


DISEMINARE, activitate Erasmus+, Educație Școlară
2025-1-RO01-KA121-SCH-000330219
1 Inovație în educație: metode moderne de predare și evaluare
2 Pasul spre viitor: împreună pentru o școală sigură
3 Învățăm prin diversitate: experiențe și rezultate din jobshadowing
4 Strategii moderne pentru creșterea motivației elevilor
5 Profesorul viitorului: tehnici inovatoare de predare/evaluare


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Colegiul Național „Elena Cuza”, Craiova

Nr. proiect:
2025-1-RO01-KA121-SCH-000330219

Perioada mobilității: 18–22 mai 2026

Instituția gazdă: Gimnazija Metković, Croația



DISeminarea activității Erasmus+ – Job Shadowing în Italia Nr. proiect: 2025-1-RO01-KA121-SCH-000330219

În perioada 20–24 aprilie 2026, în cadrul Acreditării Erasmus+, domeniul Educație Școlară, am participat la activități de job-shadowing la Istituto di Istruzione Superiore „Luigi Di Savoia" din Chieti, Italia.
Mobilitatea a avut ca temă principală îmbunătățirea managementului educațional și modernizarea actului didactic, oferindu-mi oportunitatea de a observa și valorifica bune practici din sistemul educațional italian.
În cadrul activităților, au fost abordate teme precum managementul educațional, dezvoltarea resursei umane, adaptabilitatea și inovarea în educație, dar și modalități de prevenire și gestionare a comportamentelor de risc.
Un accent deosebit a fost pus pe îmbunătățirea relației școală–familie și pe importanța implicării tuturor membrilor comunității școlare.
Experiența dobândită în Italia reprezintă o valoroasă oportunitate de dezvoltare profesională și va contribui la transferul și aplicarea unor bune practici europene în activitatea școlii.

Comment publicly as Gabriela...

Experiență europeană pentru o școală mai conectată la nevoile elevilor

În perioada 20–24 aprilie 2026, am participat, din partea Colegiului Național „Elena Cuza" din Craiova, la o activitate de job shadowing desfășurată la Istituto di Istruzione Superiore „Luigi di Savoia" din Chieti, Italia, în cadrul proiectului de Acreditare Erasmus+, nr.proiect 2025-1-RO01-KA121-SCH-000330219 ,Linia Educație Școlară, derulat de instituția craioveană.

Mobilitatea a reprezentat o oportunitate de dezvoltare profesională și de schimb de bune practici, oferind participantei posibilitatea de a observa direct modul în care este organizat procesul educațional într-o instituție de învățământ dintr-un alt sistem european. Dincolo de observarea unor activități didactice, experiența a însemnat dialog, reflecție și identificarea unor soluții care pot fi adaptate și valorificate în școala românească.

Noi perspective asupra actului didactic

Unul dintre principalele obiective ale

Comment publicly as...

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CN Elena Cuza Erasmus... · 28m ·

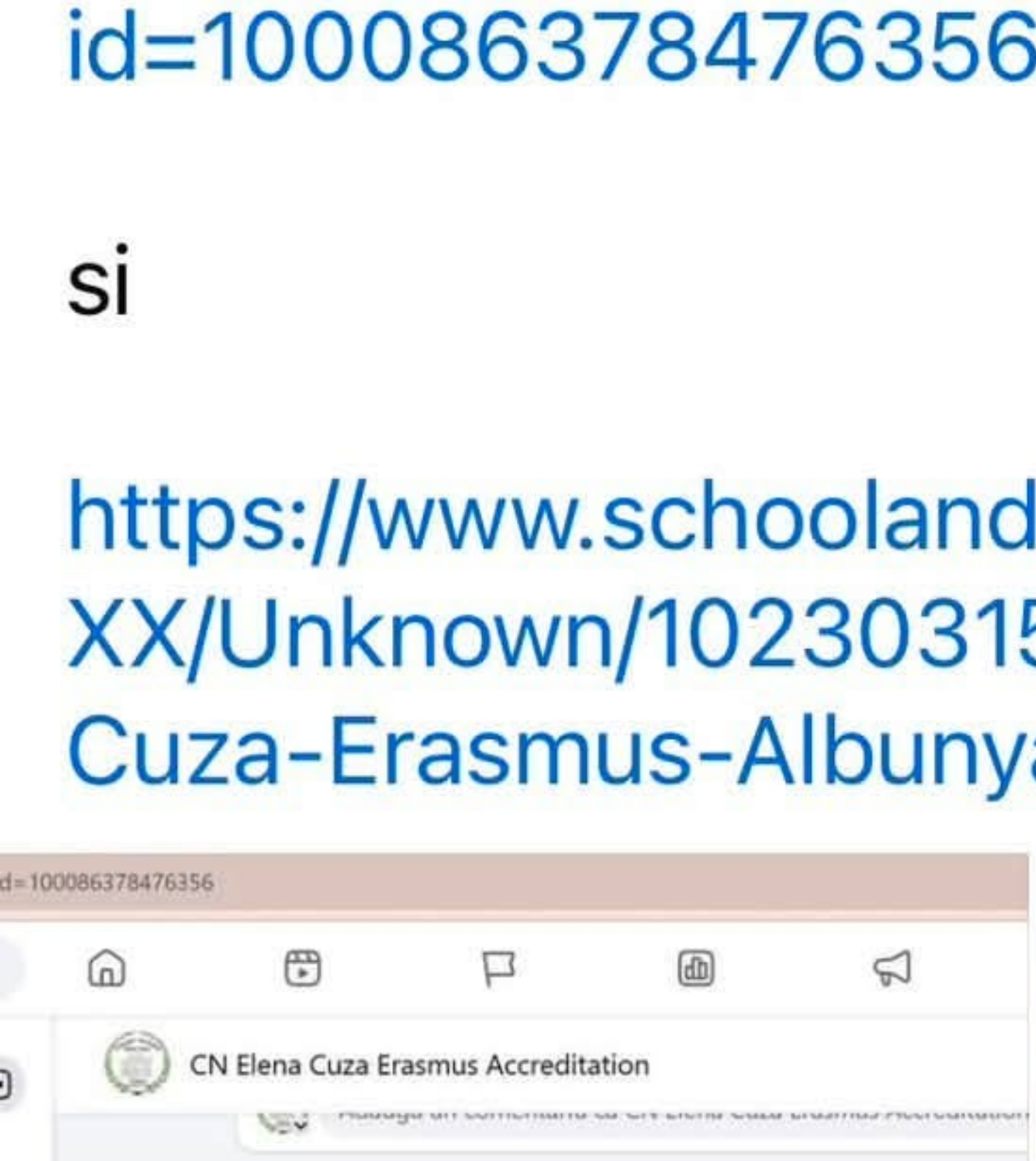
Diseminare activitate de job-shadowing in cadrul Proiectului de Acreditare Erasmus+, domeniul Educatie scolara, nr. proiect 2025-1-RO01-KA121-SCH-000330219, derulat la Colegiul National „Elena Cuza", Craiova, prin participarea dnei prof. Militaru Gabriela.

