Erasmus+

@round

Special Edition – October 2026

We are connected by hearts and united by learning. This is the reason why Erasmus+ matters to all of us in our school.

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Learning is not just reading books and passing tests; it is about opening our eyes and hearts in order to discover who we are in this wide, beautiful world. This is the heart of learning mobilities and international cooperation—and it is the beautiful gift that the Erasmus+ program offers to our students and teachers. Our school's deepest goal is that neither student nor teacher should feel left out: Erasmus wants every single student and teacher in Europe's community to experience the magic of at least one Erasmus journey. So, why should everybody choose Erasmus?

To begin with, Erasmus means open doors for every single student and teacher. The teachers from our Erasmus team believe from the bottom of their hearts that every child deserves a chance to fly and reach their full potential. That is why Erasmus+ places a special focus on participants with fewer opportunities; it does not matter where these students come from, what their background is, or what difficulties they face at home—this program is here to help each of them. It bridges gaps and heals inequalities by giving every child and teacher the same view of the horizon. This experience is so deeply moving that once students and teachers taste it, they are changed forever. They want to improve their knowledge constantly. That is why they long to participate again, even if they have already been on an Erasmus mobility before, as it becomes a passion for growth that never really stops.

Secondly, it involves developing in mind and changing in heart. When our teachers and students pack their bags to participate in an Erasmus mobility, they do not just travel to a new place—they travel towards a better version of themselves, towards a new experience through which they develop personally and professionally. Erasmus+ is about gaining, improving, and shaping or re-shaping life-changing skills, attitudes, and competences.

Moreover, our students embark upon a beautiful personal development journey; they go away rather shy and come back confident, independent, and ready to assert themselves. Furthermore, our teachers, too, are able to find a renewed professional development as they rediscover their passion for teaching by sharing ideas, learning new methods, and bringing a spark of inspiration back to their classrooms.

Last, but not least, the most beautiful lessons are the ones written on the participants' souls. By speaking across borders, they naturally improve their foreign language skills. In addition to this, by sharing a love for our planet, they build a deep ecological competence and a commitment to sustainable development. Most importantly, by looking into the eyes of their peers from other countries, they learn tolerance and true respect for what is different. As a result, they realise that our differences are not walls, but bridges.

More than this, the magic our Erasmus participants bring home transforms our school. The journey does not end when the plane lands back home; it just begins when the students and teachers return. The true beauty of an Erasmus experience is how it is actively put into practice at home, transforming our entire school into a family. After this unique experience, the teachers who return from Erasmus job-shadowing or courses bring a wave of joy and fresh activities into their daily lessons, while the students share their stories with glowing eyes, inspiring their classmates through workshops and projects. As a result, the school seems alive, friendlier, and greener.

In conclusion, the Erasmus cooperation changes who we are. Our school evolves into a truly modern, inclusive, and eco-friendly home, and we form permanent bonds with friends all over Europe. The common denominator of all experiences is that Erasmus+ shows us that we belong to something bigger. It proves that when we open our school to Europe, we open our hearts to the future.

Looking at School from a Different Perspective
My Job Shadowing Experience in Denizli



When I left for Denizli, I knew that this Erasmus+ mobility would be different from my usual experience as a teacher. I was not going there only to visit another school or to observe some lessons. The main purpose of my job shadowing was educational management. I wanted to understand how another school is organised, how the management team works and how teachers, students and school leaders work together.

Our host was İncilipınar Şehit Burhan Acar İmam Hatip Secondary School. From the first day, we received a very warm welcome from the teachers and students. After the traditional songs and dances, however, it was time to start observing school life. I tried to look at the school not only as a Chemistry teacher, but also from a management perspective.

One of the first things I was interested in was how responsibilities are shared inside the school. We learnt about the organisational structure of the school, the role of the school leaders and the way different activities are coordinated. We had discussions with our Turkish colleagues and we could ask questions about their daily work. For me, this direct contact was very useful. Reading about another educational system is one thing, but being inside a school and talking to the people who work there every day is completely different.

Discussing school organisation and management with Turkish colleagues

I also paid attention to communication and teamwork. A school is a large community and good organisation depends on many people. The management team cannot work alone, and teachers cannot work completely separately from one another. During the mobility, I could observe the importance of cooperation between the people involved in school life. We also exchanged ideas and good practices with our Turkish colleagues. Some things were different from what we do in Romania, while others were surprisingly similar.

Another important part of the job shadowing was seeing how school management is connected to what actually happens in the classroom. Our students participated in Mathematics, Science, English, Religion and Physical Education lessons, and we could observe different teaching activities. This helped me understand something very simple but important: management is not only about documents, meetings and timetables. Good management should create the conditions in which teachers can teach well and students can learn.

Observing school life and exchanging ideas during the job shadowing

I was also interested in the way the school included extracurricular and practical activities in its programme. The Drama Club and the Mathematics and Logic



My Erasmus+ Experience in Denizli



Games Club showed us another side of school life. There were also environmental activities about climate change and environmental protection. Students worked together, solved tasks and used digital tools such as Kahoot!. These activities were enjoyable, but they also developed cooperation, creativity and critical thinking.

As a Chemistry teacher, I naturally paid special attention to science and practical learning. During our visit to the cultural and educational centre, I saw students learning through experiments, workshops and direct experience. It reminded me that management decisions also influence teaching. If a school creates opportunities for practical activities, projects and cooperation, teachers have more possibilities to make learning interesting for their students.

During the job shadowing, I also started comparing the Turkish school with our own school in Moreni. I did not try to decide which system was better. That was not the purpose. I was more interested in asking myself questions: What works well here? Why does it work? Could we use a similar idea in our school? What would we need to change?

A meeting with members of the host school's management team

I think this is one of the most useful parts of job shadowing. You have time to observe another school from the inside. You can see not only what people do, but also how they organise it. You can ask questions that you cannot answer from a presentation or a website. Sometimes you discover a completely new idea. Sometimes you realise that you already do something similar at home, and this is also important.

Of course, our mobility also gave us the chance to discover Türkiye. We visited Pamukkale, Hierapolis, Laodicea and Ephesus. At Laodicea, seeing Emperor Trajan and a Dacian soldier was a special moment for us as Romanians. We were proud to find a connection with our own history so far from home and to tell our Turkish colleagues about the Dacians, the Romans and how the Romanian people came into being. But even during the cultural visits, we were still a group of teachers: we talked, exchanged impressions and continued to learn from one another.

When I came back to Romania, I did not return with a list of things that we should simply copy. That is not what job shadowing means to me. I came back with observations, questions and ideas. I understood better how important communication, clear responsibilities, teamwork and good coordination are in a school.

I am a Chemistry teacher, so my everyday work is mainly in the classroom and laboratory. This mobility gave me the opportunity to look at education from another angle. Behind every lesson, project or school activity there are people who organise, communicate, make decisions and work together. Before this experience, I probably did not always think about this part of school life.

For me, this was the real value of the Erasmus+ job shadowing in Denizli. I went there as a teacher and came back looking at my school with different eyes.

Alexandra Marinescu
Chemistry Teacher
Colegiul Național
„Ion Luca Caragiale”,
Moreni

One Planet, One Responsibility

"Do we need to protect our planet?" If we ask our students this question, the answer is easy: "Yes, of course." But if we ask them what they really do to protect it, the answer becomes more difficult.

This is why I think the environmental activities we had in Denizli were important. Romanian and Turkish students had the chance to stop for a moment and think about the world they live in. They talked about climate change, pollution, waste and environmental protection. These are big problems, but they affect our everyday lives.

The students did not only listen to teachers. They were active. They prepared presentations, took part in debates and made posters about protecting the environment. They worked in groups, shared ideas and listened to different opinions. Sometimes they agreed and sometimes they did not, but this made the activities more interesting.

Romanian and Turkish students working together to raise awareness about environmental protection



I especially liked seeing the Romanian and Turkish students working together. At first, some of them were a little shy. This is normal when teenagers meet for the first time. But soon they started talking, asking questions and helping each other. English helped them communicate, but the most important thing was that they had something important to talk about.

The posters were simple, colourful and full of messages: Save our planet. Reduce waste. Protect nature. Think about the future. They may look like simple sentences, but their message is important. We wanted the students to understand that protecting the planet does not always start with something big. It can start at home, at school or in our town. We can use less plastic, save water, recycle more and take better care of the places around us.

The debates were also useful because the students had to think before giving an answer. Who is responsible for pollution? What can young people do? Can small actions really make a difference? There was not always one correct answer. The important thing was to make them think and to raise awareness among both Romanian and Turkish students.

During these activities, I realised how similar young people are. They may live in Romania or Türkiye, but they have many of the same worries and hopes. Climate change does not stop at the Romanian border or the Turkish border. Pollution affects all of us. We have different languages and cultures, but we share the same planet.

