



**LEUPHANA**  
UNIVERSITÄT LÜNEBURG

# Lifelong Learning Guidelines

Learning from a Comparison of Open Universities in Europe

**OPULL**  
Opening Universities  
for Lifelong Learning



## **Imprint**

### **Production:**

Leuphana University Lüneburg  
Institute for Performance Management  
Wilschenbrucher Weg 84, D-21335 Lüneburg  
Project OPULL (Opening Universities for Lifelong Learning)  
Funded by the German Federal Ministry of Education and Research

### **Author:**

Prof. Dr. Sabine Remdisch

### **Translator:**

Grant Helle

### **Editor:**

Ron Müller

ISBN: 978-3-00-045437-0

Lüneburg, 2014

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by-sa/4.0/>).

[www.leuphana.de/en/institutes/ipm/research/opull.html](http://www.leuphana.de/en/institutes/ipm/research/opull.html)



# CONTENT

Imprint .....	3
Lifelong Learning Guidelines.....	6
1 Social Change Demands an Open University.....	7
2 Current Challenges in the Opening of Universities.....	8
3 What does “Open” Mean: the Varying Perspectives .....	12
4 How the “Open University” is Realized: European Examples of Good Practice.....	14
5 Exploring the Success Factors for the “Open University” through OPULL Research.....	16
6 Recommendations .....	20
Literature .....	23
Circle of Experts .....	24

# LIFELONG LEARNING GUIDELINES

This paper presents the final recommendations derived from the research project “Opening Universities for Lifelong Learning” (OPULL).

OPULL considered different modern approaches to the implementation of Lifelong Learning in European universities in order to identify the most viable models and their modes of operation, as well as to find out if and how they could be transferred to other education systems in the participating countries, in particular to Germany. The project evaluated four European concepts of Open Universities – at the Leuphana University of Lüneburg (Germany), the Open University (United Kingdom), the University of Southern Denmark (Denmark), and the Open University at the University of Helsinki (Finland). It took into account

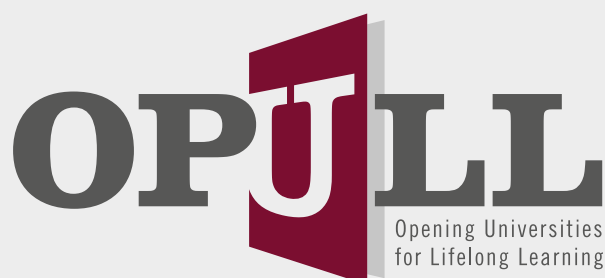
factors in each national, political, social, cultural, and legal framework; which promote or inhibit the process of opening universities and the recognition of prior learning at these institutions. The research explored the typical characteristics and success factors of new target groups who are now increasingly attending universities as part the process of the opening up of Higher Education.

These guidelines for the active implementation of Lifelong Learning in Higher Education are based upon the success factors derived from the research, and from the recommendations of a select circle of European experts. They are aimed at stakeholders in Higher Education and business, as well as learners and educational policy makers.

## OPULL Project

Through the analysis of procedural, structural, and success variables for opening up Higher Education Institutions for non-traditional student groups, and based on quantitative and qualitative studies, the project provided an empirical basis for determining cause-effect relationships in Lifelong Learning. More than 1000 students were surveyed at the involved Higher Education Institutions and more than 50 interviews were conducted with Higher Education Institutions’ staff, and experts in the four partner countries (at the Leuphana University of Lüneburg (Germany), the Open University (United Kingdom), the University of Southern Denmark (Denmark), and the Open University at the University of Helsinki (Finland)). Content analyses of national reports and strategy documents, and a case study analysis completed the empirical basis of the project. The findings from the European comparison help to explore the concept of openness in Higher Education and to systematically setup, and further develop concrete offerings of Lifelong Learning for new target groups. The term “Lifelong Learner” was developed within the project to best describe the specific types of learners in the Open University programs involved in the research.

The OPULL Project was funded from 2009 to 2013 by the German Federal Ministry of Education and Research.



# 1 SOCIAL CHANGE DEMANDS AN OPEN UNIVERSITY

The modern world is evolving: demographic changes, the transition to a knowledge-based economy, globalization, and digitalization are presenting new challenges to the way we think about education.

**Demographic changes** are producing an aging workforce and serious staff shortages which are threatening companies across all branches of industry. In order to stop these shortages, more highly qualified graduates are needed, and non-traditional target groups must be brought into academic education. Together with improving personnel recruitment, the issues of systematic knowledge management and retention management must be tackled. For many firms, a cross generational transfer and maintaining of knowledge is necessary, and employees must take part in Lifelong Learning. Higher Education must think of new solutions to combat these issues and must open up for new target groups arriving from the business world.

Alongside the transition to a **knowledge-based economy**, the activities for companies are changing and these transitions are leading to a continual rise of overall qualification levels. Respectively, people are beginning university studies more than ever before and further education is becoming more attractive as a way to secure and improve one's qualifications and employability. Therefore, Higher Education must adjust to these types of students and offer customized curricula to experienced and working professionals.

**Globalization and digitalization** have drastically changed how we work: flexible working hours and locations, virtual communication, and interconnected work processes are in high demand. Employees today need different skills to take part in a globally connected workplace. Therefore, a demand for a new form of further education for employees and managers is arising; in a society where life takes place

online, Institutes of Higher Education must keep up with the fast pace of change in technology as well as what concerns the content and the formats of learning (online platforms, MOOCs, etc.).

The demographic changes, the move toward knowledge based economy, and globalization and digitalization currently taking place in Europe are strongly affecting Higher Education and these social changes demand an Open University. New target groups are attending Higher Education, and more opportunities for Lifelong Learners are required, alongside straightforward transitions between various forms of Higher Education learning and professional learning. Higher Education is becoming more diverse and must prepare for an increase of "new student groups": working professionals looking to further their qualifications, students with families or other social backgrounds, and foreign students who are entering the domestic job market. In order to meet the needs of these various interest groups, universities must make widespread changes which can affect many dimensions.

Sustainable models for Lifelong Learning and Open Universities can only be achieved through networking and active engagement of all relevant stakeholders, such as various forms of further education, business, and government. Establishing a universal understanding of quality and a binding, overlapping standard of quality is necessary for a successful cooperation.

The various stakeholders – Higher Education Institutions, businesses, learners, educational policy makers, and researchers – involved in the opening of universities have their own views on the challenges they face, each highlighting the different aspects which particularly affect them.

## 2 CURRENT CHALLENGES IN THE OPENING OF UNIVERSITIES

### Expert's Corner

A collection of quotes from a panel of European experts on Lifelong Learning.

“How can we stimulate universities to be more active in the complete field of implementing Lifelong Learning and its structures. The observation is that many institutions are very reluctant, especially the elite universities in activities concerning the establishment of Lifelong Learning structures. Often, elite universities see a contradiction between excellence and opening up.” (Andrà Wolter)

“For the Lifelong Learner, the offerings not only have to be individualized to their needs, but also the delivery has to be flexible at times when I can attend courses available in certain areas, taking into account travel costs, workload, and being away from family.” (Stefan Weiss)

“Depending on their phase in life, students are looking for different subjective and didactical needs and need suitable customized learning formats.” (Carsten Yndigegn)

The following presents the perspectives of these four key stakeholders in opening universities.

