

1.	<p>Are Universities Really Open to Adult Students?</p> <p><i>Prof. PhD. Simona Sava</i> - Professor of adult education in the Department of Educational Sciences, Faculty of Sociology and Pshychology, West University of Timisoara ; editor in chef of the Journal of Educational Sciences, and scientific director of the Romanian Institute of Adult Education from Timișoara</p> <p>Abstract: The topic “Adult Education in Universities” is not new, as people might argue that in fact in universities we are dealing only with adults. It is true, the focus is mainly on young adults, however for the older ones, the so called “non-traditional students,” offers and services are more limited. This situation tends to become even more sensitive, once the different university ranking systems put more emphasis on the research aspect than on the didactic and social function of the university. This is the focus of this thematic journal, trying to bring together papers and reflections about the extent to which universities have become more open to “non-traditional students”. The paper discusses efforts done at the European level to push member states and universities towards more systematic efforts, and reflections on how they can widen access to higher education for non-traditional students.</p> <p>Key words: widening access to higher education, lifelong learning, adult student</p>
2.	<p>Adult Education at Universities and its relation to practice</p> <p><i>Prof.dr.dr.h.c. Ekkehard NuiSSL</i> – Professor at University of Kaiserslautern, director of German Institute for Adult Education, Bonn, Germany</p> <p>Abstract: The relation between universities and practice is complicated and sensible. This is true also for the discipline of adult education as science and as practice of universites as teaching organisations. There is a wide range of tasks for adult education as scientific discipline to support and develop the practice of adults learning, but also a challenge to contribute with appropriate offers in this field. In this article there are given some examples of concrete relations between universities and practice regarding adult education and learning. Coming from these examples there are pointed out the main obstacles as well as the prior benefits of such activities. The article is based on the discussions in a panel during the conference on lifelong learning at the university of Iasi in April 2014. The author was chairing this section.</p> <p>Key words: lifelong learning, adult education</p>
3.	<p>Hungarian higher education and adult learners</p> <p><i>Prof. PhD. Balázs Nemeth</i> - Professor of Adult and Lifelong Education, University of Pécs, Faculty of Adult Education and HRD</p> <p>Abstract: This paper is to analyse the state of art in how higher education in Hungary is prepared to open up to adult learners wanting to extend their knowledge and develop skills at an advanced level of education. Also, a detailed description of the roles and functions of higher education in adult learning will demonstrate some particular aspects of quality development of higher education and learning focusing on better performance and</p>

	raising participation.
	Key words: Lifelong learning, adult learning, higher education, validation of prior learning
4.	<p>Selected elements of the learning culture at Universities of Third Age in Poland</p> <p><i>Prof. PhD Agnieszka Kozerska - Jan Dlugosz University in Czestochowa, Faculty of Pedagogy, ul.Waszyngtona 4/8 42-200 Czestochowa, Poland</i></p> <p>Abstract: The article presents the results of analyses regarding some elements of a learning culture of seniors taking advantage of offers of institutions promoting knowledge. Selected elements concerning lifestyle have been analysed for example involvement in activities after classes at Third Age University, values which, as senior citizens argue, can contribute to a successful life, the level of satisfaction resulting from selected areas of life. Data collected in 2013 relating to 9673 people aged over 60 living in Poland selected at random were used for the analysis. Data gathered as part of <i>Diagnoza Społeczna Project (Social Diagnosis Project www.diagnoza.com)</i> were used as well. Seniors using offers of educational institutions have been compared with seniors not making use of those offers. It has been stated that the differences in terms of a level of activity concern the establishing of interpersonal relations and social activity, participation in culture, a level of life satisfaction. The differences in terms of seniors' opinions in the groups being compared about <i>Friendship</i> and <i>Optimism</i> as values which are a requirement for a successful life have also been identified.</p> <p>Key words: senior citizens, Third Age University, learning culture</p>
5.	<p>It is the Romanian higher education ready for the inclusion of students with disabilities?</p> <p><i>Claudia Borca - Assist. Prof. Borca Claudia –Vasilica, West University of Timisoara, Faculty of Sociology and Psychology, Department of Sciences Education</i></p> <p>Abstract : This study aims to answer the question: <i>It is the Romanian higher education ready for the inclusion of students with disabilities?</i> In this context, we intend to approach different issues, educational and social, by radiography issues such as: <i>the rate of inclusion of people with disabilities in higher education in Romania, if universities develop strategies for including students with disabilities, national strategy that Romania has developed to include young people with disabilities in higher education.</i></p> <p>This subject is topical, considering that the Europe 2020 strategy, the European Council established five major EU objectives for education aiming at increasing to over 40% for the higher education graduates in the population aged between 30 and 34 years. The situation in the year 2013 shows that the number of people with disabilities in Roamnia was 709.216, of which 14% is people aged between 8 and 35 years.</p> <p>A comparative study of <i>Eurostudent</i> highlights the percentages of students with physical disabilities and chronic illnesses of all students in different countries, in 2008, and ranks Romania 17th place of 22, the young people with disabilities in higher education. Also, in recent academic years, the percentage of students with disabilities did not exceed 0.07% of the total number of students, according to data collected in the university ranking (http://www.invatamant-superior.ro/?p=2122)</p> <p>Key words: people with disabilities, higher education, accessibility, adaptation, inclusion</p>
6.	Implications of internal quality assurance systems and their impact on adult education