Protecting our future also means protecting our past

Our experience in Türkiye also taught us another lesson about protection. We visited Pamukkale, Hierapolis, Laodicea and Ephesus. These visits were very different from the activities at school, but for me there was an important connection between them.

At Pamukkale, we saw an amazing place created by nature. When you see such a special place, you understand why we need to protect our natural environment. We want our children and their children to have the chance to see it too.

Pamukkale - a natural heritage that needs our care

At Hierapolis, Laodicea and Ephesus, we discovered another kind of treasure: history. We walked through places where people lived thousands of years ago. We saw an-



cient buildings, streets and monuments. These places are still here today because people understood that they must be protected.

Laodicea was another important part of our visit. Walking through the ancient city, we could see how much care is needed to protect places that are thousands of years old. It made us think about the importance of preserving history, not only for us, but also for future generations. These places help young people understand the past in a way that a textbook cannot always do.

Ephesus gave us the same feeling. Walking along its ancient streets and seeing the Library of Celsus made us think about how much of the past has survived until today. We were able to see it because other generations protected it before us. Now it is our turn to make sure that future generations can also see, understand and enjoy their past.

Ephesus - keeping the past alive for future generations

This made me think that we have two important things to protect: our planet and our past. Nature and history are both part of what we leave to the next generation. If we do not take care of them today, one day it may be too late.

I do not think a poster can save the planet. I do not think one debate can change the world. But I believe they are a beginning. If one student goes home and thinks more carefully about waste, water or pollution, the activity has done something good. If another student visits an ancient place and understands why it must not be damaged, that is also important.

This is what I want to remember from our activities in Denizli. Romanian and Turkish students worked together, talked about real problems and understood that some things belong to all of us.

We have one planet to protect, a past to preserve and a future to think about. And we can all do something, even if we start with something small.

Cristina Florea
Teacher at Colegiul Național „Ion Luca Caragiale”, Moreni



A Piece of Paper from Moreni to Denizli
An Erasmus+ Story



It was quite late and I was still at my desk. My laptop was open, books and papers were everywhere and my coffee was already cold. In front of me there was a white sheet of paper. I wanted to write about our school's Erasmus+ mobility in Denizli, but I did not want another formal article about objectives and results. I wanted the story behind the photographs. There was only one problem: I had not been there. Four teachers and ten students from our school had made the journey. I had their photographs and stories. I looked at the empty page, wrote "Erasmus+ – Denizli" at the top and, at some point, I must have fallen asleep.

In my dream, I was no longer looking at the piece of paper. I was the paper. Before I could understand how an English teacher had suddenly become a piece of stationery, the window opened and the wind lifted me from my desk. I flew over Moreni, watched the familiar streets getting smaller and soon disappeared into the clouds. I had no suitcase and no passport, so travelling was surprisingly easy. Somehow, I knew exactly where I was going.

I landed in front of İncilipınar Şehit Burhan Acar İmam Hatip Secondary School just in time to see our group being welcomed with traditional Turkish songs, dances and costumes. The students seemed a little shy at first, but soon they were trying to talk to each other. This was when the English teacher in me forgot that she was supposed to be a sheet of paper. Sometimes the students searched for a word, sometimes they used a gesture and sometimes they laughed because a sentence did not come out exactly as planned. It did not matter. They understood each other. English was no longer an exercise or a mark in the register. It was simply the language they needed.

The traditional welcome at the host school in Denizli

I followed them inside the school, where our students joined Turkish pupils in Mathematics, Science, English, Religion and Physical Education lessons. They also discovered extracurricular activities such as the Drama Club and the Mathematics and Logic Games Club, as well as interactive work on climate change and environmental protection. Meanwhile, the teachers observed another school system and another way of organising school life. Teachers always compare. We watch an activity and immediately think: Would this work with my students? Could I adapt it? That is what I like about job shadowing: not copying, but observing, asking questions and coming home with new ideas.

My paper journey continued at the cultural and educational centre in Denizli, with science, art, creative workshops and practical activities. There was also a planetarium. I teach English and Literature, not Astronomy, but I loved the idea of students looking up at the stars and learning simply because they were curious. We talk so much about curricula, tests and results that sometimes we forget how often real learning starts with one simple question: What happens if...?



My Erasmus+ Experience in Denizli

Learning by exploring at the cultural and educational centre

Then the classroom walls disappeared and I found myself at Pamukkale. The white terraces looked almost unreal. From there I travelled to Hierapolis, where history was no longer a page in a textbook but something the students could walk through and see for themselves.

Pamukkale – one of the unforgettable stops of the mobility

Then came Laodicea, where we unexpectedly found something connected to our own history. We were extremely proud to see the Roman Emperor Trajan together with a Dacian soldier. It may have been only one image among so many things to see there, but for us, as Romanians, it meant much more. Far away from home, we suddenly found a part of our own history. We could tell our Turkish friends how the Romanian people came into being, about the Dacians and the Romans and the Roman conquest of Dacia. For a while, we were not only discovering their history and culture; we were sharing ours too. I think this is one of the beautiful things about Erasmus+: you travel to learn about other people and sometimes you unexpectedly find a little piece of your own story there.

Discovering the ancient world in Laodicea

The wind carried me once more, this time to Ephesus. I saw the Library of Celsus, the ancient theatre, temples and paved streets. Of course, the library immediately caught my attention. Apparently, even after turning into a piece of paper and travelling all the way from Moreni to Türkiye, an English and Literature teacher still cannot ignore a library.

Ephesus and the Library of Celsus

By then, I no longer felt like the clean white sheet that had left my desk. Nobody had written on me, but somehow I was carrying pieces of everything I had seen: the Turkish music, conversations in English, ideas from classrooms, the stars in the planetarium, the white of Pamukkale, the ancient stones of Hierapolis and Laodicea and the Library of Celsus at Ephesus. I thought about the four teachers and ten students who had made the real journey. The numbers tell us who left Moreni, but they cannot tell us exactly who came back. Perhaps a student returned more confident because they had discovered that their English really worked. Perhaps a teacher brought home one idea that will appear in a lesson months later. Small things, maybe, but teachers know that small things can matter a lot.

Eventually, the wind brought me home. Türkiye disappeared beneath the clouds and soon I recognised Romania, Dâmbovița and Moreni. I landed on my desk beside my laptop, my books and the cup of coffee I had forgotten about.

I woke up. Everything was exactly where I had left it. The coffee was definitely cold by now and the sheet of paper was still white, apart from the words “Erasmus+ – Denizli”. I had not been to Denizli, but the people who had travelled had brought the experience home through their photographs, stories, memories and ideas. In this way, a little part of Denizli had already reached Moreni.

As an English teacher, I kept thinking about our students. We teach them words and structures inside a classroom, but Erasmus+ gives them something we cannot completely reproduce there: a real reason to use the language. English becomes the question they want to ask, the answer they want to understand, the joke they want to share or the story about Romania they want to tell. At that moment, English stops being only a school subject and becomes theirs.

I looked once more at the white sheet of paper, picked up my pen and started writing. This time I did not delete the first sentence. After all, I had a story to tell.

Daniela Cismaru

Teacher of English Language and Literature
Colegiul Național „Ion Luca Caragiale”, Moreni

Learning Together Through Erasmus

I took part in an Erasmus+ job shadowing visit in Denizli, Türkiye. I am a mathematics and physics teacher. During this visit, I watched mathematics lessons and learned how teachers work with their students.

One of my favourite moments was in a mathematics class. I went to the board and solved an exercise with the students. It was nice to work together and talk about mathematics.

I was interested in the teaching methods. Solving exercises together and learning through games can help students understand mathematics. I also saw how teachers used technology. The smartboard helped students see the exercises clearly and take part in the lesson. I talked to Turkish teachers about their methods. We compared what students learn in Romania and Türkiye and also talked about physics.

Geometry is a good way to connect mathematics with the world around us. We can see shapes, angles and lines in buildings, windows and decorations. A pattern on a wall can be the start of a geometry lesson. Students can find triangles and squares, compare shapes and look for symmetry. They can also draw these shapes and measure their sides. This makes geometry easier to understand.

Algebra is important too. It helps us find a number we do not know. For example, students can use an equation to find the price of one item when they know the total price. I think it is useful to start with a simple example from everyday life. Then students can work with numbers and letters. They need to understand each step and check their answer at the end.In both geometry and algebra,

I think students should explain how they found an answer. A correct answer is important, but the steps are important too. Teachers can ask simple questions and give students time to think. Students can compare their answers and help each other. I would like to use more of these activities in my own lessons.

I also saw a Turkish game based only on mathematics. It was interesting to see mathematics used in a game. This reminded me that mathematics is everywhere: in games, buildings, nature and everyday life. I would like to help my students see these connections too.