### 2.1 The Challenges for Higher Education Institutions

The opening of Higher Education Institutions results in an increasingly heterogeneous student body and, for this reason, diversity management will become a central challenge for universities in the coming years. They will be required to meet the needs of new target groups by actively engaging in diversity, becoming more flexible, and focusing more closely on the varying needs of different student groups.

#### Overcoming Habitus and Issues of Status

In order to accommodate these new student groups, social integration will play an important role in fully including new student groups into universities. International studies have identified barriers and difficulties for non-traditional students, both before and during their studies. For instance, students from families with a lower social status often view Higher Education as having more risk than a professional apprenticeship, as the cost-benefit relationship is seen as less beneficial. These assessments, among others, can be attributed to a family's valuing of education and the self-efficacy of an individual<sup>1</sup>. Students from non-academic households view Higher Education, to a strong degree, as a foreign environment in which they cannot achieve the social and cultural demands<sup>2</sup>. Additionally, prestigious universities (i.e. Elite Universities) select students with high cultural capital, and thus students with lower cultural capital are sorted into lower ranked institutions. Therefore, the challenge lies in reducing the cultural and social distances between one's own environment and the Institutions of Higher Education.

#### Creating Customized Offerings for New Target Groups

Higher Education and its curriculum must be custom designed to be seen as attractive, beneficial, and achievable for potential students. The ability to manage the demands of a work-learn-life study balance are, for employed students, an important requirement for successful studies<sup>3</sup>. Higher Education must be willing to accommodate new students, especially employed students, and must also pay attention to a flexible didactical design and individualized content of their curricula.

1 Becker, R. (2010, pp. 223–234).

2 Thomas, Liz (2002, pp. 423–442).

3 Naidoo, R. (2008, pp. 43–55).



## Supporting New Target Groups

Encouragement from one's social environment and from the employer strongly determines the choice, and success of, further education. The risk of dropping out is also lowered when a personal identification to the subject and to the university is established early on<sup>4,5</sup>. A close connection to their student body is becoming more important to the universities. The students need information, motivation, and integration related to their individual backgrounds.

## Establishing Regulations for Recognizing Prior Competencies

For the new targets groups, work and Lifelong Learning must be intertwined. Therefore, an Open University solution means facilitating university entrance for qualified professionals, and the recognition of their professional knowledge and competencies towards academic qualifications. For this, universal standards are necessary. Program designers, faculty leaders, and university managers require training concerning the recognition of professionally earned competencies.

## 2.2 The Challenges for Business

In today's modern economy, a company's success depends on the skills and innovativeness of its employees now more than ever. New and up-to-date knowledge is becoming the most important variable and, in order to access this, the key lies in the cooperation between science and business. When companies and universities work in tandem with education at the forefront, they become a powerful engine driving the future of innovation and economic growth.

## Improving Business-University Cooperation

The cooperation between science and business in Germany, and elsewhere in Europe, is not functioning optimally. There are still many barriers hindering the exchange between firms and universities. Universities lack suitable offerings for employed students, and many companies aren't yet ready to open up for cooperation. Resources, personal capacities, and research results are not nearly connected enough. Science and business are still two different worlds that do not understand each other's culture, communication, values, and responsibilities. The challenge for both sides is to learn how best to implement development opportunities.

<sup>4</sup> Yorke, M. (2004, pp. 19–32).

<sup>5</sup> Yorke, M. & Longden, B. (2008).

“Universities have to ‘step outside and into the shoes of the learners’ who haven’t joined Lifelong Learning programs so far. To address them, we have to find innovative solutions to coach, guide, and help them to continue to adapt to their learning styles and abilities. What type of support do non-traditional students require?” (Stefan Weiss)

“The main obstacle for Lifelong Learners is combining work and learning. But work-based learning and RPL make Lifelong Learning possible.” (Ernst Hartmann)

“Universities need to better understand the employer needs and expectations.” (Liz Marr)

“In order to overcome the scepticism in German Academia towards industry funded applied research, basic research needs to accompany it.” (Martin Noack)

"I think this whole question is about what a curriculum looks like when you try to foster learning transfer. What implications does it have for the way you teach, the way you conduct learning, and the way you assess? This is where representatives from the field can give valuable advice." (John Storan)

"More and more companies are addressing Lifelong Learning, whereby the goal must be the establishment of a unique culture of learning within the company which inspires employees to further their education. But what makes a good and functioning culture of learning, and how do we foster it?" (Tove Heidemann)

"It's a jungle out there for interested students trying to search for a fitting study program. Internet research does not help much: there are too few details and not enough substance. The quality just is not good enough." (Vanessa Esteve-González)

### **Participating in the Development of University Curriculum**

A key challenge for employers today is the hiring, retention, and development of their workforce. Further education is becoming more and more an important aspect for a company's long-term success. Therefore, they should take an active role in the development of class offerings and curricula. The study programs must be more demand-oriented and ensure the relevance to daily work life. Firms should involve themselves in the development of study plans, along with the establishment of quality standards for courses of study and be represented in the evaluation process.

### **Establishing an Overall Company Culture of Learning**

In order for companies to embed the ideas of continuous education and Lifelong Learning effectively and permanently into their organizational structures, they must make it a priority to develop their own learning culture which will encourage employees to seek further education, including the possibility of Higher Education qualifications and degrees. Companies must emphasize the importance of Lifelong Learning for their employees. They must encourage and support them to take part in further education.

## **2.3 Challenges for Lifelong Learners**

It is not only the universities who must be open and flexible to make Lifelong Learning possible, but also the learners. They are responsible for keeping their knowledge and skills up-to-date in the face of rapid change. The motivations, attitudes, and expectations of the learners are prerequisites for Lifelong Learning to take place, and study success depends on how learners meet personal challenges. The first sizable challenge for interested learners is simply finding the right offerings.

### **Finding Suitable Study Programs**

Learners who seek continuing education are often faced with a wide and confusing variety of offerings from various providers (adult education institutions, training agencies, universities) but without any valid orientation guide, such as quality criteria to help with their choice. Interested learners need tools which can provide quick and focused guidance to find the opportunities which best meet their concrete needs. Transparency and advice are especially needed for older professionals without prior university qualifications. When offered a confusing variety of internal and external development and training courses, they may not have the expertise to find the best ones for their personal demands. In reality, they often do not even consider the option of higher education.

## Showing Initiative to Learn

Learners must meet the challenges of Lifelong Learning using their own initiative. When faced with conflicting demands from work, studies, and private life, a good balance must be found so that learning fits well into their daily commitments. Therefore, learners require a good self-organization and coping skills. Many training and education offerings do not offer flexibility to fit into working life and sometimes content is not tailored to the learner's actual work so learning transfer cannot take place on the job.

