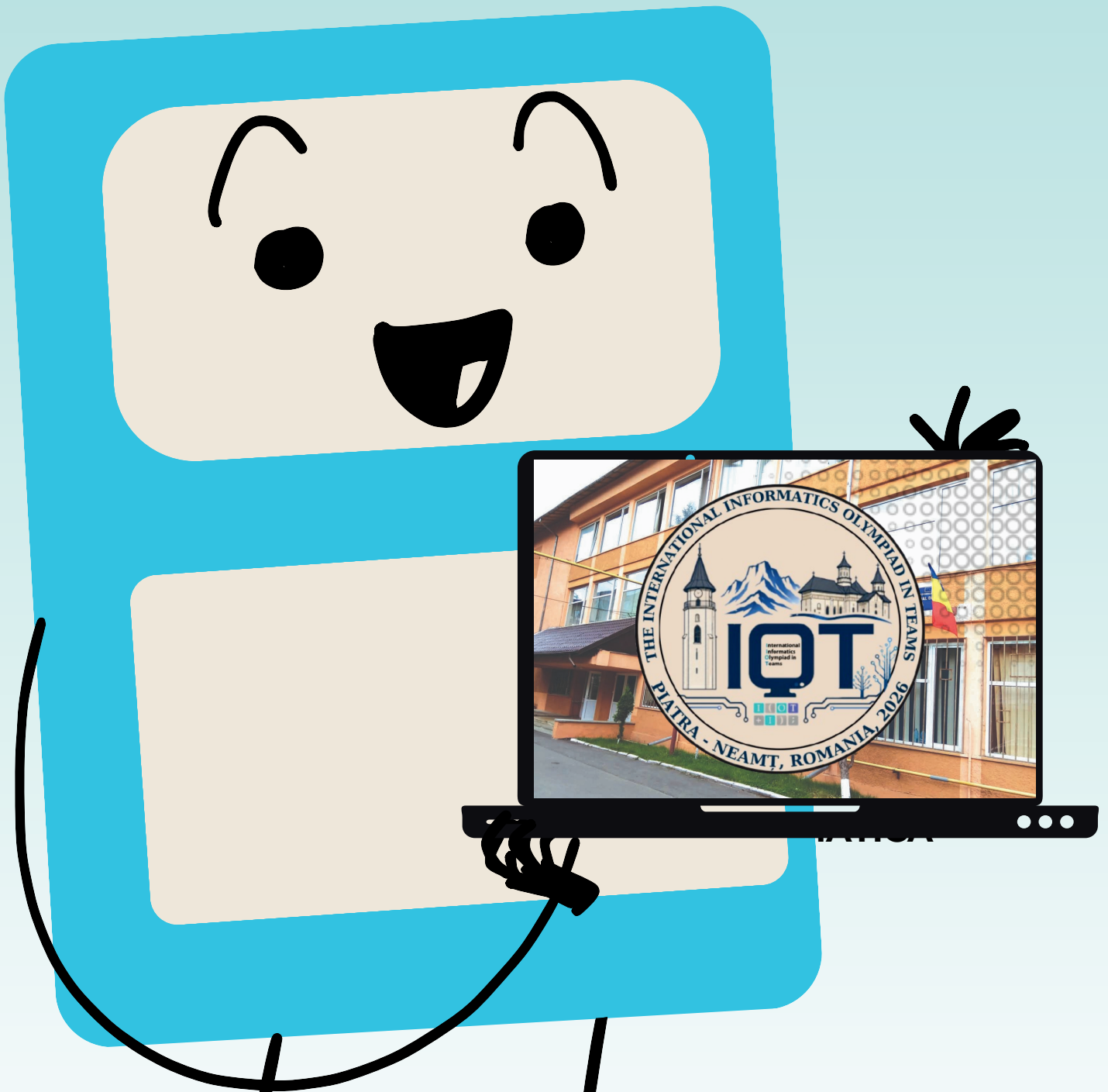


# INFOPULS

## CNI++

STUDENT'S MAGAZINE  
NATIONAL COLLEGE OF COMPUTER SCIENCE

NO. 35, YEAR XXII, 2025-2026



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INFOPLUS**

**STUDENT MAGAZINE OF THE NATIONAL COLLEGE OF COMPUTER  
SCIENCE**

**PIATRA-NEAMȚ**

**ISSN: 2065-7854**

**ALEA Publishing House of the Neamț Teaching Staff**

**2009**

**Str. Petru Rareș, no. 24, code 610119, Piatra-Neamț, Neamț County**

# CODE, ALGORITHMS AND FRIENDSHIP

## Piatra-Neamț Becomes the Capital of Romanian Informatics



In a vibrant atmosphere filled with the excitement of competition and the brilliance of intellect, the Hall of the Neamț County Council hosted the official opening of two prestigious events: the 9th National Stage of the International Informatics Olympiad in Teams and the 24th edition of the Prosoft@NT National Multidisciplinary Competition.

### An Opening Under the Sign of Excellence

The ceremony began with the honoring of the national symbols, as the Romanian national anthem, “Awaken Thee, Romanian!”, set the tone for unity and respect for academic values. The event opened with a warm welcome from the hosts, highlighting the continuation of a tradition which Neamț County prides in. The host of the event, Chief School Inspector **Ionuț Liviu Ciocoiu**, emphasized the essential role of computer science in modern society, describing the competition not merely as a coding challenge, but as an exercise in cohesion and strategy: “What matters here is not only the code, but also cohesion, trust, and strategy,” he stated, stressing that modern success de-

pends on the ability to collaborate. He also underlined the importance of the two competitions: “First of all, we are speaking about the International Team Informatics Olympiad, now in its ninth edition, a competition with a unique character, both through the nature of its challenges and its international scope. This Olympiad is a team competition, and in a society where success increasingly depends on the ability to collaborate and combine different ideas into a common solution, its format reflects the reality of today’s world. Secondly, computer science is the essential component of the Prosoft@NT National Multidisciplinary Competition, a competition specific to Neamț County, now in its 24th edition, which demonstrates the value of interdisciplinarity in scientific innovation.”

### Human Intelligence vs. Artificial Intelligence

A recurring theme throughout the opening speeches was the relationship between human achievement and the rise of artificial intelligence (AI). **Camelia Barbara Tudose**, representative of the Prefecture, addressed the young participants with a philosophical challenge, referencing Hermann Hesse’s novel *The Glass Bead Game*. She warned that in a world





increasingly dominated by AI, it is not enough merely to use technology; it must also be deeply understood in order to preserve humanity itself: “In the world of artificial intelligence, it is not enough to use technology – we must understand it. We must know where it fails, when it helps us, or when it simply hallucinates. If we do not understand how problems are solved, I believe we lose the game. If we accelerate only the process while maintaining understanding, we win. And it is not only about winning, but about how we use what we know so that the world to come is not only efficient, but also human. What you are doing now is training for a world that is already here.”

Complementing this perspective, **Adrian Iftene**, Vice-Rector of the Faculty of Mathematics at “Alexandru Ioan Cuza” University and President of the Central Commission of the International Informatics Olympiad in Teams, offered practical advice: “Do not use artificial intelligence without mastering your field thoroughly.” He explained how experts can become “a hundred times better” through the use of AI, reducing the time required for complex projects from months to weeks: “Artificial intelligence is advancing rapidly. It is necessary to integrate AI into the entire process of developing large-scale projects. My recommendation is that you learn your fields as thoroughly as possible, and only after becoming experts should you use artificial intelligence. Do not use AI without first mastering your domain.”

#### Piatra-Neamț: A Host with Tradition

The Mayor of Piatra-Neamț, **Vasile Adrian Niță**, expressed his pride in seeing the city transformed into a “stage of excellence,” reaffirming the support of local authorities for education and technology: “It is a joy for me to-

day to see you here in Piatra-Neamț, in this hall of the County Council, a hall transformed into a stage of excellence by the presence of so many brilliant minds gathered here today.”

Professor **Daniela Neamțu**, PhD, Principal of the National College of Computer Science in Piatra-Neamț, reminded the audience that the event was the result of “immense teamwork,” involving student volunteers, teachers, and local authorities alike.

#### Towards the International Stage

An important announcement was made by **Georgeta Rodica-Antonia Crăciunescu**, Advisor within the General Directorate for Equity and Performance in Pre-University Education at the Ministry of Education and Research, and Executive President of both competitions: in May, Piatra-Neamț will also host the international stage of the International Informatics Olympiad in Teams. This year, four teams from the national rankings, together with the host school’s team – the National College of Informatics – will represent Romania at the highest level. She also emphasized the significance of the two competitions: “I am once again delighted that for nine years you have succeeded in proving the value of this competition, and it is you who give it its high standard and prestige.”

#### Evaluation Committees

The success of the competitions is ensured by a distinguished team of specialists from prestigious universities in Iași, Cluj, and Bucharest, as well as elite teachers from Neamț and other counties including Argeș, Botoșani, Buzău, Vaslui, and Prahova. The committees are coordinated by Vice-Rector **Adrian Iftene** of the Faculty of Mathematics at “Alexandru Ioan Cuza” University, President of both competitions; **Georgeta Rodica-Antonia Crăciunescu**,





Executive President; **Livia-Demetra Țoca** of the National Center for Policies and Evaluation in Education, Scientific Secretary; and **Nușa Dumitriu-Lupan** of the “Spiru Haret” Students’ Club in Bucharest, Honorary President.

#### Conclusions Accompanied by Piano Music

The ceremony concluded on an optimistic note, accompanied by piano music, with Florentina Ungureanu encouraging the students to rest before a “long day full of code.” The event presenters, Gabriela Adăscăliței and Rareș Pascaru, students of the college, highlighted the importance of these competitions in fostering the development of young people passionate about science and technology, while also emphasizing the role of the community in supporting excellence. They showcased the artistic and creative talents of the students of the National College of Computer Science, beyond their remarkable achievements in the exact sciences. The audience was taken on an emotional journey through music and theatre. The evening began with a sensitive interpretation of Ludovico Einaudi’s *Primavera*, performed by ninth-grade student Iustin Toma. The artistic program continued with a monologue performed by Gabriela Adăscăliței, a twelfth-grade student and member of the Chouette Theatre Club, bringing to the stage a

profound and introspective universe. In the same artistic spirit, Matei Mihăilă, a twelfth-grade student, delighted the audience with the piece *The Pine Forest*, while the finale celebrated Romanian tradition through a folk performance by eighth-grade student Elena Tofan, who performed the song *My Dark-Eyebrowed Beloved*.

The event would not have been possible without the support of local authorities and partners, to whom the organizers expressed their gratitude for their constant support of education and excellence. Volunteers also played an essential role in the smooth running of the festivities, contributing to the coordination of activities and the creation of a memorable experience for participants.

Through this festive opening, the organizers conveyed a clear message: education is not only about competition, but also about collaboration, creativity, and passion. The Prosoft@NT National Multidisciplinary Competition and the International Informatics Olympiad in Teams remain important milestones for students aspiring to excellence, offering them not only a platform for achievement, but also an unforgettable experience.

The competition was officially declared open, and the participants embarked on a new intellectual challenge, driven by the desire to surpass themselves and demonstrate that the future belongs to those who are courageous, creative, and dedicated.

Written by Maria-Teodora Diaconu and  
Casiana Chiriloaia, 9th Grade C  
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9th Grade A



# PROSOFT@NT AND IIOT – THE VOICES OF EXCELLENCE IN COMPUTER SCIENCE

In early spring, the National College of Computer Science in Piatra-Neamț once again becomes the host of two of the most important competitions for students passionate about IT: Prosoft@NT and the National Informatics Olympiad in Teams. This opportunity allowed us to speak with distinguished guests from different areas of the educational system and discover more about what excellence in computer science truly means.

**Crăciunescu Georgeta Antonia Rodica, Advisor to the General Directorate for Equity and Performance in Pre-University Education within the Ministry of Education and Research, Executive President:** “Education builds character.”



**Reporter:** We welcome you to our region at the beginning of spring. We understand that this is your first time being involved in these competitions, as you mentioned earlier. We would be delighted to hear a few thoughts about them.

**Crăciunescu Georgeta:** First of all, thank you for the invitation! It is truly a wonderful opportunity, and I hope to fulfill my role successfully while respecting all the regulations involved. What can I say about these two competitions, which you have been organizing for several years now—Prosoft@NT for 24 years and the National Olympiad in Informatics in Teams for 9 years? I was deeply impressed by the combination of subjects connected to the mathematics and computer science curriculum, especially mathematics, informatics, and ICT. As we all know

mathematics is the language in which the universe was written, informatics is a game of the mind, and ICT enhances both of them. This is precisely what attracts more and more passionate young people to participate in such competitions: the opportunity to test and prove their knowledge.

**Reporter:** Thank you! What expectations do you think the participants have?

**Crăciunescu Georgeta:** First of all, I am convinced that these students have prepared not just for days or months, but for years. Since childhood, they have developed the skills necessary for performance competitions, supported by parents who recognized and encouraged their potential. Their hard work has brought them here today, to this beautiful place, participating in the National Olympiad in Informatics in Teams and the National Competition Prosoft@NT. What do students want? Certainly, to surpass their previous limits and performances, to discover inventive and efficient solutions to every challenge, and to remain among the top competitors—or even reach the international stage.

**Reporter:** Do you think organizing such competitions is beneficial for students? What competencies do you believe are most developed during these contests?

**Crăciunescu Georgeta:** Beyond mathematical and computer science knowledge, students develop essential skills for their future, such as critical and analytical thinking, the ability to identify efficient solutions, and the capacity to quickly evaluate alternatives. They also learn how to use modern technology and digital platforms effectively. Teamwork is another extremely important aspect: students divide tasks, take responsibility, and collaborate in order to achieve their goals. This prepares them for professional environments where teamwork is essential, especially in IT.

These competitions also contribute to developing time management, adaptability, and resilience in unexpected situations. In addition, they stimulate creativity and the ability to present and promote personal projects in an attractive way. Overall, such competitions shape students who are well prepared both technically and personally, helping them adapt more easily to the future demands of the labor market.

**Reporter:** To what extent does this competition support students' preparation for international contests? And how important are creativity and innovation in informatics competitions?

**Crăciunescu Georgeta:** These competitions contribute significantly to preparing students for international stages because they develop essential abilities such as finding efficient solutions and performing under pressure. Team competitions, in particular, teach students how to collaborate effectively, solve complex problems within limited time frames, and capitalize on each teammate's strengths. Teamwork experience is extremely important because students learn how to choose and understand their teammates, manage time efficiently, and divide responsibilities. These skills are crucial for achieving strong results at the international level. At the same time, creativity and innovation play a vital role because they lead to original and optimized solutions, which are often the key to reaching the top of the rankings.

**Reporter:** What advice would you give students in order to maximize their chances of success?

**Crăciunescu Georgeta:** I always say they should remain children. No matter their age, they should preserve the curiosity of childhood: always asking questions and always searching for answers. In their case, this means constantly looking for new ideas, new algorithms, and more efficient methods for solving problems. I would also advise them to stay connected to reality and to seek solutions for every challenge they encounter. Furthermore, I encourage them to remain active within their communities and fields of interest so they can better understand the problems arising in their areas of expertise. Finally, once they complete their higher studies,

I hope they will become mentors for future Olympiad participants. Our field has built a beautiful community where former Olympians now contribute as mentors and committee members, creating subjects for today's participants. I hope this wonderful tradition continues in the future.

**Reporter:** Since this is your first year participating in these competitions as part of the organizing committee, what impression has our city, Piatra-Neamț, made on you? And what message would you like to send to the local community?