Mai multe detalii:

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Mai multe detalii:

Despre

Sharing platform for your project's photos videos and materials created within the different Erasmus+ LTT mobilities to be disseminated Posti... **Vezi mai mult**

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Erasmus+Dissemination

Andra Liculescu · 1m ·

Diseminarea cursului "Motivate your Students with Growth Mindset Feedback"

In perioada 12-19. 07. 2026 dna profesoara Andra Liculescu de la Colegiul National Elena Cuza, Craiova a participat la cursul "Motivate your Students with Growth Mindset Feedback" derulat la Atena ca parte a proiectului de Acreditare Erasmus+, domeniul Educatie Scolara derulat in scoala noastra.
Cursantii au invatat despre importanta oferirii unui feedback, care sa ii motiveze cu adevarat pe elevi. De cele mai multe ori, feedback-ul pe care il oferim reflecta, fara sa ne dam seama, nu numai ceea ce a facut bine elevul, ci si ceea ce mai are de imbunatatit.
Fara sa vrem ajungem sa criticam, in loc sa motivam.
Impreuna cu ceilalti participanti la curs (profesori din Portugalia, Germania, Ungaria) au fost identificate strategii si metode aplicabile la clasa, care sa ii motiveze pe elevi sa " creasca" si sa accepte greseala ca pe o etapa importanta catre invatare.
Interactiunea cu profesori din diferite tari a fost un mare plus al cursului, oferindu-le participantilor ocazia sa descopere realitatile din celelalte sisteme de invatamant, favorizand schimbul de bune practici. — with



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Anca Ștefănescu
1m ·

Învățare prin schimb de experiență europeană: job shadowing la Gimnazija Metković, Croația

În perioada 18–22 mai 2026, doamna Ștefănescu Ana- Maria, profesoară de

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Camelia Cristea
Chiar acum ·

Cursul Erasmus+

***Motivate Your Students with Growth Mindset Feedback*, ATENA, 13-18.07.2026 în cadrul programului Erasmus+ KA1**

Numele meu este Cristea Camelia-Ecaterina, sunt profesor de limba germană la Colegiul Național „Elena Cuza" în Craiova și am participat la cursul de perfecționare ***Motivate Your Students with Growth Mindset Feedback*** în perioada 13.-18.08.2026 la Atena, împreună cu colega mea Liculescu Andra Liculescu.

Cursul Erasmus+ a fost pentru mine o șansă de a explora... **Vezi mai mult**







Despre

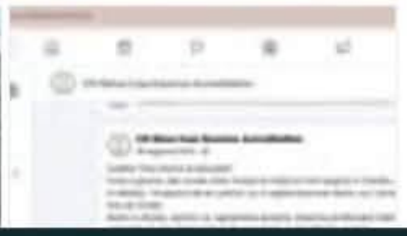
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Posti... **Vezi mai mult**

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Job shadowing în Croația

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Adăugat la: 31.08.2026

Pagina 1 din 1

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Despre abilitatile de viata- Diseminare Erasmus+ job-shadowing

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Joacă-te mereu!

Și la bine și la greu,
Fii copil mereu!

Glasuri unite
Un singur cântec aud
Inimi deschise

Viața-i o sorta
Dacă știi să colorezi
Nu doar să schițezi!

1/1

Portretul lui Ștefan cel Mare

Vizualizare Convertire Editare Adnotare

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Letopisețul Țării Moldovei

de **Grigore Ureche**

Fost-au acestu Ștefan vodă om nu mare de statu, mânios și de grabă vărsătoriu de sânge nevinovat; de multe ori la ospéțe omorâea fără județu[1]. Amintrilea era om întreg la fire, neléneșu, și lucrul său îl știia a-l acoperi și unde nu gândiiai, acolo îl aflai. La lucruri de războaie meșter, unde era nevoie însuși să vârâia, ca văzându-l ai săi, să nu să îndărăpteaze și pentru acéia raru războiu de nu biruia. Și unde-l biruia alții, nu pierdea nădéjdea, că știindu-să căzut jos, să rădica deasupra biruitorilor. Mai apoi, după moartea lui și ficioru


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STRATEGII CE VIZEAZĂ GâNDIREA CRITICĂ ÎN CONTEXTUL ACTIVITĂȚILOR ERASMUS+
Diseminare proiect de acreditare Erasmus+, linia Educație școlară, nr. proiect 2024-1-RO01-KA121-SCH-000228476
22 octombrie 2025
Prof. Militaru Gabriela

CIAO!

DISEMINARE

Proiect de Acreditare, linia Educație Școlară

Nr. 2025-1-RO01-KA121-SCH-000330219

CHIETI, ITALIA

aprilie 2026


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DISEMINARE ERASMUS+
NR PROIECT 2025-1-RO01-KA121-SCH-000330219
METKOVIĆ, CROAȚIA (18-22 MAI 2026)


Erasmus+


Erasmus+
DISEMINAREA CURSULUI ERASMUS+
MOTIVATE YOUR STUDENTS WITH GROWTH MINDSET FEEDBACK
ATENA 13-18.07.2026

"Elena Cuza" National College, Craiova



ERASMUS+ US

INTERNATIONAL MAGAZINE FOR TEACHERS AND STUDENTS

Nr. 1 / 2025

Craiova, 2025

"ELENA CUZA" NATIONAL COLLEGE, CRAIOVA

ERASMUS+ US

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This magazine is addressed to all participants in Erasmus+ mobilities or in Erasmus+ project implementation activities in the European space.

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ERASMUS PROGRAMME AND NEW FRIENDSHIPS



About 2 years ago we were really glad to welcome a group of colleagues and students from Romania, who were visiting our school on an Erasmus progamme. Our students were delighted to meet students from another country and they hit it off immediately. We also had the chance to meet lovely colleagues from Romania and spend an amazing week all together. We introduced our countries to each other, we actually wanted to give as much information as possible about the customs, the traditions and the lifestyle and we managed to do that via presentations, a day trip downtown, folklore dances, music and songs, food and lovely drawings.

Additionally, we tried to inform both the teachers and the students about the educational system here in Cyprus, how things work at our school and that's why we invited all of them to attend one of the lessons, something all enjoyed.

The whole experience was amazing, we made new friends, we had a great time for one whole week and we promised each other to meet again. The dream came true and we are in a new Erasmus programme along with the lovely teachers and students from Romania.

We look forward to seeing them again next November and welcome them for one more time to our country and our school. We are all certain that this time is going to be also amazing!

Thank you dear friends for your friendship and also the opportunity you gave us to participate in one more Erasmus programme with you! We valued every single moment and can't wait for more unforgettable experiences.

Teachers and students from Latsia Lyceum, Cyprus

ERASMUS+, MORE THAN EDUCATION, A COMMUNITY



With the Erasmus project, we became a bridge connecting the two countries with our Romanian guests. They shared their culture and history with us. We did many fun activities together, like Kahoot.

What impressed me the most was that they came to Turkey already knowing our history and culture very well. We formed beautiful friendships, and we are still in touch.

I feel very lucky to have built such a friendship with my Romanian colleagues.

Yeşim Becer from Cemil Midilli Mesleki ve Teknik Anadolu Lisesi, Foça, Izmir, Turcia

JUST TO SAY THANK YOU!



Our group of 12 fifteen-year-old French students and us, two female French teachers, had the amazing opportunity to take part to an Erasmus exchange with Romanian students from the Elena Cuza College in the beautiful city of Craiova.

It all started with a stimulating connexion with Ms Militaru Gabriela and it turned very quickly into a sophisticated project on European citizenship and the common values that are associated with it.

Thanks to the unvaluable help from the Romanian team school we managed to plan our trip to Craiova from 4th to 9th February 2024. We enjoyed a cozy and safe stay in their boarding school, which is a crucial asset in an Erasmus exchange. We were greeted by the school's team on a late Sunday night and had a great sleep in comfortable bedrooms with a basket of fresh fruit in each room.

We spent the rest of the week in very good hands and we are beyond thankful to all the school staff that we met for all their thoughtful attention and wise activities for us; from lessons in French, meeting with sweet children, beginners in French, unique visits to incredible places to the immensely warm and friendly atmosphere that has left an unforgettable impression upon all of us.

When our Romanian friends came to France 2 months later, we tried our best to plan a week that would match the one they had planned for us.

Of all our Erasmus exchange, the one we had with the Elena Cuza college is the greatest of all, by far. To this day we have been maintaining contact with the team and we will be delighted to have another experience with this much qualified team.

Charlène Breysse & Alexandra Renault and their students
from Lycée Les Trois Sources din Bourg-lès-Valence, France

A WELL-DONE ERASMUS+ PROJECT = ANOTHER ERASMUS+ TO IMPLEMENT



It all started in May 2023. We were in Germany for a week (May 8th - 12th) with a delegation of 8 students and 2 accompanying teachers to get to know the German school IGS Schöppenstedt, its teachers and students. The visit took place within the Erasmus + 2022-1-RO01-KA121-SCH-000061775 project. The collaboration over the course of the week, the participation in the various activities and the lessons represented very successful and pleasant experiences for everyone, both the Romanian and the German partner, which everyone wanted to continue.

There, the students prepared and presented projects and presentations on human rights in the European Union, talked about environmental problems and protective measures in Germany and Romania and suggested methods of how nature can be protected in environmentally friendly schools.