Outside school, we visited Ephesus, Hierapolis and Şirince. I enjoyed these visits and learned more about Turkish history and culture. I





My Erasmus+ Experience in Denizli



was also happy to meet teachers and students from other countries.

This experience gave me new ideas for my lessons. I would like to use more everyday examples, games and technology to help students enjoy mathematics. I can also share these ideas with other teachers at our school.

I would encourage other teachers to try Erasmus+. We can learn from each other, even when we teach in different countries.

Neagu Mihaela

Teacher of Mathematics and Physics
Colegiul Național „Ion Luca Caragiale”, Moreni

My Erasmus Experience

Taking part in the Denizli project in Izmir, Turkey, was one of the most interesting experiences of my life. It was a great chance to learn new things, meet new people and discover a different culture.

When we first arrived at the school, the students and teachers gave us a warm welcome. Everyone was friendly and made us feel comfortable from the start.

At school, we played interactive games. These games helped us feel less afraid of talking to new people.

I believe Erasmus is very useful for both students and our school.

These projects help students become more confident, communicate better in English and learn how to work with people from different countries. They also help our school build links with schools in other countries.



My experience in Turkey was unforgettable. I would recommend Erasmus to other students. My advice is to take part in as many activities as possible and not be afraid to speak English with other students. Even if you make mistakes, you can learn from them and enjoy the experience.

Alessia Adomniței

ERASMUS+ 2026 TURKEY- ROMANIA MORE THAN JUST A SCHOOL EXCHANGE



Taking part in the Erasmus+ exchange in Turkey was much more than just a school trip for me. It was a new and exciting experience that gave me the chance to discover another country, meet new people and learn about a different culture.

During the trip, I discovered new traditions and a different way of life. Of course, I could have read about these things in a book or on the Internet, but being there and seeing everything with my own eyes was completely different. I also had to use English to communicate, which made the experience even more useful for me.

One of the most important things was meeting and talking to new people. At first, communicating in a foreign language was a challenge, but it also helped me become more confident. I learned how to adapt to new situations, work in a team and express my ideas better. I also made new friends, which was one of the best parts of the experience.

The trip helped me improve my English, but it also taught me things about myself. I became more curious about other countries and cultures and I understood how important it is to be open to new experiences. There were moments of excitement and joy, but also moments when I needed courage, ambition and perseverance. When the trip came to an end, I realised how much this experience had meant to me. I didn't want it to be over, and I wished I could live it all over again. Now, I want to see more of the world, meet more people and discover as many cultures as possible. This experience has left a mark on me, and I am sure I will remember it for a very long time. I believe Erasmus+ is an opportunity worth experiencing and that every student should have the chance to take part in something like this.

Amalia Călin



My Erasmus+ Experience in Denizli

Experience

I had the beautiful opportunity to join the Erasmus+ project which took place in Denizli, Turkey, and spend a week there along with my classmates and teachers.

I want to tell you about the benefits and why you should apply for this amazing project.

You will meet a lot of great and friendly people that will help you go through everything new. The students prepare a lot of activities about their language, their culture, and, most importantly, about our environment and what we should do to protect our planet.

We also made some presentations about the importance of environmental protection and the problems of Romania and Turkey. It was so educational!



Everything is fascinating and so interesting, and it inspires us to explore more about our world. I'm sure if you go, you will remain with so much wonderful information that you haven't even discovered yet.

Besides the school activities, we also had a lot of fun together. We visited cool places, tried traditional food, and played games together.

We made great friends with the Turkish and Romanian students and we still talk to them on social media. It was an unforgettable week!

For me, and I'm sure others can say the same, it was an incredible experience and an achievement that we made for ourselves and also for our school.

We are grateful for everything and proud of ourselves for what we've accomplished.If you have the opportunity to join this project, you will learn so much new information about a lot of topics, and also about yourself. So do not hesitate to try, give your best, and apply for this experience. You will be very impressed by everyone and everything!

Karina

Constantinescu



My Turkish Adventure

I always wanted to visit another country, so I was glad to join the Erasmus+ project in Denizli, Türkiye. I worked hard to get a place. I wanted to meet new people, discover another culture and use my English outside the classroom.

At the Turkish school, we joined lessons and saw how students learnt. I enjoyed working with them and comparing their school with mine. We also took part in presentations about our planet. We learnt about pollution, recycling and ways to save water and energy. These subjects helped me think about my own habits.

During the debates, we shared ideas about protecting nature. Speaking English in front of others was not always easy, but everyone listened and helped. I understood that even small actions matter. Using less plastic, turning off lights and keeping places clean are things we can all do.

The games about the planet made learning more enjoyable. We worked in teams, answered questions and found solutions together. I liked these activities because we could learn, laugh and make friends at the same time.

Another moment was playing Abluka, a Turkish board game. I love board games, and trying this one with new friends was special. We also learnt about local traditions, including the Denizli rooster.

Our visits to old places helped me understand why we should protect history too. Future generations should have the chance to see these places and learn about the past. I also enjoyed Turkish food, especially the desserts!

I came home with memories and more confidence in English. This experience showed me that learning can happen everywhere: in lessons, during games or while talking to someone new. I would love to join another Erasmus+ project and encourage other students to take part. I now feel more responsible for the world around me.

Macovei Darius

My Erasmus Experience in Türkiye

Last year, I had the chance to take part in an Erasmus+ project in Denizli, Türkiye. It was a really nice experience because I met students from other countries and learned new things in a different environment.

During the trip, we took part in different learning activities. We practised speaking English and learned more about technology and the environment. We also talked about the differences between schools in Romania and Türkiye. Another interesting part was learning about Turkish traditions and culture. We also had the chance to share Romanian traditions and food with the other students and show them our ”hora”, a traditional Romanian dance.

We visited some amazing places, such as Ephesus, Hierapolis and Şirince. These visits helped us learn more about the history and culture of Türkiye.

For me, Erasmus+ was a great chance to improve my English, meet new people and become more confident. It was also good for our school because we brought back new ideas and experiences.

My advice is to take every chance you get, talk to as many people as possible and do not be afraid to speak English. You will learn a lot and make great memories.

Alexia Manu

A Special Week in Türkiye

Our Erasmus+ trip to Türkiye was a very interesting experience and a great chance to learn outside our usual school environment. We stayed in Denizli, where we took part in activities together with students from other countries.

During the mobility, we practised speaking English and worked on activities related to technology, the environment and communication. We also learned about the Turkish school system and compared it with the one in Romania. One of the things I enjoyed was discovering Turkish culture and traditions. At the same time, we had the opportunity to tell the other students about Romania and show them some of our traditions.

We also visited important places such as Ephesus and Hierapolis, where we learned more about the history of Türkiye. Şirince was another memorable place because of its beautiful views and traditional atmosphere.

I think this mobility helped me become more confident when speaking English and made me more comfortable around people from different countries. It was also useful for our school because we shared our experiences and learned new ways of working.

If you get the chance to join Erasmus+, I recommend trying it. Be curious, talk to new people and enjoy every moment!

Radu Haiduc

My Turkish Adventure

Going to Denizli, Türkiye, with the Erasmus+ project was an experience that I will remember for a long time. It was a chance to learn in a different way and meet people from different backgrounds.

During our stay, we took part in several activities with students from other countries. We practised English by talking to them and worked together on activities about the environment, technology and digital skills. We also learned more about the Turkish school system and talked about the differences between schools in Romania and Türkiye. At the end of the lessons, we played Kahoot games to review what we had learned.

Another important part of the trip was discovering the local culture. We visited Ephesus, Hierapolis and Şirince and learned about their history. We also shared Romanian traditions and customs with the other students. This made us feel proud of where we come from.

I enjoyed meeting new people and becoming more confident when speaking English. I also learned that working with people from different countries can help you discover new ideas and different ways of thinking.

I think Erasmus+ is also important for our school. Students come back with new experiences and can share what they learned with their classmates.

My advice is to take the chance if you can. Don't be shy, talk to new people and enjoy the experience!

Timeea Roşu

FAR BEYOND THE CLASSROOM
Erasmus+: Memories, Friendships and Lessons for Life



From 29 March to 4 April 2026, ten students and four teachers from Colegiul Național "Ion Luca Caragiale" - Moreni took part in an Erasmus+ mobility in Denizli, Turkey. Our host school, İncılıpınar Şehit Burhan Acar İmam Hatip Secondary School, gave us a warm welcome and introduced us to Turkish traditions, food and language. We took part in learning activities that encouraged communication, teamwork and intercultural learning, as well as interactive games with our Turkish peers.

A WARM WELCOME AT OUR HOST SCHOOL IN DENIZLI

Our learning journey went far beyond the classroom. We visited the ancient cities of Hierapolis, Laodicea and Ephesus, admired the breathtaking terraces of Pamukkale and explored the cultural centre and planetarium in Denizli, where we learned about science, our world and the universe. In Şirince, the Çetin Model Village helped us discover traditional Turkish life, while Kuşadası offered us memorable moments on the Aegean coast.

