

**Flexible learning pathways in HE – Comparison  
Winter School/ Erasmus Intensive Programme 2014 at University Würzburg**

Indicators	Country						Conclusion/ Recommend.
	Germany	Italy	United Kingdom	Hungary	China	Thailand	
<b>Focus &amp; context of learning</b>	-job-related skills -personal interest -social-skills -good initial situation	- Job connected with personal skills and the process of acquiring knowledge. - Possibility of spend the learning in the job world.	- Up-skilling labour market for economic competitiveness - Career development and advancement - Social inclusion - Personal development	-Employment-orientation -Self-development -Self-interest	Inclusive Education; Expansion of higher education; Widen part. to AL in traditional pathways of HE ; lower completion rate for AL in flexible pathways of HE ; Job-oriented (employment or promotion) ; -Self-development for individuals ; Funding way for HE institutions	- Social values in individual's development of education - to upgrade their degree and skills, pursue personal interests	Making a balance in between the intrinsic & instrumental values of learning.  HEIs to actively focus on learners' & communities' needs
<b>Learners</b>	-Deferrers -Recurrent learners -Learners in later life (important) -Returners -Refreshers	- Unemployed persons - Adults who have a job but don't have a degree - Adults who do make a career	-Recurrent learners -Deferrers -Returners -Learners in later life	-recurrent learners; -deferrers; -returners; -Learners in later life	Recurrent learners ; Deferrers Returners ; Refreshers ; Learners in later life ; Failures of HSG in national entrance examination to the traditional pathway of HE ; Leaders in each prof. field go back to Uni to get a master or doctorate degree	-recurrent learners; -deferrers; -returners; -Learners in later life	Consider the impact of demographic change  To understand learners' responses to the contexts of learning
<b>Fees &amp; funding</b>	Fees: Uni (about 100 EUR Admin. Fee per semester) MBA (up to 60 000 EUR/course) Funding: 1.By State (Uni) 2. By State + Stakeholder (Uni of applied science) 3. Private Uni (Tuition Fee + Stakeholder)	- In Italy the Uni are public. The students have to pay some, but the scholarships are based on personal income or revenue.	- Self-funding - Income-based state loan/grant for fees and living costs - State funding for targeted subjects/skills - Cost of tuition fees varies depending on institutions/subject/ geographical location.	- Tuition fee for every learners other than full-time students in fully state-subsided HE degree-programmes (post.-secondary HE-based cVET, BA, MA, doctorate) in certified degree-programmes. - Tuition fee for learning in specific training programmes.	-Tuition fees paid by learners -10-20 times of the average tuition fee in traditional pathways -Depends on subjects -Examination fees paid by learners -Little funding from ministry of education or other stakeholders	- Free tuition and free textbooks for those engaged in all forms of basic education (Primary-high school level) - Short course/ vocational training: Free tuition, or cheap course fees. - Uni and higher education – self-funding, scholarship, public grant (return after graduate).	Make accessible learning pathways through flexible fees and funding
<b>Modes of learning</b>	-distance learning -in Uni -e-learning -Studium Generals -compact courses	Frontal lesson /The main mode of learning/. Full time and part-times corresponding in a reduction of the tests - ICT Courses	- Full-time - Part-time - Online - Distance - Blended - Accelerated - Decelerated	- Full-time - Part-time corresponding - Evening (limited/declining) - Distance/e-learning - Blended	-Continuing higher education -Self-learning examination system -Open Uni -Cyber Uni	- Formal learning (two major open universities, Sukothai Thammatiraj and Ramkamhang Universities taking role of providing formal education within institution as well as distance learning via television channel and on line-course), informal and non-formal education.	Flexible modes of learning should reflect changing learners' needs in through available provision.
<b>Places/ Partners supporting in learning</b>	Volkshochschule: Business: Academy:	In Italy the Uni are much closed. Only outside the Uni there is some of Cultural institution	Places: - Universities - Further Education Institutions - Work place - Out-reach centres - Home  Partners: - Charities/ NGO's - Local Community groups - Employers	Places: - Intra-Uni - Inter-institutional - Extra-mural - Partners: - Other education - training providers - Cultural institutions / organisations - Employers - Chambers of Comm. and Industry - Specific NGOs - Media Cos - Other	Places: -The independent (full time)& the normal (part time: summer vacation) department of public higher education institutions - Home via internet Partners: Ministry of education ; Network among universities ; E-library ; Technological media company ; Private trainers specialized in preparing for examination ; Commercial institutions ; Private trainers or institutions with supporting service; Publication house	Places: - In-university - Out-reach places with university partners, organizations - Home	HE in Europe should consider the value of non-traditional and flexible learning places. The example of UK & Thailand based outreach activities of HEIs should be recognized.