**Crăciunescu Georgeta:** Although I have attended these competitions for three years alongside my students, this is the first year I have participated as part of the committee, serving as Executive President. I have always been impressed by this beautiful and welcoming mountain city, known both for its historical heritage—such as the Royal Court and Stephen the Great's Tower—and for its peaceful atmosphere, so different from the hustle and bustle of large cities. I have also noticed the active involvement of the local community, which constantly supports these competitions through participation, financial support, and organization. This involvement has contributed to building a strong tradition, turning these events into highly anticipated annual occasions. Finally, I can only praise the professionalism of the teachers involved and the remarkable level of preparation demonstrated by the students through their national and international achievements.

Written and translated by I  
rina-Ștefania Mihai, 11 th Grade A

**Adrian Iftene, Vice-Rector of the Faculty of Mathematics, "Alexandru Ioan Cuza" University of Iași, President of the Central Committee of the International Olympiad in Informatics in Teams:**

"In real life, you don't work alone."



**Reporter:** You have participated in numerous editions of the

International Olympiad in Informatics in Teams, organized by the Neamț County School Inspectorate at our college, the National College of Computer Science in Piatra-Neamț, under the auspices of the Ministry of Education, and we thank you for this. Would you be willing to share a few thoughts about these competitions and what makes this edition special?

**Adrian Iftene:** I have been participating since 2012, and I believe I have attended almost every edition. What makes this competition special is its emphasis on teamwork. In school, students are often used to individual projects, but professional life is different. In a company or institution, it is quite rare to work alone, as most projects are team-based. This competition aims precisely to develop teamwork skills among participants. Tasks cannot be solved by a single person; instead, they require several people with different abilities working together to achieve excellent results. That is the purpose of the competition.

**Reporter:** What do students learn from this format?

**Adrian Iftene:** They learn to collaborate, divide tasks efficiently, and communicate effectively. These are essential skills in any field, not just IT.

**Reporter:** Thank you. From the perspective of a university professor, how well do such competitions prepare students for the academic environment?

**Adrian Iftene:** I teach a course called Software Engineering, and what happens there is somewhat similar to pre-university education. Students are often evaluated individually through exams, lab tests, projects, and assignments. However, in my course, the focus is on teamwork: teams of three to six students are formed, and these smaller teams collaborate with others to create larger groups of twenty to thirty students. These groups work together for about fourteen weeks—roughly three and a half months—on a common project. Competitions like this help students learn how to work in teams, pay attention to their teammates' suggestions, and prepare for large collaborative projects at university. Gaining this experience early helps them succeed in developing and managing large-

scale projects later on.

**Reporter:** What skills are essential today?

**Adrian Iftene:** Besides mathematics and programming, communication, responsibility, and teamwork are extremely important. Foreign language skills can also make a difference in an international environment. Recently, expertise in artificial intelligence and cybersecurity has become increasingly valuable. In addition, soft skills are essential in any company or project: you need to know how to communicate, collaborate, and estimate how long tasks will take so that you do not delay colleagues who depend on your work.

**Reporter:** How can the connection between high school, university, and the IT industry be strengthened?

**Adrian Iftene:** That's an interesting question. In Iași, this connection is much more visible. Universities have strong partnerships with IT companies. Many companies collaborate with local high schools and colleges by renovating laboratories and providing hardware, servers, laptops, and other resources. But support does not necessarily have to be financial. It can also include workshops, especially in the area of soft skills.

**Reporter:** Thank you very much. Finally, what message would you like to send to the students participating in the national stage?

**Adrian Iftene:** I wish success to all participants in the national stage of the Team Informatics Olympiad, and I hope they qualify for the international stage in May. I also wish success to all participants of Prosoft@NT in both informatics and mathematics.

Written by Irina Ștefania Mihai,

11th Grade A

Translated by Miruna-Ilinca Anghel,

10th Grade B

Dumitriu Lupan Nușa,  
“Spiru Haret” Students’  
Club, Sector 2, Bucharest,  
Honorary President of the  
International Informatics  
Olympiad in Teams and the  
National  
Multidisciplinary  
Competition Prosoft@NT:



“Performance also means collaboration.”

**Reporter:** First of all, we would like to

welcome you to Neamț county, especially at the beginning of spring. As you know, you have honored us with your presence at many editions of the Prosoft@NT National Multidisciplinary Competition and the International Informatics Olympiad in Teams, organized by the Neamț County School Inspectorate at the National College of Computer Science. Please share a few thoughts regarding these competitions.

**Dumitriu Lupan Nușa:** Good afternoon! I'm happy to be back in Piatra-Neamț. I have always enjoyed coming here because these competitions are very close to my heart. I supported them from the very beginning and contributed, so to speak, to their "birth" by introducing them into the Ministry's calendar of national competitions—and, in the case of the Team Olympiad in Informatics, even into the international competition calendar, which was no small achievement. I believed in these competitions, and for this reason I supported their promotion. In Piatra-Neamț, I have always found a team of dedicated professionals who are wholeheartedly involved in organizing these events and offering participants not only excellent conditions, but also a part of their soul at every edition.

**Reporter:** Why is it important for such events to be organized at a national level?

**Dumitriu Lupan Nușa:** This competition promotes team performance and highlights not only individual preparation, but also teamwork skills, which are a major advantage. These abilities are part of the key European competencies and should be developed from the pre-university level. This competition is built precisely on that principle. That is why we consider it necessary to support it nationally, so that as many teams as possible across the country can contribute to promoting performance and excellence in collaborative work.

**Reporter:** What message would you send to participating students?

**Dumitriu Lupan Nușa:** As I told the students during the opening ceremony, I wish them inspiration and the ability to find the best and most efficient solutions. My final message is: "If you succeed, continue. If you don't succeed, continue."

**Reporter:** So, in a sense, they should keep

going no matter what?

**Dumitriu Lupan Nușa:** Exactly. You must never give up. Every attempt teaches you something. You may succeed sooner or later, but if you remain persistent, you will eventually reach the top.

**Reporter:** What defining qualities do students at this level possess?

**Dumitriu Lupan Nușa:** Students who reach this level have a strong scientific understanding of computer science. In addition, they possess highly developed algorithmic thinking skills, which will certainly help them in the future. They also develop habits of collaborative work within teams, which is another major advantage.

**Reporter:** What is the role of mentors and teachers in training these young people?

**Dumitriu Lupan Nușa:** The role of teachers is essential. First, they identify and select young people capable of high performance. Then, they choose students based not only on individual abilities, but also on teamwork skills. Finally, they are responsible for the systematic and consistent training of these teams, monitoring the contribution of each member to the overall team result.

**Reporter:** How can students turn their passion for computer science into a competitive advantage in the job market?

**Dumitriu Lupan Nușa:** The main advantage is algorithmic thinking. It is a key strength that helps students stand out among competitors.

**Reporter:** One last question: what lessons from these competitions remain valuable beyond computer science?

**Dumitriu Lupan Nușa:** At the risk of repeating myself, I will share the same advice once again: "If you succeed, continue. If you don't succeed, continue." Never give up when facing a challenge.

Written and translated by  
Miruna-Ilinca Anghel, 10th Grade B

Livia Demetra Țoca,  
The National Center for  
Policies and Evaluation in  
Education, Scientific  
Secretary of the two  
competitions: "Challenge  
Leads to Progress"

**Reporter:** We are



delighted to welcome you to Neamț County at the beginning of spring! This meeting is made possible by the organization of the Prosoft@NT Contest and the International Informatics Olympiad in Teams, hosted by the Neamț County School Inspectorate at the National College of Computer Science in Piatra Neamț, under the auspices of the Ministry of Education. This is your second time attending these competitions, so please share your thoughts on them.

**Livia Demetra Țoca:** Thank you for the invitation. I am very pleased to return to these competitions, whose main purpose is to highlight different levels of student performance. I hope this year's edition will reflect professionalism, rigor, and respect for the efforts made by everyone involved: students, teachers, the Scientific Committee, and the Organizing Committee.

**Reporter:** Thank you. What expectations do you have, and what expectations do you think the participants have from this competition?

**Livia Demetra Țoca:** The main expectation is a high level of cognitive challenge. This is what students seek when they participate in Olympiads, and we strive to provide it through problems that encourage collaboration, strategy, and algorithmic thinking. In both competitions, the goal is the same: a serious intellectual challenge that confirms students' value and motivates them to grow, learn more, and develop the ability to work under pressure.

**Reporter:** What skills do you think students develop the most through this type of competition?

**Livia Demetra Țoca:** The most important skills developed are logical thinking and the ability to solve tasks in a structured manner. In the field of programming and algorithms, students strengthen their rigor, attention to detail, discipline, and, last but not least, their interest in optimization. In other words, the goal is not simply to solve a task, but to solve it as efficiently as possible.

Projects, on the other hand, foster applied creativity and the ability to transform ideas into functional products – skills that are extremely valuable not only in computer science, but in any profession.

**Reporter:** How do these competitions

contribute to preparing students for international contests?

**Livia Demetra Țoca:** Competitions provide the framework for aligning students with high standards of difficulty and rigor, while also helping them develop coordination skills and strategic thinking in different contexts. In this way, students strengthen their technical foundation, build resilience, and become accustomed to the demanding level specific to international competitions.

**Reporter:** What should be improved, at a national level, in preparing students for high performance in computer science?

**Livia Demetra Țoca:** We all know that performance does not happen by accident, but through consistency, mentorship, and constant exposure to high-level problems. Perhaps greater emphasis should be placed on the continuous training of teachers involved in performance education, as well as on creating opportunities for students passionate about excellence to communicate and collaborate. They could participate in camps, workshops, and other activities, but there must also be a framework that encourages interaction and exchange of ideas in these areas.

**Reporter:** How do you see the future of computer science in the Romanian education system?

**Livia Demetra Țoca:** Starting last year, new curricula have already been developed to modernize the old ones, especially since we are discussing a field where changes occur extremely rapidly. Our goal has been to create a framework through which students can develop their fundamental skills through the common core curriculum, while computer science, as part of the specialized curriculum, can bring programming skills to a modern and relevant level.

Written and translated by  
Teodora Tănăsescu, 10th Grade A

*Prosoft@NT is not just a competition—it is an experience that helps students grow, collaborate, and discover their true potential. In a constantly changing world, such initiatives are essential for shaping a generation prepared for the future.*

# Voice of Performance

## Top Students on the Experience of the Prosoft@NT National Multidisciplinary Competition

Beyond results, medals, and rankings, elite competitions such as the **International Team Informatics Olympiad** and the **Prosoft@NT National Multidisciplinary Competition** represent, above all, experiences, emotions, and valuable lessons. In order to capture the essence of these experiences, we spoke with several participating students, passionate young people who are shaping the future of the IT field and beyond.

For many of them, participating in the national stage means more than just a competition. **Sergiu Gutium**, from the **National College of Informatics**, describes this experience as “unique,” emphasizing the opportunity to discover new solving methods and to explore various fields, from programming to mathematics and web development. In the same spirit, **Ștefan Filimon**, also from the **National College of Informatics**, believes that such competitions help him build his path toward the future, offering him perspective and motivation.

A defining element of these contests is the team-based format, which brings a different dimension compared to individual competitions. The students highlight the importance of collaboration and communication. “Every opinion matters,” says **Sergiu Gutium**, emphasizing the role

of cooperation in achieving a better result. Likewise, **Ștefan Filimon** points out that teamwork is real preparation for professional life, where collaboration is essential.

Behind performance, however, there is a great deal of work and discipline. **Țifui Andrei**, from the **National College of Informatics**, admits that he dedicates several hours each day to preparation, constantly solving problems on specialized



platforms. Challenges are never absent: the complexity of the material and the high level of the problems are often mentioned as the most difficult obstacles.

Time pressure is another factor that tests the competitors' abilities. **Gabriel Luncanu**, from the **National College of Informatics**, explains that making quick and efficient decisions comes with experience, each competition contributing to the development of clearer and more structured thinking. At the same time, **Neacșu Matei**, from the **International Theoretical High School of Informatics Bucharest**,

draws attention to the importance of organization within the team: task distribution and time management can make the difference between success and failure.

Beyond competition, personal motivation plays an essential role. For some, the passion for computer science began in childhood, as **Neacșu Matei** recounts, having discovered programming after winning a prize in a mathematics competition. For others, their goals are already clearly outlined: some aspire to study at top universities, while others aim for a career in the IT industry.

Overall, the students' testimonies paint the picture of an ambitious, curious generation prepared to face the challenges of the future.

**Prosoft@NT** and the **Team Informatics Olympiad** are not just competitions, but true training laboratories where young people learn to think, collaborate, and surpass themselves.

Through their voices, we understand that performance means not only results, but also the journey, passion, and the continuous desire to evolve.

Written by  
**Andrei Goia, 11th Grade F**  
and **Denis Grigoriță,**  
**10th Grade A**  
Translated by  
**Andrei Goia, 11th Grade F**

# Excellence Celebrated

## Prosoft@NT National Multidisciplinary Competition and the International Informatics Olympiad in Teams Awards Gala



In a festive and full of emotion setting, the awards ceremony of the International Informatics Olympiad in Teams and the Prosoft@NT National Multidisciplinary Competition brought academic excellence and the talent of young participants into the spotlight. The event, held in the “Calistrat Hogaș” hall of the Neamț County Council, reunited students, teachers, and officials, turning the occasion into a true celebration of performance and passion for knowledge.

The solemn atmosphere was established from the very beginning of the ceremony with the singing of the National Anthem, a moment which united participants in a gesture of respect and belonging. Subsequently, officials from the field of education and the organizers of the competitions highlighted the importance of such events in shaping young people and promoting the values of excellence.

The festivity continued with the much-awaited awarding of students who distinguished themselves in the individual informatics, mathematics, educational software, and team competitions. The results reflected a high level of preparation and a genuine competitive spirit, confirming the prestige of these contests. A notable moment was the performance of the team from the National College of Computer Science, which qualified for the international stage in Piatra-Neamț, while first place was taken by the International Informatics High

School of Bucharest. The results highlighted the national and international character of the competition, with 38 prizes and 22 honorable mentions awarded to students from numerous cities across the country, rewarding the competitors' effort, intelligence, and perseverance.

A unique moment of the evening was marked by the artistic program, which completed the festive atmosphere through its diversity and expressiveness. The audience was impressed by the heartfelt performance of seventh-grade student Elisabeta Mitrea, who brought to the stage one of the most well-known songs by Oasis, succeeding in winning over the audience with its emotion and authenticity. Tradition and modernity later intertwined in a special choreographic moment performed by the *Mugurelui* dance group of the National College of Computer Science. They presented an elegant combination of the refinement inspired by the “Bridgerton” universe and the dynamism of Romanian dance, offering a performance about identity, creativity, and continuity.

The artistic program continued with a sports dance performance by tenth-grade student Andrei Petrescu and his partner Karina, as well as a jazz dance moment performed by members of an artistic group, bringing energy and rhythm to the auditorium.

The evening ended in a traditional note with a program of Moldavian folk songs and dances performed by eleventh-grade students Miruna Boboc, Olivia Nistor, and Ioana Nohai, under the guidance of choreographer Anda Maria Acristinei - a moment received with enthusiasm by the audience.

Overall, the awards ceremony was more than just a simple presentation of distinctions - it was a celebration of hard work, talent, and dreams taking shape through education.

Written by Maria-Ștefania Ungurianu and translated by Ana Fediuc, both 9th Grade A

# Behind the Scenes of IIOT:

## The Experience of a Passionate Computer Science Team

The International Informatics Olympiad in Teams (IIOT) is a competition that tests the skills of students passionate about computer science. Now in its 9th edition, the contest continues to grow, both in the number of participating teams and that of countries joining the competition. At the national level alone, 163 teams registered this year, eager to take on this challenge.

The Olympiad is organized in six stages. The first four take place online, simultaneously, in each participating country, and each team must accumulate as many points as possible to advance to the fourth round. At the end, teams are selected based on their scores to participate in national stages organized separately by each country. The competition culminates in the international phase, when the best teams from each country, as well as those from leading schools, will meet in person for a final showdown. This school year's international stage will be held in Piatra-Neamț, between May 23–28, 2026..

