has also been shown to reduce recidivism by giving inmates a sense of purpose and direction and helping them develop the skills and knowledge they need to succeed in life after release.

Distance higher education in Norway is regulated by the Norwegian Ministry of Education and Research. The legal framework for distance higher education in Norway is based on the Universities and Colleges Act, which sets out the requirements for higher education institutions offering distance education programmes. Higher education institutions in Norway must obtain accreditation from the Norwegian Agency for Quality Assurance in Education to offer distance learning programs. The agency is responsible for ensuring that all higher education institutions in Norway meet the required quality standards for distance learning .

Distance education in Poland is regulated by the Act on Higher Education and Science, which defines the legal framework for higher education institutions offering distance education programs. The law defines distance education as a form of education that separates the student and the teacher from a distance and uses modern communication technologies to communicate. Higher education institutions in Poland must obtain accreditation from the Polish Accreditation Committee (PAC) to offer distance learning programs. PKA is responsible for ensuring that all higher education institutions in Poland meet the quality standards required for distance education.

In Brazil, Article 80 of the Law on Policies and Frameworks gave new status to distance education. According to it, academic degrees obtained through distance education are exactly the same as education obtained through traditional forms. In 2016, 331 higher education institutions in Brazil were authorized for distance learning undergraduate programs, of which 74 (22.4%) were public and 257 (77.6%) were private. Currently, more than 1 million students are studying remotely.

Canada has a strong distance education network, with institutions such as Athabasca University offering

online programs at the undergraduate and graduate levels. Canada's virtual university and other online consortia also contribute to the country's distance education system. A partnership of 11 universities and Canada Virtual University (CVU) was established to promote distance education and online education in Canada. Later, their Media and Technology in Education Association and Distance Education Association merged to become the Innovation in Education Network. This organization is responsible for managing and overseeing distance education in Canada. The Brightspace platform for distance learners has been launched in Canadian higher education.

China has a fast-growing distance education sector, with institutions such as the Open University of China offering a wide range of online degrees and courses. Online platforms such as XuetangX and MOOCs also contribute to the country's distance learning landscape.

The adoption of the document "Starting pilot programs for modern distance education" in China became the basis for the beginning of distance education. Zhejiang University has developed Quality Standards and established a Quality Assurance Committee and a Center for Quality Control and Evaluation to improve the quality of distance education. As of February 2020, 250 million full-time students in China continued their studies online. Distance education in China is regulated by the Ministry of Education (MOE) and the State Administration of Market Regulation (SAMR). The MOE is responsible for formulating education-related policies and regulations, while the SAMR is responsible for regulating the education services market. The legal framework for distance education in China is governed by several laws and regulations. The Education Law of the People's Republic of China provides the legal framework for education in China, including distance education. It

defines the principles and tasks of education, as well as the rights and obligations of educational institutions and students. Regulation on the Management of Distance Education: issued by the Ministry of Foreign Affairs in 2001, which provides the regulatory framework for distance education in China. It sets out the requirements for the establishment and operation of distance education institutions and the quality standards of distance education programs. The "Measures for the Management of Online Education" Regulation was issued by SAMR in 2018 and provides a regulatory framework for online education in China. It defines requirements for registration and operation of online educational institutions, as well as quality standards for online educational programs. The Regulation on the Management of Foreign Cooperation in Management Schools was issued by the MOE in 2003 and provides a regulatory framework for foreign educational institutions operating in China. It defines the requirements for the establishment and operation of foreign educational institutions, including educational institutions offering distance education programs.

Distance education in Japan is unique in several ways:

1. One of the most common methods of distance education in Japan is Interactive Television (ITV). This method involves broadcasting live lectures to remote locations where students can watch and interact with the instructor in real time. This approach is unique to Japan and has been used for many years to provide access to education in remote areas .
2. Many distance learning programs in Japan collaborate with industry partners to provide students with practical skills and experiences. This approach is unique to Japan and reflects the country's emphasis on vocational training and education.

3. Japanese universities have been at the forefront of using blended learning approaches in distance education. This approach combines online learning with face-to-face learning, providing students with flexibility and interaction with teachers and peers.

4. Japanese universities pay great attention to ensuring the quality of distance education. Many universities have established accreditation and quality assurance processes to ensure that their distance education programs meet high standards of quality and efficiency.

5. Distance learning in Japan is also unique in its cultural context. Japanese culture emphasizes group cohesion and social interaction, which can be difficult to replicate in distance education. Japanese universities have developed unique approaches to address this problem, such as using online discussion forums and group projects to foster interaction and collaboration among students.

Distance learning in Japan is unique in its use of interactive television, collaboration with industry partners, blended learning approaches, quality assurance processes, and cultural context. These unique features reflect Japan's strong focus on education and training, as well as its commitment to innovation and quality in distance education.

