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**SIMONA SAVA, CLAUDIA BORCA AND GHEORGHE CLITAN (EDITORS),  
COLLECTIVE CAPACITY BUILDING. SHAPING EDUCATION AND  
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The prestigious publishing house Brill Sense, with over three century experience in scholarly publishing, is publishing for the first time a book under Romanian coordination, of three scientists from West University of Timi oara, Simona Sava, Claudia Borca, and Gheorghe Clitan.

The Romanian editorial team managed to unite contributions of more than 30 authors out of eight countries, from Cyprus, Germany, Greece, Latvia, Romania, Serbia, Spain, and Sweden. In a transdisciplinary and interdisciplinary manner, scientists in diverse fields, such as philosophy, education, sociology, political science, economy, theology, and psychology, give their multifaceted perspectives on the complex issue of capacity building. The contributors to the book bring insights on the ways the collective capacity is built, or acts, at institutional, community or societal level, in learning systems, for fostering cultural heritage and identity, for (social media) communication and interaction, for training professionals and researchers, and in the wider democratic society. As mentioned by Simona Sava while presenting the concept of the book in the introductory part, the omnibus concept of capacity building required a wide coverage of expertise, to analyze and illustrate it in various contexts, and from various theoretical perspectives, reflecting and

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underlying how collective capacity building can “foster progress in some of the most intricate educational, social, cultural, geopolitical and economic issues” of nowadays society. The innovative contribution of the book lies on the transdisciplinary perspectives on capacity building, analyzed so far more on sectorial focus.

The book contains 14 contributions, which are presented in two parts. In the first one (chapters 1-8) there are grouped transdisciplinary perspectives of various social scientists, with different lenses of interpreting the built capacity at individual, group, community, institutional and societal levels. In the second part of the book (chapters 9-14) there are reunited evidence, solutions, reflections, research on how capacity building is fostered in universities, as main institutions of producing know-how and professionalization of actors expected to build capacities in all respects.

Thus, the first part of the book displays, step by step: the philosophic grid of analyzing the way the truth is built and defended in the democratic society; the educational interpretations of the ways the individuals build their identity, skills and competences in various contexts, and their capacity to cope with the societal challenges, both as single actors, and members of the community groups; the sociologic theoretic framework of analyzing the way different social groups, mainly the vulnerable ones, built their capacities to overcome inequalities; the cultural lens highlighting the heritage of communities, its construction and affirmation; the political scientists’ analysis of collective learning and mobilization, as response to political activity; the interdisciplinary grid of analysis of social scientists while decoding different communication campaigns and collective capacities, built sometimes ad-hoc, to address conjunctural or long-lasting challenges.

The capacity building taking place in university is discussed in the second part of the book, with regard to: structures and practices fostering research skills, and capacities; implications from didactic and economic points of view while training the new generations of students; solutions to conceptualize tailored training programs, of pre-service and in-service training, face to face and at a distance, paying attention in the same time to the ethic and transdisciplinary implications and impact.

Within the current scientific debate on capacity building the book is focusing on interdisciplinarity with a keen eye on the role of education. It shows that the process of capacity building is linked to a broad variety of societal factors, mainly of human will, power and commitment. Even this short mapping of the topics covered in the book is illustrative and convincing for the wide range of topics and inputs for a diverse spectrum of beneficiaries: students, scientists, researchers, practitioners and managers in higher education institutions, policy makers, from different disciplinary fields.

The overall message of the book is that capacity building calls for collective impact, activated at different levels. In this regard, both theoretical approaches of capacity building are illustrated in the book, the one empowering the individual with enhanced ability to co-construct his future and well-being, as well as the one on creating of friendly and vivid ecosystems in society, by integrating all the existing resources and synergies, through collective learning, action, and cooperation.

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