For me, this is the third year I have participated in IIOT, and also the last, as I am in my final year. The experience during the rounds was a wonderful one, largely due to the atmosphere of the competition, but also enhanced by the presence of the people around me. I believe the difficulty level of the problems is well-balanced, allowing even less-prepared teams to participate – teams that are not necessarily aiming to win. At the same time, more experienced participants who want a place on the podium need a team to help them with some of the problems, as time makes it nearly impossible for a single person to solve everything.

The first stage of this edition took place online and was not only an experience that reflected my team's preparation over time, but also a useful one, as we had the opportunity to learn from the mistakes made during the contest.

The second stage of the competition – the national one – was held in Piatra-Neamț, between 3<sup>rd</sup> and 5<sup>th</sup> of March, 2026. The proposed problems had a balanced level of difficulty, combining accessible tasks with others that posed challenges, both in identifying the solution approach and in implementing it. Over the course of three days, we had the opportunity to attend two workshops – one dedicated to presenting the solutions to all the contest problems, and another focused on the field of cybersecurity. This stage was both a challenge and a valuable experience for consolidating our knowledge and developing our problem-solving abilities. We are currently preparing for the international stage, where we will compete alongside some of the best teams in the world.

This year's team consists of: Samuel Șoimaru and Gabriel-Octavian Lunceanu, 12th grade F; Ștefan-Mihai Filimon, 11th grade F; Daria Movilă, 11th grade G; Andrei Țifui, 10th grade A; and substitute/ reserve Robert Constantin, 11th grade D. The coordinating teacher is Mrs. Elena Costrachevici.

I recommend participation in this olympiad to students inclined toward algorithms, as it can develop a range of skills and offer enjoyable moments alongside the right team.

Written by Samuel Șoimaru, 12th grade F

Translated by Maria Ungurianu, 9th Grade A

Editor's note: Samuel Șoimaru received a Honorable Mention and Gold Medal at the national stage of the National Informatics Olympiad, March 20<sup>th</sup>–30<sup>th</sup>, 2026, Pitești, as well as a Gold Medal

at the 13th edition of the Romanian Master of Informatics competition.



# IOT Budapest

The 8th edition of the International Team Olympiad in Informatics took place at the end of May 2025, in Budapest, Hungary. The team of the National College of Informatics returned victorious with the Bronze Medal, obtained following the competition.

One of the team members was kind enough to answer the questions of the Infopuls reporter .

**Reporter:** How was your experience at IOT Budapest? Please refer to the organization of the Olympiad, the effort you put into winning, the composition of the topics, and, finally, the impression the city and its inhabitants left on you.

**Andrei Beșu-Roca:** Being my first time outside of Romania, my experience at IOT Budapest was a special one, as I met a lot of quality people from different parts of the world. The organization of the Olympiad did not pose any problems, at least in the main round, the competition being held without incident. I did not have as significant a contribution as my older teammates, but I tried to help with several implementation ideas. The topics had varying degrees of difficulty, which exceed the level of other Olympiads I have participated in. The city seemed very well organized, especially from the point of view of public transportation. It is a very beautiful city, with many captivating tourist attractions. I met the city's inhabitants represented by the organizers of the competition, who gave me the impression of educated, warm and welcoming people.

**Reporter:** How have you felt in these years since you were part of the IOT team? How did you get along with the other colleagues? What

expectations do you have from the new members?

**Andrei Beșu-Roca:** It was a great opportunity to be part of a very valuable team, and the fact that I ended up being one of its teammates was a source of encouragement for the future. I easily became friends with the team



members, although I still didn't know them well enough. I hope they are ambitious about the challenges of the computer science field

**Reporter:** Considering that you perform in this field, what is your opinion about AI? Is it useful in your preparation for competitions or as a simple student?

**Andrei Beșu-Roca:** My opinion on AI is mixed, and my perception of the subject leans more towards the negative side. I admit that

there are cases (like medicine) where we would progress much more slowly without AI, but I see far too often situations where Artificial Intelligence is built to work somewhat against humans. Especially in creative fields, AI is used with the intention of replacing human artistry for profit. Personally, I have not used it in preparation for competitions, but I have occasionally turned to it for class assignments.

**Reporter:** What is your vision of reality?

**Andrei Beșu-Roca:** From my point of view, the reality we live in reflects man's desire to show that he can do a lot, before asking himself whether what he can do is also useful.

**Reporter:** What dreams does a teenager today who excels in technology have?

**Andrei Beșu-Roca:** In the current context, let him not become unemployed. Joking aside, my dream is to contribute something useful to humanity through my creations in the field of technology and to bring joy to the community I am part of.

**Reporter:** What does your free time look like?

**Andrei Beșu-Roca:** In my free time I am concerned with my peace of mind, which I contribute to through music (piano, guitar) and video games.

**Reporter:** Who is the

person to whom your first thought of gratitude takes you?

**Andrei Beșu-Roca:** In the context of the IIOT competition, I am grateful to the team leader, Luchian Cristian. He made a significant contribution to the team and, with his help, it reached the podium.

**Reporter:** What do you think the world will

look like in 5 or 10 years?

**Andrei Beșu-Roca:** Due to the ever-changing global events, I cannot formulate a clear picture of the future, as it is unpredictable. I only hope that society will be less individualistic than it is now.

Written by Infopuls Team

Translated by Matilda Costiuc, 9th Grade D

# The Descendants of Moisiil – 2025

My name is Teodor-Mihai Terecoasă and, just like you, I am a student at the National College of Computer Science in Piatra-Neamț. My passion for computer science began in the 9th grade, when, under the guidance of my teacher, Elena Andone, I discovered how useful this subject could be in solving everyday life problems. I appreciated the fact that computer science is not limited to theory alone, but also offers the possibility to create practical and innovative solutions. Through programming, I learned to think logically and to constantly look for more efficient ways to approach a problem. Moreover, my passion for computer science has recently started to extend beyond school, as I am now part of a robotics team that participates in national competitions every year.

My passion for programming and my involvement in strengthening my knowledge gave me the opportunity to be selected to participate in the competition *“The Descendants of Moisiil”, 2025 edition*, organized in Vaslui. That was an experience that I consider extremely valuable. The organisation of the competition was very good, with an atmosphere full of enthusiasm and curiosity. The comfortable accommodation and the artistic moments pre-

sented throughout the event were particularly interesting and added extra energy to the entire competition. I had the opportunity to meet



students with the same passion and to discover their projects, as well as to learn from the way they presented their ideas.

The score I achieved brought me confirmation of the level of knowledge I had reached and the satisfaction of having my results appreciated, which materialized in the *Bronze Medal*. This made me extremely happy, having the opportunity to step onto the stage for the award ceremony alongside the best programmers in the country, together with personalities from the academic environment and the Ministry of Education.

The experience was a pleasant and motivating one. I learned many new things and realized that such competitions are not only about results, but especially about the opportunity to develop personally.

Written by Teodor-Mihai Terecoasă,  
10th grade C

Translated by Catinca Manea-Strungariu,  
10th Grade C



# Cristian Luchian

## The Profile of a Champion



I think that I discovered computer science for the first time in the 5th grade, thanks to the Excellence Center and the teachers who taught there. Back then, I realised that I wanted to attend a high school based on computer science.

The National College of Computer Science was the school unit that could offer me what I wished for: an intensive mathematics-computer science program. At the same time, I was impressed by the remarkable results achieved by the students of the National College of Computer Science at the National Olympiad of Informatics, and in this way the choice I had to make became very easy for me.

The high school offered me a lot of opportunities of preparing for any important competition, whether in physics, mathematics or informatics.

Over the years, I managed to obtain results at various national olympiads. Among these, I should mention: the National Physics Olympiad (Honorable Mention in the 9th and 10<sup>th</sup> grades); the National Mathematics Olympiad (Bronze Medal in the 11<sup>th</sup> grade), the National Olympiad

of Informatics (Gold Medal in the 9th-12th grades), as well as the qualification for the Balkan Informatics Olympiad where I obtained a Bronze Medal. All these remarkable results would not have been possible without the careful guidance of the following teachers: Mrs. Florentina Ungureanu - computer science teacher, Mrs. Diana Bejan - physics teacher, and last but not least, Mr. Petre Ciobanu - mathematics teacher.

My passion for competition and for science was also crowned by other awards at international contests: Info(1)Cup - in the 9th grade - Silver Medal; the International Advanced Informatics Tournament - in the 12th grade - Bronze Medal; Romanian Masters in Informatics - in the 11th grade - Silver Medal and in the 12th grade - Silver Medal; the International Informatics Olympiad in Teams - Bronze Medals - in the 10<sup>th</sup> - 12<sup>th</sup> grades.

High school also offered me the chance to meet other students who were passionate about computer science, but who had not been properly exposed to this subject before the 9th grade, and thus I became a mentor for them. I tried to teach them advanced computer science, and some of them managed to qualify multiple times for the National Informatics Olympiad. Even though I was always ahead of them at competitions, I also learnt new things from them, through the questions they asked me.

I consider that all these results have not been achieved only because of my own work, but also thanks to the competitions, colleagues and teachers that I had throughout this period and I remain truly grateful for everything that has been given to me, for all the opportunities that were created.

**Written by Cristian Luchian, graduate of  
the National College of Computer Science  
Translated by Diana-Ioana Cîrnu,  
11th Grade F**

# NextGeneration at CNI



This school year, the National College of Computer Science responded to the invitation of the Piatra-Neamț City Hall to take part in an innovative program called **NextGeneration**, dedicated to students who want to have a real impact on their community. The participants had to create a project that answered the question: “What would I change if I were the mayor of Piatra-Neamț for my generation?”

On December 8th, 2025, fifteen enthusiastic young people: Sebastian Leoveanu (8th grade B), Edmond Apostoiaia, Ramona Șerban (9th grade A), Matilda Costiuc (9th grade D), Teodora Timofte (10th grade B), Catinca Manea-Strungariu (10th grade C), Irina Ștefania Mihai (11th grade A), Tudor Anton, Codrin Berariu, Bianca Gașpar (11th grade D), Ioana-Mădălina Nohai, Diana Scurtu (11th grade E), Adelina Barbu, Andrei Goia (11th grade F) and Sebastian Lăcătușu (11th grade G), presented their ideas in a festive setting.

At the end of the activity, mayor Adrian Niță kindly agreed to answer a few questions.

**Reporter: What was the starting point of the NextGeneration project? Why this project and why the idea of Ambassadors?**

**Mayor:** Everything started from a simple observation: young people have very good ideas, but they are rarely asked what they want for the city they live in. I wanted to change this mindset, so I created **NextGeneration** to offer young people a real space where they can be heard and where their ideas truly matter. The Ambassadors are the link between schools and the City Hall. They collect ideas, communicate needs, motivate their colleagues and help us to understand better what the young generation expects from the city.

**Reporter: Is there a mechanism through which the winning projects can actually be**

**implemented by the City Hall?**

**Mayor:** I do not want **NextGeneration** to be just a nice exercise on paper. I want good ideas to become real projects. That is why they go through an evaluation process, and those that are feasible and fit the responsibilities of the City Hall are sent to the specialized departments. There, they are analyzed, budgeted and, if everything is in order, implemented.

**Reporter: What role will young people have in the decision-making process after the project ends?**

**Mayor:** **NextGeneration** does not stop at the end of the project; it only opens the door. I want young people to remain involved and regularly consulted through meetings with the administration, participation in public consultations, working groups on topics of interest, and involvement in City Hall projects.

**Reporter: How do you see the role of young people in local administration in the long run?**

**Mayor:** In the long run I see them as true promoters of change. Young people bring fresh ideas, modern thinking, a different perspective on the city, and a greater acceptance of technology and innovation. I would like to see them more involved in civic life, NGOs, community projects, and why not, even in public administration.

**Reporter: What is your message for young people who want to become community leaders?**

**Mayor:** From the bottom of my heart, I tell them: believe in yourselves! Share your ideas, get involved, ask questions, be curious and do not be afraid to make mistakes. The community needs your energy, courage and creativity. And I am here to listen to you, support you and do everything I can to turn your ideas into reality.

This philosophy turns the program into an authentic collaboration between young people and the local administration. Piatra-Neamț is becoming a city where the younger generation is directly involved in shaping the urban future.

Written by Miruna-Ilinca Anghel and translated by Popovici Adela-Stefania, both 10th Grade B

# IT Competitiveness in Education



The end of the 12th grade marks not only the conclusion of an important stage, but also the perfect moment to reflect on how our high school years, especially through the lens of computer science, have been far more than simple classes.

They have been a continuous series of complex projects, application development, and hands-on activities that functioned as real training for the future.

These collaborative experiences pushed us beyond our individual comfort zones and helped us develop essential skills, transforming theoretical knowledge, from algorithms to data structures, into practical competencies. We refined our teamwork abilities through software projects, improved our communication skills when presenting ideas, strengthened our algorithmic thinking, and learned how to manage time efficiently in order to meet deadlines. All these things have equipped us with the necessary set of tools that will enable us to face not only the Baccalaureate exam, but also the dynamic world of technological innovation and the IT careers that lie ahead.

Looking back, we notice that our achievements reflect a steady path of growth. Each year, we took part in Science Day, where we presented projects in mathematics, computer science, biology, and physics, demonstrating both our diverse interests and our ability to integrate knowledge from multiple fields. Moreover, our involvement in ShareIT during the 10th, 11th, and 12th grades gave us the opportunity to share computer science concepts and curiosities with younger students, helping us develop communication and teaching skills.

At the Pluridisciplinary Contest ProSoft@NT, Cosmin Munteanu and Renata Pricopie both in the 10th grade, as well as Matei Alungoie and Andrei Bucătariu, in the 11th grade, presented topics such as the Taylor se-

ries, STEAM education, and flipped learning. These projects confirmed our desire to explore complex subjects and make them accessible to a wider audience from abstract mathematics to innovative teaching methods. Additionally, our constant participation in competitions such as Bebras and Hour of Code throughout all our high school years strengthened our algorithmic thinking and nurtured our passion for programming.

In the 9th grade, the Adfaber project introduced us to valuable insights into the IT field, providing a solid foundation for the years that followed. That same year, Matei, Andrei, and Cosmin developed a complex Monopoly-style project in C++, demonstrating their creative and technical potential from the very beginning. We will further highlight these experiences at the educational symposium *“Science and Creativity,”* organized as part of the Days of the National College of Computer Science in Piatra-Neamț.

All these experiences, built over time through the collective effort of our team, whose members are Matei, Cosmin, Renata, and Andrei, outline a



generation prepared for the future. We have learned how to collaborate, adapt, innovate, and transform simple ideas into projects with real impact. The conclusion is clear: what we have achieved represents not just a list of completed activities, but the foundation on which we will build our next steps, whether in IT or other fields. These experiences have prepared us not only for exams, but for real life, where creativity, responsibility, and collaboration are our most valuable resources. For all this, we are deeply grateful to our teachers, classmates, and parents who have supported us unconditionally.

**Written by: Renata Pricopie, Matei Alungoie,  
Andrei Bucătariu, Cosmin Munteanu,**

**12th Grade D**

**Translated by: Andrei Goia, 11th Grade F**

# The Computer Science Competition

## “Celebrating Through Innovation”

Recently, we have participated in a computer science competition which took place in Iași - a “hackathon” organised by the company Heaven Solutions, the theme focusing on the medical field. Even from the start, we were very eager and curious to check it out, and see if we would stand a chance against many other teams with a lot of experience.

