1.	**How far we go with community development? Social capital and Knowledge society**
	Sorin Vlad Predescu - Lecturer PhD, West University Timisoara, Romania
	Abstract: In this paper we present concepts that were related with former approaches of community development emerged: regional development, learning region, knowledge society. Beyond their own conceptual charisma, the impact of those approaches into the real world has been quite limited. Maybe we have started to evaluate this impact too soon; maybe those approaches have never reached the public consciousness. A first empiric explanation of this partial failure could be blamed on the fact that the above mentioned approaches have never followed closely the theory, and furthermore these community development methodologies have not been really adjusted to the filed reality. It is also a fact that they have usually been isolated pursuits that failed to be part of a coherent public policy. Consequently, one finds himself forced to admit that the community development approach is now far away from the methodological mainstream, although it tends to be a part of the scientific mainstream.
	Key words: social capital, learning region, knowledge society, ideology, university
2.	**Intelligent And Responsible Territories**
	Javier Farto Lopez - Licensed in Philosophy and Letters. Division of Geography and History. Section Geography. University of Cantabria, Santander, Spain
	Abstract: Throughout this article the author highlights that since mid 90s we are facing a deep redefinition of both theory and practice of Local Development, as a consequence of the reformulation of relationships among society / nature / economy / enterprise. A redefinition that will progressive give rise to both a change of paradigm from an Economic Local Development Model (ELD) to a Sustainable Local Development (SLD) one, and also to emergence and development of new concepts (Sustainability, Social Capital, Governance, Territorial Social Responsibility, Territorial Knowledge Management) around which the new Intelligent and Responsible Territories Model (TIRs) is structured and articulated. TIRs which will be defined as those territories able to increase their Social Capital, and improve their management and problems solving capacity, through knowledge and social learning management processes, based in networking, social interaction and democratic reinforcement (Good Governance), and focused on creation of value from values, in the framework of a sustainable development model oriented to satisfy all interested parts.
	Key words: intelligent and responsible territories, development, social capital
3.	**The role of the Community in enhancing learning**
	Suzanne Gatt - University of Malta
	Abstract: The education process of children has over time become the domain of educators, having taken more and more the responsibility off families and more so off the community. However, as society becomes more diverse and social cohesion essential to a knowledge base society, education professionals recognise that educating children has become such a complex process that it cannot be catered for by just one group of professionals as before. One way to best tackle this new challenge by schools is through the involvement of the families and the community collaborating together for the benefit of the children's education. This paper describes research conducted as part of the FP6 project INCLUD-ED of a successful school in Malta which is working with the community and families and registering significant improvement in the children's educational achievement. This study provides examples of successful practices from which other schools across Europe can obtain ideas and inspiration to bring about change in the communities where they operate.

	Key words: educational achievement, community involvement, successful practices
4.	**Social Responsibility within the Non-Profit Context: reasons and instruments**
	Ana Maria Sărăţeanu- PhD Student, University of Siena, Dept. of Economics, Economic Analysis of the Law, Siena, Italy
	Abstract: CSR or Corporate Social Responsibility is a subject that has been extensively analysed and discussed – it is generally agreed that CSR is one of the major themes that *for profit organizations* need to approach and deal with. The aim of this article is to explain the reasons for which social responsibility is also used within the *non-profit framework*, as well as the reasons for which its use is even more necessary than within the corporate sector. After the introduction and a first part which focuses on the motivations of setting up SR[1] practices within the paradigm of NPOs[2], the analysis will proceed to a brief description of two of the major instruments used in order to report on social responsibility matters. The main questions to be examined will therefore be two: *1. Why do we need Social Responsibility for the Non-Profit Organizations?* and *2. Which are the instruments to be used by the NPOs in order to report on SR?*
	Key words: non-profit, social responsibility, accountability, ethical code, social report
5.	**Local community as context for functional basic education of adults – an example**
	Katarina Popović - PhD, Faculty of philososphy, Department for Pedagogy and Andragogy, Belgrade, Serbia *Maja Maksimović* - MA, Faculty of philososphy, Department for Pedagogy and Andragogy, Belgrade, Serbia
	Abstract : The goal of this paper is to explore to which extant have concepts of community education been developed in Serbia through analyzing a successfully implemented project FBAER. Starting with the idea that the community education in Serbia does not exist in the terms that it encompasses the initiative coming from citizens themselves who represent a considerable agent of change of their own circumstances through developing personal capacities, in this paper we demonstrate and elaborate on mechanisms which were developed during the project and which demonstrate its connection with the community in which it is being implemented. The paper also illustrates the status quo of basic adult education in Serbia in order to gain insight in current problems but also in lack of existence of local resources used for the development of the community and its citizens. It can be said that during the project effective mechanisms of connecting with the local community have been developed but that mechanisms themselves weren't the goal. Nevertheless, they had a significant role in the implementation of the project and as such they were later on included in the mainstream.