<b>Good examples</b>	-Uni Hagen (distance and flexible learning provision) -FH Zwickau, open Uni, flexible study -Bridge courses TU Chemnitz -TU Kaiserslautern in Blended-learning	Erasmus + Grundtvig (adult education) Minerva (Information and communication technologies in education)	-The Open University - U3A - Workers Educational Association - The University of Glasgow	- Univ Pécs, Univ ELTE, Univ Szeged - ZsKF in Third Age Learning - SzIE in distanced - BME in TechBasedEd - DennisGaborColl in ICTbased eLearn	-Ed.D (Professional doctoral degree of education for Uni teachers) -CDCE (Information, policies, application, online courses, evaluation of learning)	- Chai Pattana Foundation and Thai Rice Foundation - two major open universities, Sukothai Thammatiraj and Ramkamhang Universities	The example of UK & Thailand based outreach activities of HEIs should be recognized.  More open Uni's needed. Good examples in FLPV should be promoted and recognised.
<b>Obstacles to FLPV</b>	Financing Offers (offers do not fit to he individual case) Admission requirements Lack of time Lack of motivation to network Lack of well-trained academic staff	Difficult to perceive the purpose of training when it doesn't solve practical problems. Complicated bureaucratic system that makes it difficult to change interventions. Tendency to perceive the institutional system and the capacity of educational systems not to counter this inertia.	- 'Customer' not 'Learner' focus; commodification of education - Differences of fees depending on institution - Digital divide; lack of resources and skills required for ICT learning - Theory of widening participation to underrepresented learners does not always match practice - Higher Education often focused on younger learner despite LLL discourse - Focus on development of technology rather that content	- Lack of funding / Scholarships - Lack of time for learning - Lack of motivation for learning - Lack of learning opportunities - Lack of quality employment in the Regions - Lack of educational partnerships of providers - Lack of well-trained academic staff	-Too high cost for individuals -Lack of funding from government -Too short term of study -Lack of quality -Lower social recognition	- Curricula, pedagogy responds to diversity of learners - Cooperation between different organizations/ agencies/ ministries	HEIs should try fighting back obstacles to FLPV through partnership with key stakeholders.  A good way of fighting back obstacles is raising LLL key-competencies
<b>Challenges &amp; Opportunities</b>	Implementation in the universities in their own response In transparency for learners Cooperation Recognition Better and more qualified people Strengthen the position of the universities on the market Better adaption to the current situation/conditions, institutionalization	Wide participation of adults in training processes. Training to improve the quality and professional efficiency. Create conditions for the development of an open and flexible mind. To form a democratic citizenship.	- Opportunity to increase social justice and decrease social exclusion - Opportunity to move higher education out of Universities and into the community - Opportunity to develop and change the role of the teacher; shift from expert to facilitator	- Development of flexible learning trajectories - Development of new learning modes - Development of teaching methodology - More practice-oriented curricula - More realistic assessment methods - HEIs opening to RPL and VPL	-To provide more learning opportunity for individuals -To shape the learning pathways based on individual needs -To get more competitive advantage in employment -To decrease the expansion pressure of higher education institutions	- More opportunity for minority group in basic education- Public financial support for sustaining development - increase learners' motivation	We can raise participation and performance through FLPV at the same time.  FLPV can help raising active citizenship in individual & community contexts.

**Plans & Proposals /projects, visits, to collect & share/**

- How can we reach EU Funds directly? The national agencies and development services must give more funds to Flexible HE Learning developers.
- More part time study provision and learner centred courses at higher institutions needed.
- New modes of flexible financing needed to cope with learners capacities.
- Initiation of development models innovative project and platform building/dialogue with stakeholders needed as follow up activities.