The competition started on the 20<sup>th</sup> of October, in the building of the host firm, where all the 21 teams had been summoned. One thing that seemed particularly interesting was the fact that we were the only high schoolers, the other participants being university students or master’s degree students. Instead of feeling overwhelmed, this motivated us to give our best. We were welcomed with smiles by the staff, in a relaxed and friendly atmosphere. The organizers introduced themselves, and afterwards every team presented their ideas for the hackathon.

We were served with appetizers and soda, and a detail that pleasantly surprised us was one of the firm’s policies: every employee was allowed to walk around the building in socks, home slippers or flip-flops. It was all part of the relaxed atmosphere of the company which we found inspiring. We were told that a study proved that employees who work in this way feel more comfortable, as if they were at home, and at the same time, perform more efficiently.

The second day there was an online stage of the contest dedicated to questions about the projects, and on the 22<sup>nd</sup> of October the contest officially started. We were told we could either work from home or go to FabLab

Iași, where we were offered special workspaces (similar to cubicles) between 10am and 6pm. We chose to work on-site, attracted by the teams’ energy and the general atmosphere. The hosts ordered pizza, brought juice, water, and sweets for every participant, and in addition, we were also given free licenses for websites and helpful applications for developing our projects, like Lovable or ChatGPT-5.



We worked hard until Friday, when, at 8pm, we had to submit the final projects. Saturday was the day where we presented our projects in a public space which soon filled with everyone’s ideas and projects. Every team was very well-prepared, and we felt a special emotion when it was our turn to reveal our work. The presentation was live streamed on Facebook, and the jury, consisting of business men, computer scientists (some of whom had graduated from Stanford) and a multimillionaire lady from China evaluated every project according to well-established criteria.

At the end, the spectators and the other teams had the opportunity to vote for the *Popularity Award*. To our joy, we won the prize.

It was a truly interesting, pleasant and unforgettable experience. We learned a lot, we had fun and we experienced the unique feeling of being part of an environment where innovation, passion and teamwork came together perfectly.

Written by: Mihnea-Andrei Nicuță,  
Alexandru-Mihai David,  
Ștefan-Mihai Filimon and  
translated by Ștefan-Mihai Filimon,  
11th Grade F

# Artificial Intelligence among us



ONIA  
2025

Everything began from a simple question: “Who would like to enroll in the AI Olympiad?”. In that moment,

the wish to participate crossed my mind, as I was thinking of the idea of simple codes that I already knew in C++, but adapted to another programming language. Python was not something new for me, as I had heard about it beforehand, fact that convinced me to risk and compete in an Olympiad about which I did not know much.

Together with my colleagues, we began training, gathering basic information and solving suggested exercises provided by the organizers. Still, we could not progress enough. Being unfamiliar with the subject in depth, our studies were complicated and difficult. Despite the difficulties encountered along the way, our dedication to learning and knowledge continued to push us even further.

On the day of the competition despite being unsure of my capabilities, I managed to overcome my fear of failure. At that time, the country heat represented a step I was more than sure I could not overcome. In my opinion, the subjects were complex, inaccessible to my research level. Nevertheless, the results reflected the work invested by me and my colleagues. The score was just enough for me to qualify to the next heat.

The preparation for the next stage consisted of a week of intense study, knowledge being facilitated by the proposed materials. I can say that it was not as easy as I expected. It was simple to learn the data, but the level of knowledge necessary to perform was high. The time was very short. With the support and guidance of the professor Mirela Mititelu, I managed to overcome my emotional barriers and participated in the national heat, organized at the Faculty of Mathematics, University of Bucharest. There, each of us, the representatives of the

county, had to demonstrate the skills acquired along the way. The activity within the national stage took place over a three-day period, and this was full of numerous opportunities for learning and knowledge, but also for personal development and communication. The results were not outstanding, but I am satisfied with my progress. I believe that participating in this Olympiad was a unique opportunity for me to experiment and get out of my comfort zone and everyday life. The score I obtained did not discourage me. I could say that it made me more ambitious, becoming more open to challenges and opportunities. I feel grateful for the chance to take part in such a contest. The risk I decided to take at the initial moment turned out to be the key to a gate that claimed lots of information, later presented in the AI courses, in which I continue to participate with the support of the INFOMAT Foundation of our college. At the same time, I would like to point out that the simple presence contributes to my personal and professional progress.

Being the first edition of the National Artificial Intelligence Olympiad, I can say that I was surprised, in a positive way, by its organization, and I want to make my presence felt by getting involved in the next stages.

Written and translated by  
Rareș-Dumitru Pascaru, 11th Grade A



# Computer Science, my passion!

From the very first encounter with a computer, I knew that something special would connect us. I was only nine years old when I wrote my first lines of C++ code, copied from YouTube, and I haven't stopped ever since. I began learning on my own, discovering how things work, and every problem I solved felt like a victory that motivated me to keep going.

The first time I spoke about my projects in front of an audience was during a symposium organized at my high school, "Science Day." That was when I first faced the challenge of explaining my code to an audience that knew nothing about how the program worked. It was a challenge from which I learned to put myself in the position of someone unfamiliar with the subject, so I could explain everything in a clear and understandable way.

March 2025 was particularly intense, but it also brought some of the most beautiful "moments." I received an Honorable Mention at the County Informatics Olympiad and at the County Cybersecurity Olympiad. In May 2025, I participated in FiiCode, where I earned an Honorable Mention at the National Cybersecurity Olympiad. I also took part in UNbreakable International, where I ranked 28th out of 482 participants in the individual stage, and in the team competition UNbreakable Romania, where we placed 25th out of 211 teams. Each competition was a lesson in determination.

At the same time, Arduino / ESP32 projects represent, for me, the physical side of programming, where the logic I use becomes tangible. With the help of a 3D printer, I create the mechanical parts, followed by the stage of testing the code and the logical tolerances initially designed on paper. Like any relationship, there were

also conflicting moments. When a program didn't work or showed errors in the code, everything turned into a real argument.

But when I found the solution, we made peace, and it became even more beautiful. I learned that patience and perseverance

are the most important qualities. I spent many nights alongside Arduino projects and various other programs, trying to make a device work properly. But when everything came to life, the effort was fully rewarded.

On GitHub, I keep all my projects like a photo album of beautiful memories. I have stored everything there, from C++ applications to cybersecurity scripts. Computer science has been with me for eight years, and I know we will stay together for a long time. It challenges me, makes me think differently, and constantly reminds me that I still have more to learn. And that is the most beautiful thing about it!

Written by Mihai Țuburlui, 12th Grade E  
Translated by Rareș Ștefan Stan, 10th Grade B



# CYB3RG0DS – passion, innovation, and performance in the world of robotics



The desire to discover and create has always fascinated humanity. Over time, people have become increasingly motivated to innovate, collaborate, and find solutions that make everyday life easier. Today, in an era dominated by technological advancement, robotics has become a major field, bringing together mechanics, programming, and electronics in a fascinating way.

This passion for technology laid the foundation for team CYB3RG0DS in 2017 at the National College of Computer Science in Piatra-Neamț. Founded by high school students who shared common passions, the team quickly evolved into a strong community where every member mattered. It developed under the guidance of Ovidiu Nechita, even though the pandemic limited the team's participation in competitions. During that difficult period, the members redirected their efforts toward supporting the medical staff of the local hospital by producing approximately 300 3D-printed protective masks to help fight the pandemic.

In 2022, the team re-entered the First Tech Challenge (FTC)—a robotics competition focused entirely on designing and building robots—in a new formula. Students must build robots from scratch, implementing different gripping, throwing, and movement systems while also programming them. Beyond the

robot itself, the team's image and identity are also very important, as well as introducing teenagers to the STEAM world and managing financial resources. Our robots are not only the result of hard work, but also of passion, creativity, and the dedication of a young generation.

Over time, the team has grown and developed both through competition achievements and through experiences that strengthened the relationships between its members. The structure is well organized, based on two main departments: TECHNICAL (mechanics, 3D design, programming, logic, and strategy) and NON-TECHNICAL (Public Relations), alongside other essential roles that ensure the smooth functioning of the team. Students from all high school grades collaborate together, proving that success is driven by diversity, involvement, and teamwork.

The 2025–2026 season—the 10th FTC season—began with a new theme and game. This year, the robot must collect spheres called *artifacts* from the field and launch them into a tall pyramid-shaped structure, creating patterns using different colors, specifically combinations of purple and green. During the endgame, the robot must park in designated squares while trying to score as many points as possible throughout the match. Each match consists of two alliances, red and blue, each alliance bringing together two teams. The alliance that earns the most points wins, and





every team plays a total of six qualification matches.

Throughout the season, we organized numerous activities for both our close and extended community. We had the opportunity to bring together robotics teams and different generations, bridging the gap between them and demonstrating that technology can be integrated beautifully into everyday life when used wisely. Among these activities were visits to middle schools in both rural and urban areas, the competition “*Ce spun robotiștii*” (inspired by *Family Feud*) organized alongside nearby teams, participation in the city days festival, *Marea Mișcare*, “*Vrei să fii pilot de robot?*”, and *Filmul de Piatra*. Our team also participated in several interviews for local media outlets such as *Mesagerul de Neamț* and *MonitorTV*.

Several competitions between teams took place during the season. Before the regional championship, five meets were organized—practice competitions simulating official FTC matches—in which our team achieved excellent performances.

The regional championship, held at Multi-purpose Hall between February 21st–22nd 2026, brought a new wave of adrenaline. There were tense moments, last-minute decisions, and unexpected situations that tested our critical thinking abilities. Beyond the scores, the regional championship taught us how to manage pressure, communicate efficiently, and collaborate in a competitive environment. In the end, we qualified for the national championship, achieving one of the team’s greatest objectives of the season.

The national championship, however, was an enormous event that brought together 96 teams from across the country, all sharing the same goal: pushing beyond their limits. The teams were divided into two divisions: Coandă and Vlaicu. Our team competed in the Vlaicu division against teams that had already participated in higher-level championships.

Emotions ran high, and suspense and hope could be seen everywhere. Supporters passionately cheered for the teams during matches, interviews sparked engaging discussions, and booth visits delighted participants with promotional materials.

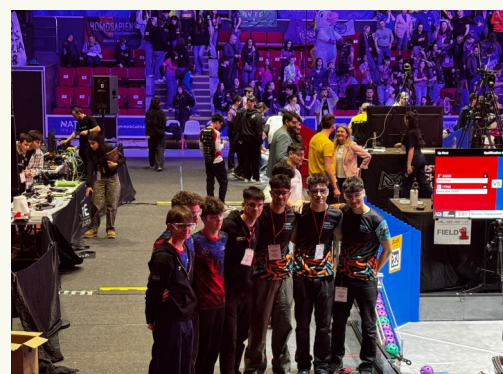
The matches themselves were equally intense. Teams competed in alliances, with each team playing six matches. Our team won four of them. At the event level, Romania held nine out of the top ten world records, demonstrating the excellence of Romanian students in the STEAM field at European and global levels. The American guests responsible for refereeing and scoring the matches delivered a speech highlighting Romania’s FTC achievements, including its status as a two-time world champion, while also praising the enthusiasm young people show for robotics.

At the end of the event, team CYB3RGODS finished in 12th place in the Vlaicu division and 42nd overall out of 96 teams, becoming the highest-ranked team from our city.

For our members, robotics means much more than building robots. It is a combination of passion, hard work, dedication, and teamwork. Friendship plays a central role, strengthening collaboration and transforming every challenge into a rewarding experience. The balance between work and enjoyment helps create an environment in which everyone can grow authentically.

Ultimately, robotics becomes a complex educational environment where young people learn to think critically, work effectively in teams, and develop innovative solutions. In a constantly changing society, such initiatives are essential for shaping the inventors and leaders of tomorrow—people capable of transforming today’s ideas into tomorrow’s reality.

**Written and translated by  
Irina-Ștefania Mihai, 11th Grade A**



# Robotics Is “School in a Different Way”!

Robotics? Surely, when hearing this word, most people think of all kinds of complicated things. However, for us, the Eu-Codez team (photo 1), made up of 13 students, robotics has always been a passion that is hard to put into words. With every problem we faced, whose

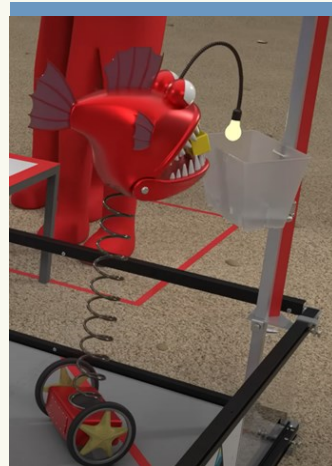


solution seemed impossible to find, our mentors, Cristina and Cornel Ciurezu, were always by our side, guiding us so that we could figure out the solution on our own.

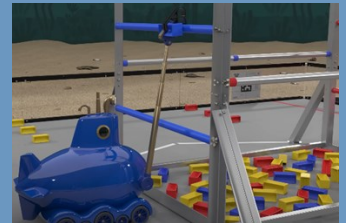
Still, what exactly is robotics, and more importantly, what is FIRST Tech Challenge, the competition we prepare for over the course of many months? As in every season, everything starts with the announcement of the challenge. The ninth season, “Into the Deep” (photo 2), gave us the opportunity to build a robot capa-



ble of doing many things that initially seemed impossible to fit into a robot measuring only 45.7 cm in both length and width. The mission was to pick up samples and specimens



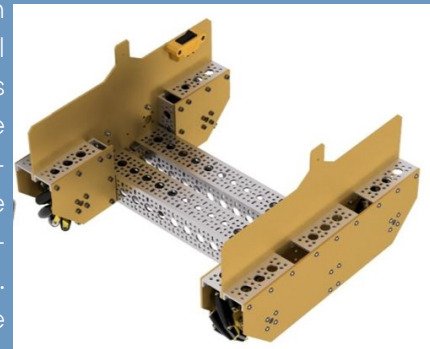
(photo 3) and place them either in baskets (photo 4) or on the submersible bar (photo 5), all within a total time of 2 minutes and 30 seconds. The first 30 sec-



onds are dedicated to the autonomous period (the robot scores game elements entirely based on its programming), and the remaining 2 minutes are for TeleOp, where the drivers control the robot from the console. As interesting and fun as this challenge seemed, it was just as difficult to fit everything into the allotted time. At first, we were full of ideas, each more original than the other. But remember when we mentioned Cristina and Cornel? Well, with their help, we discovered the key to success: precise organization. Thus, we began working with a clear goal in mind: to reach as high as possible.

### Step I: Establishing the mechanical strategy, 3D design, and robot construction

After days of brainstorming, we managed to arrive at the best strategy: designing the robot to be both efficient and robust. Equipped with two 2 mm stainless steel side plates (photo 10), the robot can withstand even the most brutal mechanical shocks. This allows the drivers, during



the TeleOp period, to focus on scoring points and strategy rather than worrying about the robot itself. Additionally, to collect the game elements, we chose to use a “claw”, which is much better than an “intake”. Why? The rules

do not allow control of more than one specimen, so we did not consider an active intake to be advantageous.

Moreover, in order to identify the color of the game elements, we mounted a camera on the arm that holds the claw. This camera is usually used in the FIRST Robotics Competition (which is not organized in Romania), but it is also adapted for FTC (FIRST Tech Challenge). This greatly simplified our work in identifying colors in order to achieve higher scores.

Our robot obviously consists of more than just these components. The lifting mechanism (lift) is made up of six slides on each side, connected using 3D-printed parts that



include bearings, two strings, and a spool (photo 11). When fully extended, the robot reached a height of 144 cm, which meant that the center of gravity was positioned relatively high compared to the base area and unit weight of the robot. We considered that, no matter how unstable the robot might be, there would always be a maximum acceleration it could withstand. We called this  $a_{max}$ . After a series of tests, we discovered

that the robot could reach maximum speed in 900 milliseconds without tip-

$$a_{max} = \frac{1}{900}$$

$$power = \frac{a_{max} \times t - 1}{h_{max}} \times h + 1$$

ping over, even with the slides fully raised ( $h_{max}$ ) (photo 12 - formula 1/900). After calculations and trials, we devised a formula that can be used in the code (photo 13 -  $a_{max}$  formula).