DISCOVERING THE BREATHTAKING LANDSCAPES OF PAMUKKALE

This mobility benefited both the students and our school. It strengthened our international connections and created new opportunities for learning and collaboration. For me, Erasmus+ was more than just a trip. It taught me to step outside my comfort zone, communicate, work as part of a team and build sincere friendships. One of my most precious memories was meeting Zehra, a Turkish student who welcomed us on our first day. It meant more than words could ever describe.

FRIENDSHIPS BEYOND BORDERS

I encourage every student to take this opportunity, to be eager to learn, open-minded and brave. This experience can turn five days into memories and friendships that last a lifetime.

Erika Maria Teodora Simion







A New Chapter and a New Memory

Have you ever wondered, 'Should I take part in an Erasmus+ project?' Maybe you wanted to know more but were afraid to ask. I took part in a project in Denizli, Turkey, and I would like to share my experience with you.

For me, Erasmus+ was a chance to try new things. It helped me in many ways. For example, I was able to:

- improve my English by speaking to other students;
- make new friends;
- become more open to different ideas;
- feel much more confident.

Now I would like to tell you about some of my favourite activities during the project.

If you think you will spend all your time at school, there is much more to discover! We had interactive lessons with games and presentations. Every day, there were activities that made me think, 'I'm glad I'm here!' One of my favourites was learning a game called Abluka. It was great fun to play with the Turkish students. They were very good at it, so winning a match was really exciting.

We also visited historical monuments and learned about Ottoman history. My favourite place was Pamukkale, with its white terraces and pools of water. It was so beautiful that I felt I was in a dream.

Finally, my advice is simple: don't be afraid to apply. The teachers are there to support you, answer your questions and help you when you need it.

Teodora Slotea

My Experience in the Erasmus+ Project

I was selected for an Erasmus+ project and spent a week in Denizli, Turkey, with my classmates and teachers.

I want to tell you why I think you should take part in an Erasmus+ project too. You can meet friendly people and students from other countries. They also want to make new friends and share their experiences.

At school, you take part in interesting activities and projects. But you also have time to play games, talk to the other students and teachers, and have fun together.

You can also visit the city and learn about life in another country. You see new places and learn things that you cannot learn only from lessons at school.

For me, it was a week I will never forget. We made new friends, and we still keep in touch. We had a great time together, and I think you could have a similar experience.



If you have the chance to join an Erasmus+ project, I think you should try it! You can meet new people, visit new places and come home with lots of good memories. I am very happy I took part in this project.

Erik Vișan

Job Shadowing in Soverato, Italy

Have you ever considered participating in an Erasmus+ mobility project? The impact of these activities is truly profound. Participants regularly experience rapid growth in their professional competences, skills, and knowledge, alongside significant personal development.
From 25th May to 29th May 2026, I had the privilege of undertaking a short-term job-shadowing mobility at Istituto Tecnico Tecnologico G. Malafarina in Soverato, Italy. Over five days, I closely observed and collaborated with local English language teachers, focusing on the intersection of modern EFL methodologies, inclusive education, digital tools, and European citizenship values.

Core Teaching Activities and Methodology

The lessons I participated in were masterfully structured to align with the school's curriculum and the students' specific language proficiency levels. Key highlights included:
Targeted Lesson Goals: Every session seamlessly linked English language development with critical thinking and global awareness.
Tech-Enhanced Learning: Information and communication technology (ICT) was integrated dynamically. For instance, teachers used Padlet during speaking lessons, allowing students to post ideas about green energy on a virtual board and debate with peers in real time.
Real-World Contexts: I attended lessons where students actively used English to analyse and solve environmental issues and explore concepts of active citizenship.

Inclusive Classroom Management

Creating a supportive, low-anxiety environment was a central focus of the host school's approach. We collaborated on strategies that included:
Differentiated Instruction: Tailoring teaching methods and materials to meet diverse learning needs, including structured support systems for students with Special Educational Needs (SEN).
Anxiety Reduction: Employing low-anxiety communication strategies and encouraging language to boost students' confidence when speaking English.
Positive Environment: Fostering a classroom



culture where mistakes are treated as natural milestones in the learning process.

Modern Assessment and Feedback

I observed and assisted with comprehensive qualitative and quantitative evaluation processes, using:
Diverse Assessment Tools: Integrating peer assessment, self-assessment, and constructive feedback loops to keep students engaged in their own progress.
Data-Driven Pacing: Tracking student success rates through the school's digital gradebook to instantly adjust lesson pacing and provide targeted vocabulary support.
Actionable Feedback: Delivering positive, actionable guidance that supports continuous student progress.

Professional Outcomes and Impact

Undertaking this Erasmus+ mobility has significantly upgraded my professional competences. I gained hands-on familiarity with interactive whiteboards and cutting-edge AI language-learning applications, while learning how to better select authentic English texts and media.
Beyond improving my pedagogical and classroom management skills, this experience deepened my understanding of what a truly inclusive, European educational environment looks like.
I returned to my own classes with enhanced strategies, fresh assessment materials, and a profoundly positive attitude toward future Erasmus+ initiatives.

Mirandolina Matei

Teacher of English Language and Literature
Colegiul Național „Ion Luca Caragiale”,

Moreni

A Week in Soverato: Learning, Discovery and Human Connections

From 25 to 29 May 2026, we had the opportunity to take part in an Erasmus+ mobility in Soverato, Italy, as teachers accompanying a group of students. Although our main responsibility was to support and guide the students, we were also active participants in many of the activities organised during the mobility. This made the experience much more than a school trip. It was a week of learning, discovery, conversations and new perspectives.

Our activities brought us into contact with several areas that are not usually connected in a traditional school day. I particularly enjoyed the robotics workshop, where technology became something practical and engaging rather than simply a subject in a textbook. Another interesting experience was digital building design, which showed us how creativity, technology and precision can work together. We also took part in activities focused on environmental protection, an important topic that encouraged us to think about our relationship with the world around us.

The school invited us to attend lessons of religion, computer science and English. Each of these activities offered a different perspective on education in Italy. As a teacher, I found it especially interesting to observe how students interacted with their teachers, how lessons were organised and how practical activities could stimulate curiosity and participation. At the same time, meeting Italian teachers and students gave us opportunities to communicate beyond the classroom and to discover similarities and differences between our educational experiences.

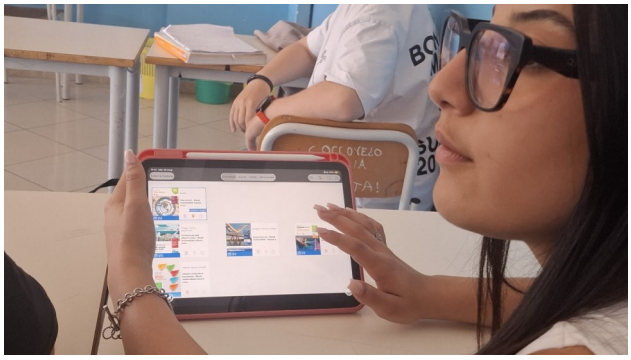
The mobility was not limited to school activities. We also had the chance to discover several beautiful places in Calabria. Our thematic excursions took us to Camini and Tropea, two places with very different atmospheres and stories. We also visited Soverato Superiore, where the quieter streets, old buildings and views over the surrounding area offered a different image of the region. These visits helped us understand that travelling is not only about seeing new places, but also about discovering the history, traditions and everyday life of the people who live there.



On a personal level, this experience brought a mixture of emotions. At the beginning, there was the natural feeling of responsibility that comes with accompanying students abroad. As the days passed, however, this was replaced by curiosity, enthusiasm and the simple pleasure of being part of a new group and a new environment. One of the most valuable aspects was the human connection created during the mobility. Conversations with Italian teachers, students and the other participants showed me how quickly people from different backgrounds can connect when they share experiences, questions and moments of everyday life. We returned home with many pleasant memories and with a stronger appreciation for the people we met along the way.

As teachers, we also gained ideas that we

can bring back to our own classroom. The activities showed me the value of learning through practice, collaboration and direct experience. Robotics and digital design, for example, demonstrated how technology can make students more involved and can connect different areas of knowledge. Observing lessons in another educational environment also encouraged us to reflect on my own teaching methods and on ways of making lessons more interactive. We believe that one of the greatest benefits of an Erasmus+ mobility is precisely this opportunity to step outside the familiar routine, observe, compare and return with new ideas.



The week in Soverato was therefore a balanced experience: we were teachers, accompanying adults, but also learners. We discovered new places, participated in activities outside my usual professional environment and, most importantly, met people who made the experience meaningful. We came back with new ideas for our work and with the feeling that education becomes richer when we allow ourselves to learn from other people, other cultures and other ways of seeing the world.