## 2.4 Challenges for Education Policy

From the viewpoint of policy makers, major changes have already been initiated in Higher Education policy. In response to the economic and societal challenges, European-level policies, such as the Sorbonne Joint Declaration, the Bologna Declaration, the Lisbon Strategy, and Europe 2020 have already resulted in a profound transformation in the types of degrees, disciplines, learning outcomes, and study formats available. Nevertheless, this may only be seen as a beginning. It has established a momentum of change which legislators and universities must maintain by remaining responsive to shifting needs.

### Establishing Necessary Structures

The realization of Open University concepts requires policy makers to first establish the necessary structures. Their essential challenge is to create and drive forward funding models, legislation, and regulations. For example, by establishing regulations to make flexible learning and recognition of prior learning a reality. Policy makers must make educational equality a priority, along with the inclusion of non-academic groups. Furthermore, it will be important to form a central approach to Lifelong Learning, both in individual nations, and across Europe, thereby giving an additional impulse to the establishment of suitable structures.

### Initiating Networking

An Open University requires a connected network. Policy makers must establish a comprehensive and strategic focus on promoting the establishment of support networks consisting of experts. An EU-wide network, with all stakeholders involved in Lifelong Learning, will bring together relevant organizations, networking of education, and also the acceptance of Lifelong learning in the business world.

“People may have once gone to university to get a degree, but now their motivation is topic oriented and to fulfil personal interests.” (Stefan Weiss)

“I sometimes think that people do not talk as much about what the students can do themselves. Self-regulation skills, and coping strategies. Learners must also be active in the learning process.” (Steffen Beiten)

“I think we have to make sure that we try and find ways to make it attractive for the universities to actually adopt these reforms. This has a lot to do with the way in which Higher Education is funded. I think that is a very important aspect here, the supply side, i. e. incentives for universities.” (Dominic Orr)

“... the new ‘Erasmus for all 2014–2020’ is about knowledge and alliances. And that is a concept which I think we will have to use very much in the future. It is about cooperations between education, research, and innovation (‘the knowledge triangle’). I am especially looking forward to knowledge alliances in research between universities and business.” (Tove Heidemann)

# 3 WHAT DOES “OPEN” MEAN: THE VARYING PERSPECTIVES

There is no common definition for an Open University. The ideas for realizing an Open University are still in their conception. However, there are already examples of good practice, albeit without common standards and without a common definition. Open is defined as, “in contrast to its opposite”, or as in not closed or not inaccessible. Openness in education is, therefore, defined in relation to the challenges which bar or hinder access to learning. Thus, open learning opportunities can be understood as Higher Education, which is flexibly open to different learners at any time, in different venues, and with an open and welcoming reception.

What exactly openness can mean, is shown by the following ideas of openness which, in aggregate, can be transformed into a more solid definition.

## Open-minded

“Open means: a change in mindset is needed.” (Dominic Orr)

“What can we do to stimulate universities to engage more in the field of Lifelong Learning? I think the first prerequisite to be successful in this field is that we have to change the criteria for what is defined as reputation in the academic world.” (Andrä Wolter)

“My warning – keep an Open University open! The habitus will naturally narrow over time and requires constant work to keep it open!” (Liz Marr)

“Barriers to Lifelong Learning in higher education are not just financial, they are also cultural and attitudinal, and therefore much more challenging to dismantle.” (Liz Marr)

“The university’s mission has an impact on the type of learners it attracts.” (Saara Repo)

## Open for new target groups

“In the last few years, the term ‘Open University’ has dramatically changed in its meaning. Today it is not a question of lowering entrance requirements, but rather actively recruiting new target groups to attend Higher Education Institutions. These new strategies have become even more important through demographic changes.” (Andrä Wolter)

“To attract but also retain non-traditional learners, who might return to (non-)formal education after decades of abstinence, Universities need to provide adequate learning counselling and guidance from start to finish.” (Martin Noack)

“Depending, also, on how countries fund Higher Education, you will see more and more people with very diverse approaches to Higher Education, e. g. part-time, work, parenting, and so on. So everybody could benefit from more flexibility.” (Michael Gaebel)

## Open for University-Business-Cooperation

“Openness means being open to cooperation between universities and businesses in the process of Lifelong Learning. Both sides share their expectations, consolidate their different learning cultures, and transfer knowledge. Openness means using cooperation as an engine for innovation.” (Sabine Remdisch)

“Openness means permeability between science and business, benefiting from mutual impulses in order to transfer knowledge and share competencies.” (Tapio Kosunen)

## Open for Day-to-Day Questions from Business

“The ‘non-traditional students’ involved in further education bring forth questions and problems, along with their day-to-day business lives, to Higher Education, with the expectations that Higher Education contributes to solving these issues.” (Stefan Weiss)

## Open for Regional Cooperation

“Universities should also be open to regional environments (communities, municipalities, local businesses), and serve as hubs of regional information systems – whether it is for technological businesses or social innovations.” (Ernst Hartmann)

## Open for Permeable Structures

“Certain people work very, very successfully at university, although they did not follow the classic route through the levels beforehand. [...] Lifelong Learning is about second chances, especially in Germany for educated students who would like to return to academia. The concept of Open Universities can be characterized by an increased mobility between job training and Higher Education.” (Dominic Orr)

“One of the biggest challenges in Germany due to a high formalization of the education system is the lack of recognition for prior (especially non-formal and informal) learning. A stronger focus on learning outcomes and competences would greatly benefit both old and new students as well as the labour market.” (Martin Noack)

## Open for New and Customized Didactical Concepts

“You have to deploy different formats and different didactical methods for new target groups having to learn while employed. You have to ensure the learning program is relevant for the learner and the business. Look at the efficiency and think about effective delivery channels to ensure sustainability.” (Stefan Weiss)

“When we asked the employer organizations, they said, ‘What we need is some form of flexible courses that fulfill the needs on a short term basis’, and these are not available from the universities.” (Carsten Yndigegn)

“Integrating studies with work eases the learning process and supports learning transfer.” (Tapio Kosunen)

## Open and Transparent

“Higher Education must introduce more transparency when it comes to its offerings for new target groups and what it expects from them.” (Vanessa Esteve-Gonzalez)

## Open through, and for, Digitalization

“New challenges for Lifelong Learning present themselves in the advanced digitalization of knowledge, and results in the free availability of knowledge in an open world. Digitalization requires a change in the way learners go about pursuing education. This also requires openness of professors to use new educational technologies and enable an education free from specific time or location requirements.” (Arto Jauhiainen).

“Adaptive (digital) learning environments can engage and motivate non-traditional learners with individualized prompts and constant feedback. Supervised and coached by digitally competent educators, they bear the chance to not only deliver knowledge but also develop learning self-efficacy.” (Martin Noack)

## Open for Different Perspectives

“We need an environment where different backgrounds are valued. Where learning is not a one-way street but an interactive process in which different parties contribute with their knowledge and experience.” (Romina Müller)

These quotes demonstrate the multidimensionality of the concept of Open Universities. The essential characteristics vary from perspective to perspective. Depending on the stakeholder and the vested interests, the relevant forms of the realization of an open university differ and result in diverse emphases and accentuations in opening universities.