Beneficiu	Cost / Compromis	Rezolvare
uşurinţă în deplasare	şasiu mic	proiectare compactă
şasiu mic	instabilitate	creşterea greutăţii şasiului
robot compact	timp crescut acordat proiectării în CAD	asamblare rapidă şi fără dificultăţi

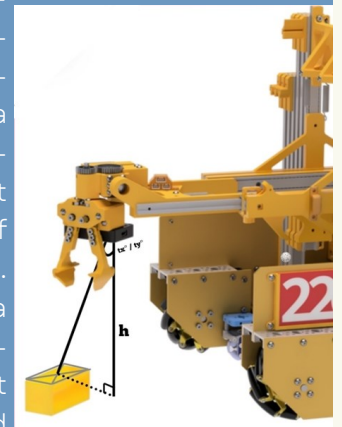
After finishing the construction of the robot, we carried out a cost-benefit analysis and created a table that also includes the solution we found (photo 14 - table from the notebook).

### Step II: Match Strategy and Robot Programming in Autonomous and TeleOp

FTC robots are based on an Android phone without a screen or camera, but with many ports. The robot code is written in Java, and we chose Android Studio as our IDE due to its native Android support.

A major advantage we had over other teams (at least at the beginning of the season) was the Limelight 3A visual co-processor (camera + internal mini-computer programmable in Python).

We programmed this camera to process and send information to the robot about the position of samples on the field. This data was fed into a formula that transformed the movement vector the robot needed



to follow into power values for the wheel motors, allowing the robot to automatically center itself on a specimen at the press of a button. [image 15 - camera viewport]

For the autonomous period, we used a motion library called PedroPathing which allowed us to easily create complex trajectories for the robot to follow. The system responsible for following these trajectories could be "tuned" to minimise internal errors (e.g., engine or bearing imperfections, friction) or external errors (e.g., contact with other robots, field imperfections).

To make the drivers' work easier, we used a finite state machine that managed the robot's state (e.g., scoring, collecting, etc.). At the

press of a button, the robot would enter a new state and wait for further input. We also implemented a set of simple safety protections that ignored commands if the robot was not in the correct state, preventing potential damage.

A concrete example would be collecting from the field. The driver presses the corresponding button, and the robot begins executing the commands required to reach the collection state (lifting the elevator, extending the arm, opening the claw, orienting the camera toward the samples). The robot then waits for a new input, such as canceling (returning to the neutral state) or confirming and performing the actual collection (a new state). If, for example, the driver tried to go directly from the collecting state to the scoring-in-the-basket state, the



robot would ignore this command, as it could be damaged by attempting to lift higher

without the proper sequence.

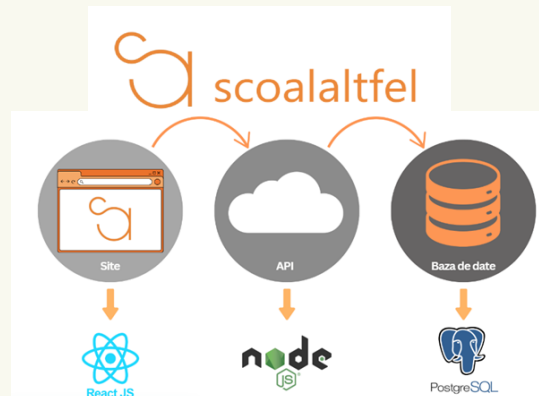
Besides the robot competition itself, FTC also requires us to come up with as many creative and innovative projects as possible to help the community and share the world of STEM (Science, Technology, Engineering, and Mathematics) with as many people as possible. To achieve this, we organized several events, such as *City Treasure Hunt* [images 6] – a mini-competition where over 100 children of all ages learned from scratch how to program Spike robots, solve riddles, and work in teams; *EuCodez*



*TuCodezi NoiCodăm* [images 7] – a mini-camp for children from disadvantaged villages, where we taught them how to program Spike robots, Arduino boards, and do 3D design, and at the end we donated one set of each so they could also enroll in FIRST LEGO



League, another robotics competition for middle school students; we also participated in *Much Movement in Piatra* [image 8], where we ran a LEGO workshop for children. In addition to all this, following some research, we discovered that over 2.7 million teachers and students face the same problem every year: “What do we do during the School in a Different Way week?” To help them, we began developing a platform, **scoalaltfel.ro**, where they can find activities or places to visit. [images 9] In total, we managed to share robotics and the STEM community with over 3 million people.



In conclusion, for us, robotics *is School in a Different Way* - a place where we learn through action, mistakes, and discovery. There are no books or courses that prepare you for moments when the robot stops responding or when you have to find a quick solution in the middle of a match. There is only the team, the passion, and the desire to improve. We learned that robotics is not just about wires, code, and metal parts, but also about communication, creativity, and perseverance. It is the school that teaches you to think logically, work in a team, and never give up until you see the desired result.

Written by Anna-Irina Nechita,  
11th Grade C  
Translated by Medeea Chelariu,  
10th Grade C

# Performance and Technology at CNI

While the participants in the Prosoft@NT competition were trying their chances to reach the podium, the National College of Computer Science received a visit from His Excellency, Prime Secretary/Counselor Mr. Hiroshi Kudo, First Secretary/Counselor of the Embassy of Japan in Bucharest. He took part in the inauguration of a modern computer science laboratory, equipped with 26 all-in-one computers, an interactive whiteboard, and state-of-the-art technology. The investment was made possible with the support of the Ministry of Education and the Government of Japan, with the aim of supporting performance and developing the IT skills of students passionate about technology. His Excellency was kind enough to answer a few questions from our reporters.

**Reporter:** How do you see the collaboration between Japan and Romania?

**His Excellency, Hiroshi Kudo:** Japan and Romania have very good relations, especially since 2023, when President Klaus Iohannis visited Japan and we signed a declaration on a strategic partnership. Since then, relations have intensified in several areas: politics, security, economy, and culture. So, after 2023, rela-



tions between Japan and Romania have deepened.

**Reporter:** Do you believe that technology plays an important role in our development as young people, both personally and professionally?

**His Excellency, Hiroshi Kudo:** Of course, technology is very important. In Romania there are 110 Japanese companies active in the technology area, and they need people with advanced knowledge in this field. Therefore, technology is essential for working anywhere, not only in Japanese companies.

**Reporter 3:** Are there programs or scholarships for Romanian students who want to study in Japan?

**His Excellency, Hiroshi Kudo:** Yes, there are scholarships offered by the Japanese Ministry of Education. Every year, three to four undergraduate students go to Japan, and five to six students pursue master's and doctoral studies. Scholarships are available in every field: computer science, medicine, arts. So anyone who is willing to study in Japan has a chance to benefit from such a scholarship.

**Reporter:** What advice do you have for





young people who want to pursue a career in IT and collaborate with the numerous Japanese companies?

**His Excellency, Hiroshi Kudo:** Romanian young people are very talented in the IT field, and there are already several Japanese companies that have invested in Romania in the IT field. It would be ideal for Romanian students to gain as much knowledge as possible in IT. For three years now, we have been organizing innovation forums: the first one was in 2023 in Cluj-Napoca, last year it was held in Tokyo, and this year our intention is to organize it in Iași, close to you, where I would like to invite you.

**Reporter:** What are the challenges and opportunities in the IT field in Japan, and how can students from Romania benefit from them? What opportunities do Romanians have when they come to Japan in the IT field?

**His Excellency, Hiroshi Kudo:** There are over 2,000 Romanians living in Japan, and some

of them work in IT. Many Romanian students have the chance to work in Japanese companies because we also need skilled people from all over the world. Romania is a country very rich in human resources when it comes to the IT field.

**Reporter:** How do you see the future of collaboration between Romania and Japan from a technological perspective?

**His Excellency, Hiroshi Kudo:** There are many possibilities to further deepen relations in the IT field. This year, we are organizing an exhibition in Osaka from April to October, and Romania will have a dedicated pavilion. I believe this is a good moment for Romanians to come to Japan and present Romania, not only to the Japanese, but to the



whole world, since people from 158 countries will attend the event.

At the end of this interview, we expressed our gratitude for the support received from the Embassy of Japan enough. Thanks to this collaboration, our students have access to state-of-the-art technology and can confidently dream of international performance.

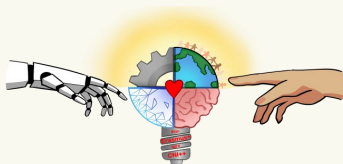
For us, this laboratory is not just a modern space, but also proof that innovation is born from strong partnerships and from people who believe in education. The support offered represented much more than modern equipment: it created a bridge between cultures and a real opportunity for young people to become part of the global innovation community.

**Written by Celia-Ioana Apetrei,**  
12th grade E

**Iarina-Maria Zlăvoc,** 12th grade A

**Translated by Cucoș Radu,** 10th grade B





# A Journey in Italy



As part of the Erasmus+ project, between March 31<sup>st</sup> and April 5<sup>th</sup>, 2025, nine students from the National College of Computer Science, accompanied by teachers Diana Bejan and Silvia MorŃe, participated in a group mobility in Naples, Italy. After many hours of travel, Apetrei Celia from class XI E, Bodron Simeon from class XI A, Chiriac Casandra from class XI A, Curea Miruna from class X B, Manea-Strungariu Catinca from class IX C, Stan Œtefan from class IX B, Ţăranu Teona from class XI C, Zaharia Casiana from class XII D, and Zlăvoc Iarina from class XI A, together with the teachers, arrived in the southern region of Italy, in Pagani. Along with them came Mobitta, the Erasmus+ project mascot and the daughter of Mobi-one, who was sent by Mobi to learn about the Erasmus+ objectives through her own experience.

They attended classes at Mangino-Pagani Scientific High School, took part in the debate team presentation, and joined computer science, English, and history classes, where they were able to see what it was like to be a student at an Italian school.

**The first day** began on the winding roads of Italy, roads we could hardly wait to explore. Once we arrived in the country, we used navigation tools to reach our accommodation and the internet to purchase tickets. With the help of GPS and local people, we took the bus from the airport to the train station and then the train from Naples to Pagani, the city where we were to spend the week.

Along the way, we had the opportunity to

interact with people from various backgrounds, some Italians and others also in search of interesting experiences. On the train, we enjoyed the beautiful panoramas and made sure to collect waste selectively in order not to harm the environment.

Upon arriving in Pagani, with the help of the nuns, we found our way to the accommodation. They welcomed us warmly into their home and were open to communicating with us through translation applications. After leaving our luggage, we walked through the suburbs together with Mobitta, whom we photographed in various landscapes. We picked fresh lemons and bought organic products. At the end of the day, after covering long distances, we enjoyed pizza and experienced Italian cuisine.

**On the second day**, Monday, April 1, 2025, after breakfast, we went to the high school. We began with a tour, visiting classrooms, laboratories, and special rooms such as the library and a recreation room. Later, we stayed in the library, where students presented some of their school projects and activities. We then took part in their debate club and developed our skills through three games. In "Fire Balloon", we had to argue who should be saved from a plane accident in a hot air balloon and why. In "The Desert Island", we thought about three things we would take with us to a deserted island. In "Stop and Go", we had to argue in favor of a motion until someone said "stop", at which point we had to argue against it. Before leaving the school, we discussed our lifestyles and daily educational and recreational activities with the host students.

At lunchtime, we ate at a local pizzeria, and in the afternoon we went on a trip to Salerno, a nearby city. There, we were guided by two teachers from the host school, one of English and the other of French. We visited the San Matteo Cathedral and walked through the old

town. We passed by the oldest Faculty of Medicine in Europe and admired the picturesque scenery of the city with its narrow streets. We then walked along the seafront and enjoyed a traditional dessert, a doughnut filled with gelato. In the evening, we returned to Pagani, where we each ate a pasta dish before going to bed.

On this day, we achieved all the objectives of the Erasmus+ project. We learned in an innovative way about debating and local culture. We communicated both in foreign languages with students and digitally through presentations. We worked in teams and had a leader responsible for organization in Salerno. We tried to be as sustainable as possible by using public transport, walking, and collecting waste selectively. We also noticed that the high school in Pagani has various projects related to sustainability.

If the second day was about adapting to the host school, **the third day** was dedicated to new friendships. We started the day full of energy, knowing we would attend a computer science class. The classroom was modern and equipped with high performance computers. The students and teacher welcomed us warmly and showed us how they solve problems using pseudocode. They work on a platform called Blockly, which is very similar to Scratch and makes their work easier. Instead of writing code line by line, students visually build algorithms, learning programming logic in a friendly and accessible way. We thus discovered an innovative teaching and learning method. Afterwards, since they were also very familiar with the C++ programming language, we solved several problems together. It was a valuable learning experience and also an opportunity to collaborate, start real conversations with Italian students, and use the innovative methods on which our Erasmus+ project is based.

After the computer science class, a completely different but equally interesting activity awaited us. Together with other classes, we went to see a theater performance at the S. Alfonso Maria De' Liguori Theatre. On the way, the atmosphere became relaxed. We walked in mixed groups, and the host students proved to be friendly, curious, and open. We talked about our passions, the differences between education systems, the music we listen to, and

the TV series we like. We exchanged funny expressions from our languages, joked, and discovered with surprise how many things we actually have in common.

The theater performance was an original reinterpretation of *Macbeth*, performed in English by only three talented actors. From the very beginning, it captured our attention through the simplicity and creativity of the staging. The three actors constantly changed roles, moving effortlessly from one character to another. The set was just as creative, consisting of several cardboard panels painted on both sides, which were turned or rotated depending on the scene. In this way, the same object became a castle or a forest, showing how imagination can transform a simple space into a completely theatrical world while also being sustainable. At the end of the performance, we had the opportunity to take part in an open discussion with the actors. They told us about the artistic process behind the show, the challenges of adapting a Shakespearean play into such a reduced but intense format, how they chose a career in theater, what preparing for a role involves, and how important body memory is, a concept through which actors train not only their minds, but also their bodies to retain and express emotions, gestures, and states.

We began **the fourth day** of our mobility with another visit to the partner high school in Pagani. The morning started with several interesting and interactive lessons, including one in physics and another in English, during which we had the opportunity to compare our textbooks with theirs. These activities helped us better understand their educational system and engage directly in the learning process.





After this theoretical part, we took part in a captivating presentation about the ancient city of Pompeii. This was followed by a Kahoot game, through which we tested our newly acquired knowledge. The purpose of these activities was to provide us with a solid informational base, as at midday we went on a trip to Pompeii together with a group of students and coordinating teachers, using an innovative method—outdoor lessons.

We took the train and, after a short journey, arrived in the famous ancient city. The visit was impressive: we admired the well-preserved ruins of houses, temples, and Roman baths, the stone-paved streets, and the wall paintings that offered us an authentic image of life during the Roman Empire. The historical atmosphere was incredible, as if time had stood still. After the guided tour, we enjoyed traditional pizza and Italian desserts, delighting in the local culinary specialties.

In the evening, although we were tired, we did not stop there. The day before, we had arranged a friendly football match with some Italian boys we had met during the computer science class. We all went to the field, and the match was a real success. Our boys were enthusiastically supported by the girls and the teachers, and the atmosphere was one of friendship. The day ended in a relaxing way, on the accommodation terrace, where we ate pizza again and talked about the experiences we had lived through.

**The fifth day** began with an unusual activity that captured our attention from the very first minutes. A local university lecturer presented us with a music video created especially to teach the Neapolitan language and, at the same time, to raise awareness on

environmental issues. The song was full of energy and meaning, and the lyrics, written in Neapolitan, Italian, and English, sparked our curiosity and desire to understand them in depth.

