

Flexible Learning Pathways in a post-pandemic context – Insights on case studies from Chile, South Africa and Finland

Housekeeping

- We start at 15.45 (GMT)
- There will be time towards the end of our session for questions from the audience. Please put your questions in the Q&A section.
- The session will be simultaneously translated into Spanish. Please choose the right channel for the correct language option.
- La sesión cuenta con interpretación simultánea al español. Seleccione el canal para escuchar la opción en español.



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Moderators – Team Finland Knowledge Experts

Team Finland Knowledge is a joint initiative of the Ministry of Education and Culture and the Ministry of Foreign Affairs of Finland. It promotes international collaboration of Finnish actors in the field of Higher Education and Research for sharing knowledge, expertise and educational innovation. The TFK Science and Education specialist for Southern Africa is located in Pretoria and the specialist for Latin America is located in Buenos Aires.

Emilia Ahvenjärvi

Embassy of Finland in
Buenos Aires



Iina Soiri

Embassy of Finland in
Pretoria

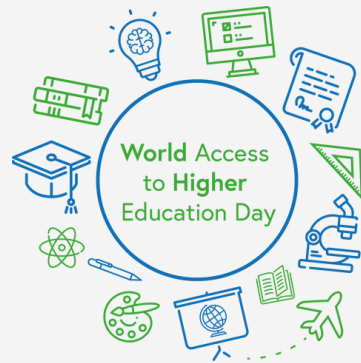


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Why Flexible Learning Pathways?

This discussion is based on the research project led by the International Institute for Educational Planning (IIEP) from UNESCO on Flexible Learning Pathways (FLP)

- The United Nations Education 2030 Agenda encourages all countries to develop well-articulated education systems that offer FLPs for their students. Providing multiple entry points to and progression routes between institutions, courses, or educational levels brings many benefits for individuals and society, particularly in terms of equity, employability, or efficiency in the management of resources. However, offering inclusive and flexible study opportunities within Higher Education also presents its challenges.
- Within the project, eight country case studies from Chile, Finland, India, Jamaica, Malaysia, Morocco, South Africa, and the United Kingdom provided in-depth analysis on how effectively FLP policies are implemented at the national and institutional levels. The country case studies that serve as a basis for this WAHED session are from Chile, Finland and South Africa.



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Speakers



Francesc Pedró, PhD, Director of the UNESCO International Institute for Higher Education in Latin America and the Caribbean

Previously, Francesc has led the education policy team at UNESCO and worked as senior policy analyst at the OECD centre for Educational Research and Innovation (CERI).

Francesc got his M.Ed. from the Autonomous University of Barcelona, a Ph.D. in Comparative Education from UNED and a Postdoc in Comparative Public Policy at the University of London Institute of Education. He acted as Pro-Vice-Chancellor at the Open University of Catalonia and is a Professor of Comparative Education Policies at the Pompeu Fabra University.

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María José Lemaitre, PhD, Executive Director –
Centro Interuniversitario de Desarrollo, Chile

She is an expert in design and implementation of quality assurance processes in higher education. She is a sociologist with graduate studies in Education, and is presently the Executive Director of the Centro Interuniversitario de Desarrollo, CINDA, a network of prestigious universities in Latin America, Spain and Italy. In this capacity, she coordinates research projects, specialized networks of academic, research and administrative vice-rectors. She has chaired INQAAHE, the global network for quality assurance agencies, and RIACES, the Iberoamerican network for quality assurance in Latin America and Spain. She has published many articles on higher and secondary education, and has acted as a consultant for governmental agencies, international organisations and higher education institutions in several countries in Central and South America, the Caribbean, the Middle East, Africa, Eastern Europe, and Central and Southeast Asia.

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Anely Ramírez Sánchez, PhD, Executive Secretary, National Council for Education of Chile

Quality assurance and educational policy specialist. She holds a PhD in Education from New York University and a BA degree in Business and Administration from Universidad Católica de Chile. She currently leads the Secretariat of the Chilean National Council of Education a public and autonomous organization, part of National Quality Assurance System for School Education and the Higher Education Quality Assurance System . Additionally, she has been a researcher at the Center for Studies of the Ministry of Education and consultant for higher education institutions.