In South Korea, distance education is known as cyber education or e-learning. It has become increasingly popular in recent years due to its flexibility and convenience. The South Korean government is also promoting the use of e-learning to increase access to education and meet the needs of a rapidly changing labor market. There are several universities in South Korea that offer distance learning programs, including the National Open University of Korea, the country's largest distance learning institution . Other universities

that offer distance learning programs include Seoul National University, Yonsei University, and Korea University. In addition to universities, there are also private companies that offer online courses and training programs. These programs cover a wide range of subjects, from language learning to professional development. The South Korean government has created a legal framework for distance education that includes regulations for quality assurance and accreditation. The Ministry of Education and the Korea Education and Research Information Service (KERIS) are responsible for overseeing distance education in the country. Distance education is a growing trend in South Korea and is expected to expand in the coming years.

India has seen significant growth in distance education, with institutions such as Indira Gandhi National Open University (IGNOU) being one of the largest distance education providers in the world. Other universities and colleges in the country also offer distance learning programs. In India, the Indira Gandhi National Open University is empowered by an Act of Parliament to develop, coordinate, accredit and monitor distance education systems and programs in the country. A special satellite (Edusat) has been launched in India to enhance "communication and collaboration" in distance education. Satellite-based distance education has made it possible to establish virtual classrooms in rural and remote areas across the country.

The Higher Education Council of Turkey is responsible for the implementation of distance education in universities. A number of universities operate separate centers for the development of distance education. For example, Distance Education Center at Ankara University, Distance Education Research Center at Sakarya University, Distance Education Analysis Center at Ahmet Yesevi, Latchem Universities deal with issues of distance education development. It is the first in

Turkey. In 2014, the Law "On the Rules and Principles of Distance Education in Higher Education Organizations" was adopted. This made it possible to eliminate problems and shortcomings in distance education and to improve the quality of distance education.

The legal framework for distance education and e-learning in France is governed by several laws and regulations. The French Education Code is the main legal framework for education in France, including distance education. It defines various types of educational institutions and programs, as well as the requirements for accreditation and certification. Digital Republic Act: This document passed in 2016 aims to promote the development of digital technologies in education, including distance learning. It envisages the creation of digital resources and platforms for education and sets requirements for the protection of personal data. The Labor Code defines the legal framework for employment in France, including the rights and obligations of employers and employees. It also includes regulations on e-learning, distance work and distance learning that may be relevant to distance learning. The Education Code sets the legal framework for higher education in France, including distance learning. It defines various types and programs of higher education institutions, as well as the requirements for accreditation and attestation. The National Center for Distance Education (CNED) is a public institution that provides distance education programs for students in France and abroad. It is governed by its own legislative framework, which defines the accreditation and certification requirements for its programs.

The legal basis of distance education in Russia is provided by the Federal Law "On Education in the Russian Federation" and other relevant regulatory documents. These laws define distance education as a

form of education that is based on the use of information and communication technologies and allows students to study at a distance without being physically present in the classroom. One of the main problems related to distance education in Russia is ensuring the quality of education. Studies have shown that the quality of distance education in Russia varies greatly depending on the institution and program. Some programs are well-designed and provide high-quality education, while others are poorly designed and provide little value to students .

In response to the COVID-19 pandemic, distance education is becoming increasingly popular in Saudi Arabia. The government of Saudi Arabia is actively promoting distance education as a way to increase access to education and improve the quality of education in the country. In 2019, the Saudi Ministry of Education launched the National e-Learning Center (NeLC) to provide online courses and resources to students and teachers across the country. NeLC offers a range of courses in various subjects such as Arabic, Mathematics, Science and English . In addition to NeLC, many universities in Saudi Arabia offer online courses and degree programs. For example, King Abdulaziz University , King Saud University and Princess Noorah bint Abdulrahman University offer online courses and degree programs in various fields.

To support the growth of distance education in Saudi Arabia, the government has also established a number of regulatory bodies and accreditation agencies. The National Commission on Academic Accreditation and Assessment (NCAAA) is responsible for accrediting the nation's distance education programs , And the Saudi Arabian Cultural Mission (SACM) provides assistance and guidance to Saudi students studying abroad, including those enrolled in online degree programs .

New Zealand has established the New Zealand Qualifications Authority (NZQA) to regulate and ensure the quality of distance education programmes. NZQA regularly reviews and audits online providers.

Legislation and regulatory frameworks have been introduced in these countries that prioritize quality assurance, student protection, and accreditation of distance education programs. Foreign experience provides Uzbekistan with rich knowledge and best practices on the organizational and legal foundations of distance education in higher education. In Uzbekistan, it can be effective to use the distance education system like the USA, Great Britain, Australia and Canada. Learning from these countries will help to determine the best world experience and standards for the formation of organizational and legal frameworks of distance education in higher education.

Adoption of foreign experience also helps to adapt universal guidelines in organizational systems, thus creating an environment that meets world standards. Uzbekistan manages to make reasonable decisions in the development of standards and regulatory documents in the field of distance education and avoid specific legal and organizational obstacles. In conclusion, it can be said that the experience of foreign countries in developing the organizational and legal basis of distance education in Uzbekistan is unparalleled. Experiences from other countries play an important role in the formation of policy and practice in Uzbekistan's higher education institutions and open new opportunities and horizons for the country's higher education system.