The Romanian students and teachers also attended lessons and exchanged ideas about teaching and the school system in Romania and Germany.

The stay was very successful, everyone got along very well and all activities took place in a nice, friendly atmosphere.

Cristea Camelia from "Elena Cuza" National College, Craiova, Romania

A EUROPEAN SCHOOL FOR ALL CHILDREN



As part of the Erasmus+ projects carried out in our school, we applied for the course A European School for All Children, designed by Federica di Bartolomeo, delivered in Florence by the Europass Teacher Academy.

This course covered aspects of the inclusive classroom and explored how European educational activities and projects can help teachers identify successful strategies for their diverse learning environments. We had the opportunity to learn how to shape lessons and the learning environment to establish full equality in access to education for all students.

The course promoted activities for the use of simple ICT tools in an inclusive environment.

We learned to take advantage of European opportunities to address common issues in education, to support students' acquisition of European values and key competences.

Throughout the course, we learned how to adapt traditional teaching techniques to the needs of students and sought to identify effective solutions to manage a multicultural, mixed-ability, diverse classroom, including minorities and students with different educational needs.

In addition, we identified practical ideas on how to promote collaboration between educators, including on a transnational dimension, and how to include the classroom or school in European educational activities.

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Among the activities carried out we can mention:

• Inclusive education and school: an overview of the different differences that can be present in a classroom;

• Diversity and multiculturalism – the notion of "diversity" and the values needed to understand and deal with this diversity;

• Equal opportunities – applying the concept of equality to the lesson, giving everyone the chance to learn and succeed, in school and in life, regardless of their particular emotional, physical and social condition;

• The importance of ICT – ICT as a positive resource: how to implement ICT tools to raise awareness of diversity and build a more inclusive learning environment;

• School for the future: learn how to promote international projects and include the classroom in European educational activities.

Another noteworthy activity was the visit to the Historical Archives of the European Union. There I had the chance to interact with archivists, historians, young researchers who are in charge of managing the archives of the European Union. At the same time, I had the opportunity to enter the archive repository, where I discovered old documents from the "beginnings" of European construction.

Dragomir Silviu Bertoni from "Elena Cuza" National College, Craiova, Romania

FROM CRETE TO GARRUCHA: VALUABLE LESSONS FROM ERASMUS+ EXPERIENCES



As part of the Erasmus+ project "Motivated Youth in a Modern and Safe School", I had the opportunity to participate in an Erasmus course in Greece, titled "In the Flipped Classroom" in September 2022. This program provided me with the chance to explore an innovative educational concept and learn from a methodology that focuses on active learning.

The main reason I applied for this course was my desire to learn new educational methods, as well as to experience a different educational culture, and I felt honored to be selected.

The course took place on the beautiful island of Crete, a place that left an unforgettable impression on me not only through the educational program but also through its enchanting landscapes. I had the opportunity to learn not only in the classrooms but also to enjoy the fresh sea air, the fine sandy beaches, and the fascinating history of the island. Crete was undoubtedly an ideal setting to combine learning with relaxation, allowing me to focus even more on the educational process.

Among the activities that impressed me the most were the interactive workshops in which we were divided into groups to create lessons using the "flipped classroom" method. Each group was responsible for developing a learning module, which we later presented to our colleagues. These working sessions helped me understand how the method can be applied in a practical context and encouraged me to use my creativity.

After returning home, I wanted to share the experience and knowledge I gained with my colleagues, and I presented the methods and tools used during the Erasmus course at the pedagogical circle of physics teachers.

Participating in the Erasmus course in Greece was an extraordinary experience that helped me integrate innovative methods, such as "flipped classroom", more effectively into my lessons, which can significantly transform the learning experience.

On the other hand, the Erasmus+ accreditation also offered me the opportunity to participate, between April 24-28, 2023, in a mobility alongside six students from our school, whom I accompanied to the activities organized at ISE Mediterraneo High School (Garrucha, Spain). Together with my colleague Marilena Nițescu, I benefited from an extremely valuable experience, both professionally and personally.

In the first few days, we had the opportunity to get to know the students and teachers from the host school better. Each team of students presented their school and educational activities, and our Spanish friends invited us to a mini tour of the city and the nearby areas, where we discovered spectacular landscapes and a fascinating local culture.

Participation in the workshop titled "The Values of the European Union", in which students worked together to identify and highlight the most important European values, the debate titled "Why do we need a debate about human rights?", and the roundtable titled "How to Update and Upgrade Your Teaching Skills" were some extremely useful activities.

This Erasmus+ experience was not only an opportunity to learn from another culture but also an occasion to better understand how we can build a united Europe based on common values, respect, and collaboration.

Participation in Erasmus+ projects represented an extraordinary opportunity for both professional and personal development. Through the "In the Flipped Classroom" course in Greece and the mobility in Spain, I had the chance to learn new educational methodologies and experiment with their application in an international context. Furthermore, these experiences helped me understand the value of collaboration and idea exchange between different cultures, and the lessons learned motivate me to continue improving the educational process. Erasmus+ is not just a learning program but an opportunity to contribute to building a united Europe based on mutual respect and trust. I am grateful for every moment spent in these mobilities, and I aim to continue applying with enthusiasm everything I have learned to offer my students not only knowledge but also a broad perspective on the world and the European values that unite us.

Sanda Simona from "Elena Cuza" National College, Craiova, Romania

MY ERASMUS + MOBILITY IN PRAGUE-" *COACHING STRATEGIES FOR SCHOOLS"*



The **Erasmus +** programme has as general objective to" *support, through lifelong learning, the educational, professional and personal development of people in different fields of interest such as education, training, youth and sport, not only in Europe but also beyond, hence bringing a contribution to sustainable growth, better quality jobs, and social cohesion, to driving innovation*". As such, the Programme is a key instrument for building a European Education Area, supporting the implementation of the" *European strategic cooperation in the important area of education and training, with its underlying sectoral agendas"*.

Erasmus + projects address in a very exhaustive manner a great number of" *the challenges that Europe faces, both now and in the following years too. Other projects take into consideration the democratic process in Europe and its influence globally. There are projects with a focus on inclusion of those who are marginalised from an economic and also social point of view, while others help to prepare the young generation of today for an increasingly digital world"*.

Among the opportunities offered by the Erasmus + programme, the mobilities for teachers at secondary level and not only, are of great value and an asset for anyone who is interested in a personal development process, the gains being on more sides: it is a gain for the individual, for the institution the teacher is part of and for the people in the institution- fellow teachers and students-, for the local community as well.

Between 27th of February and 3th of March 2023 I participated in an Erasmus + individual mobility in Prague, the Czech Republic as part of the Erasmus + Accreditation project no. 2022-1-RO01-K121-SCH-000061775 implemented by my school, "Elena Cuza" National College from Craiova. I took the opportunity not only to develop my own skills and knowledge in the field of methodology and language teaching, but also to represent my college at a European and international language. The course entitled" ***Coaching strategies for Schools***" was provided by ITC International-

International Training Centre in Prague. What ITC offers is" *a unique chance for teachers and educators from around the world to exchange and share good practices and the best of their knowledge, grow their skill set, and become much more aware of innovative teaching and learning strategies for much greater student achievement and family engagement".*

The course was aimed to improve the participants' skills in order to manage teams, projects or dealing with conflict and communication skills with people. Unfortunately, till late this field was not fully appreciated, but what this course did, was to offer a chance to improve my competencies so as to be able to better guide my work team- my classroom in my situation.

Thematic modules introduced specific skills and also incorporated a variety of real- world problems and situations one can meet at their institution. I can say I strengthened my coaching skills by discussing and examining the case studies and interacting in simulations within an encouraging and collaborative group instructional setting. The course was structured into 11 thematic modules. Each module incorporated current theories of coaching methodologies and theories and demonstrated their influence on an organization. As a teacher I felt very inspired to apply some of the coaching strategies and aspects acquired at the course on my students. *As students grow, they learn about themselves and the world, leading to new skills and ambitions. Coaching emphasizes the importance of identifying skills and nurturing those key aspects that make each person unique. Teachers interact closely with the same students over the course of a year and are in a prime position to identify changes within the students and to acknowledge that growth.*

Some of the modules within the course were: Communication as a part of coaching tools, Coaching tools in feedback, Determination of the behaviours and thinking styles of the learners, Effective listening via digital technologies etc, all of them having proved very resourceful and equally interesting, providing us, the trainees, with the right equipment for a better understanding of the teaching-learning process. In the same course participated two fellow teachers from my school, Simona Nicu and Ileana Țecu, and as a follow- up, we shared impressions and found out that we were all equally satisfied with the skills and knowledge acquired at the course, determined to practise them as much as possible with our students and colleagues alike, thus making a difference for the better for our career path.