This was followed by a practical moment in which science intertwined with ecology. We took part in an ingenious experiment, using an ordinary banana as the central element in a demonstration related to natural processes and sustainability. No chemicals, no waste—only biodegradable materials and creative ideas. We used special equipment and worked as a team, supporting one another and capturing important moments through photos.

In the afternoon, we headed towards Amalfi, on an excursion organized by ourselves. We coordinated perfectly: some took care of the route, others of the tickets, and we navigated together using mobile applications. We used public transport, walked a lot, and made sure to leave everything behind exactly as we had found it. Amalfi welcomed us with a unique charm: colorful buildings, narrow streets, and a gentle evening light that seemed to connect all the moments of the day into a single story. In the evening, we gathered, looked through the photos, and shared our impressions with one another.

On **the sixth day**, Saturday, April 6, 2025, we spent the morning at the high school in Pagani, where we participated in the final educational activities of the Erasmus+ project. After breakfast, we headed to school to attend physics and classical languages classes (Latin and Italian), as well as the festive event organized in the assembly hall, marking the conclusion of this mobility.

Within Objective O1, we had the opportunity to experience modern and interactive learning methods. In the physics class, we carried out an experiment with the inclined plane alongside Italian students, which helped us better understand the basic phenomena of mechanics in a practical and engaging way. In the Latin and Italian classes, teachers used interactive PowerPoint presentations that captured our attention and facilitated language learning through visual examples and integrated exercises. To consolidate our Latin knowledge, we took part in educational games on Kahoot and Quizlet,

which transformed the learning process into a dynamic and competitive one. Also within this objective, we learned by communicating directly with Italian students, exchanging ideas, expressions, and cultural perspectives in an informal but extremely effective way.

Regarding Objective O2, this was achieved through several activities. Students created digital and interactive presentations during physics and Latin classes, which they shared with us and which offered a new perspective on how digital tools can be used in education. We also watched together the final presentation of the Erasmus+ mobility, in the form of a video with images from all the important moments of the week—an emotional recap of our activities. In addition, we constantly communicated with Italian students, exchanging information about our cultures: from food and local customs to differences between schools in Romania and Italy.

As for Objective O3, this day offered us multiple opportunities for collaboration. We had conversations in mixed teams with Italian students during educational activities, as well as in moments of relaxation. A symbolic moment was when we repaired together the “little hands” of the Mobitta mascot, the symbol of the Erasmus+ project, during the physics class—an apparently simple activity that required cooperation and attention to detail. Together, we also searched for a restaurant suitable for everyone, demonstrating that teamwork goes beyond school and becomes a useful life skill.

In the second part of the day, we focused on Objective O4. After completing the school activities and the festive event, we traveled by train to Naples, leaving the city of Pagani. From the train station, we took a bus to our accommodation in Naples, where we were to spend the last night of the project. This choice of public transportation supported the sustainability principles promoted by Erasmus+ and offered us the opportunity to observe the local landscapes and infrastructure in an authentic way.

The day was full of activities, emotions, and interactions. We said goodbye to our Italian colleagues thinking about everything we had learned and the beautiful connections we

had formed. Each activity contributed to achieving the Erasmus+ objectives, offering us a complete experience of innovative learning, intercultural communication, teamwork, and sustainable mobility.

On the seventh and final day of our experience in Italy, we set off early in the morning by bus towards Naples, a city full of life, history, and contrasts. Our first stop was the Toledo metro station, one of the most spectacular in the world, decorated with blue mosaics that give the impression of an underwater dive.

We continued our walk through the Spanish Quarter, where we admired the famous mural of Maradona, a true shrine for football lovers. The vibrant atmosphere of the area introduced us to the authentic Neapolitan spirit. In the city center, we visited the Umberto I Gallery, Piazza del Plebiscito, the Royal Palace, and admired the imposing exterior of the San Carlo Theatre. We also observed up close the massive silhouette of Castel Nuovo (Maschio Angioino) and, in the distance, the threatening outline of Mount Vesuvius.

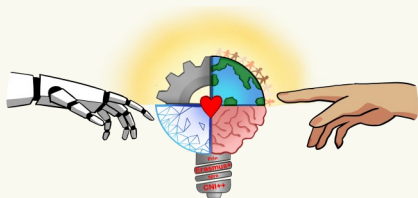
A special moment was the visit to the National Archaeological Museum, where we discovered impressive remains from Pompeii and Herculaneum: mosaics, statues, frescoes, and Roman artifacts that transported us back in time.

The day ended at the famous Gran Caffè Gambrinus, where we tasted sfogliatella and babà, two traditional Neapolitan desserts that delighted our taste buds.

Naples offered us one last intense day, full of contrast, art, and flavor—a perfect ending to our Italian adventure.

Written by The Mobility Team  
Translated by Ștefan Călugăru and  
Daniel Sezonov, 10th Grade C





Co-funded by  
the European Union

# From The National College of Computer Science to Granada, Spain



Within the Erasmus+ project, between March 31<sup>st</sup> and April 5<sup>th</sup> 2025, nine students from the National College of Computer Science, accompanied by Mr. Vasile Diaconu and Mrs. Gabriela Blaga, participated in a group mobility in Granada, Spain. After a long journey, Miruna Anghel (9th grade B), Iustin Foltea (12th grade B), Magda-Erika Laszlo (11th grade B), Irina-Ștefania Mihai (10th grade A), Mara Nohai (10th grade G), Teodora Timofte (9th grade B), Diana-Elena Vasiliu-Constantin (11th grade B), Alexandru Voloșeniuc-Hudescu (11th grade B) and Lorena Vornicu (10th grade G), together with the accompanying teachers, arrived in the south of Spain, in the city of Granada. They were also joined by Moba, the Erasmus+ project mascot, as well as his wife Mobi-one, sent by Mobi to discover the Erasmus+ objectives through direct experience.

The students attended classes at the Private International College of Granada – Novaschool Medina Elvira, taking part in lessons of computer science, English, and history, which offered them the opportunity to experience everyday school life in a Spanish educational institution.

## Erasmus Mobility Journal – Day 1: First Contact with the Spanish Educational System

The first day of our Erasmus experience in Granada was filled with enthusiasm, curiosity, and new perspectives. We were welcomed at the student residence, where we stayed throughout the mobility, and later joined Spanish and French students during regular classes. The main aim of the day was to observe the differences between education systems, understand teaching approaches, and identify the Erasmus objectives in practice: innovative learning methods, digital communication, leadership, and sustainability.

Our first class was English, attended by students aged 16–17. The atmosphere was informal and dynamic, sometimes slightly noisy, yet the teacher skillfully guided the lesson and kept students focused. We were divided into groups and worked on reading comprehension tasks, encouraging cooperation and critical thinking. The lesson was conducted almost entirely in English, supporting communication in modern foreign languages.

The Spanish language class felt more familiar. The teacher introduced a project





based on a literary work from the Siglo de Oro, clearly explaining expectations and highlighting the importance of project-based assessment. Grammar activities followed, involving sentence analysis and active student participation, creating a balanced lesson centered on interaction and analytical thinking.

The philosophy lesson stood out as particularly engaging. We received a worksheet with questions about personal values and philosophical viewpoints, which challenged us to reflect deeply and express our opinions. The teacher fostered open discussion and meaningful dialogue, focusing on understanding rather than memorization. This teaching style promoted intellectual leadership, teamwork, and mutual respect. Translating the questions for us also demonstrated inclusion and effective communication.

During the technical drawing class, chosen from several options, students worked on different tasks. While some solved spatial geometry problems on the board, I used my laptop to design 3D models in Blender. This activity emphasized creativity, digital tools, and personalized learning, reflecting innovative teaching practices encouraged by Erasmus+.

The physics lesson, combined with chemistry, was highly structured and taught entirely in Spanish. The topic focused on vectors and kinematics. Although the teacher was firm, she showed passion for the subject and welcomed questions. As in other classes, technology played an essential role, with laptops connected to projectors.

The day ended with mathematics, a lesson focused on continuous and discontinuous functions. The teacher combined theory with practical exercises and offered detailed

feedback, maintaining a calm and respectful atmosphere. Notably, there is no “student on duty” system, and punctuality is strictly respected by both students and teachers.

Another interesting aspect is the school schedule: up to three consecutive lessons without breaks, followed by a longer break, and later a lunch break. Students often leave their notebooks in the classroom, while teachers move between rooms.

In the afternoon, we traveled by taxi to the city center, visited the cathedral, and explored Granada’s vibrant atmosphere. The day concluded with dinner at the residence and preparations for the next activities.

### Erasmus Mobility Journal – Day 2: Learning Through Experience and Interaction

The morning was dedicated to school activities, while the afternoon focused on cultural experiences.

In mathematics, we worked on continuous and discontinuous functions, Thales’ theorem, and probability. We actively participated, solved problems at the board, and collaborated with local students. Despite language differences, communication was effective, supporting Erasmus Objective 2.

During sports, we played volleyball with Spanish and French students and football with Russian students. We also interacted with students from Guatemala and the United States. The relaxed environment encouraged teamwork, collaboration, and intercultural communication.

Later, we visited the Alhambra, where one of our teachers shared insights gained from an audio guide, transforming the visit into an engaging history lesson. This approach reflected innovative, experience-based





learning. Sustainability was present throughout the day: electric candles in churches, discussions on wind energy in geography class, and an English worksheet focused on carbon

footprint and energy consumption, clearly aligning with Objective 4.

Overall, the day naturally incorporated all four Erasmus objectives through learning, culture, and social interaction.

### Erasmus Mobility Journal – Day 3: Discovering History and Beauty

We began the day with a guided tour of the city, starting at the magnificent Granada Cathedral. The architecture and calm interior left a strong impression on us.

We then explored the Arab quarter, with its narrow streets, oriental scents, and traditional clothing shops. Climbing to several viewpoints, we enjoyed spectacular views of the Alhambra and the city. Meeting local flamenco musicians added authenticity to the experience, especially when we discovered a surprising connection to Romania.

In the afternoon, we explored local shops and purchased souvenirs. The evening brought an unexpected MMA training session with one of our French friends, followed by football matches and shared moments of relaxation.

### Erasmus Mobility Journal – Day 4: Art, History, and Cultural Identity

The day began with visits to the art and history museums of the Alhambra, where we learned about the Moorish and Christian heritage of the region. We then walked through the peaceful Carmen de los Mártires Gardens, surrounded by nature and breathtaking views.

In the city center, we discovered traditional dishes and learned about the Jewish quarter and Easter traditions. The highlight of

the evening was a flamenco performance, full of emotion and intensity. We ended the day socializing with students from different countries, strengthening international friendships.

### Erasmus Mobility Journal – Day 5: Exploring Science in an Interactive Way

Our final day in Granada was spent at the Parque de las Ciencias, an interactive science museum. We explored exhibitions on wildlife, biology, medicine, space, safety, and technology. Highlights included the birds of prey show, the Titanic exhibition, the butterfly greenhouse, and hands-on science activities.

In the evening, we took one last walk through Granada before packing our bags, filled with memories and emotions, ready to depart for Malaga.

### Erasmus Mobility Journal – Day 6: Malaga – History, Emotion, and Farewell

We traveled to Malaga, admiring Andalusia's landscapes along the way. After settling in, we explored the seaside promenade, visited the cathedral, the Alcazaba, and climbed to Gibralfaro Castle, enjoying impressive views of the city and the sea.

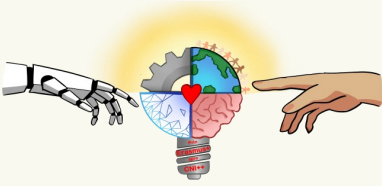
The day ended with dinner at a traditional restaurant owned by a Romanian from Onești, a pleasant surprise that made us feel closer to home. Afterward, we returned to our accommodation to rest before our journey home.

This final day brought together reflection, gratitude and excitement, marking the end of an unforgettable Erasmus experience.

Written by the Mobility Team

Translated by Maria Orchianu, 10<sup>th</sup> grade B





# Erasmus+ in Denmark: A Digital and Cultural Journey from Piatra-Neamț to Hillerød



As part of the Erasmus+ project, between March 9<sup>th</sup> and 13<sup>th</sup> 2026, 11 students from the National College of Computer Science in Piatra-Neamț, accompanied by teachers Mihaela-Raluca Ene, Elena-Brîndușa Anghel, and Elena Costrachevici, took part in a group mobility and job-shadowing programme in Hillerød, Denmark.

After many hours of travelling, Apetri Alexia, 10th Grade C; Ungurianu Maria Ștefania, 9th Grade A; Fediuc Ana, 9th Grade A; Mihai Irina Ștefania, 11th Grade A; Goia Andrei, 11th Grade F; Țăranu Teona-Mihaela, 12th Grade C; Tănăsescu Teodora, 10th Grade A; Carvațchi Christian, 9th Grade D; Chiriloaia Casiana, 9th Grade C; Diaconu Maria, 9th Grade C; and Grigoriță Denis, 10th Grade A, together with their teachers, arrived in the northern Danish town of Hillerød. They were also accompanied by Mobi-One, the mascot of the Erasmus+ project, who returned with renewed energy after Moba and Mobitta had previously travelled to Pagani, Italy, and Granada, Spain.

The students attended classes at Hillerød Tekniske Gymnasium, where they took part in the school presentation, as well as Danish, Biology, Mathematics, Computer Science, and

Social Sciences classes. This gave them the opportunity to experience what it is like to be a student in a foreign school, both in the first year and in the final year of high school. Throughout the mobility, each Romanian student was assigned a “buddy”, with whom they collaborated for both academic and cultural activities.

They also recorded all the activities carried out during the mobility in their mobility diary.

## Day 1 – Cultural Exchange in Hillerød: Collaboration and Learning Alongside Danish Students

On the first day of our Erasmus+ mobility, we took part in several educational activities designed to help us become familiar with the Danish education system and its teaching methods. The day began with a train journey from Frederiksværk to Hillerød, during which Alexia and Andrei acted as our guides. We noticed that Danish people mainly use bicycles as a means of transport.

At school, we were shown the Chemistry and Physics laboratories, as well as a creative workshop equipped with 3D printers and other modern equipment. Afterwards, we had the opportunity to present our own country





and school in English, and we offered each student a small Romanian-themed gift. At lunch, we went to the school cafeteria, where we ate alongside our hosts on a terrace by the lake.

Afterwards, we split into three groups and attended Biology, Mathematics, and Danish classes. In Biology class, the Danish students had about an hour and a half to prepare a PowerPoint presentation on sexually transmitted diseases, which they then presented freely in teams of two or three. The presentations were delivered in Danish, but the students assigned to us translated most of the information into English. We talked with them about the differences between their education system and ours in Romania, and we also gave them suggestions on how to make their presentations more engaging.

During the Danish class, we analysed songs inspired by existentialism. The teams were made up of two Danish students and two Romanian students. Each member of the team had the opportunity to take on a leadership role according to their own abilities.

During the Mathematics class, we also worked in teams, in a study room, where we discussed and compared different methods of solving exercises.

We noticed that students work almost exclusively on laptops, even for tests, assignments, and projects, using digital platforms such as ABaCem, Maple, and GitHub. The Danish students also introduced us to legends from their folklore and taught us several Danish expressions. They explained that Denmark has many historic castles, many of which have now been restored and transformed into museums or other institutions.

In the afternoon, the Danish students guided us through the town of Hillerød to Frederiksborg Palace. We learned that every year, on the first day of school, all first-year high school students in Hillerød run around the

castle as part of a local tradition.

The school is part of the UNESCO network and promotes sustainability, including the deposit-return system for recycling packaging and the installation of water dispensers where students can refill their bottles. We also learned that many students have part-time jobs after school.