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Leasa Weimer, PhD, Researcher - University of Jyväskylä, Finland

She was the Co-Principal Investigator in the Finnish case study on flexible learning pathways. Currently she serves as the Assistant Director of Strategic Partnerships & Initiatives with the Fulbright Finland Foundation. Weimer has over 20 years of experience as a scholar/practitioner in international higher education, she has worn many hats in the field - as a researcher contributing to new knowledge areas, a practitioner developing programs and partnerships, and an overall advocate for responsible and inclusive internationalization of higher education. Leasa holds a PhD from the University of Georgia (USA) and an Erasmus Mundus joint Master's degree in Higher Education Policy from the University of Oslo, University of Tampere, and at the University of Aveiro. Her publications and research agenda focus on: higher education policy analysis, internationalization, political economy and academic capitalism.

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Vesa Taatila, PhD, Rector and president of
Turku University of Applied Sciences

Vesa is also a member of the national research and innovation council in Finland and as an adjunct professor of innovation pedagogy in the University of Turku.

Previously he has worked in executive and expert positions in both academia and multinational business sector. His main areas of interests are creation of world-class practical excellence, putting new innovations into action and the learning processes in continuously expanding and transforming global society.

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Kirti Menon, PhD, Senior Director of Academic Planning, Quality Promotion and Academic Staff Development at the University of Johannesburg

Prior to this she was Registrar at the University of the Witwatersrand from 2011 to 2013, Acting Deputy Director General: Universities from January 2010 till June 2011 in the Department of Higher Education and Training and Chief Director: Higher Education Planning and Management at the Department of Education from 2008. She worked for the Council on Higher Education between 1999 and 2008. She has served on several national task teams and her research focus is higher education with a focus on access, exclusion and redress. She is a Research Associate affiliated to the UJ Faculty of Education. Dr Kirti Menon has an MBA (De Montfort University, 2003) and her D Phil in Public Policy from the University of the Witwatersrand (2013).

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Gloria Castrillón, Director of the Centre for Academic Planning and Quality Promotion at the University of Johannesburg

She has many years of experience across a wide range of higher education institutional types. Prior to taking up the post at UJ, she worked at Milpark Education, and Midrand Campus. She has been actively working with quality and accreditation issues since 2001, for both private and public institutions. She worked as a freelancer for many years, working with universities and private providers of higher education around the country. She was the head of academic affairs at Milpark Education from 2007 to 2017, and has been at the University of Johannesburg as the director of the Centre for Academic Planning and Quality Promotion since 2018. Gloria has served on the CHE's Accreditation Committee, and participates actively in a variety of regulatory contexts. Her research focus is higher education regulation, policy and process broadly.

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Michaela Martin, PhD, IIEP-UNESCO Programme Specialist

Michaela Martin has a track record of more than 25 years in research and teaching in higher education policy, governance and planning. She holds a doctorate in Education from the University of Paris, a Post-graduate degree from the College of Europe, Bruges, Belgium, a Master's degree in Franco-German Economic Relations from the University of Paris III (France). Since she joined the UNESCO International Institute for Educational Planning (IIEP) in 1990, she has been specializing in the management of higher education. Since 2004, she has been in charge of an international research and training programme in the area of internal and external quality assurance in higher education. Since 2017, she is in charge of a research on flexible learning pathways in higher education. Since January 2021 she is the interim R&D team leader at UNESCO IIEP.

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Topic 1

Based on the case study of Flexible Learning Pathways in your country, what do you see as the most relevant issue to be addressed for strengthening access to HE and flexibility in HE studies?



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Topic 2

What kind of impact has COVID19 pandemic had on access to HE or successful progression of studies? Despite a very challenging situation throughout the world, has there been any positive outcomes for Universities and HE students?



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Topic 3

What concrete steps is your university/ministry/country taking to address the Flexible Learning Pathways recommendations for the post-pandemic recovery and future progress of Higher Education in your country?



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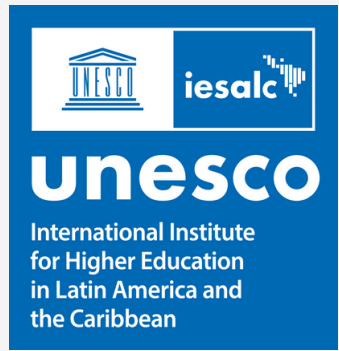


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Q & A

The panel will now be answering questions from the audience posted in the Q&A section



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Thank you!

Contact

Embassy of Finland in Buenos Aires: sanomat.BUE@formin.fi

Embassy of Finland in Pretoria: sanomat.PRE@formin.fi



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