Ștefănescu Ana-Maria from "Elena Cuza" National College, Craiova, Romania

THE IMPACT OF ERASMUS + EXPERIENCES ON STUDENTS AND TEACHERS



Modern schooling emphasizes the development of key competences, a set of basic knowledge, skills and attitudes that all citizens need for personal fulfilment and development, employment, social inclusion, sustainable lifestyles, successful living in peaceful societies, health-conscious life management and active citizenship. Erasmus+ courses support teachers to create interactive teaching approaches, promoting lifelong learning.

Between February 27 and March 3, 2023, I participated in the Erasmus +KA1 Coaching Strategies for Schools course, as part of Erasmus+ Accreditation, no. 2022-1-RO01-KA121-SCH-000061775, implemented by the "Elena Cuza" National College from Craiova**,** a program that aims to *"improve the skills needed to manage teams, projects or deal with conflicts, but also communication skills with people."*[1]

During the five days of the course, I watched presentations on core coaching skills - expectations, eliciting opinions, listening and reflecting, the importance of debriefing, listening and feedback, worked as a team and expressed my feelings at the end of each day. The activities emphasized the formation of necessary skills in working with students and their parents. Communication was at the core of the project, the usual challenges in the didactic approach being highlighted - trying to be fast, creating goals for others alone, not revising. I learned about the importance of questions by applying Johari's Window method and the four steps in coaching using the GOAL and ROSE models.

The course activities were well- structured, they followed the interaction between the participants and the trainer, the intercultural exchanges and the identification of one's own values starting from the illustrated situations. The time allocated to the training of the targeted skills was properly used, the themes of the 11 completed modules including theoretical notions and ways of application, useful in the field of education, because they "*introduce specific skills and a variety of real-world problems and situations[...], strengthen coaching skills through discussion and examination case studies and interacting in an encouraging and collaborative group training framework".* The information presented proved useful in building the didactic approach, offering us new perspectives on the class of students and facilitating the identification of their needs.

Another important part of the project was represented by the mobility of teachers and students in educational institutions abroad. Between April 7 and 11, 2024, I took part in the mobility at Les Trois Sources High School, Bourg-lès-Valence, France, with a group of ten students. During the five days, I observed the specific aspects of the French education system, attended classes and participated in the activities proposed both by us and by the host school.

The activities focused on human rights, European values, the school-student-family relationship, an important emphasis being placed on communication, the expression of opinions and teamwork. Our students were able to observe the timetable of French students, the subjects studied, the specifics of extracurricular activities and the relationship with teachers. A major importance was given to interculturality and multilingualism, activities such as treasure hunting, cultural heritage exploration and gastronomic meetings were organized.

The mobility had a positive impact on the students, who made use of the foreign languages studied, applied the skills learned over time or overcame certain fears, such as speaking in public or interacting with students of different nationalities. For teachers, the mobility has contributed to the development of the teacher-student relationship and to the improvement of the instructional-educational process, with teachers using in the classroom both the methods applied in French schools and the forms of organization or documentation sources.

The two Erasmus + mobilities were disseminated in the school, in meetings with colleagues and students' parents, in the classroom, through applied didactic strategies or in specialized magazines, through articles and studies. Each Erasmus + experience has turned into a unique way to get to know the specifics of a culture through interactive activities, which aim at professional development, the improvement of the didactic act, the needs of the student class and long life learning.

Nicu Simona Claudia from "Elena Cuza" National College, Craiova, Romania

TURKIYE MOBILITY WITH STUDENTS- A UNIQUE ENRICHING EXPERIENCE



Erasmus+ creates opportunities, opens doors to knowledge and leads to a better understanding of the world around us. It is a European Union program designed to support education, training, youth, and sport across Europe. It offers a range of opportunities for people in education, from students to teachers, and other educational staff. *High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding, and the successful transition to the labour market.*

Among the opportunities offered by the Erasmus + programme, the mobilities for students at secondary level and not only, are of great value and an asset for anyone who is interested in a personal development process, the gains being on more sides: it is a gain for the individual, for the institution the teacher is part of and for the people in the institution- teachers and students alike-, for the local community as well. *As the COVID-19 pandemic has shown, access to education is proving, more than ever, to be essential to ensuring swift recovery from crises, while promoting equal opportunities for all. As part of this recovery process, the Erasmus+ programme takes its inclusive dimension to a new horizon by supporting opportunities for personal, socio-educational and professional development of people in Europe and beyond, with the aim of leaving no-one behind.*

As among the specific objectives of the Erasmus+ program, promoting learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training are mentioned, I took the opportunity to participate as accompanying teacher in a mobility in Turkiye,

Foça, Izmir between 13- 17 May 2024 at Çemil Midilli High School. The mobility was part of the Erasmus + Accreditation no. 2021-1-RO01-KA120-SCH-000046801, and for it to be possible, there was a truly professional process of selecting the students to represent our school abroad, process which involved a lengthy interview consisting of well- chosen questions that revealed and checked the students' quick reaction, wittiness, social and academic skills, but also their understanding of the European context with its challenges, opportunities and values.

The experience was unique, we had prepared some interesting activities in advance, and these were centred upon human rights, inclusion, equal opportunities and they proved well- aligned with both the objectives of the Erasmus+ Program and with the specific problems of the country we visited. It was also an enriching cultural exchange during which Romanian and Turkish students were able to share impressions, make differences between the two educational systems, cooperate and collaborate in multiple interesting and interactive games, challenges, quizzes and all of that led to strong bonds and relationships. It was a good if not the best chance for our students to understand that we are so different yet so alike, to accept how diverse yet so convergent two cultures can be as long as there is acceptance and mutual respect.

On the Turkish part, we were met with kindness, curiosity, with steamy Turkish tea served in specific traditional cups sided with both beautiful stories and Turkish delight/ lokum every time we went to their school and all that made us feel regretful when we had to leave because the mobility was over after five full days. The host school also organised outings in the area, a guided tour of the city which is picturesquely located by the sea and a picnic that acquainted us all with the delicious Turkish cuisine famous all over the world. This the mobility promoted non-formal and informal learning and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation and I can state the students were really engaged and actively and enthusiastically participated in all the activities.

To sum it all up, I can definitely say that through this mobility, students and myself improved our understanding of the European Union and the common European values, including respect for democratic principles, human dignity, unity and diversity, intercultural dialogue, as well as European social, cultural and historical heritage.

Ștefănescu Ana-Maria from "Elena Cuza" National College, Craiova, Romania

MY ERASMUS+ EXPERIENCE



My name is Trancă Georgiana-Corina and I am a teacher of English at *Elena Cuza* National College in Craiova, Romania. I participated in the Erasmus+ learning programme for group activities, project code: 2022-1-RO01-KA121-SCH-000061775, held in Latsia, Nicosia, between 27-31.03.2023.

As a result of the activities which took place in day 1, we became familiar with the other participants and with the facilities of the project location, developing interpersonal and communication skills.

In day 2, during the activity entitled FORGET THE DIFFERENCES, LET'S WORK TOGETHER, students were able to learn how to cooperate and how to exchange opinions and ideas, using English as a communication channel, in order to develop intercultural awareness. More than that, they were given the opportunity to develop critical thinking and argumentation skills, along with the competency of working together as a team.

In day 3, the activities that took place under the title COMMUNICATION - THE KEY TO INTERCULTURAL RELATIONS enabled students to become aware of how behaviour management can influence the respect of human rights and how European values represent a guarantor in this regard. Our students found out interesting information about modern outlooks on teaching. The teachers were able to communicate with each other and exchange good practices. Also, they were given the chance to debate on a further Erasmus+ project between the two schools and other foreign schools.