## 4 HOW THE “OPEN UNIVERSITY” IS REALIZED: EUROPEAN EXAMPLES OF GOOD PRACTICE

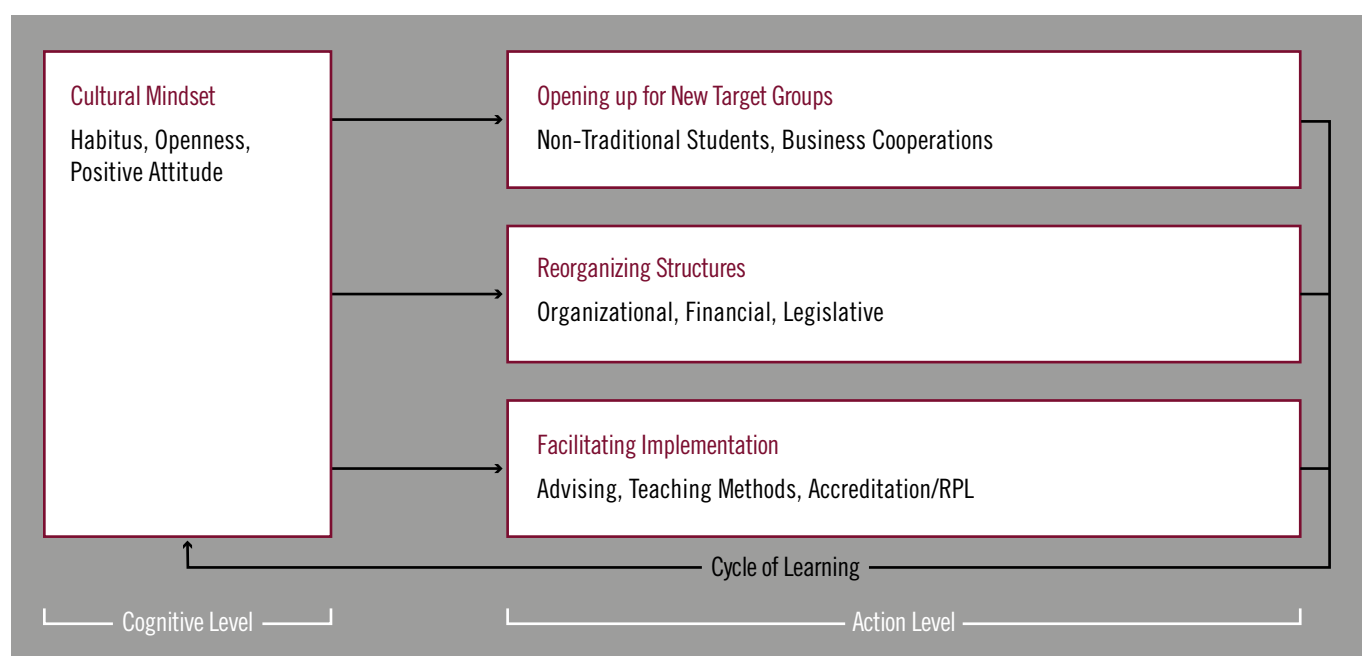


Figure 1: Success factors for opening universities

Which concrete models and ideas of an Open University have been implemented in Europe to date? Four partner universities involved in the OPULL Project were observed and can be viewed as examples of good practice. These four universities have systematically explored the principles of Open Universities. Although these Open Universities share many similarities, their approaches differ considerably. Each approach highlights other aspects of an Open University. From the four models of good practice, specific success and critical incident factors can be determined, and analyzed to discover what exactly drives an effective Open University.

The Open University in the UK, for instance, has been entirely dedicated to Lifelong Learning since 1969 and, “... first gave meaning to what openness might mean.”<sup>6</sup> Ever since, it has stood as a European

model for how a national university can, “... be open as possible to people, places, methods, and ideas.”<sup>7</sup> Its example clearly emphasizes how Higher Education can **open up to new target groups**. The Open University provides Great Britain with an innovative pioneer in new learning and teaching methods within European academia, and offers special customized study conditions and flexible formats for nearly every type of potential student.

Other features of openness are exemplified by the Leuphana University Lüneburg in Germany. The Leuphana University highlights **how organizational restructuring** is necessary to meet the special demands of new target groups. Leuphana is divided into four separate units (College, Graduate School, Research Institutes, and Professional School), all providing customized offerings for the various types of students.

<sup>6</sup> Lane, A. (2009, pp. 1–12).

<sup>7</sup> The Open University (2013).

The university's structure offers a full educational continuum, ranging from undergraduate studies, all the way to programs for professionals studying alongside full or part-time work. In this vein, the Professional School is the main body specifically dedicated to Lifelong Learning programs and serves as the flagship Open University for Lifelong Learners.

Another key feature of openness is the **cultural mindset**. This is well exemplified in Finland, where the society places very high value upon education. This has resulted in Lifelong Learning priorities which are embedded in Higher Education policy at the highest national planning level. Open University courses, like those offered by the Open University at the University of Helsinki, are open-access and available to the entire population with highly flexible formats and credits transferable towards traditional university degrees.

In the Danish example, the **implementation of Lifelong Learning** occurs within their traditional institutional structures. At the University of Southern Denmark, flexible Lifelong Learning opportunities are built into the existing university programs. It successfully attracts and caters to new student groups, as well as offering more flexibility to traditional full-time students. The system is highly permeable, facilitating mobility between universities and vocational education, with flexible learning methods and universities cooperating closely with employers who support Lifelong Learning to a remarkable extent.

The target group, organizational structure, cultural mindset, and the implementation process have proven themselves to be especially important. Thus, these four factors deserve special attention and are keys of success for opening universities and the strengthening of Lifelong Learning institutions.

A closer look reveals that universities should follow a predictable pattern of opening up (see figure 1). The very first step in opening universities is changing the attitude to Higher Education, enabled by a particular mindset in the general culture (i. e. the willingness to widen participation and to welcome new target groups). The cultural mindset is the cognitive dimension displayed in the model and is the basis for the realization of an Open University from which, in the next step, action levels are derived. While the action levels can be applied in a variety of ways (and must be adapted to the specific national, organizational, financial, and legal contexts) the cultural mindset and the attitude towards an Open University is a necessary prerequisite. The mindset strongly affects the openness for new target groups. Opening means adapting to new student groups and cooperating with business and the community. The unique challenges facing new target groups require universities to restructure and offer non-traditional alternatives to Higher Education. Because of the demands of balancing studies with work, the implementation of Lifelong Learning must include new and more comprehensive support structures, such as coaching, career services, and work-learn-life balance guidance. New entry regulations, including alternative admissions criteria, Recognition of Prior Learning (RPL), and new types of programmes and teaching methods are equally essential.

Developing an Open University occurs in a series of successive cycles. The effective implementation of Lifelong Learning strengthens positive attitudes and cultural mindsets, which in turn are the motors of the action levels.

# 5 EXPLORING THE SUCCESS FACTORS FOR THE “OPEN UNIVERSITY” THROUGH OPULL RESEARCH

Based on the empirical data collected during the OPULL Project, we would like to look closer at the four identified factors. The corpus of data is the results of the content analysis for the examples of good practice, the evaluation of the quantitative surveys of employed students, and the qualitative interviews of the university employees. Furthermore, the results of the qualitative interviews with selected Higher Education experts shall also be used.

