

What do you think are the regulatory complications of conducting distance education across a region?



Our partners

Why?

Regulatory Frameworks

International Council of Distance Educators

Objectives



- 1) identify the main regulatory frameworks that apply to distance and online education in one region of the world;
- 2) collate the existing laws, policies, rules and regulations related to distance and online education in that region in a database;
- 3) compare the frameworks of all countries within the region and identify similarities and differences
- 4) provide case studies as examples of distance and online education practice under the regulations currently extant within the region

Countries

ASEAN: Brunei, Indonesia, Malaysia, Singapore, Thailand, Vietnam and the Pacific Islands Forum countries of Australia, the Cook Islands, the Federated States of Micronesia, Fiji, Kiribati, the Marshall Islands, Niue, New Zealand, Niue, Palau, Papua New Guinea, Samoa, the Solomon Islands, Tonga, Tuvalu, Vanuatu, New Caledonia and French Polynesia

ros, belinda, gordon, stephen

Why?

- the growing importance of the flow and aggregation of knowledge;
- political initiatives for inclusion and wider access to higher education;
- expanding markets and increased international competition;
- the mobilization of skilled labour;
- regional integration and globalization processes that provide scope for professional mobility and greater potential for cross-border movement of goods, services, capital and persons;
- the consequent growing demand for relevant continuing education and training, or what is known as lifelong learning;
- diversification of higher education providers; and
- advances in information and communication technology heralding new approaches to education delivery.

Countries

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