In day 4, the activity entitled MODERN SCHOOL REQUIRES FAMILY INVOLVEMENT gave students the opportunity to become aware of cultural values and national customs and habits, from a socio-cultural perspective. They exchanged examples of national habits, compared it with the national habits of Cyprus and tried to experience them while visiting Cyprus. They made a short list

of habits and values which they would try to explain and put in practice once they got back to school, in Romania

In day 5, the activity called MY PERFECT KIND OF SCHOOL enabled students to experience being a student in a different educational environment and allowed them to sort out and identify, from personal perspective, the positive aspects of such and experience. The activity would represent a base for a further Erasmus+ project between the two schools in which the students from Cyprus can experience the Romanian educational system and the social and cultural background.

All things considered, I strongly believe that participating in this project was a wonderful experience which enabled us to enrich our experience and to broaden our cultural horizons, offering us the opportunity to gather a better comprehension of mutual European values.

Trancă Georgiana-Corina from "Elena Cuza" National College, Craiova, Romania

ERASMUS+ EXPERIENCE: WHAT HAVE I LEARNED?



During my Erasmus+ experience, within the Erasmus+ project no 2022-1-RO01-KA121-SCH-000061775, held in Latsia, Nicosia, between 27-31.03.2023, I developed strong intercultural communication skills, adapted to new environments, and became more independent.

I also improved my language abilities, learned to collaborate with people from different cultural backgrounds, and gained confidence in handling challenges outside my comfort zone. This experience broadened my perspective and helped me grow both personally and academically.

If I were to talk about the lessons I learned and the skills I acquired I would resume them at:

-Personal Development

-Increased independence and self-confidence

-Adaption to new environments and routines

-Problem-solving and decision-making skills

-Cultural and Social Skills

-Intercultural awareness and sensitivity

-Building international friendships and networks

-Academic & Professional Skills

-Foreign language competence

-New academic knowledge and perspectives

-Teamwork and collaboration skills

-Skills as being open-minded, flexible, and proactive

All this was due to the fact that, together with my colleagues, I was involved in the implementation of the project from the very beginning.

Communication with partners helped a lot in acquiring negotiation skills and planning activities so that they would help achieve the project objectives, but would also be enjoyable for the students.

Cotfasă Alina from "Elena Cuza" National College, Craiova, Romania

ERASMUS+ EXPERIENCES: DEMOCRACY LESSONS IN PRAGUE AND CULTURAL EXCHANGES BETWEEN ROMANIA AND GERMANY



The 2022-2023 and 2023-2024 school years were full of valuable experiences, in which I had the opportunity to participate in Erasmus+ mobilities that contributed to my professional and personal development. Deepening the concept of democracy and the educational-cultural exchanges between Romania and Germany were a lesson in diversity, collaboration and learning through experience.

Deep Democracy: How to Build a Classroom Culture Based on Respect and Empathy

During the period July 22-27, 2024, together with my colleague, Vladuțoiu Edvina-Fleur-Viorica, I participated in the course "Deep Democracy: How to Manage Conflicts & Building a Strong Classroom Culture" in Prague. This program provided me with a set of essential tools to transform classroom conflicts into learning opportunities and to encourage students to express themselves freely in an environment based on mutual respect.

Among the most valuable lessons learned was the application of the Deep Democracy method, which involves listening to all voices, including those in the minority, and finding solutions through collaboration. One activity that stuck in my mind was a “voting circle” exercise, in which each participant freely expressed their opinion on educational issues, and then we analyzed together how group decisions can be influenced by the diversity of perspectives.

In addition to facilitating dialogue techniques, the course also gave me a better understanding of group dynamics and methods to encourage critical thinking and collaboration among students. Role-playing, debates and case studies were essential in this learning process, and interacting with teachers from other countries opened up new horizons for me on how education can be approached

in different contexts. The course also gave me a new perspective on how I can guide students in the decision-making process and in managing conflicts in the classroom.

Beyond the educational aspect, the experience in Prague was also an opportunity to discover one of the most beautiful cities in Europe. Every corner of the city breathes history and art, and walking through the cobbled streets of the old center was a real visual treat. This trip made me reflect on how urban space influences the learning process – a city like Prague is a lesson in living culture, where every building, every monument, and every street tells a story.

Another extremely valuable component of this mobility was the development of language skills. Being an international course, all activities were conducted in English, which gave me the opportunity to improve my expression and practice communication in an intercultural environment. I interacted with teachers from different European countries, each bringing to the discussion perspectives and methods specific to the educational system from which they come. This exchange of ideas was an intellectual challenge and an opportunity to learn new expressions, linguistic structures and cultural nuances of communication in English.

Ursu Adina from "Elena Cuza" National College, Craiova, Romania

ERASMUS+ MOBILITY IN GERMANY – AN ENCOUNTER WITH THE EDUCATION AND CULTURE OF ANOTHER NATION



During the period 7-13 May 2023, I had the privilege, together with my colleague, Cristea Camelia-Ecaterina, to accompany a group of eight students from the "Elena Cuza" National College in Craiova on an Erasmus+ mobility to Schöppenstedt, Germany. This exchange of experience was a great opportunity to discover the German educational system and create connections between students from two different cultures.

Our students were warmly welcomed by their German colleagues at IGS Schöppenstedt, and the program included various activities, from attending classes to cultural excursions and educational workshops. We visited cities such as Wolfsburg and Braunschweig, and in the Harz, we explored the historic town of Wernigerode.

An important aspect of this mobility was the participation in thematic workshops, such as "Sustainability and the Environment in the EU", where students worked together on proposals for future partnerships between schools. We also took part in debates on "Privatization of Nature in Germany and Romania", where we realized how different the approaches are in the two countries and how important dialogue is to find common solutions.

The atmosphere was one of collaboration and openness, and our students adapted quickly, interacting with their German colleagues, thus discovering the similarities and differences between the two educational systems. The week ended with a socializing activity – a barbecue organized by

the hosts, where students and teachers had the opportunity to share their impressions and promise to stay in touch.

From Schöppenstedt to Craiova – Discovering Romanian Culture

After our visit to Germany, it was the turn of our German colleagues to discover Romania. Between September 23 and 30, 2023, the “Elena Cuza” National College in Craiova hosted a group of students and teachers from Schöppenstedt. The program of the visit was designed to offer them the most authentic experience possible, combining educational and cultural activities.

A trip to Sibiu was one of the highlights, giving the German students the opportunity to explore the historic center and visit the ASTRA Museum. In Craiova, they participated in workshops, where they made presentations about important cities and landscapes in Romania and Germany, created a video diary about their experiences and discovered Romanian gastronomy.

Another special moment was the activity in Romanescu Park, where the students had a relaxing walk and outdoor challenges. At the end of the week, the cultural evening was a real success – an event in which students presented what they had learned, danced, and tasted traditional dishes of the two peoples.

All these experiences were extremely valuable, not only for me as a teacher, but also for the students involved, as they strengthened the ties between our schools and contributed to the development of students' intercultural competences.

Erasmus+ programs are not just about travel, but real life lessons. They help us become more open, more empathetic and more aware of the diversity around us. And, perhaps most importantly, they teach us that, no matter where we come from, we can learn from each other and build a better future together.

Ursu Adina from "Elena Cuza" National College, Craiova, Romania

DEEP DEMOCRACY, DEEP SOCIAL EDUCATION THROUGH ERASMUS+



This past July I participated in the *Deep Democracy: How to Manage Conflicts Building a Strong Classroom Culture* in Prague as part of the Erasmus+ accreditation. To be selected for this initiative was a great opportunity, not only because of how useful this interesting course is for my teaching activity, but also thanks to the people and cultures I had the chance of encountering.

During my time in Prague, I took part in various hands-on workshops (*Human Library*, *60-Second Stategy: Fishbowl Discussion*, *The 3-2-1 learning Strategy for Critical Thinking*, *Four corners: normal, different, weird, original*) through which I discovered various interactive teaching activities that I later applied in my own classes.