	Key words: community education, basic skills, functional basic education, adult education, Roma education, decentralization
6.	**Community Participation In Rural Areas**
	Theofild Lazăr - West University of Timisoara
	Abstract:In the process of designing and implementing public policies, communities have a very important role. They should not be considered "only passive beneficiaries of the economy or social measures offered by the state", but should be seen as entities that have their own resources that can be mobilized and the capacity to "develop specific mechanisms for creating welfare, complementing and extending the states capacity". The proccess of modification of the states importance in welfare production emphasizes that "public policies are not concerned only with the three E's – economy, efficiency and effectiveness, but also with the two P – participation and politics" (W. Parsons, 1995) [3]. Governamental institutions, having as main objective public policy creation

	and implementation, are required to implement a network of interrelated decisions concerning the choice of objectives, means and resources alocated, so that the coordinated action and intervention programs made by government (at central or local level) to ensure the modification of the economic, social and cultural eviroment of the local social actors.
	Key words: community, public policy, rural areas
7.	**Development cooperation for building a professional adult education community in Romania** **Findings from an evaluation in 2009**
	Susanne Lattke - M.A., Research Associate at the German Institute for Adult Education, Programme professionalism
	Abstract. This paper addresses the topic community development from a particular perspective, namely from the development of a professional community. Given that adult education is receiving much less policy attention from governments than other education sectors, the creation of a strong professional adult education community can be seen as an essential precondition for the strengthening of this sector. The German NGO *dvv international* has been supporting the development of adult education in Romania through its own project office from the early 1990s up to the end of 2009. This paper examines the question of how such activities of development cooperation can contribute to the formation of a professional adult education community in a country. It draws on the findings from an evaluation of the dvv programme in Romania which was carried out in early 2009.
	Keywords: development cooperation in adult education, South-Eastern-Europe; Romania; professionalisation in adult education, adult education infrastructure, community development
8.	**Learning to be a teacher between participating to a community of educational practice and belonging to a learning community**
	Mihaela Mitescu Lupu - Lecturer, DPhil, University of Arts "George Enescu" Iassy, Romania
	Abstract: The paper proposes an analysis of data generated with etnographic means in a study pursued over the duration of one academic year in a program of teacher education located in a well-regarded university in UK. The analysis employs theoretical instruments opposing different epistemic stances on learning and identity: those embedded in the stream of research generated by Lave and Wenger's theory of learning as participation to a community of practice, and those of the Cultural Historical Activity Theory (CHAT). This work was supported by CNCSIS-UEFISCSU, project number PN II-RU 21/2010.
	Key words: community, practice, learning, identity, teacher education
9.	**Educating communities in mental health issues – the Romanian Case**
	Mugur Ciumăgeanu - Romanian Association of Community Psychiatry *Ioana Crăciun* - Iuliu Haţieganu Medical University, Cluj Napoca *Codruţa Popescu* - Iuliu Haţieganu Medical University, Cluj Napoca *Raluca Sfetcu* - Babes-Bolyai University, Cluj Napoca *Ioana Micluţia* - Iuliu Haţieganu Medical University, Cluj Napoca
	Abstract: Stigma is a process that means the negative labeling and the subsequential exclusion of minority groups. In the case o mental health problems, communities have a strong potential in stigmatizing and discriminating the mentally ill. The article presents relevant data about the status of devaluing and discrimination of persons with psychiatric background in Romania, as well as some lines of action that could offset this strong negative view of mental illness. In the field of community education, the authors suggest to adopt a more human rights education stance than a traditional one, based on professional interventions.
	Key words: community, mental, education
10.	**The seniors' role for the community development**

	Cătălin Martin - Junior Researcher at the Romanian Institute for Adult Education from Timisoara and PhD student at the University of Bucharest
	Abstract: Community development is not only a discipline of interest, but also is, or should be, a reality, a process which implies the wisdom and knowledge of its inhabitants, especially elderly. They have always existed, but what is different today is that they represent, in terms of their number, the highest segment of the population in the industrialized society. In this respect, it is a good opportunity, and also a challenge, to determine them to contribute in shaping of the ideas, values and ideals of the society, which sometimes meets some dilemmas which are very difficult to be solved. The main objective of this paper is to highlight how the participative learning of the elderly could lead to the community development.