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- pursuing advanced degrees—and Walden University was born. Today, we're at the forefront of delivering high-quality distance online education for working professionals. <https://www.waldenu.edu/>
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17. Australia's independent national quality assurance and regulatory agency <https://www.teqsa.gov.au/>
18. The Ministry of Education (MOE) formulates and implements education policies on education structure, curriculum, pedagogy, and assessment. It oversees the management and development of Government-funded schools, and the Institute of Technical Education, polytechnics and universities. <https://www.moe.gov.sg/>
19. The Singapore Institute of Technology (SIT) is Singapore's first University of Applied Learning and the third largest university by intake in Singapore. SIT's mission is to maximise the potential of our learners and to innovate with industry, through an integrated applied learning and research approach, so as to contribute to the economy and society. <https://www.singaporetech.edu.sg/about/presidents-welcome>
20. SkillsFuture Singapore Agency and Workforce Singapore Agency. <https://redirect.ssg-wsg.gov.sg>
21. Finnish National Agency for Education's (EDUFI) website. <https://www.oph.fi/en>
22. The Norwegian Agency for Quality Assurance in Education. <https://www.nokut.no/en/>
23. Ministry of Education (MOE) website: <http://en.moe.gov.cn/>
24. State Administration for Market Regulation (SAMR) website: <http://www.samr.gov.cn/>
25. Burns, Mary. Distance Education for Teacher Training: Modes, Models and Methods. Retrieved 10 September 2012. https://www.academia.edu/8021083/Distance_Education_for_Teacher_Training_Modes_Models_and_Methods
26. Since its inauguration as the first national university in Korea to offer distance learning in 1972, Korea National Open University (KNOU) has proudly cultivated a history and tradition that has now reached a 50-year milestone. Even during the global COVID-19 pandemic, KNOU was able to utilize its accumulated experience and state-of-the-art distance education system to overcome this crisis, further consolidating the future of university education and fully demonstrating its reputation as a leader in distance learning. <https://engknou.knou.ac.kr/engknou>
27. The Korea Education and Research Information Service (KERIS) is a public institution under the Korean Ministry of Education that promotes various projects and academic research related to Information and Communication Technology (ICT) in education ranging from primary to higher education.

28. <https://www.keris.or.kr/eng/cm/cntnts/cntntsView.do?mi=1172&cntntsId=1321>
29. Fransiya.Ta'lim kodeksi.III bob: Oliy ta'limning maqsad va vazifalari. (L123-1-L123-9-moddalar).https://www.legifrance.gouv.fr/codes/section_lc/LEGITEXT000006071191/LEGISCTA000006166563/#LEGISCTA000006166563
30. Marta Choroszewicz, Beata Mäihäniemi.Developing a Digital Welfare State: Data Protection and the Use of Automated Decision-Making in the Public Sector across Six EU Countries.Global Perspectives (2020) 1 (1): 12910.
31. <https://doi.org/10.1525/gp.2020.12910>.<https://online.ucpress.edu/gp/article-abstract/1/1/12910/110744/Developing-a-Digital-Welfare-State-Data-Protection?redirectedFrom=fulltext>
32. Soulier Avocats.The new legislation on telework introduced by the reform of French labor Law is not necessarily a step towards simplification. Published on 11 December 2017. <https://www.soulier-avocats.com/en/the-new-legislation-on-telework-introduced-by-the-reform-of-french-labor-law-is-not-necessarily-a-step-towards-simplification>
33. The Deanship of Distance Learning was established at King Abdulaziz University on 11/5/1425 H. As the Deanship aims to provide diverse and distinctive educational services in response to the increasing demand through the effective recruitment of modern technologies in e-learning and distance education in accordance with local and international standards of quality. <https://elearning.kau.edu.sa/Default-214-EN>
34. The Kingdom's first institute of higher education, King Saud University, was subsequently opened in Riyadh in 1957. <https://ksu.edu.sa/en/node/3037>
35. In 2006, a royal decree was issued that established the first university for girls in Riyadh, under the supervision of the Ministry of Higher Education and with the aim of serving the development and progress of the Kingdom. <https://www.pnu.edu.sa/en/Pages/UniversityHistory.aspx>
36. National Commission for Academic Accreditation and Assessment (NCAAA) is an organ of Saudi Arabia's Education and Training Evaluation Commission that oversees the country's school accreditation facility. It is an autonomous body but directly responsible to the council of higher education.ncaaa.org.sa
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41. The Saudi Arabian Cultural Mission (SACM) to the United States is one of the specialized agencies created by the Saudi government in 1951 to administer programs and policies to meet the educational and cultural needs of Saudis studying in the United States. It also functions as an intermediary between U.S. educational institutions and their counterparts in the Kingdom in terms of issues pertaining to culture, education and science. <https://www.sacm.org/about>



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