In this regard, as class master of a fifth grade class, I found the conflict-solving methods acquired during this course particularly useful. I discovered a novel and interesting way of addressing and solving in-class conflicts through the *Deep Democracy* method. This strategy helps the students find common ground and foster healthy and positive interpersonal relationships based on mutual understanding. The core idea of this method is the belief that everyone has a unique perspective of the world and everyone is right in their own way but no one should monopolise the truth. Participants are encouraged to freely express their problems and always look for the grain of truth at the core of problems of the others, as it bears the potential of growing and leading to a better communication environment.

Needless to say, this experience made me step outside my comfort zone. I have to admit that at first, it was frightening to embark on this journey, but the emotions soon faded away and all my

fear turned into excitement. This course would not have been the same without the people who made this such a wonderful experience. I have to thank our course trainer, Lucie, to whom I am very grateful for making every activity pleasant and engaging. Without us noticing, Lucie made sure she created a welcoming environment where everyone would feel comfortable to act naturally and share their thoughts. I am equally grateful for my colleagues, alongside which I discovered the history and traditions of the Czech Republic and many other wonderful cultures.

After returning home I could barely wait to share all my wonderful memories and newly acquired teaching skills with my friends and peers.

Vlăduțoiu Fleur from "Elena Cuza" National College, Craiova, Romania

CAMBRIDGE CERTIFICATES FOR TEACHERS AT THE "ELENA CUZA" NATIONAL COLLEGE



The Erasmus+ accreditation on the School Education line at the "Elena Cuza" National College, accreditation code 2021-1-RO01-KA120-SCH-000046801, has finished its third year of implementation, and the good results are accumulating.

So far, the accreditation has gathered 7 student mobilities in countries such as Germany, Spain, Cyprus, France or Turkey, 4 job shadowing activities for teachers and 11 participations in courses for teaching staff. For the third year, the project proposes two more student mobilities, two job shadowing and two courses for teachers.

In addition, the project includes many dissemination activities both within the school and at national and international levels.

The themes of the activities aimed at helping to achieve the project's objectives covered topics such as respecting human rights in a European context, along with promoting European values, neutralizing risk behaviors and improving the school-family relationship, acquiring innovative teaching-learning methods and internationalizing the school by creating a network of European partner schools, as well as training specialists in educational management.

All these activities are carried out with a permanent focus on the priorities of the Erasmus+ program, such as inclusion, digitalization, climate and sustainability awareness, and entrepreneurial

education. Last, but not least, the project, as a whole, aims to develop language skills for both students and teachers.

An analysis carried out at school level showed that the launch of the Erasmus+ accreditation project encouraged students to improve their language skills, which is a condition for participating in student mobility. And, as a surprise in the pre-university education space, teachers also joined this trend. In this regard, in 2024, we took the initiative to organize an English course for teachers. It is necessary to understand that the modernization of the teaching act, in addition to the acquisition of modern methods, also implies access to a wide range of teaching tools, many of which are accessible in English. In order to overcome the language barrier, we thought of organizing an English course. At first, as a game, but we readapted to the role of students, we mobilized ourselves to do homework and participate in the simulation of the Cambridge exam, which, in the end, we graduated with results that honor us.

The initiative of such a course meant a challenge not only for the teachers, but also for the teaching staff who was in charge of their preparation.

Once again on the other side of the desk, the teachers from the "Elena Cuza" National College enrolled in the course aware that the acquisition of language skills is part of personal professional development, but also for the modernization of the school's vision. The English course, held at the European projects committee initiative, gave us the chance to return to the benches, to work alongside enthusiastic, punctual and curious colleagues, or to develop a learning program. Maybe there were moments when we felt tired or distrustful, but we managed to complete this project, the proof is the results obtained in the December exam.

As a result of taking and passing the Cambridge exam, nine teachers from the "Elena Cuza" National College (Liviu Cotfasă, Camelia Cristea, Gabriela Militaru, Simona Nicu, Marilena Nițescu, Leila Podeanu, Simona Sanda, Adina Ursu, Fleur Vlăduțoiu) obtained language proficiency diplomas with outstanding results, level B1 and C1.

As far as we know, it is the first time in the pre-university environment in the Oltenia area that an organized group of teachers, under the guidance of a colleague, have managed to obtain a Cambridge diploma. There was another joint initiative with other high schools in the city regarding the French language. This way, in 2020, several teachers in the city, including four teachers from the "Elena Cuza" National College, obtained the DELF diploma. We consider that the development of linguistic skills is a necessity, especially in the context of a renowned high school that has bilingual French or English classes.

Cotfasă Liviu from "Elena Cuza" National College, Craiova, Romania

THREE YEARS OF LUCK FOR ERASMUS+ ACCREDITATION, SCHOOL EDUCATION LINE FROM "ELENA CUZA" NATIONAL COLLEGE, CRAIOVA



The National College "Elena Cuza" in Craiova has completed the third year of Erasmus+ Accreditation on the School Education line accreditation code 2021-1-RO01-KA120-SCH-000046801.

This past year, the third one, 20 students traveled on mobility trips to countries in the European space (Poland and Greece). Also, 2 teachers participated in job shadowing activities in schools in the same countries, while another 2 teachers went to a training course in Croatia.

In this way, for three years, the prestigious high school managed to create opportunities for exchange of experience for 60 students, 4 teachers in job shadowing and 11 teachers in courses.

The themes of the mobility (both for students and teachers) were chosen in such a way as to help achieve the project's objectives. They covered topics such as respecting human rights in a European context, promoting European values, neutralizing deviant behaviors and improving the school-family relationship, acquiring innovative teaching-learning-evaluation methods and increasing the European dimension of the school by creating a network of European partner schools, as well as training specialists in educational management.

The project's vision is also aligned with the priorities of the Erasmus+ program, such as inclusion, digitalization, climate and sustainability awareness, and entrepreneurial education.

The project as a whole also aims to develop language skills for both students and teachers.

The third year has ended and the fourth year of accreditation has begun, which aims to increase the number of students who will travel in mobility and also courses and job shadowing activities for teachers. Last but not least, in order to ensure a good dissemination of the learning outcomes and a greater visibility of the project, the project management team, together with the partners from the

visited schools, are preparing for the current contractual year an international magazine that will include examples of good practices and shared Erasmus+ experiences.

The implementation of this project, as well as other Erasmus+ and eTwinning projects in the school, has ensured the National College "Elena Cuza" from Craiova a new distinction of "European School", the college from Bănie being in 2nd place in the hierarchy of schools at national level, with an honorable score of 199 points out of 200 possible.

Militaru Nicoleta Gabriela "Elena Cuza" National College, Craiova, Romania

"ERASMUS+ DAYS" AT THE "ELENA CUZA" NATIONAL COLLEGE IN CRAIOVA



Starting with 2019, the time of the first Erasmus+ project at the `Elena Cuza' National College in Craiova, each year, `Erasmus+ Days` had a different connotation.

We used this week as an occasion on which teachers and students attended dissemination activities, workshops for the exchange of good practices, as well as information and awareness workshops on the importance of the internationalization of the school through European projects. In fact, the "Europeanization of the school" is also one of the objectives of the Erasmus+ accreditation that the "Elena Cuza" National College has. In addition, in the five years of accreditation (2022-2027) the school has set itself the goal of focusing on combating risk behaviors, in parallel with the modernization of the teaching act, strengthening the school-family relationship and training specialists in educational management.

Recently, the fourth year of Erasmus+ accreditation at the "Elena Cuza" National College began, therefore the week dedicated to the Erasmus+ project was a good opportunity for high school freshmen to learn more about the selections that will be organized and in which they can participate in order to become participants in the student mobilities. At the same time, students who participated in the mobilities in the first year of accreditation organized dissemination sessions of the learning outcomes of the previous year. At the same time, teachers who participated in training courses held demonstration classes in which they included the methods and techniques acquired. And last but not least, they participated in workshops to exchange good practices with their fellow teachers to share the experience gained.

Militaru Nicoleta Gabriela "Elena Cuza" National College, Craiova, Romania

THE IMPACT OF TRAINING COURSES UNDER THE ERASMUS+ PROGRAM ON THE QUALITY OF TEACHING

Within the Erasmus+ program, project 2023-1-RO01-KA121-SCH-000130649, I participated in the training course "Green Education: Teaching Environmental Sustainability To Fight Climate Change", organized by INFOL, from June 24 to 28, 2024, in Rome, Italy.