Răcăşanu Rodica &
Diaconu Constanța

Teachers at
Colegiul Național „Ion Luca Caragiale”, Moreni

Learning Beyond the Classroom: My Erasmus Experience.

Taking part in an Erasmus+ mobility in Italy was an experience that I will remember for a long time. We stayed in Soverato and attended activities at ITT “G. Malafarina”, where we explored technology, robotics and computer-based design. Working with Italian students made the learning experience more interesting, as they guided us through the activities and helped us work together.

The mobility was not only about school. We visited Naples, Tropea and, most importantly for me, Camini. In Camini, we met children who were encouraged to be creative from a young age and saw activities involving recycled materials. This was one of the moments that stayed with me the most.

Before leaving, I felt both nervous and excited. By the end, I felt proud of myself, more confident and a little sad that it was over. I discovered that I can work well in a team and that people from different countries can have much more in common than we expect.

This experience also benefited our school by strengthening international cooperation and bringing new ideas and experiences back to our community.

My advice to anyone considering Erasmus+ is simple: take the opportunity, be open-minded and don’t be afraid to step outside your comfort zone.

Alexa Denisa

Learning Beyond Borders – My Erasmus+ Experience in Italy

Taking part in the Erasmus+ mobility in Italy was an unforgettable experience that allowed me to learn new things, discover a different culture and meet students from other countries.

During the mobility, we participated in several educational and interactive activities. One of them was an educational escape room, where teamwork and problem-solving skills were essential. We also played an interactive game on our phones and observed a robot responding to voice commands through a computer programming system. Another interesting activity was decorating a cube with QR codes. We also had the opportunity to observe a recycling workshop and learn more about environmental protection.

This experience helped me improve my English communication skills, become more confident and develop my creativity and teamwork abilities. It was also beneficial for our school because it encouraged international cooperation and introduced new learning methods that could be used in future educational activities.

My favourite part was working together with students from different countries and sharing ideas. My advice to future participants is to be open-minded, get involved in every activity and not be afraid to communicate in English. Every experience is an opportunity to learn something new!

Alexia Moisan

My Erasmus+ experience

Participating in the Erasmus+ mobility program in Italy was a truly valuable experience that taught me a lot and helped me grow. During the project, I had the privilege of staying with a very warm and welcoming host family in Guardavalle Superiore, which gave me an authentic insight into Italian everyday life and hospitality.

Our host school impressed us right from the start, with its beautifully decorated hallways. The learning activities focused heavily on practical technology and robotics. We interacted with several impressive projects, including a robot that could dance, one designed to move objects around, and another capable of drawing precise shapes. We also worked together on building a digital escape room on the computer, which tested our problem-solving and collaboration skills.

Taking part in this mobility was a significant personal achievement. It helped me improve my English communication skills, gain practical technical insights, and build new friendships. At the same time, this experience brings clear benefits to our school, as we return with modern ideas, fresh perspectives, and international connections that can inspire future projects. To all my schoolmates considering an Erasmus+ mobility in the future, my advice is to take the chance without hesitation. Be curious, embrace new challenges, and make the most of every learning opportunity!

Gabriel Brezeanu

Erasmus Italy 2026

Taking part in an international mobility in Soverato, Italy, was a special experience for me. During our stay, we had the opportunity to study at ITT "Giovanni Malafarina", meet new people and discover a different culture. This experience was not only about travelling, but also about learning new things and developing skills that can be useful in the future.



One of the most interesting parts of the mobility was attending classes at the Italian school. We participated in different educational activities and had the chance to see how students learn in another school environment. For me, as a student in the Mathematics and Computer Science profile, the robotics lessons were especially interesting. I enjoyed discovering more about technology and seeing how theoretical knowledge can be used in practice. These activities helped me understand how important creativity, logical thinking and teamwork are in solving problems.

Another memorable activity was the educational visit to Tropea. During this visit, we took part in workshops where we learned new things in an interactive way. We also had the chance to discover the beauty of the town and learn more about Italian culture and traditions. It was a great opportunity to learn outside the classroom and spend time with the other students.

In my opinion, this mobility was a valuable experience because it helped me become more independent, confident and open to new ideas. I also had the opportunity to practise my English in real situations and communicate with people from another country. I realised that learning a foreign language is much easier and more interesting when you actually use it every day.

This project was beneficial not only for the students, but also for our school. By participating in international activities, we represented our school and gained new ideas and experiences that we can share with our classmates and teachers. Such mobilities can encourage other students to become more involved in educational projects and help our school develop stronger international connections.

To conclude, my mobility in Soverato was an experience that I will always remember. The lessons, especially robotics, the workshops in Tropea and the people I met made this journey both educational and enjoyable. I returned home with new knowledge, great memories and a better understanding of the importance of learning through international experiences.

Ștefan Catrina



My Erasmus+ experience in Soverato

Taking part in an Erasmus+ mobility in Italy was an experience that changed me in many ways and gave me memories that I will never forget. We stayed in Soverato and took part in activities at ITT "G. Malafarina", where we learned about technology, robotics and computer-based design. Working alongside Italian students made the activities much more enjoyable, as we had the chance to learn from each other and work together.

One of the challenges I experienced was having to commute to and from school every day. At first, it was difficult to get used to waking up so early in the morning, especially because I was not used to such an early schedule. However, the journey was worth it because the scenery along the way was beautiful. This experience also helped me understand how difficult commuting can be and made me appreciate people who manage to arrive on time despite living far away from school.

The group activities were another important part of my experience. Before coming to Italy, I usually kept to myself and did not really enjoy working in groups. However, being involved in different activities with other students helped me improve my teamwork and communication skills. I became more comfortable around other people and gradually became more social and open-minded. I feel that this experience changed the way I see teamwork and encouraged me to step outside my comfort zone.

Outside of school, we had the opportunity to visit beautiful places such as Tropea and Camini. In Camini, we met children who were encouraged to express their creativity through activities involving recycled materials. This was one of the moments that made the biggest impression on me because it showed me how creativity can be encouraged from a young age.

Most importantly, I became much closer to the students during the mobility. Spending time together allowed us to create friendships and share experiences beyond the school activities. My favorite memory from the entire trip was when all of us hung out together. It was a simple moment, but it made me realize how close we had become in such a short period of time.

By the end of the mobility, I felt much more confident, proud of how much I had changed and, at the same time, sad that the experience was coming to an end. I learned that I am capable of working well with others and that meeting people from different backgrounds can help us discover how much we actually have in common.

The Erasmus+ experience also benefited our school by strengthening its international connections and bringing new ideas and perspectives back to our community. For me, however, its biggest impact was personal. I became more confident, sociable and willing to work with others.

Mario Cioroba



My Erasmus+ journey



In May I had the chance to spend five days in Soverato, Italy as part of an Erasmus+ mobility. At first I was a little nervous because I was away from home but I was also excited to discover a new place and meet new people.

During our mobility we took part in learning activities. One of my activities was a programming workshop where we used Scratch. I created an animation with a bouncing ball. It was really fun to see my idea come to life. We also had AR and VR activities. In VR I tried an escape house, which was harder than I thought while in AR I created a cube with elements on each side. These activities were beneficial for our school because we have a VR laboratory

Besides learning, I enjoyed the scenery and the Italian food. I also became very close to my host and her family. My favourite memory was walking around with my host while she showed me places from her childhood. This experience helped me become more confident, independent and open-minded.

My advice is simple: don't be afraid to take the chance. You may come back with memories you will never forget.

Bianca Dobrescu



In the school year that ran from 2025 to 2026 I got the great chance to take part in an Erasmus+ exchange programme in Italy. For the whole of the week we took part in interactive workshops on technology and robotics, worked on group projects with our international classmates, and visited Soverato, Camini and Napoli.

It was a huge personal achievement. I became more confident in my ability to communicate in English, gained confidence when speaking in public, and picked up how to look after myself in a different country.

The school obtains great advantages from these initiatives since students who return have with them innovative ideas, new points of view, and a greater sense of international cooperation.

To sum up, that kind of mobility was absolutely unforgettable. I would recommend that anyone taking part in the future do something that lies outside of their comfort zone and enjoy themselves!

Teodora Diana Mușat

Our Erasmus experience in Italy. Soverato

My personal experience

Have you ever wondered what it is like to live in a whole new country, go to a new school, and stay with someone you have never met? A few months ago, a group of students, including myself, found out they were selected for the Erasmus+ project in a city called Soverato, Italy, and this is how our journey began.

After a long trip from Moreni, Romania, to Soverato, Italy, using almost every means of transport, our host families were waiting for us at Istituto Tecnico Tecnologico Giovanni Malafarina, the high school we would attend for the following week.

