

A Europe of Romanian participation by means of Erasmus+ strategic partnerships implemented by The School County Inspectorate of Bacau

One of the many reasons why we need the EU is its power to promote education, research and culture: Students, volunteers, teachers, youth workers, education staff are offered the chance to travel and help anywhere in Europe, study, train and gain experience abroad. The EU promotes a Europe of cultures and Bacau county is taking advantages at its fullest.

Our institution has implemented many projects and more specifically, during the 2017-2018 school year, we can proudly mention the Erasmus+ strategic partnerships, Cooperation for Innovation and the Exchange of Good Practices, `Educational Integration of Refugees - A Classroom Approach`, 2016-1-IE01-KA201-016869, `Relational And Emotional Competences at school`, 2017-1-IT02-KA201-036763 and `GRIET: Apprentissage Lexicaux en Contextes Multiples`, 2017-1-FR01-KA201-037290.

`Educational Integration of Refugees - A Classroom Approach`, 2018-2019, has as its most most relevant priorities: HORIZONTAL: Inclusive education, training and youth, SCHOOL EDUCATION: Strengthening the profile of the teaching professions and Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum.

WHY? Refugees are some of the most disadvantaged students in schools. Not only do they have to overcome the trauma which has forced them to seek refugee status but they must also contend with different cultural norms, language difficulties, differing education systems and sometimes significant barriers to educational progression.

Our projects has the **aim of making education more inclusive** and in so doing reduce racism, increase social cohesion and enrich the experience of all students through greater cultural awareness and understanding. The presence of Refugees, Asylum seekers and minorities in the classroom changes the dynamic of the learning environment, issues such as language difficulties, past traumatic experiences, their interaction with peers, the need to respect their cultural values while at the same time helping them to integrate successfully into

their new environment presents a learning curve not just for the students but for their teachers as well. How can we be their teachers successfully? **Learning from each other, sharing good practices and experiences, adapting!**

`Relational and Emotional Competences- R.E.C., 2017-1-IT02-KA201-036763, takes its inspiration by the American theories of Jennings and Greenberg (2009) and their pro-social model (SEC) (Collaborative for Academic, Social and Emotional Learning, 2008).

The most relevant topics addressed by the project are: International cooperation, international relations, development cooperation, New innovative curricula/educational methods/development of training courses, Research and innovation.

This new approach highlights the importance of teachers' relational and emotional competences (REC) and wellbeing in the development/maintenance of supportive teacher–student relationships, effective classroom management and successful social/ emotional learning program implementation. According to this new model, these relational and emotional competences contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, current research suggesting a relationship between R.E.C and teacher burnout and reviews intervention efforts to support teachers' REC through stress reduction and mindfulness programs.

These competences involve five major emotional, cognitive and behavioral skills: self-awareness, social awareness, responsible decision making, self-management, and relationship management (Zins, Weissberg, Wang, & Walberg, 2004). The teacher-student relationship reveals a strong evocative power. Sometimes, it wakes in both actors of the relationship, emotional experiences that could interfere on the development of correct teaching and training relationship (Baldascini, 1993), so the "cure" of this relationship must be placed at the center of the whole educational system.

GRIET: Apprentissage Lexicaux en Contextes Multiples`, 2017-1-FR01-KA201-037290, addresses Social inclusion, Strengthening the profile of the teaching professions and Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum.

The common problem of the partners involved in the project concerns the effective integration of migrant pupils/language learners from their own education systems. France and England are studying migrant pupils from other European countries, while Romania comes to this project with the Roma and Csango students.

The main objectives are: Increasing school success in pupils in difficulty of communication, given the origin of families in which a second language is spoken; Analysis of existing teaching practices in the systems of the countries in the project, their assessment and improvement with a perspective in creating an inclusive school environment; Enhancement of pupils in the target group in the school and social environment.

Starting with 2018, The School County Inspectorate of Bacau will cooperate in two new Erasmus+ strategic partnerships, Cooperation for Innovation and the Exchange of Good Practices, **`Re-Evaluating Digital Technology to Enhance Learning` (RED)**”, **`United against ESL`**.