	<p>provisions</p> <p><i>Anca Prisăcariu</i> – Doctoral candidate, University of Bucharest, Romania</p> <p>Abstract: The purpose of the present paper is to analyse different implications of internal quality assurance systems and their contribution to adult education provisions. To a certain extent, the paper aims at helping traditional higher education institutions implement a functional internal quality assurance system and make a shift toward an orientation of adult education. Following these two purposes, the paper will describe the main characteristics of a functional internal quality assurance system and, at a later stage, offer elements and indicators for adult education in higher education.</p> <p>Key words: internal procedures, quality assurance, adult education, performance indicators</p>
7.	<p>Validating competences of teachers and students involved in quality assurance - a step forward to quality culture</p> <p><i>Mihai Adrian Vilcea</i> - Phd student at West University of Timisoara</p> <p>Abstract. The article presents the perspective of validating competences acquired by teachers and students involved in quality assurance processes developed in a higher education institution. Being part of teams that are responsible of quality assurance processes at different levels – departments, faculty and institution – participants are exposed at informal and non-formal learning context and all the competences are not validated and recognize. Universities are facing now lack of motivation from bout group teachers and students, to be involved or develop new quality processes.</p> <p>Key words: quality assurance, quality culture, competences</p>
8.	<p>Portrait of recognition and Validation of Prior Learning in Romania</p> <p><i>Adriana Osoian</i> - Researcher, Romanian Institute for Adult Education of Timisoara</p> <p>Abstract: The article presents the issue of recognition and validation of prior learning and experience in the Romanian Higher Education (HE) system and in Vocational Education and Training (VET) system, clarifies concepts, practices and regulations implemented in the two systems. While, the regulation for Validation of Prior Learning (VPL) does not apply in an explicit way to HE yet, there is a legal framework in place for the validation of non-formal and informal learning in relation to professional competences. Although it has a fairly short history, validation of informal and non-formal learning is gaining momentum in Romania through an increase of certified validation centers and experts (CDEFOP, 2010). As a result of a study that I carried on in 2013, which aimed to estimate the impact of the validation process on the beneficiaries from their perception, the article includes conclusions and recommendation outlined with the purpose of optimizing the existent practices at the moment.</p>

	Key words: recognition, validation, accreditation, prior learning
9	<p>1st Validation of Prior Learning Biennale</p> <p><i>Maria Toia</i> - Researcher, Romanian Institute of Adult Education</p> <p>Abstract: The central theme of the 1st VPL Biennale concentrated on <i>'The promise of VPL as the motor of social and economic change</i>. Six topics were lunched for attending to this scientific event: <i>The power of VPL, The roadmap of VPL, Linkages of VPL, Personalization of learning, Quality-assurance, Open and flexible learning</i>.</p> <p>Key words: recognition, prior learning</p>
10	<p>The fourth International Conference on Adult Education - Adult Education in Universities - local and regional perspectives</p> <p><i>Simona Sava</i> - Researcher, Romanian Institute for Adult Education of Timisoara</p> <p>Abstract: The event was hosted by the Alexandru Ioan Cuza University of Iasi, during 27th - 30th April 2014, and it represented a forum for exchanging information in the scientific, practical and legislative area, presenting the results of the research in the field of continuing and adult education on the following topics: <i>Adult Education in Universities, Strategies and Programmes for Adult Education, Teacher professional training and development, and Technologies and Adult Education</i>.</p> <p>Key words: adult education, continunig education in universities</p>
11	<p>The Power of VPL - Validation of Prior Learning as a multi-targeted approach for access to learning opportunities for all</p> <p><i>Denisa Mariana Lombrea</i> – Junior researcher, Romanian Institute for Adult Education of Timisoara</p> <p>Abstract: Edited by Ruud Duvekot, Bénédicte Halba, Kirsten Aagaard, Sergij Gabršček and Jane Murray and printed at the Inholland University AS & European Centre Valuation Prior Learning, April 2014, the book contains 14 articles, in which are presented evidence-based, case-studies and transnational studies and benchmarks for strengthening the application of validation of prior learning as part of lifelong learning strategies, for the benefit of all, in particular for those who are in danger of social exclusion.</p> <p>Key words: validation, prior learning, recognition</p>
12	<p>References for the development of the professionalization system for adult education practitioners</p> <p><i>Adriana Osoian</i> – Researcher, Romanian Institute for Adult Education of Timisoara</p> <p>Abstract: Edited and printed at the West University of Timișoara Press, both in English and in Romanian, the book is structured on five chapters written under the coordination of Prof. PhD. Simona Sava, Prof. PhD</p>

Cătălina Ulrich and Lect. PhD Cosmina Mironov. The book shape the design of a national system for professionalizing the adult learning professionals. More specifically it develops a theoretical structure for a coherent and effective system which must be able to ensure an adequate framework for a career development path designed for the professionals in adult education area.'

Key words: validation, prior learning, recognition