On Monday, we arrived at school at 8 o'clock. The first activity we had planned was a presentation of the school grounds. After we had a Virtual Reality class held by one of the teachers, where we learned to make an escape room on our computers.

Tuesday: spent the day in the telecommunication laboratory where I saw a lot of different robots and also made a virtual cube in the Virtual Reality class.

Wednesday: visited Soverato Superiore and went to Cadmo Higher Institution, specialised in informatics, where they taught us about virtual reality and how to make an app on our phones.

Thursday: visited Tropea, Calabria's gem, with beautiful scenery, blue water, and is highly renowned for its sweet onion and dramatic clifftop setting.

Friday: went to Camini to see how things can be recycled, not only plastic bottles or paper boxes, what most people think recycling is about. I have learned that food can be recycled as well, through the intervention of animals. For instance, a Chicken provides me with an egg that I won't eat, but instead of throwing it away, I give it to another animal. They also held workshops dedicated to recycling clothing, bottles, and handmade items.

Why does my experience represent a major milestone? I learned a lot during my time in Soverato, from informatics to recycling, teamwork and leadership skills, and proving that a language barrier isn't something to be afraid of when going abroad.

Not only for me, but it can also represent a major milestone for the school unit as well. We come home with new ideas and completely different mindsets, and we can put into practice the things we learned there; for example, the Virtual Reality classes are something achievable within our current framework.

What are my personal impressions? Well, let's just say I had a bit of a culture shock when I first arrived regarding how different our school schedules are. Did you know that they have to take extra classes in order to pass a certain subject that they are failing, but it's one or two hours apart from the regular school schedule? Another culture shock I have experienced was the coffee. They have very small portions at any time of the day.

What would I suggest to people who want to join the Erasmus+ programme?

I would suggest that everyone should make friends and communicate. This can ensure you have many memories by the time you get back, and good communication skills. Keep in touch with your hosts, the people you have spent most of the time with.

All in all, I would consider my Erasmus+ experience to be something that really got me out of my comfort zone and made me realise that communication can go beyond any language borders.

Sara Runceanu

Eight Students, One European Journey: Learning Beyond the Classroom

From 4th to 8th May 2026, as the coordinators of the activity, we had the opportunity to accompany a group of eight high-school students from our school on an Erasmus+ mobility hosted by Gymnasio me Lykeiakes Taxeis Asopias, in Greece.



Travelling with students as accompanying teachers gave us a different perspective on education. Our role was to guide and support them, but at the same time, we had the privilege of watching them discover, communicate, adapt and gradually become more confident in an unfamiliar environment. During our week in Greece, learning took many forms: lessons in a Greek school, debates, environmental activities, cultural visits and, perhaps most importantly, encounters with new people and new ways of thinking.

Discovering a Different School

Entering a classroom in another country is an interesting experience for students. Familiar subjects suddenly look slightly different, and differences naturally lead to questions and comparisons.

During mathematics and science activities, our students had the opportunity to observe teaching and learning in a Greek school and compare certain aspects with their own experience in Romania. They noticed similarities and differences in classroom interaction, learning activities and approaches to the curriculum.

What we found particularly valuable was their curiosity. Instead of simply deciding which system was "better", they began asking why certain things were done differently. This ability to observe, compare and question is, in itself, an important learning experience.

One of the most engaging moments of the week was an English lesson built around an unusual combination: the film ***The Pursuit of Happiness*** and Richard Bach's ***Jonathan Livingston Seagull.***

The students took part in an interactive debate focusing on themes that went far beyond language learning: motivation, perseverance, self-improvement, personal aspirations and the courage to overcome obstacles. They were encouraged to express their opinions, listen to different points of view and support their ideas



with arguments.

For our students, English was no longer simply a school subject. It became what a foreign language is ultimately meant to be: a real means of communication, reflection and connection with others.

From Numbers to Environmental Responsibility

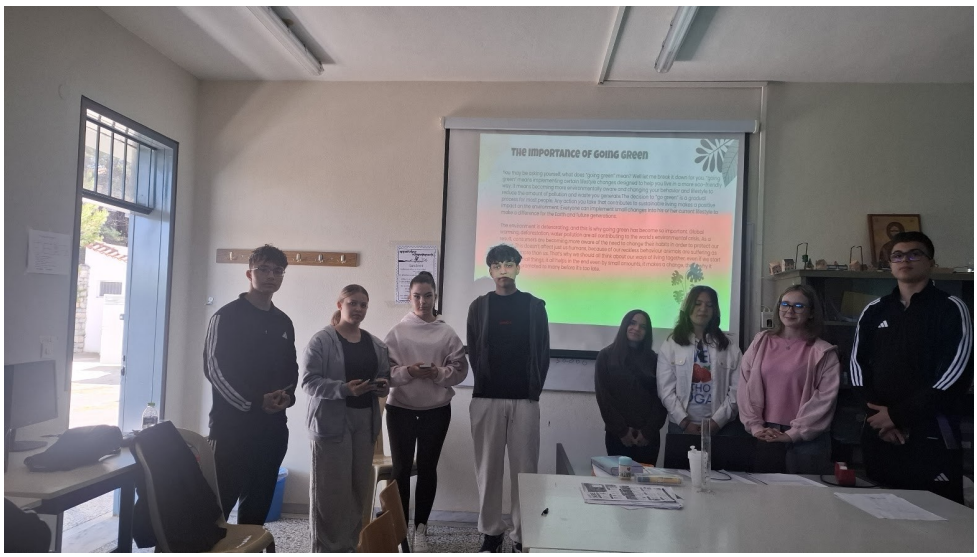
Environmental education was another important part of the mobility, but what made these activities particularly effective was their connection with everyday life.

During "The Mathematics of Water", students worked with figures and situations related to daily water consumption. Questions about showers, household activities and personal habits transformed an abstract environmental issue into something immediate and personal: *How much water do I use? How much could I save? Do my individual choices really matter?*

The activity encouraged students to understand that environmental responsibility does not begin with spectacular actions. It often begins with small decisions made every day.

The visit to the school's hydroponic garden took this idea one step further. Seeing plants growing without soil and discovering how hydroponic systems can reduce water consumption sparked curiosity and discussion among the students. Instead of only listening to what sustainable development meant, they could see a practical solution in action.

For them, sustainability became something tangible. Science, mathematics and environmental education came together around a real project, demonstrating that the knowledge acquired at school can be used to understand — and respond to — challenges facing today's world.



When History Becomes an Experience

Some of the most memorable moments of our mobility took place far from a traditional classroom. Our cultural programme took us to an-

cient Thebes, Delphi, Nafplio and the Palamidi Fortress. For our students, these visits offered something no textbook or presentation can fully reproduce: the possibility of experiencing history in the places where it happened.



At Delphi, ancient civilisation was no longer a chapter in a history book. Walking among archaeological remains, observing the landscape and hearing the stories connected with the site created a direct link with a past that has profoundly influenced European culture.

Nafplio and the impressive Palamidi Fortress offered another perspective on Greek history and heritage, while the entire cultural programme encouraged students to understand that Europe is not simply a geographical space. It is also a community shaped by centuries of ideas, exchanges, traditions and shared cultural influences.

We particularly enjoyed seeing their reactions — the questions they asked, the details that caught their attention, the photographs they took and the conversations that continued long after the visits had ended. These moments reminded us that curiosity is often one of the most powerful forms of learning.



Eight Students Outside Their Comfort Zone

As accompanying teachers, we found that perhaps the most rewarding experience was not a particular lesson or visit, but watching our students throughout the week.

A mobility challenges young people in subtle ways. They have to communicate in foreign languages, follow



a different daily routine, interact with people they have never met before and find their place in an unfamiliar environment. Small decisions that seem insignificant at home suddenly require independence and confidence.

Day by day, we could see them becoming more comfortable. They participated more freely, asked questions, shared opinions and adapted to new situations. They were not merely visitors to another school; they became active participants in an international learning experience.

This is something difficult to measure in a test or express through a grade. Yet, it is one of the most valuable outcomes of an Erasmus+ mobility: young people discover that they are capable of adapting, communicating and finding common ground with others beyond linguistic and cultural differences.

More Than a School Trip

At the end of the five days, we returned home with photographs, stories and memories. But calling the experience simply a "school trip" would miss its real meaning.

Our students participated in the classes held at different European school, communicated in foreign languages, compared educational experiences, debated ideas, reflected on environmental responsibility and walked through places that form part of Europe's cultural heritage. Each experience added something different to their understanding of learning — and of themselves.

For us, accompanying them offered the chance to see education from another angle. Sometimes, as teachers, we are so focused on what we teach that we forget how much young people can learn when we give them the opportunity to experience, explore and discover.

