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PROTECTION OF HUMAN RIGHTS AND PERSONAL DATA IN EDUCATION

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Abstract

This article examines the theoretical and practical aspects of protecting human rights and personal data privacy amid the digitalisation of education and the expansion of distance learning. Using a mixed-methods approach that includes document analysis, questionnaires, and in-depth interviews, it considers the collection, storage, and processing of personal data in educational institutions in Uzbekistan, as well as the level of legal protection and information security. The article analyses cyber threats and risks of confidentiality breaches on digital learning platforms. It proposes practical recommendations to strengthen personal data protection, improve the legal and digital literacy of educational stakeholders, and adapt international experience to national practice.

Keywords

education system, human rights, personal data protection, digital education, information security, distance learning, legal literacy, cybersecurity, digital ethics.

Introduction

In modern society, education plays an important role not only in imparting knowledge but also in supporting the comprehensive development of individuals and protecting their rights and freedoms. The rapid development of digital technologies and their widespread integration into education create new opportunities while also raising serious concerns about human rights, particularly personal data protection [2]. The growing use of online platforms, distance-learning systems, and electronic resources has made the collection, storage, and processing of learners' personal data—including names, residential addresses, grades, and health information—more complex [5]. This increases the risk of unauthorised access, disclosure, or improper processing. In Uzbekistan, efforts to digitalise education have made the protection of human rights and personal data an increasingly important task [6].

This article aims to examine the theoretical and practical dimensions of protecting human rights and personal data in education. The topic is significant because, in an information society, personal data privacy is not only a legal right but also a fundamental condition for protecting individual identity and security [4]. Strengthening data-protection mechanisms in educational institutions, aligning them with information-security standards, and improving learners' legal literacy are among today's key challenges [3]. The main objective of this article is to develop effective solutions and recommendations for strengthening the protection of human rights and personal data in education.

To achieve this objective, the article sets out several tasks: analysing the legal foundations of personal data protection in education [1]; identifying risks in digital learning environments; examining international experience and its potential adaptation to Uzbekistan [9]; and proposing measures to improve information security and ethical practices in education [8]. Further development of personal data legislation and effective enforcement are also important issues considered in the article [7].

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Literature Review

The literature review indicates that the protection of human rights and personal data in education is a significant focus of contemporary research. Existing publications primarily address legal frameworks, the impact of digital technologies, information security, and ethical considerations.

M. Abdullayeva analyses the legal foundations for personal data protection in the education system [1]. Her work discusses mechanisms for safeguarding personal data under Uzbek law. Similarly, A. Saidov examines the relationship between information technology and personal data protection legislation, emphasising the importance of the legal framework [7]. These studies help define the legal obligations of educational institutions when processing information.

As digital education expands, human rights and information security have become even more pressing concerns. A. Alimov studies specific aspects of human rights protection in digital learning environments [2], while L. Karimova focuses on personal data privacy in distance learning in higher education [5]. These works offer practical recommendations for improving platform security and protecting students' data confidentiality.

Personal data protection is important not only from a legal perspective but also from an ethical one. B. Tursunov analyses information security and ethics in contemporary education using a comprehensive approach [8]. His work highlights the need for responsible information use and compliance with ethical standards. S. Gulomov examines general principles of personal data protection in the information society and emphasises their social significance [4].

Developing a culture of human rights in education is another important area. U. Ergashev investigates mechanisms for developing learners' legal literacy [3], while D. Nurmatov discusses the theory and practice of human rights education in Uzbekistan [6]. These studies demonstrate the importance of incorporating personal data protection into educational curricula.

International experience can inform improvements to policy in Uzbekistan. N. Usmonova compares international approaches with Uzbek practice in personal data protection in education [9] and considers how foreign approaches could be adapted to national circumstances.

Although existing literature covers many aspects of human rights and personal data protection in education, research gaps remain regarding innovative solutions such as blockchain, the impact of artificial intelligence on personal data protection, and new methods for countering cybersecurity threats in educational settings. This article seeks to address these gaps in part.

Research Methodology

A mixed-methods approach combining quantitative and qualitative techniques is used to analyse human rights and personal data protection in education. The research focuses on the current situation, practices, and levels of awareness among teachers, learners (students), and administrative staff in educational institutions in the Republic of Uzbekistan.

Data collection is organised into several stages. First, document analysis covers education-related legislation, internal institutional documents, information-security policies, and personal data protection guidelines [1], [7]. Second, questionnaires are designed to assess awareness among teachers, learners, and administrative staff. The questionnaires are intended to follow the principle of anonymity and to collect quantitative data.

Third, in-depth interviews with selected teachers, educational administrators, and legal professionals are envisaged to collect qualitative data. Topics include human rights education, practical challenges in personal data protection, and possible solutions [6], [8]. Fourth, additional information is to be gathered through direct observation of data-protection practices in selected educational institutions, particularly procedures for securing digital learning platforms [2], [5].

Quantitative questionnaire data are intended to be analysed using statistical software such as SPSS. The planned analysis includes frequency distributions, correlation analysis, and comparisons

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to identify general trends and statistically significant differences. Qualitative data from interviews and document analysis are to be examined through thematic analysis to identify key themes, recurring ideas, and problems [4], [9].

The study provides for compliance with ethical standards. Participants should be informed about the research objectives and asked to provide informed consent. Confidentiality and anonymity must be maintained throughout the process. The identities of participants should not be disclosed, and measures must be taken to protect their rights.

The study has limitations. Since it covers a limited number of educational institutions in Uzbekistan, its findings should be generalised to the entire education system with caution. Participants' subjective views and differing levels of awareness may also affect the results.

To improve validity and reliability, the questionnaires and interview guides should undergo expert review, and standardised protocols should be used during data collection. Independent coders may be involved in qualitative analysis, with inter-coder agreement assessed. Comparing information from different sources and applying triangulation can improve the reliability and objectivity of the findings [3].

Conclusion

This article has examined key aspects of human rights and personal data protection in education. The integration of digital technologies into educational processes creates new risks associated with the collection, storage, and processing of personal data. Protecting the privacy of students' and teachers' data, improving legal literacy, and strengthening information-security knowledge are therefore important priorities [3], [8]. These issues are particularly relevant in Uzbekistan as distance learning expands [5]. The legal framework, including the Law of the Republic of Uzbekistan "On Personal Data", provides important safeguards; however, further work is needed to ensure its effective implementation in practice [1], [7].

For policy and practice, educational institutions should develop and consistently implement internal personal data protection policies and protocols. These should clearly regulate the collection, storage, use, and deletion of information. Regular training courses and seminars on personal data protection and information security are recommended for administrators, teachers, students, learners, and parents [2], [9]. Educational curricula should also include dedicated modules on human rights and digital ethics to encourage responsible behaviour in the information environment [6].

To further strengthen the protection of human rights and personal data in education, digital platforms and systems that process personal data should comply with relevant security standards and undergo regular audits. International experience should be studied and adapted to the context of Uzbekistan, and technical measures such as encryption and anonymisation should be introduced [4]. This comprehensive approach can strengthen human rights and personal data protection while contributing to improved educational quality.

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