	Keywords: community, empowerment, social capital, social learning
11.	**Learning campaigns, an innovative and effective way of enhancing community cooperation**
	Oana Pop - Junior researcher, Romanian Institute for Adult Education (IREA), Timisoara
	Abstract: One of the new European trends refers to the new model of development – the sustainable development model. Nowadays the human capital progress is seen as priority for gaining equilibrium in the community. This progress can be achieved only through lifelong learning and people need to be aware of its relevance not only for them as individuals, but also for the benefit of their community. Taking this in consideration, more and more countries have developed and run different learning campaigns, whose purposes are to promote lifelong learning and to enhance community cooperation by bringing together different stakeholders and creating in this way powerful learning networks. The article explores the concept of the UK learning campaign as a good practice example for celebrating learning and enhancing community cooperation.
	Keywords: community cooperation, learning campaign, adult learners' week, active citizenship, social capital
12.	***Biodiversity* conservation management in the protected natural areas, by educating the local community**
	Milca Petrovici, Mălina Dumbravă-Dodoacă
	Abstract. This paper describes the impact of 1–year environmental education of local community about the biodiversity from a protected area (Cefa Nature Park, North West of Romania). The effect of the schedule was assessed based on some questionnaire batteries, as well as through the concrete work in the biodiversity conservation domain, field in which we had some concrete results. The program recorded significant, positive effects, concerning the involved school population, their parents, as well as the species that were in a rickety conservation state due to the usage by the local community of some exploitation's inappropriate practices concerning the natural resources.
	Key words: outdoor environmental education, management, biodiversity, protected areas.
13.	**School as a community center of educational resources**
	Odaleea Ciobanu - Student in Psycho-Pedagogical Counseling and Educational Integration – master degree, 1st year, West University, Timişoara
	Abstract: The rapid obsolescence of information, the trend of globalization and the progress in various fields determines the school to rethink its role in the community. Education generator and promoter of society values, frequent as an institution, the school can provide through its educational specific, services both for children but also for adults and elderly. Adopting such a system being particularly useful for rural communities where the educational infrastructure is not very developed though the need of training is felt.The article seeks to open new research directions on the more prominent role that the school must assume in order to contribute to the development of individuals and community.
	Key words: school, community, development, educational infrastructure

14.	**The PAO Experiment: Understanding Culture through Collective Creation**
	Jörg Rainer Noennig- Prof. Dr., Dresden University of Technology, Center of Knowledge Architecture,Germany *Michael Wieczorek -* PhD Student, University of Leipzig, Faculty of Economics, Germany
	Abstract: Since 2005, a group of young architects, artists, thinkers and craftsmen from different countries meets for experimental architecture & arts sessions called "PAO". The aim is to conceive and realise highly experimental projects. The focus is on the specifics of site, on the physical as well as the mental conditions of the very place, on local tradition and mindset. As a kind of operative framework, an "open methodology" was developed which, in short, utilizes architectural and artistic intervention as an instrument for site-investigation, cultural study and analysis. The processes of creation and production can be viewed as an analytical "tool", or contrast agent, which involves complex observation and investigation. As these processes draw on a multiplicity of materials and resources, they automatically "sense" a place as a totality, including its cultures and atmosphere, its social as well as technological aspects.
	Key words: Learning by doing, Collective creation, Open methodology, Experimental architecture
14.	**The Impact of Narrative on Human Thinking and Personal Development**
	Gabriela Tucan - asist. univ. Drd. Faculty of Letters, History and Theology, West University of Timişoara
	Abstract : The present paper is trying to answer a puzzling research question concerned with the workings of the human mind and the subsequent stages of development; more specifically, the question to be closely addressed looks at whether narrative or stories can help us understand more about human cognition and, in conclusion, throw more light on personal development. Narratological and cognitive theories will be used in order to have a better understanding of how stories (in both reading and writing) can be used to order or represent experiences in real life. In short, the conclusion would be that narrative can give access to self-knowledge or to resources for constant development of the self.
	Key words: Cognitive ability, cognitive instruments, cognitive sciences , everyday mind, everyday thinking, fictional min, human mind, human thinking, Mental operations, narrative, narrative principles, reading, personal development, stories, writing
16.	**The class of students – A learning and communication community**
	Elena Liliana Danciu - Reader PhD, Faculty of Sociology and Psychology, Department of Educational Sciences, West University of Timisoara
	Abstract: Defined as a century of continuous change, the 21st century imposes not only a dynamic and flexible society, a society which is open to progress and innovation, but also a model of personality that should be able to adapt to all the requirements of its time, of the social, scientific, economic and political evolution. The gradual building of this model of personality must represent the focus of a type of education based on all the values of the social-humanistic and technical-economic sciences. This necessarily involves the need to set up and maintain an appropriate school system which should be modern and democratic, which should promote the values of the humanity, should accept as indispensable the informatization of the educational process and should offer the trainees conditions that allow them to make good use of their own needs, aspirations and interests, and to build in them those competences which favour their evolution to success.
	Key words: learning and communication community, professional behaviour, educational practices, pedagogical intervention