We left Romania responsible for accompanying eight students to Greece. We returned having watched those same eight young people become a little more independent, more curious and more confident.

And perhaps this is one of the most meaningful lessons of Erasmus+: crossing a border can also mean crossing the boundaries of your own experience.

Mihaela Dulea

Cristina Florea

Teachers at Colegiul Național „Ion Luca Caragiale", Moreni

Observer, apprendre, partager : mon expérience de Job Shadowing en Grèce

Du 4 au 8 mai 2026, j'ai eu l'opportunité de participer à une mobilité Erasmus+ de type Job Shadowing au **GYMNASIO ME LYKEIAKES TAXEIS ASOPIAS**, en Grèce, un établissement accueillant des élèves de collège et de lycée. Pendant une semaine, j'ai découvert de l'intérieur un autre système éducatif, observé des pratiques pédagogiques différentes des nôtres et échangé avec des collègues grecs. Mais au-delà de la dimension professionnelle, cette mobilité a surtout été une expérience humaine et européenne particulièrement enrichissante.



Une autre école, d'autres pratiques, les mêmes défis

Les échanges avec l'équipe de direction ont constitué un premier temps fort de la mobilité. Nous avons abordé des sujets qui se trouvent au cœur de nos préoccupations quotidiennes : le curriculum scolaire, les démarches pédagogiques, les manuels utilisés, mais aussi la motivation des élèves et leur implication dans les apprentissages. Ces discussions m'ont permis de comparer nos réalités éducatives et de constater que, malgré les différences entre les systèmes scolaires, enseignants et responsables d'établissements sont souvent confrontés aux mêmes défis.

En tant que professeure de français, j'ai été particulièrement intéressée par l'observation des cours de FLE. J'ai beaucoup apprécié la manière dont ma collègue grecque intégrait les outils numériques à son enseignement, non comme une fin en soi, mais comme un véritable support à l'apprentissage.

Des activités interactives ont ainsi permis aux élèves de travailler les prépositions et la localisation dans l'espace. L'utilisation de *Genially* pour aborder le champ lexical des vacances associait supports visuels, exercices dynamiques et situations de communication. J'ai pu observer des élèves actifs, impliqués et désireux de participer.

L'évaluation elle-même s'inscrivait dans cette démarche : les élèves devaient créer une carte postale numérique racontant leurs dernières vacances en français. Pour réaliser cette tâche, ils mobilisaient le vocabulaire étudié et le passé composé dans une situation concrète de communication. Cette activité simple associait ainsi compétences linguistiques, créativité, autonomie et utilisation du numérique.

Cette observation m'a confortée dans une conviction : apprendre la grammaire ne signifie pas nécessairement multiplier les exercices formels. Placées dans un contexte authentique, les connaissances grammaticales deviennent des outils permettant à l'élève de communiquer et de donner du sens à ce qu'il apprend. C'est certainement l'une des idées que je souhaite davantage intégrer à ma propre pratique pédagogique.

Apprendre autrement pour devenir un citoyen responsable

Un autre aspect qui m'a particulièrement intéressée a été la place accordée à l'éducation au développement durable. Une activité intitulée ***La consommation de l'eau en chiffre*** invitait les élèves à réfléchir, à partir de situations de la vie quotidienne, à leur consommation d'eau et aux conséquences de leurs habitudes.

J'ai également découvert un projet particulièrement intéressant ***Le jardin hydroponique***, dans lequel les élèves sont directement impliqués. Ils apprennent ainsi que l'on peut cultiver des plantes sans sol, avec une consommation d'eau considérablement réduite, tout en réfléchissant aux enjeux liés à la préservation des ressources naturelles.





Ce projet m'a rappelé à quel point l'apprentissage devient pertinent lorsqu'il dépasse les murs de la classe. Mathématiques, sciences, environnement, citoyenneté et travail collaboratif peuvent se rencontrer autour d'un même projet. Les élèves n'acquièrent alors pas seulement des connaissances : ils développent leur esprit critique, leur autonomie et leur sens des responsabilités.

Pour moi, cette expérience constitue également une source d'inspiration pour imaginer, dans notre établissement, des projets interdisciplinaires permettant aux élèves d'apprendre par l'action et de mieux comprendre les grands défis de notre époque.

À la rencontre du patrimoine européen

Une mobilité Eras-

mus+ ne se limite cependant pas à l'observation des pratiques scolaires. Elle est aussi une invitation à découvrir la culture du pays d'accueil.

Notre séjour nous a conduits sur les traces d'une civilisation qui a profondément marqué l'histoire européenne. **Thèbes, Delphes, Nauplie et la forteresse de Palamède** ont transformé l'histoire étudiée dans les livres en une réalité que l'on pouvait observer et parcourir.



À Delphes, notamment, le contact direct avec les vestiges d'une civilisation plusieurs fois millénaire m'a rappelé que le patrimoine n'est pas seulement un héritage du passé : il constitue aussi un formidable outil d'éducation. Ces visites m'ont amenée à réfléchir à la manière dont nous pouvons davantage intégrer le patrimoine culturel dans nos propres projets pédagogiques et aider nos élèves à comprendre les racines communes de l'Europe.

Changer de perspective

Que reste-t-il finalement d'une semaine de **Job Shadowing ?**

Des outils numériques découverts ou redécouverts, des activités que j'aimerais adapter à mes classes, des exemples de projets interdisciplinaires, des échanges professionnels et de nombreuses idées. Mais surtout, une envie renouvelée d'interroger mes propres pratiques.

Observer un collègue travailler permet parfois de regarder autrement ce que l'on fait soi-même. On compare, on questionne, on retient certaines idées, on en abandonne d'autres et, surtout, on revient avec l'envie d'expérimenter.

C'est sans doute là que réside, à mes yeux, toute la valeur d'une mobilité Erasmus+ : ***sortir de sa propre classe et de son propre établissement pour mieux y revenir.***

Cette semaine en Grèce m'a rappelé que



Our Erasmus experience in Greece.



l'école européenne se construit aussi ainsi : par des enseignants qui se rencontrent, observent leurs pratiques, partagent leurs expériences et acceptent d'apprendre les uns des autres. Et lorsque l'enseignant revient avec de nouvelles idées, ce sont finalement ses élèves et toute la communauté scolaire qui bénéficient du voyage.

écrit par

Cristina Florea



Learning Beyond Borders

The 2026 Erasmus Project in Asopia, Greece was an extremely eye-opening and fruitful experience , which brought about various changes in the way I act and think.

Ever since our arrival, new friendships were created, many of which lasted to this day. Because I had made up my mind to make the most of this opportunity, I was quite inquisitive about everything.

The pupils and teachers helped us feel welcomed and made sure we fit in, while having no discomforts. We indeed felt at home and, in fact, hoped the days there would not have come to an end.

We attended lessons such as Literature, English, French, Maths, Science and Informatics, where teachers were very dedicated and willing to explain everything thoroughly so that everybody understood. All participants contributed equally and worked together to fulfill our tasks.

Taking part in this learning mobility is certaintly something that I would do again and definitely recommend to all pupils with this possibility. It helps you step out of your comfort zone in a pleasant way and learn more about the world. I discovered so much about myself throughout the project and I feel positively impacted and irrepressible as it gave me a broader perspective on life and its possibilities.

Ema Paise



My Erasmus Experience in Greece

Going to Greece with Erasmus+ was a really special experience for me. I had the chance to spend time in a different country, meet new people and discover a new school environment. I learned many new things and made memories that I will always remember.During the mobility, we attended different classes, such as English, French, Mathematics, Chemistry and Biology. We also took part in activities about plants and the environment. It was interesting to see how Greek students learn and to work together with them.

One of my favourite parts was getting to know the Greek students. We became friends, worked in teams and spent time together. We taught them some Romanian dances, while they taught us some Greek dances. Even after returning home, we still keep in touch and follow each other on social media.

We also visited places such as Nafplio,Delphi,Arachova and learned more about Greek history and culture. Another activity I really enjoyed was painting on the walls of the school. We worked together and created something that will remind us of this experience.

For me, Erasmus+ was a great opportunity to improve my English, become more confident and make new friends. I learned that trying new things can create some of the best memories.

Giulia Ioniță

Beyond Borders: Learning Through Mobility

Last school year, I had the opportunity to participate in an educational mobility in Assopia, Greece. It was an enriching experience that allowed me to discover a different culture, meet new people and develop important skills.

During the mobility, we worked in international teams and took part in workshops, presentations and creative activities. We attended different classes and visited archaeological museums, learning more about Greek history, traditions and education. We also learned traditional Greek dances and created a logo for our project, which encouraged creativity and teamwork.

A particularly meaningful part of the mobility was our ecological work. We prepared and presented projects about environmental changes and sustainable solutions. I also participated in a presentation about the excessive water consumption associated with artificial intelligence, which made me think more carefully about the environmental impact of technology.