## 5.1 The Cultural Mindset – Creating and Engaging in Lifelong Learning

The **societal attitude** towards opening universities strongly influences efforts to implement Lifelong Learning and the realization of Open Universities. Societies which value educational equality can more easily provide their offerings to new target groups. Societal values are mirrored in universities; more exclusive attitudes towards opening universities and resistance to change among university staff can have a negative effect. For example, the Nordic countries are viewed as pioneers in education equality, while Germany lags behind<sup>8</sup>.

OPULL interviews with academic and non-academic staff at the four universities revealed that, at the two Nordic and the British universities, there is a very positive view of integrating new target groups<sup>9</sup>. In particular, the Open University of the UK stands out, as it enjoys a widespread acceptance while focusing primarily on non-traditional students. At Leuphana, the worry of maintaining a high quality of education has led to a more negative view, although the necessity to open up for these new target groups is acknowledged. German Higher Education Institutions are usually viewed, in the European comparison, as more traditional, resistant to change, and also display an aura of exclusivity<sup>10</sup>. These results support this thesis for German universities and show that Nordic and British universities do not experience an aura of exclusivity to such an extent.

The openness of the institutions was also determined by assessing the value of **Recognition of Prior Learning (RPL)**. RPL was considered

	University of Southern Denmark N=507	University of Helsinki Open University N=308	Leuphana University Lüneburg N=258
Mean age	38.9	38.5	35.3
Female	61.0 %	83.1 %	63.9 %
Late learners	75.0 %	71.7 %	64.0 %
Vocational learners	97.4 %	95.8 %	95.0 %
Alternative learners	47.7 %	62.7 %	8.5 %
Employed learners	89.3 %	64.3 %	52.5 %

Figure 2: Sample description of quantitative data

Note: only valid percent are given; for the Leuphana sample the number of vocational learners was estimated.

problematic at all four institutions, and is only favored to a certain extent with definite criteria. The main issues were the assurance of quality standards and the evaluation of the equality of the competencies to be recognized. Clear procedures and objective standards are therefore required to raise acceptance. It is of special importance to involve the academic and non-academic staff in determining these procedures and rules since they are the persons deciding the success or failure of the RPL process.

The results of the OPULL study show that the different universities have already taken some steps forward in opening up. But a diverse student body consisting of learners with different educational backgrounds and living circumstances is currently not valued enough. In order to bridge the gap between the scientific and business worlds, Higher Education (particularly in Germany) must focus on improving the recognition of diversity and developing an inclusive attitude towards new target groups.

<sup>8</sup> Müller, R. & Remdisch, S. (Under review).

<sup>9</sup> Müller, R. & Köhler, K. (Under review).

<sup>10</sup> Alheit, P. (2009, pp. 215-226).



## Student Profiles

### Careerists

- advance in the current career
- increase self-confidence at work
- increase status at work
- gain a higher income

### Degree-orientated

- move into a new career field
- enter or return to employment
- attain an academic diploma

### Educational Aspirants

- keep intellectually fit
- develop personally
- know more about a subject
- pursue interest in current research findings

Figure 3: Three student profiles: careerists, degree-orientated and educational aspirants

## 5.2 New Target Groups – Appealing to the Lifelong Learners

The analysis of the surveys performed during the OPULL Project at the various universities showed that the respondents have much in common, especially in relation to their professional and socio-demographic backgrounds. Most in the new target groups have completed a professional apprenticeship and/or have at least two years of work experience. Often the students are over 30 years-old, work either full or part-time during their studies, and study using alternative forms (i. e. online courses, MOOCs, etc.). The new target groups encompass professionally qualified, employed, and older students, along with distance learners and those participating in blended learning formats<sup>11</sup>. The OPULL data encompasses these four groups (see figure 2<sup>12</sup>).

In order to better understand the new target groups, the OPULL Project looked into students' motivation. Based on the data collected and existing scientific literature<sup>13</sup>, the project developed a typology of a Lifelong Learner. The data show the most important motivations: clear

career goals, specific interests in a topic, and the wish for change or an academic degree for a current or new career.

Using the data, three profiles of Lifelong Learners can be identified: The careerists, the degree-orientated, and the educational aspirants<sup>14</sup>.

Careerists attend university primarily to further develop professional skills. The degree-orientated students seek a degree to begin a new career or just to receive a Higher Education diploma, while educational aspirants come to university due to interest in a certain subject or study program (see figure 3<sup>15</sup>).

At each university OPULL observed, the three types of Lifelong Learners could be identified, albeit with different manifestations of certain characteristics. For example, German careerists are highly motivated by advancement opportunities and/or higher income, but this is not the case in Nordic countries. In Germany, the large number of careerists can be explained by a large amount of women in the sample, compounded with the large disparity in income between men and women. The strict separation between professional apprenticeships and academic education leads to an increased focus on university diplomas, which is reflected in the degree-oriented group. This group at the universities in Finland and Denmark was younger than their

11 Müller, R. & Remdisch, S. (Under review).

12 Müller, R. & Repo, S. (2013).

13 Schuetze, H. & Slowey, M. (Eds.) (2012).

Alheit, P., Rheinländer, K., & Watermann, R. (2008, pp. 577–606).

Jauhianen, A., Nori, H. & Alho-Malmelin, M. (2007, pp. 23–39).

Purtilo-Nieminen, S. & Määttä, K. (2011, pp. 43–55).

14 Müller, R. & Repo, S. (2013).

15 Müller, R. & Repo, S. (2013).

German counterparts. Therefore, in terms of motivation, they are much closer to the “traditional student” which is more diploma-oriented and less focused on career development.

Despite differences between countries, it was shown that the new learners not only form groups based on age, background, biography, or level of education, but also based on goals and motivation.

Not all Open University concepts are made equal. There are different models which work best for the differing student groups. The OPULL Project ascertained that the Open University at the University of Helsinki is a good model for students attempting to further both their career, and themselves as a person. But the university is less suitable for students aiming for a leaving certificate, as the university cannot issue diplomas. On the other hand, the Professional School at Leuphana is most successful at recruiting and integrating Lifelong Learners looking to advance professionally and receive a diploma, and their programs are especially focused on the employability of its students.

Further analyses have also shown that increasing diversity in a student body is viewed considerably more positively in the United Kingdom and the Nordic countries than, for example, in Germany. In these countries, the majority of interviewees considered the mixing of different groups into the student body as positive, as a diverse student body also means a diversity of views, backgrounds, motivations, and practical experience. Even in Germany, the potential is slowly being recognized.

### **5.3 Structuring Lifelong Learning – Organizational, Financial and Legislative Aspects**

Integrating new, non-traditional target groups into universities can be accomplished in several ways. Leuphana and the University of Helsinki focused their entire Lifelong Learning program completely on a Professional School/Open University in order to offer the new target groups an open and personalized environment adjusted to their special needs. Whereas the University of Southern Denmark integrated specific programs for employed students and incorporated Lifelong Learning completely into the existing university structures. The Open University of the UK, although itself an autonomous Open University, put in place a

universal institutional strategy including effective support structures for their students.