The first day was a very interesting experience, during which we learned a great deal about education, culture, and everyday life in Denmark.

Written by Andrei Goia, 11th Grade F  
Alexia Apetri, 10th Grade C

## Day 2 – From Danish Classrooms into the World of Science

Today, just like on our first day in the Nordic lands, we began the day together with our Danish colleagues. In order to better understand their education system, we were once again divided into three groups and attended different classes. Some of us observed Mathematics and History lessons with final-year Danish students, while others took part in first-year classes such as Computer Science and Interdisciplinary Studies.

In Computer Science, we were guided by the coordinating teacher, Christian Reinhold, who showed us how Danish students understood the problem of the spread of cancer cells in the human body by comparing it to a computer's "brain cells". Starting from this idea, the students created apps and websites dedicated to detecting cancerous masses, using digital resources and the Python programming language in Visual Studio Code.

In the Interdisciplinary Studies class, students analysed the transformations undergone by democratic states, as well as the events that influenced citizens' level of satisfaction with the current organisation of the state. The lesson plan was written on the





whiteboard, and the teacher went to each student to make sure they understood what they had to do. Our work was based on a worksheet that encouraged us to analyse information and then discuss it in pairs. In English, we debated different ideologies and studied graphs, identifying maximum and minimum points and the events connected to them. Comparing the past and the present helped us form new ideas and possible directions for the future.

In Mathematics class, we solved exercises from final exam papers. Working with the teacher, we noticed that Danish students mainly focus on applying data to formulas with the help of a calculator. They write everything digitally and apply mathematical vectors to practical situations. They do not go up to the whiteboard, and the fact that we solve problems on paper surprised them. However, most students actively answered the teacher's questions and proved that they thoroughly understood the mathematical methods. One interesting aspect is that students constantly use a file containing all the necessary formulas, which helps them save time and concentrate mainly on solving the problems rather than memorising the formulas. At the end of the lesson, the teacher explained that Mathematics in Denmark focuses on practical efficiency and usefulness, unlike in Romania, where the emphasis is often placed more on memorisation and the mechanical application of formulas.



During the History lesson, the teacher sent us links to articles about the difficult situation of craftsmen in the textile industry in England at the end of the 18th century. We analysed both the petition through which they demanded the

removal of machines that had industrialised production and increased unemployment, and the response of the merchants who benefited from the Industrial Revolution. After reading the sources individually and understanding the context, we took part in a class debate about the arguments on both sides. The teacher asked us questions that we had to answer using both information from the text and our own reasoning.

At the end of the classes, before lunch, the Danish students worked on projects on the topic of "Wellness in Teenagers". Each student came up with their own ideas and was responsible for putting them into practice by creating prototypes. Our Danish colleagues translated the projects for us, and in the Computer Science class, they even took the initiative to present the platforms used to complete the tasks.

After lunch in the school cafeteria, we were guided by Professor Christian Reinhold to

Experimentarium, a science centre in Hellerup created by Danish entrepreneurs to educate young people. There, through interactive activities and team games, we discovered many aspects related

to Physics, Chemistry, Biology, and many other fields. We explored areas dedicated to pollution, the human body, plants, animals, jobs, and other branches of science.

What made the most lasting impression on us was the sea-themed exhibition, where we could experience life through the eyes of a captain. Thanks to the realistic simulators, we went on board a ship, felt the strong ocean winds, and observed changes in water currents in real time. In the section dedicated to the human body, we were fascinated by the fun





ways in which we discovered how complex our organism really is. We tested smart devices that measured our pulse and grip strength, and analysed our reaction speed, endurance, and memory capacity.

We then reached the interactive exhibition on physical activity, where we worked together to complete different challenges, one of which involved running on a huge hamster wheel. On the next floor, we discovered a spectacular area where we learned about the reflection of light through soap bubbles. Continuing our exploration of optical phenomena, we reached an area full of mirrors that created illusions. Last but not least, we challenged our analytical thinking skills with 3D puzzles and by building functional rocket prototypes.

After the visit was over, we spent the rest of the day in Denmark's capital city, where we relaxed and explored the sparkling souvenirs in the tourist shops. Afterwards, we walked through the historic streets of the old city centre and ended the day with a delicious Danish-style dinner.

Although it was a busy day, we had a truly special experience and, most importantly, Mobi received a new pin for his collection.

**Written by Teona Țăranu, 12th Grade C  
Christian Carvațchi, 9th Grade D and Casiana Chiriloaia, 9th Grade C**

### **Day 3 – From Hillerød to Copenhagen: An Unforgettable Day**



On the third day of our mobility in Denmark, after a good night's sleep and a good breakfast, we headed to Hillerød, the city we had already become familiar with. We met Christian, who told us that we would go on an adventure in the country's capital: Copenhagen. We were extremely excited and had many questions. What would we see? How would the locals behave? What would we discover? Nothing could have prepared us for what we were about to experience.

Upon arriving in Copenhagen by train, we headed to a nearby harbour, where we saw the colourful buildings and boats which are iconic for the city. We took a short walk around the area until we reached an open space by the sea, next to a theatre. There, we waited for a lady who was going to be our guide. We found out that she worked at an architecture centre involved in designing sustainable buildings in the city. She took us



on an interesting journey during which we discussed how Copenhagen's city administration works to create spaces and buildings that improve community life.

Afterwards, we were given different cards showing the places we were about to visit, and we were encouraged to rate them from 1 to 5 according to several criteria, such as sustainability, materials used, and functionality. We then continued our long walk through the city, discovering much more about its history and culture. We learned about the theatre, a park, a ship-shaped bridge, the Danish Architecture Centre, a neighbourhood with expensive apartments, and many other places. At the end of the presentation, we visited a small interior design exhibition and a plant exhibition, which helped us better understand Danish culture.

After our guide left, Christian took us to Christiania, a so-called "free town" where people live according to their own rules,



outside many contemporary social norms. The former military base was now covered in colourful graffiti with suggestive, powerful, and even political messages. It was a truly interesting experience.

We then visited a tall grass-covered ski slope, from where we could admire the breathtaking scenery of the city. After walking down, we headed to the famous statue of “The Little Mermaid”, which reminded us of the tragic story written by the Danish author Hans Christian Andersen. After that, we enjoyed a peaceful ride on the water bus before finally heading back.

We ended the evening just like the previous ones: with our objectives meeting, during which we discussed which Erasmus+ objectives we had achieved that day and what we had discovered. It was honestly a very interesting day, and we could not wait to find out the program for the following day.

Written by Teodora Tănăsescu, 10th Grade A and Irina Ștefania Mihai, 11th Grade A

#### Day 4 – Innovation and Creativity

Today was, quite frankly, a fascinating day, full of new discoveries, marking our fourth day in Denmark as part of the Erasmus+ programme. We began the day by exploring new, truly innovative ways of learning, based on active involvement and direct practice. Christian told us: “If a teacher teaches material over the course of a month, students will remember between 40 and 50% of it. However, after several months, only 5 to 10% will remain. It



is incredible how little information is retained when students only listen without actively participating.”

Our guide showed us the learning process used in Hillerød, structured in practical and collaborative steps: research, brainstorming, creating a prototype, testing, and finally, finding the solution. If the testing fails, the steps must be repeated until the solution works. This approach proved that learning is not only about theory, but also about trial and error.

The guide introduced us to the applications we would be working with: Inkscape, Paint.NET, and Krita. After becoming familiar with them and using the method presented, we used the drawing programmes to create different illustrations with specific elements related to Denmark and Erasmus+. Three high school students, together with their coordinating teacher, helped us make personalised T-shirts and mugs using the school’s equipment.

The Danish students showed us how the



machines worked and how the objects were produced. We used a large vinyl cutting machine to print out the designs we had created earlier, and for the mugs, we used a special machine that printed the design directly onto them. Among the other impressive technologies we saw were large printers that used powder to create nylon objects. The leftover material was then thrown into separate recycling bins. It was impressive to see how our ideas came to life as tangible products, proving how digitalisation can be applied to real production.

The weather proved to be on our side, and the cool morning wind that greeted us after getting off at Hillerød station seemed to kiss us. At the same time, we learned how equipment and workspaces can be designed for comfort and health: ergonomic laptops and keyboards, machines that encourage proper posture and



user safety, all contributing to a safe and efficient working environment. Furthermore, we discovered how technology can have a social impact by encouraging people to replace cars with bicycles through the construction of continuous cycling paths on all roads.

With the help of a few final-year students, we made drawings with chalk and learned about the complexity of their final project, which involved creating objects originally designed with the help of 3D printers. The remaining stands are redesigned in such a way that they can be reused.

Alongside the educational and creative activities, the experience was enriched by moments of collaboration and socialising with the Danish students. We went bowling together and formed mixed teams, an activity that helped us get to know each other better, communicate, and feel closer to one another despite coming from different countries. The atmosphere was relaxed, and the friendly competition made our interactions more natural.



Throughout the experience, we noticed many examples of how sustainability is incorporated into everyday life. A simple yet effective example was a bookshelf intended for book exchanges among students, organised as a swap event. This way, anyone could bring a book they no longer needed and take another one in return, encouraging the reuse of resources and promoting reading without the constant need to buy new

books.

At a societal level, we noticed that many measures are designed to discourage car dependency and encourage sustainable alternatives. The city's architecture often seemed unfriendly to cars, with most streets being one-way, while pedestrians and cyclists were always given priority. In addition, driving lessons are very expensive, which helps limit car use and encourages walking or cycling.

At the same time, car maintenance is expensive, and fuel prices are very high. Even though electric cars also involve certain costs, these are significantly lower than those of conventional cars. This is why public transport and cycling represent accessible and more environmentally friendly alternatives.

In the evening, we returned to our hotel, where we packed our bags, filled with both nostalgia and anticipation for the next day. It was a day during which we explored technology through art, creativity, and



teamwork. It was our last night in Denmark, a country full of unforgettable experiences and lasting friendships.

Written by Ana Fediuc, 9th Grade A and Denis Grigoriță, 10th Grade A

### Day 5 - The Last Day of the Mobility: Between Achievements and Departures

On the last day of the mobility, we woke up and travelled from the hotel to Hillerød by train, carrying our luggage with us, because we were not going to return after classes but would go directly to Copenhagen Airport. Although the morning train ride had become familiar over the past few days, it now felt unique and invited reflection.

s goodbye. Once we arrived, we were led to the same room as on the first day, where we had previously presented our school and country, and our Danish colleagues had presented theirs.

This time, however, we were given a topic that challenged us to think “outside the box”. Over the course of an hour and a half, we applied their working method, transforming a simple task into an interactive project through methods we do not usually encounter in our own classes.

After finishing, we had lunch for the last time and prepared to present the projects we had developed and implemented in our school during the selection period, together with a new presentation about what we had learned and the remarkable experiences we had had during the mobility. The Danish students listened attentively, interacted with our websites, and accessed the digital communities we had created, turning the presentation into a lively dialogue in which language barriers simply disappeared.

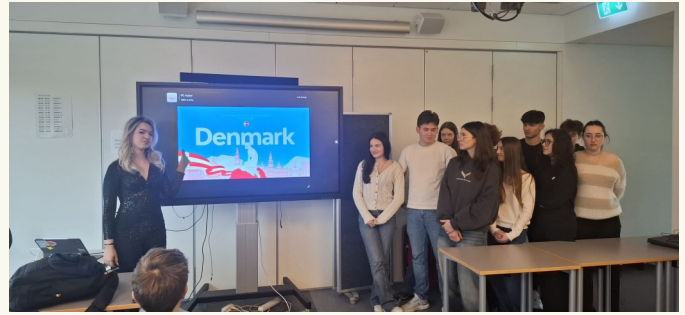
After the presentations, we were awarded our certificates, a moment in which the pride of participating in the project blended with the



sadness of leaving the beautiful land of Denmark and the students we had befriended. Moreover, we conducted an interview with several students who were willing to share their own experience, which we warmly invite you to read separately.

We still had about an hour and a half to say goodbye to our new friends. During this time, we spent quality time together and taught them a few games that make our school breaks livelier back home. We showed them how to play Kemps, a game in which looks and secret signs say everything, as well as the well-known game Mafia, also known as Killer. These games tested our instincts and encouraged us to read one another. In the excitement of the moment, without even realising it, we became one group: we laughed, made strategies, and proved that team spirit does not need translation when the energy is shared.

During one last tour of the school, we were



surprised by the small details that make a difference in their lifestyle. One example that caught our attention was a collection box for clothes intended for donation or recycling, strategically placed in the hallway. It demonstrated how natural it is for them to take care of resources and how respect for the future is not just an abstract concept, but a daily practice, discreetly integrated into their ordinary surroundings.

Looking back on all these experiences, we realise that beyond all the presentations and workshops, we gained something far more valuable: the ability to adapt and function naturally in a completely new environment. It was not just an exchange of information, but an exercise in maturity, through which we proved that we can work side by side with young people from another culture, finding common solutions to digital and social challenges. We are returning with a much broader perspective on what it means to be an active European citizen, eager to apply the best aspects of this mobility back home, while also taking the pride in having successfully represented our school.

With great regret, we left the school, followed by a journey by train and subway to the airport, which proved rather difficult because of our heavy luggage, full of gifts for our loved ones back home.

We explored the vast airport, bought a few last-minute souvenirs, and then boarded the plane. Darkness had already covered the city of Copenhagen, and as we took off, we admired the millions of lights spreading





beneath us.

On the way back, our enthusiasm slowly began to fade, and the effort of the past few days gave way to a wave of exhaustion, while we thought back on the successful mobility experience, the landmarks we had visited, and the differences in lifestyle between Romania and Denmark.

Finally, we arrived at Henri Coandă International Airport, where we collected our luggage and immediately began our journey back to Piatra-Neamț, satisfied with our work and nostalgic about how quickly the days had passed, but also excited to share our experience within the Erasmus+ project.

Written by Maria  
-Teodora Diaconu, 9th  
Grade C  
and Maria-Ștefania  
Ungurianu, 9th Grade A



### Interview with Danish Students

On the last day of the Erasmus+ mobility in Denmark, we had the pleasure of interviewing three students from our host school, Hillerød Technical High School: Sikka Horn Hansen, Camille Røes, and Nicoline Schaffer. They shared their impressions of this educational exchange in English, as well as their thoughts on the activities carried out during the mobility.

**Reporter:** What did you find most unusual about the Romanian students and what they told you?

**Sikka:** Denmark is a very advanced country from a technological point of view, so I found it surprising that students still write on paper, especially in Computer Science class. I had a “Wow, not all countries have the same opportunities that we do here!” moment.

**Camille:** It was also unusual for me to hear

about dress-code rules in some schools. I mean, if you come to school wearing a short skirt, a low-cut shirt, or more eye-catching makeup, there usually are not any institutions disapproving of this. At most, restrictions may come from a few older teachers, but even those cases are quite rare.

**Reporter:** What would you like to see in Romania next year?

**Sikka:** I am really excited to discover the architecture and the natural scenery. Denmark is a rather flat country, while Romania stands out thanks to its mountains and rich biodiversity. I would also like to see your fashion, what is popular, the music, and especially the people. You were really nice, and I believe you are very open and welcoming.

**Nicoline:** Honestly, besides the things already mentioned, I would like to try the traditional food, especially those cabbage rolls – sarmale – and that dessert with sour cream and jam, papanasi.

**Reporter:** Before meeting us, did you have any impression of Romanians?

**Sikka:** Especially on social media, the idea that Romanians are

thieves is a very widespread stereotype, which initially made me quite sceptical. Moreover, on the first day you came here, I noticed that you hesitated to leave your belongings behind in empty, unlocked rooms. Afterwards, though, we understood that you are actually just used to always keeping the things you consider necessary with you, and that you are very practical. Overall, you like being ready for anything, and this tendency to keep your belongings close was perhaps initially misinterpreted as suspicion.