The activities were planned to combine access to up-to-date information related to climate change with the presentation of sustainable measures that everyone can take to prevent natural disasters and the extinction of plant and animal species that ensure the balance of life on Earth. By taking part in various workshops, I practiced techniques for obtaining ornamental or practical-functional products from recycled materials, which can also be used in the classroom with students.

As a result of participating in the mobility activity, I deepened my knowledge of the impact of climate change on the environment and discovered new ways of sustainable and sustainable development in areas such as energy production or categories of consumer goods. I also developed teamwork skills and the integration of educational games into teaching.

I applied the knowledge and skills acquired in economics classes, especially in lessons about resources and their rational use. The students understood that people's needs form a dynamic system, constantly growing and diversifying, while the resources necessary to satisfy them are limited. They also understood that, in this context, sustainable development requires the transition from a linear economy to a circular economy.

The current dominant linear economy operates on the principle of “exploit-produce-throw away”. Companies extract or buy raw materials, use them to manufacture goods that they sell to consumers, who use them until they no longer need them and, finally, throw them away. The circular economy aims to be a viable and sustainable alternative to the linear economy, in which people try to keep what they have produced in use as long as possible, through repairs or other processes, and then recycle to start the cycle over. For example, if we mainly use electric cars, car-sharing or public transport, air quality will be increasingly better. A city where car-sharing is taken seriously will become a city with fewer cars, which will allow for an increase in the area dedicated to parks. If durable goods are not purchased, but rented from companies that will take care of their repair and maintenance, their useful life will increase and new jobs will be created, and with more jobs we have lower unemployment, a higher standard of living, more educated people and, essentially, happier people. The circular economy takes us very much towards a collaborative economy, in which we are more connected to the community and share goods with the community, using platforms that bring us together.

From the brief presentation and example above, it is clear, I hope, that by participating in training courses under the Erasmus+ program, the quality of the teaching approach can be improved.

Michiduță Maria from "Carol I" National College, Craiova. Romania

MY ERASMUS+ EXPERIENCE IN POLAND



Participating in an Erasmus+ mobility program, Nr. 2023-1-PL01-KA152-YOU-000134126, ”Let’ s cook something”, in Poland, was one of the most enriching professional experiences of my career as a teacher. Although I had traveled before, this opportunity offered something unique: the chance not only to observe another educational system, but also to actively teach, collaborate, and grow in an international environment.

My mobility took place in a secondary school located in the heart of Poland. From the very first day, I was impressed by the school’s atmosphere—modern classrooms, motivated students, and a strong sense of community. The Polish colleagues welcomed me with genuine warmth and curiosity, eager to exchange ideas and to learn more about teaching practices in my home country.

During my stay, I taught several English language classes and co-taught lessons with local teachers. The students were enthusiastic and open-minded, and many of them saw Erasmus+ as a window to the world. Teaching in a different cultural setting pushed me to adapt my methods, experiment with new activities, and develop more creative ways of engaging learners.

Group discussions, project-based work, and interactive digital tools became essential parts of my lessons. The students particularly enjoyed cultural comparisons and conversations about daily life, traditions, and education in our respective countries.

Beyond teaching, I had the chance to observe lessons in various subjects, attend staff meetings, and discuss pedagogical strategies with the school's teachers. I gained insight into the structure of the Polish education system, which places strong emphasis on student discipline, academic achievement, and respect for teachers.

I was inspired by the school's use of technology, the collaboration between teachers, and their focus on developing both academic and social competencies. Many of the methods I observed will certainly influence my future work back home.

Outside the classroom, I explored Polish culture—its history, architecture, and cuisine. Visits to historical sites, traditional markets, and local museums allowed me to better understand the country's rich heritage. I also experienced the famous Polish hospitality, which made my stay even more memorable.

This mobility reminded me that travelling and teaching abroad are powerful tools for personal development. I returned home more confident, more adaptable, and more aware of the importance of intercultural dialogue.

My Erasmus+ experience in Poland was much more than a professional exchange—it was a journey of cultural discovery, personal reflection, and educational innovation. I came back inspired, motivated, and eager to implement the new ideas and practices I learned abroad.

I strongly encourage any teacher to take part in such a mobility program. It is an opportunity to grow, to connect with educators from across Europe, and to bring back fresh perspectives that can enrich both teaching and learning.

Gurgui Maria Dana from „Voltaire" High School

WHAT IS AN ERASMUS EXPERIENCE?



The Erasmus project “A European School for All Children”, developed in Florence, between the 10th and the 14th of July, was an ideal opportunity for me to learn new skills, to take a step out of my comfort zone and to share what I had learnt with other teachers from European schools and, most importantly, with my own colleagues.

The course combined theoretical notions and actual practical activities which encouraged us to share our own experience and to learn something new from the other participants.

Nițescu Marilena from "Elena Cuza" National College, Craiova, Romania

A WEEK IN ANOTHER EUROPEAN SCHOOL



In 2023 I participated, as attending teacher for 6 students from National College Elena Cuza, between the 24th and 28th of April in the first mobility of the Erasmus project in Garrucha, Spain, with the students and theachers from I.E.S. Mediterraneo school. Within this experience, I had to possibility to discover new personalitie and cultural values, to build relationships and to promote the fundamental principles of the European Union.

Later, in 2024, I participated in another project as attending teacher for a group of 10 students, between 7th and 11th of March in Bourg-lès-Valence,France with amazing people from Lycée Les Trois Sources. I have met wonderful students and teachers who involved us in their activities and accompanied us during our stay in this intriguing environment. We learnt a lot about the education in France and the importance of rights and obligations of the European citizens.

Nițescu Marilena from "Elena Cuza" National College, Craiova, Romania

DEAR SELECTION COMMITTEE…



The experience of being part of the student selection committee for Erasmus+ projects is both demanding and satisfying.

It is not easy knowing that you are responsible for ensuring a selection process that is as objective and transparent as possible. The evaluation of files and interviews require attention to detail, and it is difficult to refuse talented and motivated students because places are limited. The balance between choosing the most suitable ones at that moment and giving someone a chance is a constant dilemma, and sometimes you have to trust the “feeling” that the candidate conveys to you.

Probably the greatest satisfaction comes from identifying those candidates who demonstrate remarkable potential and a sincere desire to develop. Knowing that you have contributed to providing an impactful educational experience is a satisfaction, it is the joy of opening new horizons for students.

Beyond all the work and effort, I can say that I enjoy participating in these selections.

Mitruț Monica Alexandrina from "Elena Cuza" National College, Craiova, Romania

DISSEMINATION OF THE TRAINING COURSE "ENVIRONMENTAL EDUCATION: LEARNING AND ACTING FOR A A BETTER FUTURE", CARRIED OUT WITHIN THE PROJECT 2022-1-RO01-KA121-SCH-000061500, FINANCED BY THE ERASMUS+ PROGRAM



Between February 20-25, 2023, five teachers from the "Tudor Arghezi" Theoretical High School participated in the training course "Environmental Education: Learning and acting for a Better Future", in Florence, Italy, within the project 2022-1-RO01-KA121-SCH-000061500, funded by the Erasmus+ program.

The course aims to increase awareness of environmental issues in the current global context. Although there is a real interest in the topic addressed by the course among both teachers and students, real informational support is still needed that can be applied at the classroom and school level. The course aims to increase the involvement of students in environmental issues. Through the active-participatory methods learned after participating in the training, teachers will no longer feel disarmed when implementing the theoretical part.

Objectives:

- Identify the role of education in raising awareness of environmental issues facing society;
- Increase understanding of the main threats to the ecosystem;
- Acquire skills to help teachers educate students about environmental issues;
- Guide teachers in their efforts to educate students to be sustainable;
- Contribute to a more active and environmentally responsible society;
- Identify new ways to introduce environmental information into the curriculum;
- Become more informed about ecology, pollution, climate change, sustainability.