In addition, the OPULL Survey of Higher Education experts revealed that the financial situation of the educational systems in the individual European nations was usually either under the direct, or at least indirect, influence of the Lifelong Learning program offerings. Universities in the United Kingdom, in particular, were forced to react to funding cuts with, at times drastic, tuition rises. The new financial structures exacerbate the lack of suitable support offerings for students. In the UK, financial aspects also might reduce the overall number of students. Those who are already employed will likely shy away from the additional strain and costs, so long as professional advancement is not guaranteed.

On the other hand, Denmark has no tuition for full-time studies, and Germany has no tuition for primary university education (Lower-Saxony will be the last state to remove tuition fees in the winter semester 2014/15). In Finland, the Open University of Helsinki does not receive financial assistance from the government, but rather offers its courses to students from other Finnish universities, which then compensate the Open University in accordance with mutual agreements.

The expected shortage of university graduates has the potential to be a significant enticement for the continued implementation and establishment of Lifelong Learning in education policy of a given nation, while also creating suitable and sustainable conditions for financing.

In terms of political will for Lifelong Learning, Germany can be considered the least developed country within the OPULL Project. Current developments are signaling a change; through laws supporting the entrance of professionally qualified students to German universities. In Great Britain there have been a few promising initiatives, such as the “Aim Higher” projects, which attempted to allow eased entrance to university education. The most promising framework though can be found in the Nordic nations, where adult and further education has long been anchored in educational policy.

It can be said that two critical success factors can be identified for the effective implementation of Lifelong Learning at European uni-

versities. First, the organizational structure should be based on an institution-wide, internalized open habitus and firmly anchored in a comprehensive institutional Lifelong Learning strategy. Secondly, there must be effective financial support and an efficient national education policy.

#### 5.4 Implementation – Meeting the Needs of Lifelong Learners

Opening universities to new target groups must be reflected in the development of specific study formats for new student groups. This concerns not only the organizational framework which guarantees the feasibility of studying while working, but also the didactical aspects which must confront issues that the various groups of non-traditional students must face. Programs and curricula must be customized to target groups' specific situations. Often, managing work, family, and studies is very difficult for employed students (work-learn-life balance). The integration of practice-oriented study material and employer support have a positive influence on the students' satisfaction with a program. Furthermore, successfully completing a study program is especially important for Lifelong Learners. For these students, the support of active study habits plays an important role, along with early academic successes, effective knowledge transfer, and a concrete, palpable benefit of a study program.

Prior to this, universities must first offer guides to assist in the search for a suitable program and career path. An interviewed Danish expert reported in the OPULL Project that Bachelor's programs with particularly high dropout rates can be attributed to absent or insufficient support structures, especially before, but also during studies.

Socially integrating students is especially important for employed students, alongside communication with university faculty. This requires not only lecturers providing expert advising, but also possibilities for social and emotional support, and the encouragement and support from the faculty.

The Professional School at Leuphana can be considered a model of success in this regard. The good relationship between personnel and

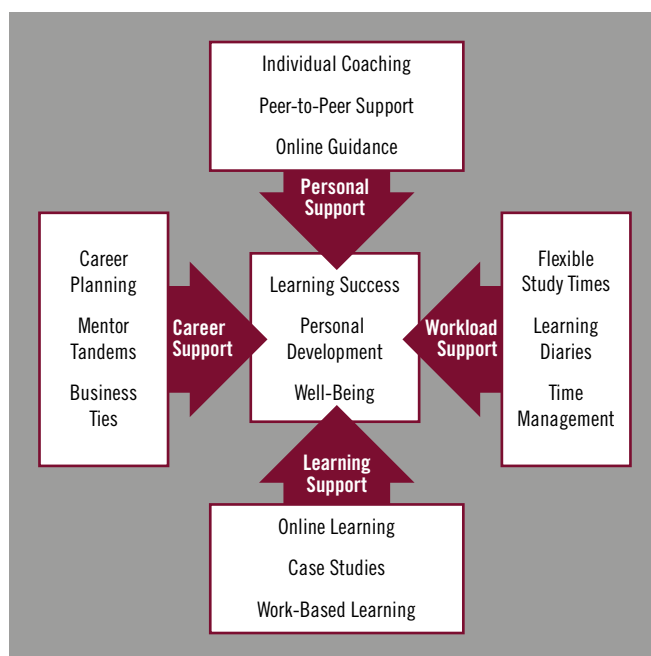


Figure 4: Sources of support at the Leuphana University Lüneburg

students enables individual support and offers a broad spectrum of services. It supports non-traditional students in four main ways (see figure 4) and through this, assures learning success, personal development, and well-being<sup>16</sup>.

The Open University of the UK also maintains excellent opportunities for advising and support in problems related to time-management, technical questions, and a proper work-learn-life balance. Advisers even proactively intervene for students who do not initially request it. Furthermore, a reform of the support structures of the Open University of the UK will take place in 2014: local tutors will be replaced by qualified teams who can expertly advise students, both online and over the phone.

<sup>16</sup> Beiten, S. & Remdisch, S. (In preparation).

# 6 RECOMMENDATIONS

Opening up universities is a modern necessity, and current changes in society also explicitly demand it, but instituting Open Universities is easier said than done. Unfortunately, there is not one solution that suits all. Yet certain aspects are known to be important in its realization, such as the cultural mindset, approaching new target groups, adequate structures at the universities, and strategies for implementation. Open Universities can only occur through the cooperation of every stakeholder involved (Higher Education, business, learners, and politics).

In the OPULL Project, the perspectives and viewpoints of each stakeholder were collected, evaluated, and discussed. The following presents recommendations on the best practice of establishing Open Universities in Europe. These recommendations attempt to answer the current challenges identified in Chapter 2.

In **Higher Education**, the opening of universities leads to an increasingly heterogeneous student body. Thus, diversity management is becoming its primary challenge. Universities must adapt to the requirements of the new target groups. Externally, universities must show that they are open to these new target groups, and internally, they must establish a culture which understands Lifelong Learning as a core responsibility.

Meanwhile for **business**, an Open University provides the opportunity to benefit from a closer cooperation with universities. In order for this to succeed, they must also accept that Lifelong Learning is becoming ever more important, and thus they must establish a culture of Lifelong Learning.

Lifelong Learning is the key to keeping up on the job market and improving job skills. For **Lifelong Learners**, it is important to show initiative for their own further development. Moreover, they must not be afraid to take the next step into universities and reconcile learning with work and life.

In order to implement such a large and extensive program as the Open University, **politics** must define a framework and necessary prerequisites. Furthermore, reliable and informed political decision making is needed. Politics must ensure proper funding, both for financing studies themselves, and for Recognition of Prior Learning (RPL).