Overall, the mobility improved my English, communication and teamwork skills and made me more confident, independent and open-minded. It also benefited our school by creating international connections and encouraging future European collaborations.

I would encourage other students to take part in such mobilities, as they offer valuable learning experiences beyond the classroom.

Maria Butăruș

Our Erasmus experience in Greece.

Bridges Across Borders: Lessons from Greece



During my Erasmus mobility in Greece, I attended many classes mirroring the ones in our country, namely English, French, Mathematics, Science and Informatics. The teachers had different approaches on each subject, that we found intriguing. The primary methodologies involved analyzing spreadsheets, engaging with multimedia materials, and collaborating with teachers to draw conclusions.

This experience significantly enhanced my English communication skills while fostering deeper self-confidence in my personal capabilities. Furthermore, working in multicultural teams allowed me to gain profound insights into a different culture and build lasting friendships. Ultimately, a pivotal takeaway from this journey was cultivating independence and embracing the challenge of stepping out of my comfort zone.

I am eager to share modern, non-formal learning methods I observed in Greece with my classmates and teachers. By sharing these unique perspectives, I aim to inspire other students to improve their skills and participate in future European projects. Moreover, this mobility also allows us to bring back cultural awareness, fostering a more open-minded, tolerant and diverse environment within our high school. Our participation strengthens our school's international profile, showing that it actively supports international learning.

Giulia Radu

Experience in Asopia, Greece

Going to Asopia, Greece, with Erasmus+ was an unforgettable experience. I had the chance to discover a new school environment, meet wonderful people, and create memories I will always cherish.

During the mobility, we attended classes like English, Mathematics, Chemistry, and Biology, while participating in engaging activities about local plants and the environment. Working alongside Greek students showed us different ways of learning and collaborating. One of my favorite parts was forming genuine friendships. We worked in teams and shared our traditions, teaching them Romanian dances while they taught us Greek ones. We still keep in touch on social media!

We also explored historical sites like Nafplio, Delphi, and Arachova, immersing ourselves in Greek culture. Additionally, painting a wall at the local school allowed us to leave behind a creative memory of our stay.

This mobility was a huge personal gain, boosting my confidence, teamwork, and English skills. Moreover, it directly benefits our school by encouraging intercultural dialogue, inspiring other students to embrace European programs, and leaving a lasting international connection between our educational institutions.

Robert Chițu

Experience in Greece.

During our time in Greece, we frequented the school, participating in numerous activities ranging from regular classes all the way to painting the school halls.

The school days were structured in the following fashion: We'd kick off the day by participating in their classes, after which the faculty would arrange a special activity for us and the students on the specific day. The activities put an emphasis on teamwork and getting to know each other. My personal favourite of them all was the memory book we filled out each day with images and descriptions of things we did the day prior.

It was a mutual pleasure for both schools as students got to branch out, develop communication skills in a foreign language, along with getting to meet people and forge bonds. The activities were great fun and everyone involved had a good time.

I particularly enjoyed getting to meet the students as they were all very welcoming and a pleasure to meet and talk to.

All in all, I love Erasmus projects and they never fail to impress and inspire me to get out there, meet new people and push myself to grow.

Nicolas Saghel

The Greece I didn't Know

When I found out I was going to Greece for an Erasmus project, I expected a boring trip since I had already visited the country three times. I thought nothing could surprise me anymore, but I was wrong. This mobility taught me never to judge a book by its cover.

It's true that I have already known the sunny beaches, the clear water and the old olive trees, but now I had the chance to discover the true heart of Greek education. Attending English, French, Biology and Maths classes allowed me to experience new teaching methods. Collaborating with Greek students was one of the best experiences because we created impactful posters and videos on environmental protection. Working in a team not only developed my communication skills, but it also brought valuable eco-friendly ideas back to our school.

On this project we have also explored Delphi's ancient ruins and history, alongside Arachova's stunning mountain architecture, which offered us rich cultural insights.

In my opinion, participation in Erasmus is a life-changing gain that boosts confidence and opens new horizons. My advice for future participants is simple: step out of your comfort zone, keep an open mind and let yourself be surprised!

Ianis Sima



My Erasmus+ Experience

Hi, my name is Stiglet Nicoleta, and I had the pleasure of visiting Greece through the Erasmus+ project. It was an amazing and exciting experience, and I feel very lucky that I had the chance to be part of it. At first, I was a little anxious because I did not know exactly what to expect, but I was also very excited. In the end, the trip was even better than I imagined. Greece was one of the countries I really wanted to visit, so I was very happy to finally have the opportunity to go there. We were hosted by a small and welcoming school, where I really enjoyed seeing what everyday school life was like for the students there. We had many activities, but my favorite was learning their traditional dances. It was really fun, and I felt like I was getting a real taste of their culture.



I also really enjoyed our trips to Delphi and Nafplio. Delphi was beautiful and interesting, especially because of its ancient history. I really liked the museum and the sculptures, which I found fascinating. In Nafplio, we visited the Palamidi Fortress and climbed the famous 1000 steps. It was definitely tiring, but also fun and worth it. We also had lunch near the sea, and the food was delicious. I enjoyed some of the classes at the school too. My favorite was English, since it is my favorite subject. We had a lesson about inspiring people and their stories. I also liked history, where we learned about human evolution and watched a short documentary. On our last day, my friends and I got the chance to paint a meaningful message on one of the school walls. Saying goodbye to the students was quite emotional, but I am happy that I still keep in touch with some of them.

Looking back, I am really grateful that I got to be part of this project. Erasmus+ helped me become more open to new experiences and showed me that leaving your comfort zone can be really rewarding. If you ever get the chance to join an Erasmus+ project, I would definitely recommend it. Even if you are nervous at first, try to enjoy every moment, talk to new people and take part in as many activities as you can. You might come back home with some of your best memories. For me, Erasmus+ was not just a trip to another country. It was an experience I will remember for a very long time.

Nicoleta Stiglet

Learning Beyond the Classroom: My Erasmus+ Experience in Barcelona

Taking part in the Erasmus+ mobility in Barcelona was an experience that pushed me out of my comfort zone and one I will never forget. During the course, we explored the STE(A)M methodology, learning how to launch such programs in the classroom, how to create lesson projects specific to each subject, and how to use Artificial Intelligence in developing teaching materials. Working alongside teachers from other European countries made everything even more interesting, helping us collaborate and exchange valuable ideas. During the course, we worked with teachers from Portugal, Poland, Germany and Latvia. We exchanged views on the subjects given in national exams in various countries.

The mobility was not only about theoretical courses. Perhaps the best part was the two days of outdoor activities: the visit to Park Güell and the one to the Science Museum. At both locations, we used the Wikiloc app to find our way along the route. Based on the data we collected, we created digital posters, and at the Science Museum we analyzed exhibits such as the pendulum, identifying all the STEAM components in concrete terms.





I discovered that I can work very well in a team and that people from different countries have far more in common than we would expect. We were all teachers of science and technical subjects, and we learned new and interesting things from colleagues from other countries.

Leaving Barcelona, I came away with a valuable body of knowledge, a more modern teaching vision, and a strong desire to apply in the classroom everything I experienced.

All these new methods and digital resources will be integrated into our school's activities, bringing added innovation and interactivity to classes. I encourage every teacher to embrace international experiences like this, because they fundamentally transform the way we view teaching!

Danina Ciontoș

Teacher at
Colegiul Național
„Ion Luca Caragiale”,
Moreni

Education for Sustainability through the Erasmus+ Programme



Participating in the Erasmus+ training modules was a valuable experience for both professional and personal development. The course addressed current topics such as sustainability, climate change, pollution, biodiversity loss, responsible food consumption, soil protection, sustainable transport, and climate justice.

An important focus was placed on the relationship between people, the environment, and climate. The activities highlighted the causes and effects of climate change, as well as its impact on communities. I gained a better understanding of the consequences of plastic consumption and fast fashion, as well as the importance of making sustainable choices in everyday life.

Biodiversity loss was another key topic. Deforestation, pollution, habitat destruction, and the overexploitation of natural resources threaten the diversity of life on Earth. Protecting ecosystems requires both individual actions and collective involvement.

The course also contributed to strengthening my teaching, assessment, and communication skills. Through collaboration with the trainers, I discovered the potential of educational games, interactive worksheets, and innovative assessment strategies. At the same time, I developed my ability to use digital resources, applications, and platforms to increase students' motivation and facilitate learning.

An important achievement was gaining a deeper understanding of the principles of inclusive education and adapting activities to the needs of all students. The Erasmus+ experience demonstrated that education can transform information into action by encouraging responsibility, cooperation, and respect for nature. The skills acquired will contribute to organizing modern, engaging, and relevant lessons that address the challenges of today's society.

Gabriel Predoană

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