The course program was extremely useful in the current global context, and the applied part was of real help in implementing the National "Green Week" Program.

https://padlet.com/EUROPASS22/environmental-education-learning-and-acting-for-a-better-fut-a5fl6g3bbghhu51

Damian Alina Floriana from "Tudor Arghezi" Theoretical High School, Craiova, Romania

JOB SHADOWING IN GREECE



The job shadowing during the mobility in Paralia Katerini within the Erasmus+ Accreditation project no. 2024-1-RO01-KA121-SCH-000228476 was loaded with powerful formative value, which left a strong mark on me and corresponded to my needs for personal and professional development as a trainer in the field of education, enabling me to transmit valuable information regarding quality education. I believe that, by participating in such mobilities, adult learners can become more open to collaboration, to learning foreign languages, as well as being more motivated and better prepared to use modern techniques in the educational process.

At the end of the mobility in Paralia Katerini, I shared the impressions and knowledge I had acquired, aiming to create a sense of well-being, based on the therapy through education and culture.

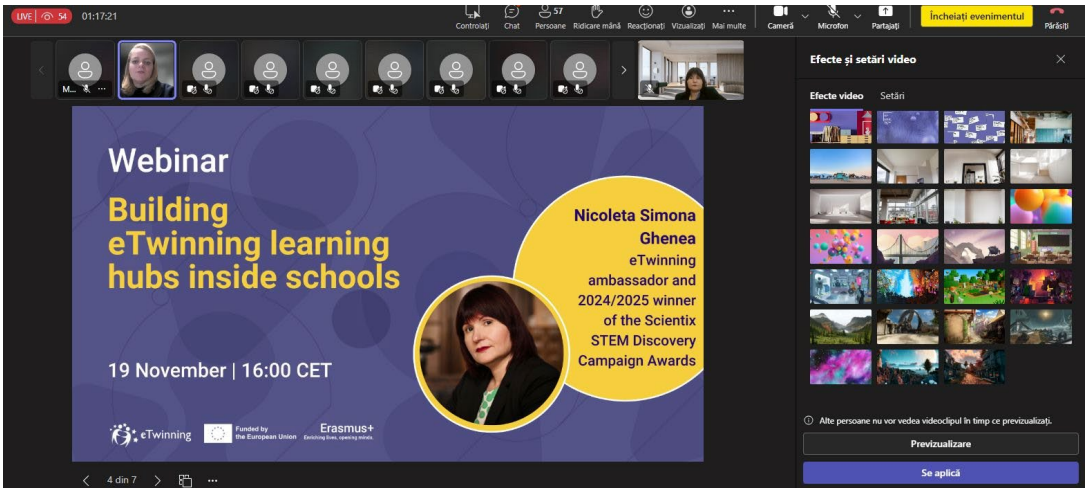
The synthesis of what was studied: it preceded reflection, respecting the principles of critical thinking in this regard, namely adopting a relaxed and friendly style.

For me, the mobility represented a wonderful experience, from which I only had things to learn, naming it briefly: enrichment—personal, professional, spiritual, and cultural. I recommend that other participants also have the courage to discover the world through Erasmus+ mobilities and I guarantee that they will not regret it.

Chirigiu Geanina Rodica from "Elena Cuza" National College, Craiova, Romania

EUROPEAN EDUCATIONAL SYMBIOSIS: THE CONVERGENCE OF ETWINNING AND ERASMUS+

From virtual connections to transformative mobilities



In the contemporary landscape of European education, the boundaries of the traditional classroom are becoming increasingly diffuse, making way for a learning space that is fluid, interconnected, and deeply collaborative. At the heart of this transformation lie two fundamental pillars of the European Commission's strategy: **eTwinning** and **Erasmus+**. Although distinct in their operational mechanisms, these two programs are not parallel entities, but complementary components of a unitary educational ecosystem.

This article explores the synergy between the two programs, demonstrating how their strategic integration maximises pedagogical impact and shapes the future European citizen.

eTwinning: The Incubator for partnerships and digital innovation

Before physical mobility exists, there is the connection of ideas. eTwinning serves as Europe's "digital agora," a safe and creative space where teachers and students lay the foundations for collaboration.

From an academic perspective, eTwinning acts as a **pre-mobility catalyst**. The platform allows educators to identify partners with similar pedagogical interests, test team compatibility, and co-create curricular projects. It is not merely a communication tool, but a method of Project-Based Learning (PBL) within a virtual environment.

A successful eTwinning project is often the strongest argument in a candidacy for Erasmus+ accreditation or mobility projects, demonstrating the institutional capacity to manage transnational cooperation.

Erasmus+: The architect of mobility and immersive experiences

If eTwinning represents the digital "roots," Erasmus+ offers the "wings." The Erasmus+ program brings the physical, tangible dimension of intercultural learning. Funding for mobilities allows for the transformation of abstract concepts discussed online into empirical experiences.

The added value of the Erasmus+ program lies in cultural immersion and the development of soft skills (autonomy, adaptability, intercultural communication)—aspects that are more difficult to achieve exclusively through screens.

The strategic intersection: an integrated approach

True educational excellence emerges when eTwinning and Erasmus+ are used in tandem, creating a learning continuum. This integration manifests in three distinct chronological stages:

1. The Preparatory Phase (Before)

The eTwinning platform (via the European School Education Platform) is the ideal environment for mobility preparation. Students get to know each other virtually, break down linguistic barriers, and begin working on common themes before physically meeting. This reduces "cultural shock" and maximises the efficiency of the time spent during the actual mobility.

2. Mobility and Synchronous Collaboration (During)

During Erasmus+ travels, the virtual space (TwinSpace) becomes the project's living archive. Logbooks, photographs, research results, and joint products are uploaded in real-time. Thus, physical mobility gains a digital dimension, allowing students who did not travel to remain part of the experience.

3. Sustainability and Dissemination (After)

Perhaps the most valuable link is visible after the Erasmus+ funding concludes. The project continues to live on eTwinning. The community-created remains active, ensuring the sustainability of results and their dissemination to a vast audience of teachers across Europe.

Conclusion: towards a hybrid pedagogy

The link between eTwinning and Erasmus+ essentially defines **blended learning** on a European scale. This symbiosis not only optimises resources but also prepares young people for a labour market where digital and interpersonal skills are equally vital.

For the modern school, integrating eTwinning into Erasmus+ projects is no longer an option, but a standard of quality. It marks the transition from merely visiting Europe to *building* Europe together, project by project, partnership by partnership.

Ghenea Simona Nicoleta from from "Elena Cuza" National College, Craiova, Romania

COACHING STRATEGIES FOR TEACHERS



As a result of my participation in a training course ”*Coaching Strategies for Schools”* within the Erasmus+ Accreditation project no. 2022-1-RO01-K121-SCH-000061775, I have acquired innovative coaching methods and techniques.

Here are effective coaching strategies for schools, organized so we can apply them with teachers, leadership teams, or students. These are based on widely used instructional coaching, leadership coaching, and academic coaching frameworks:

1. Build Strong Coaching Relationships

Establish trust early—confidentiality and non-judgmental support are key. Conduct “get to know you” conversations to understand teaching philosophy, strengths, and challenges. One also has to be a partner, not an evaluator and to separate coaching from performance appraisal.

2. Use Data-Informed Goal Setting

One must collect baseline data (observations, student work, formative assessments). It is also important to establish a measurable goal such as increasing student talk time to 60% during collaborative tasks.

3. Utilize an instructional coaching cycle which may have the following structure: identify, learn, improve the skills. This cycle repeats continuously.

4. Provide High-Quality, Actionable Feedback which helps people to learn, not to feel observed.

One should use evidence from observation such as “I noticed…” instead of “I think…”. The coach should also offer suggestions with clear next steps such as “Try this tomorrow…”.

5. Encourage reflective practice meaning that the coach should use reflective questions:

-What student behaviors did you notice during the task?

-Where did you feel instruction was most effective?

-What would you modify next time?

6. Integrate social-emotional and well-being support can lead to less stress and a better classroom climate. The coac should also encourage sustainable work routines to prevent burnout.

7. Celebrate Growth and Success by shareing wins publicly in staff meetings and by reinforce teacher confidence and motivation.

Țecu Elena Georgeta from "Elena Cuza" National College, Craiova, Romania

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