## Specific Suggestions for the Stakeholders

### Higher Education Institutions must accept Lifelong Learning as their new main responsibility.

- Lifelong Learning has to be built into the university's mission and a corresponding Lifelong Learning charter has to be set up. A clear strategy is needed in order to deliver Lifelong Learning successfully.
- Lifelong Learning goals must be included in each aspect of the university's development and business plan. The will for an Open University will be reflected in the infrastructure, in the types of programs and admissions procedures, in the teaching content and methods, in the quality assurance arrangements, and in the focus and commitment of teaching staff.
- All Lifelong Learning activities should be evaluated regularly as part of the internal quality process of the institution.
- The commitment to Lifelong Learning requires a certain culture throughout the whole university and internalized by staff; without an open mindset a university will not make the necessary changes. Implementing a Lifelong Learning strategy is an ongoing process in which all members of the university must be integrated into the organizational development process.

### Offerings for Lifelong Learning require an especially active and precise marketing.

- Non-traditional learners, especially those who are employed, must actively be convinced by Lifelong Learning. To achieve this, professional marketing is a must: websites with target group-oriented offerings, presence in the media and at further education conventions, speaking with human resources representatives in companies, PR campaigns, and information days at the universities.

### Programs should be customized to employed students and enable flexible learning.

- Flexibility applies to both the offerings, and the forms of delivery: content which can immediately be applied to working life, e. g. case studies, teaching staff who are practically focused (academic professors and working professionals), blended learning methods,

including MOOCs, e-learning, evening support for email responses after work hours, and a supportive learning environment.

- There is a need to reorient the system away from curricula, and towards competencies and skills.
- The availability of MOOCs helps to realize the Open University model, as one way to democratize academic education, and shows how Lifelong Learning could be made available to large numbers.
- In a society where MOOCs are becoming ever more important, universities must be prepared to be able to call into question the viability of national “brick and mortar” institutions.

#### **Student advising, preparation, and assistance must be systematically offered.**

- Online self-assessment tools for students to find out whether they “fit” into Higher Education and if they are “ready to learn”, and decide what is the right subject based on content.
- The work-learn-life balance must be supported through good planning and a sensible organization of studies.
- Implementing learning support, appropriate guidance, and counseling services are needed, along with career coaching and mentoring services.

#### **Universities need to promote awareness and develop paths for the Recognition of Prior Learning.**

- A universal understanding of competencies must be the basis of RPL. It must be institution-wide and apply across the entire university. RPL can only be successfully achieved through a sensible cooperation between every stakeholder.
- Quality standards must not only be developed with a reliable and valid accreditation model, but also with a transparent and simplified implementation process. Furthermore, there is a need for a common database for RPL monitoring.
- RPL should work both ways: acknowledge vocational skills towards Higher Education learning and acknowledge Higher Education learning outcomes towards professional requirements. Public companies, in particular, often do not recognize continuing education and extra qualifications.

#### **Knowledge alliances and partnerships between Higher Education and business must be expanded, and universities must understand their role in the community.**

- The way in which universities view and understand themselves must be changed. The structures established for research should be maintained in their current form, but at the same time universities should be aware of the current problems affecting business and society as a whole in order to develop effective solutions.
- Higher Education must make their know-how more applicable and develop new, target group-oriented formats for knowledge transfer (i. e. work based learning).
- Universities should focus on entrepreneurialism. On the one hand, business skills should be fully integrated into the curricula, and on the other hand, chances for connecting with key figures in the business world should be established.
- Universities should serve as hubs of regional information systems for technical businesses and social innovations. When Higher Education and regional SMEs cooperate, they can make graduates aware of local companies and ease their potential personnel crises. Entrepreneurial projects help to create jobs in the region, and through supporting practical research and development projects, participating SMEs can be strengthened, and university-business-cooperation can become the motor of an entire region.

#### **Business must understand Lifelong Learning as an opportunity and not a cost. Therefore, they must establish a strong culture of learning.**

- In the near future, companies will only have one possibility to keep up with the market if they are to have access to skilled and qualified employees. Therefore, they must develop a strategy to further qualify their employees using Lifelong Learning. Managers play a central role in this aspect, and it's their responsibility to analyze employees' needs and establish learning agreements. They must track learning success, but also allow time for learning.
- Employers should ensure that university courses for continuing education are linked into their business strategy. Also, they should control for the effectiveness and the sustainability of the learning program.

- Companies should increase compatibility of working and learning. Work-based learning is an example for innovation-conducive learning.

#### **Ensure a manageable work-learn-life balance.**

- Balancing all of life's demands (work, family, and education) is one of the biggest challenges that Lifelong Learners must face. Some of the biggest sources of stress are time conflicts. These problems can endanger the success of studies. Therefore, curricula and study programs must be developed with the work-learn-life balance in mind. This can range from developing courses on time and stress management, all the way to personal coaching. Furthermore, the organizational and time structure of the education must be customized to the living and work situation of the student.
- The involvement of the employer is also an important aspect of the work-learn-life balance. It is beneficial to establish so called learning triangles, in which an employee agrees upon a learning contract with his company and university. These contracts establish how each partner will actively enable efficient and successful studies.

#### **Politics must design a framework for Open Universities.**

- Education policy must contribute in order to bring Lifelong Learning ahead and it is necessary to stimulate universities to be more active in Lifelong Learning. The importance of universities' roles in Lifelong Learning needs to be stressed more in political discourse.
- Policy makers need to create the structures that enable universities to create flexible study programs. This means in particular, developing binding and universal regulations for RPL.
- Policy makers need to develop performance indicators for Lifelong Learning activities to create economic incentives for universities to accept non-traditional students. There is a need for change in the university ranking systems and new indicators for success must be developed.
- Educational policy should assist in creating universal quality criteria, not only within academic Lifelong Learning, but also when comparing different further education providers. A common program

of certification could serve as the basis for bringing quality and transparency to Lifelong Learning in general.

#### **Additional Research Needs**

The OPULL Project has identified areas where further research is required.

More interdisciplinary research is needed in order to understand the living situations and backgrounds of Lifelong Learners and adult learners. Given Europe's aging population, we need more focus on older individuals and their learning needs. Also, more research is needed as to why non-learners do not engage in Lifelong Learning, and why people remain non-learners, in spite of Lifelong Learning opportunities.

For Lifelong Learners with non-traditional qualifications, we must find out who can benefit from RPL, and what systems for RPL actually work, and why they work. We can only assess prior learning towards Higher Education if we can determine at what level prior learning has taken place, and what evidence can be used to assess this. We should focus on what people get from the process of learning, with a focus on the competencies they gain rather than the certificates they collect. Therefore we should intensify empirical research on the learning outcomes of vocational training, further education, and work experience, specifying levels which are achieved to place these within a 'hierarchy of learning'. Research is also needed to develop better evaluation and monitoring data for RPL.

More research is needed on the success of teaching methods. How can we assess successful learning transfer? What implications does this have for curriculum development? What can knowledge alliances with the working world bring to learning methods in terms of material, examples, case studies, and real world expertise?

# LITERATURE

- Alheit, P. (2009). Exklusionsmechanismen des universitären Habitus: unsichtbare Barrieren für Studierende auf dem "zweiten Bildungsweg". *Hessische Blätter für Volksbildung: Zeitschrift für Erwachsenenbildung in Deutschland*, 59 (3). Retrieved February 12, 2014, from <http://www.dsw.edu.pl/fileadmin/www-ranlhe/files/Alheit-Aufsatz-Exklusionsmechanismen.pdf>.
- Alheit, P., Rheinländer, K., & Watermann, R. (2008). Zwischen Bildungsaufstieg und Karriere. Studienperspektiven „nicht-traditioneller Studierender“. *Zeitschrift für Erziehungswissenschaft*, 11(4).
- Becker, R. (2010). Warum bildungsferne Gruppen von der Universität fernbleiben und wie man sie für das Studium an der Universität gewinnen könnte. In Heinz-Hermann Krüger et al (Eds.), *Bildungsungleichheit revisited*. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Beiten, S. & Remdisch, S. (In preparation). *Opening Universities for LLL and the Challenge of Diversity Management: Support of Non-Traditional Students in Germany, Finland and Denmark*. In A. Waxenegger & John Field (Eds.), Routledge.
- Jauhianen, A., Nori, H. & Alho-Malmelin, M. (2007). Various portraits of Finnish open university students. *Scandinavian Journal of Educational Research*, 51(1).
- Lane, A. (2009). The impact of openness on bridging educational digital divides. *International Review of Research in Open and Distance Learning*, 10 (5).
- Müller, R. & Köhler, K. (Under review). *Zur Internalisierung von Lebenslangem Lernen an europäischen Hochschulen. Eine Bestandsaufnahme der gegenwärtigen Veränderungsprozesse*.
- Müller, R. & Remdisch, S. (Under review). Easing Transition between Vocational and Academic Routes – A Comparison of European Models for Lifelong Learning. *Scandinavian Journal of Educational Research*.
- Müller, R. & Repo, S. (2013). Careerists or Educational Aspirants? (Re-)entry of European Lifelong Learners into Higher Education. *Lline*, 2013 (2).
- Naidoo, R. (2008). Building or eroding intellectual capital? Student consumerism as a cultural force in the context of knowledge economy. In J. Välimaa & O.-H. Ylijoki (Eds.), *Cultural Perspectives on Higher Education*. Dordrecht: Springer Netherlands.
- Purtilo-Nieminen, S. & Määttä, K. (2011). Admission to university: Narratives of Finnish open university students. *International Journal of Continuing Education and Lifelong Learning*, 3 (2).
- Schuetze, H. & Slowey, M. (Eds.) (2012). *Global Perspectives on Higher Education and Lifelong Learners: International Perspectives*. London and New York: Routledge.
- The Open University (2013). *About the OU: Our mission*. Retrieved July 17, 2013, from <http://www.open.ac.uk/about/ou/p2.shtml>.
- Thomas, Liz (2002). Student retention in Higher Education: the role of institutional habitus. *Journal of Educational Policy* 17 (4), London: Taylor & Francis Group.
- Yorke, M. (2004). Retention, persistence and success in Higher Education, and their enhancement in open and distance learning. *Open Learning: The Journal of Open, Distance and e-Learning*, 19(1).
- Yorke, M. & Longden, B. (2008). *The first-year experience of Higher Education in the UK, Final Report*. York: The Higher Education Academy.

# CIRCLE OF EXPERTS

The circle of experts is an international panel of experts, each representing a specific view of Lifelong Learning: research, business, politics, and the learners themselves.

## Belgium

Michael Gaebel, Head of Higher Education Policy Unit, European University Association (EUA) (*Perspective: Politics, Research/University*)

Tinja Zerzer, Executive Committee, European Students' Union (ESU) (*Perspective: Lifelong Learner*)

## Denmark

Prof. Tove Heidemann, Ph. D., Head of International Relations (University College South Denmark), OPULL Advisory Board Member (*Perspective: Research/University*)

Prof. Carsten Yndigegn, Ph. D., Associate Professor (Southern Denmark University), OPULL Partner (*Perspective: Research/University*)

## Finland

Prof. Arto Jauhiainen, Ph. D., Professor of Education (University Turku), OPULL Advisory Board Member (*Perspective: Research/University*)

Prof. Tapio Kosunen, Ph. D., Director of the Open University (University of Helsinki), Former State Secretary (Finnish Ministry for Education & Culture/Science) OPULL Partner (*Perspective: Politics, Research/University*)

Saara Repo, Ph. D., Lecturer in Higher Education (Open University at University of Helsinki), OPULL Partner (*Perspective: Research/University*)

## Germany

Steffen Beiten, Research Assistant, OPULL Project Team (Leuphana University Lüneburg) (*Perspective: Research/University*)

Dr. Ernst Hartmann, Section Head Society & Economy VDI/VDE-IT (*Perspective: Research*)



Katharina Köhler, Research Assistant, OPULL Project Team (Leuphana University Lüneburg) *(Perspective: Research/University)*

Romina Müller, Research Assistant, OPULL Project Team *(Perspective: Research/University)*

Dr. Martin Noack, Senior Project Manager, Programme Learning for Life (Bertelsmann Stiftung) *(Perspective: Business)*

Dr. Dominic Orr, Senior Researcher at Higher Education Information System (HIS), International Project Leader for EUROSTUDENT, OPULL Advisory Board Member *(Perspective: Research/University)*

Prof. Dr. Sabine Remdisch, Professor for Personnel and Organizational Psychology, Director of the Research Network, OPULL Project Team (Leuphana University Lüneburg) *(Perspective: Research/University)*

Stefan Weiss, Senior Manager Human Capital Advisory Services (Deloitte) *(Perspective: Business)*

Prof. Dr. Andrä Wolter, Professor of Higher Education Research (Humboldt University Berlin), OPULL Advisory Board Member *(Perspective: Research/University)*

## **Ireland**

Prof. Maria Slowey, Director of Higher Education Research and Development (Dublin City University) *(Perspective: Research/University)*

## **Spain**

Vanessa Esteve González, Technical Engineer in Computer Management & Educational Technology (Rovira i Virgili University), Member of ARGET *(Perspective: Research/University)*

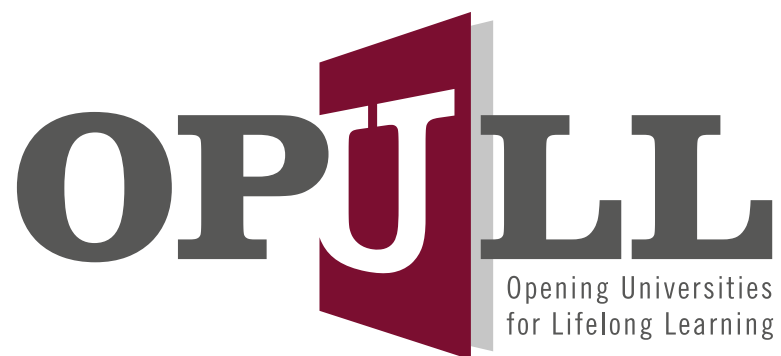
## **United Kingdom**

Dr. Liz Marr, Director of the Centre for Inclusion and Collaborative Partnerships (Open University UK), OPULL Partner *(Perspective: Research/University)*

Prof. John Storan, Director of Action on Access (University of East London), Founding and Current Chair FACE (Forum for Access and Continuing Education) *(Perspective: Research/University)*







[www.leuphana.de/ipm](http://www.leuphana.de/ipm)