**Camille:** In addition, I noticed that you are





much more vigilant when you go out in public spaces. You are always careful when crossing the street and make way for bicycles. For us, it is almost the other way around: pedestrians are the most protected, and the other participants in traffic must be careful around them, not the opposite. In a way, there is a hierarchy: pedestrians come first, cyclists must be careful around them, cars must be careful around cyclists and pedestrians, and trucks must be careful around everyone.

**Reporter:** Do you have any proverbs or unusual sayings that do not really make sense in other languages?

**Sikka:** It is not really a proverb, more of an expression. For example, when someone is clumsy or trips often, we say they are “like a cow on ice”, which is quite suggestive. We also have a saying used when someone is being mean or angry: you can ask them, “Who stole your sweet bread?” It refers to a specific type of bread with honey and dried fruit, but I am not exactly sure how to translate it or what it is called in English.

**Reporter:** I heard that you do not study a second foreign language. Would you say that this is uncommon, or that there is not a strong emphasis on language learning?

**Nicoline:** Yes, usually in school we only study Danish and English. In middle school, you can choose to study French or German for either two years or throughout middle school, and Spanish is available very rarely. However, the rest of the time, if you do not learn on your own, it is difficult to reach fluency. Actually, not even English is mandatory in all cases. In high school, we have levels A, B, and C: C level means one year of study, B level means two years, and A level means three years. As a result, many

Danish students only know their mother tongue and a basic level of English.

**Reporter:** On a more serious note, we had the opportunity to see mostly the positive aspects – the technology, the architecture, and the encouragement of sustainability. What would you say, as a local, is a problem that is not talked about enough?

**Sikka:** Despite legislation against racism, Denmark still struggles with problems related to discrimination, especially towards Muslim people. People may become more reserved or even hostile when they see, for example, that someone is wearing a hijab or practising their religion visibly. In schools, there are efforts to reduce stigmatisation, but this attitude is hard to change. Moreover, racially charged remarks may sometimes appear in everyday conversations, which I find disturbing. However, I hope that in the next few years this situation will improve.

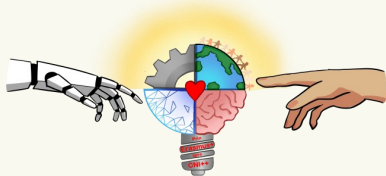
**Reporter:** Finally, what message would you share with the Romanian students who could not participate in this mobility?

**Camille:** It is hard to say, given that we live in quite different contexts. However, I think a universal message would be to follow their dreams. I am happy to see that those who participated in the Erasmus+ programme made it here, especially considering all the work that was required to be selected, how much you worked during the mobility, and how much you will probably continue working in the future. We cannot wait to see you again next year!

Written by Maria-Ştefania Ungurianu,  
9th Grade A

The whole article was translated by  
Teodora Tănăsescu, 10th Grade A, Ana Fediuc,  
9th Grade A and Maria Diaconu, 9th Grade C





Co-funded by  
the European Union

# Erasmus+ mobility for teachers

During the period 1–7 June 2025, as part of the Erasmus+ Accreditation for Erasmus+ mobilities no. 2022-1-RO01-KA120-SCH-000107826, we took part in the training course “AI for Teachers: Best AI & Digital Tools for Classroom Use” that took place in Split, Croatia. The **purpose of this mobility was to** enhance the digital skills of teachers and to integrate artificial intelligence-based tools into the educational process.

The course provided us with a solid theoretical foundation on the use of artificial intelligence in education, as well as numerous practical activities designed to support the application of these concepts in the classroom. During the course, we explored ways in which AI tools can support the teaching-learning process, stimulate students’ critical thinking and facilitate teachers’ work.

One of the key aspects of the training was the effective use of the ChatGPT platform in teaching activities. We learned how to generate personalized lesson plans, differentiated activities and materials that provide students with support in developing writing and critical thinking skills. At the same time, we discovered how ChatGPT can be used to write feedback, develop assessment criteria and formulate reflection questions.

Another valuable tool explored during the course was Magic School, a platform specifically designed for teachers which simplifies the use of artificial intelligence in education. By means of this platform, we practiced creating educational resources, worksheets, assessment rubrics and individualized feedback for students, in a very short time.

Additionally, we gained practical skills in using the Quizziz platform, an interactive tool

for formative assessment. We designed engaging online games and quizzes aimed at increasing student engagement and providing immediate feedback on their progress.

Moreover, during the course, we worked with Canva, an excellent application for creating educational visual materials like presentations, posters and worksheets which help increase students’ motivation and interest in learning.

Another component of the training was the activity on the Goosechase platform, where in collaboration with the other participants, we designed an educational ‘digital treasure hunt’. This experience demonstrated how digital games can be effectively integrated into the learning process, fostering collaboration, creativity and active student engagement. In addition to digital skills, this mobility significantly contributed to the development of collaboration and intercultural communication skills through teamwork with teachers from various European countries. Discussions on the ethical aspects of using AI in education also provided a balanced and responsible perspective on modern technology.

The Erasmus+ experience in Split was extremely valuable, providing us with the opportunity to discover innovative digital tools, learn new pedagogical strategies and reflect on how artificial intelligence can contribute to creating a student-centered, dynamic learning environment, adapted to the current needs of education.

Written by Cristina Iftime, History Teacher,  
Cristina Luca, Music Education Teacher,  
Elena Mitrea, German Language Teacher  
Translated by Teodora Dochița, 10th Grade D





## Anchored Heart

You want to leave, but still you stay.  
 You wait for me at heaven's gates,  
     Next to the tall angels,  
 To undress me with your eyes.  
 Do you want us to look into each other's eyes?  
     Should love be afraid  
 That we might be able to define it?  
     If you were my chorus,  
 I would hum it to God.  
 Because he's heard too much  
 About how you wouldn't let yourself be loved.  
     And if you had stayed mine,  
     But you're not, so I'll let:  
 Naive verses speak about me,  
     So I can feel a little loved.

Why didn't you tear a piece from your soul?  
 When I would give you a whole universe.  
     And you left a heart anchored,  
     By looks without meaning.  
     When God still hears you  
 In phrases said with tears in your eyes,  
 But you weren't paying attention at all,  
     When an empty heart  
     Would love you forever.

Written by: Mara Gherasim, 10th Grade C



## Chaos

Brake, light squeaking,  
 Frost, in my mind  
 Mop head, wet and tangled,  
 Pen tip, bent.

Written and drawing by  
 Andrei Mitrea, 11th Grade B



## Shards

You throw words that don't belong to you  
     and then wait for them to fall.  
 You watch them crowd together, how they fly  
 and turn into poison.

Your chaotic universe, full  
     of contradictions  
 that now come out  
 from the depths,  
 Breaks into thousands  
 of sharp, rough shards  
 and cuts thousands of  
 ropes.

Written and drawing by  
 Andrei Mitrea, 11th  
 Grade B



Drawings by Ștefan Ciocoiu, 10th Grade E and  
 Miruna Crețu, 10th Grade F



# Love and Suffering

Our love that stayed ordinary,  
 Didn't last long enough  
 To be written in a novel.  
 Because you, our story  
 don't remain in your mind.

I write with passion and frustration,  
 Because our fairy tale, protected by me.

But I don't mind writing with anger,  
 Avoiding small truths, do you have anything to  
 add?

Not valuing my life with the bit of luck,  
 I always put you first.

While I still have the power to love,  
 I let you miss what we could have been.

If you knew that in 2-3 years we won't meet,  
 Would you fly now, with me, to define love?  
 I teach you not to suffer and you'd give up on love,

If in 2-3 years your wing would be broken?

You don't need to beg for affection,  
 To prove you deserve to be loved,

I'll show you the beautiful reason for love,  
 Over a glass of wine and an unhurried cigarette.

I won't lend it to you if you're not to be mine,  
 I don't want reheated excuses sent along the way,  
 I don't project non-existent qualities onto you,

I love you only through clear signs.  
 If she seemed more beautiful to you,

Choose her as your first option,  
 Leave me as "your precious friend"  
 And that's how you'll feel my affection.  
 You don't need to invite yourself to my place,  
 To go where I think I'll see you,  
 To cancel my full plans,  
 Because it's more important to dream like a  
 child.  
 I don't become what you'd want me to be, but  
 I grow.

I'm honest with my cards on the table.

I don't beg for your attention,  
 Love me sincerely, I'm not looking for a kiss in  
 the fog.

I am not changing my fate or destiny.  
 I am not running after you if you're not meant  
 for me.

Rather than confuse love with suffering  
 I suffer quietly afterwards and forget you.

**Written by: Mara Gherasim, 10th Grade C**  
**Drawings by Ștefan Ciocoiu, 10th Grade E and**  
**Miruna Crețu, 10th Grade F**  
**All the poems were translated by**  
**Rareș-Dumitru Pascaru, 11th grade A**



# Dear reader,

Perhaps you would have liked to continue following the adventures of Mobi-One, but this time, a new mascot stepped into the spotlight! Yes, you heard it right! A new protagonist will present to you the journey of the nine children who took part in the mobility in Pagani, Italy, where I represented, for the first time, the National College of Computer Science in the Erasmus+ project 2023-1-RO01-KA121-SCH-000129684.

I am Mobitta, the daughter of the renowned Mobi-One, and this is my first adventure, which I have the honor of writing about in my father's travel journal. Before telling you how I came to follow in Mobi's footsteps and begin my career as an explorer, I would like to tell you a few things about myself. Although I have an absolutely adorable face and an enviable clothing style, do not be fooled by appearances! I am a plush with a fiery spirit, eager to dive into adventures and sometimes leap out of everyday life.



In the cities I visited, I met many new people and formed friendships that I hope will last a lifetime. Among my new friends are: Casandra, Casiana, Catinca, Celia, Iarina, Miruna, Simeon, Ștefan, Teona, and of course, let us not forget the students we met at the Mons. B. Mangino State High School.

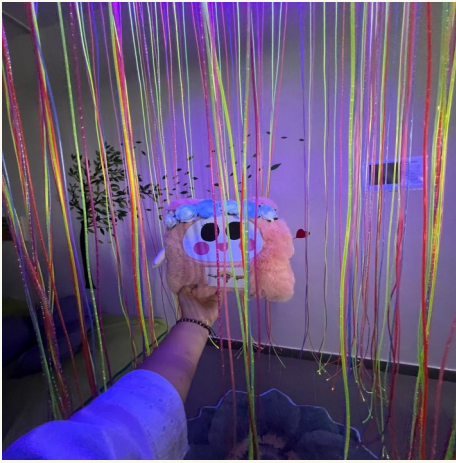
Ever since childhood, I have heard about the mobilities in Sweden and Portugal through which my father began his career as a professional mascot, and about the long, yet thrilling flights that brought him fame, trustworthy comrades, and my dear mother, Moba. Every day, I admired the souvenirs he brought back from his travels and imagined how one day I would also reach all those lands and soar above the clouds, crossing, as in fairy tales, seven countries and seven seas. And as you can clearly see, my dream has come true! My father, being a very ambitious mascot, takes part in many activities related

to the Erasmus+ project, including competitions. For this reason, he could not join the two mobilities this year and sent me and my mother, Moba, to participate in the experiences in Italy and, respectively, Spain.

Once we arrived in the city of Pagani, I had the opportunity to explore in advance the Neapolitan neighborhoods and the architecture of old buildings combined with a touch of novelty. The days spent in this small town awakened in me all kinds of emotions, which a mascot

like me would not have believed it could feel! On the one hand, there was the enthusiasm of learning more, of seeing what it is like to be in the place of an Italian student, of discovering a new way of participating in computer science, physics, chemistry, English, history, music, Latin, and many other classes. But at the same time, I nurtured my explorer spirit by visiting nearby cities such as Salerno, Vietri Sul Mare, the Amalfi Coast, Pompeii, as well as the tourist attractions in the area





after the school program. The hardest day was the one when we had to say goodbye to the students from the high school

that hosted us, feeling for the first time an ambiguous emotion that pierced my plush heart and would not let me move from the spot. The train journey to Naples was quiet, but once we arrived there, it felt as if life had regained its color. The streets in the city center were crowded, full of visitors, and the cafés and restaurants were packed with customers eager to try Neapolitan specialties.

Italy was an unforgettable experience for me, and I

cannot wait to have the chance of travelling again and, in the meantime, of dreaming about what adventures I will go through in the future. These days gave me the impulse to venture into the unknown, and I hope my story will give you the courage to join me on my next journey!

**See you soon, reader!**

**Your mascot Mobita**

**Translated by**

**Catinca Manea-**

**Strungariu, 10th Grade C**

## Dear Reader,

Perhaps you would have liked to continue following the adventures of Mobi-One, but this time a new mascot has appeared in the spotlight! Yes, you heard that right! A new protagonist will present to you the journey of the nine children who went on the mobility program in Granada, Spain, where we represented for the first time the National College of Computer Science in the project Erasmus+ 2023-1-RO01-KA121-SCH-000129684.

I am Moba, the wife of the famous Mobi-One, and this is my first adventure, which I have the honor to write in the travel journal of my dear husband. Before I tell you how I came to follow in



Mobi's footsteps and start my career as an explorer, I would like to tell you a few things about myself. Although I am a lady in the true sense of the word, don't be fooled by appearances! I am a plush toy with the skills of a real adventurer, who loves adventure, discovering new things, and having as many experiences as possible. In the cities I have visited, I have met many new people and made friendships that, I hope, will last a lifetime. Among my new friends are: Alex, Diana, Irina, Iustin, Lorena, Mara, Magda, Teodora, Miruna—my best friend—and of course, let's not forget the students I met at the Private International School of Granada, Novaschool Medina Elvira.

Ever since our wedding, I have heard about the mobilities in Sweden and Portugal through which my husband began his career as a professional mascot and



about the long but thrilling flights that brought him fame, loyal companions, and his beloved wife—me. I have always been surprised by the stories he has told our daughter, Mobitta, at night to help her fall asleep, and I wondered if I could also take part in such an impressive experience. And, as you can clearly see, I have really managed to experience such an adventure! My husband, being a very ambitious mascot, participates in many activities related to the Erasmus+ project, including competitions. For this reason, he could not come to the two mobilities this year and sent me and our daughter, Mobitta, to take part in the mobilities in Spain and Italy, respectively.

The adventure began with landing in Málaga. We had some mishaps while trying to get from Málaga to Granada and from the bus station in Granada to the host school. On that day, my friends and I learned about the Ho'oponopono technique from Professor Vasile Diaconu, who offered us comfort every time we went through something difficult.

In the first two days, we attended classes at the local school. I wasn't very impressed, as I had already graduated from high school, but the others had fun seeing how different teaching and learning are in Spain. I think my daughter would really like the teaching style in Spain. After classes, we all went out in Granada, where we strolled through the fabulous and culture-filled center. The city's architecture and the beauty of its streets made me understand why my husband is so passionate about traveling.

The next three days gave me the opportunity to discover, in more detail, the history of this wonderful city. I walked through historic neighborhoods full of culture and learned new aspects about Spanish traditions, some of which are very similar to those at home. We also visited the Science Museum in Granada, where I learned many



fascinating things about mammals, the human body, and various elements of nature. Being just a mascot, I couldn't interact directly with the experiments there, but my friends helped me, and we were able to play together! Religious landmarks were also part of our itinerary. The Granada Cathedral was my favorite! The architecture, statues, and interior were like in a dream. One of the most impressive visits was to the Alhambra, an old fortress full of history and traditional beauty that transported me to a completely different world. You must visit it at least once!

Among our visits to the various mentioned locations, cultural experiences could not be missing, such as trying traditional foods: churros, paella, or tapas. In the small restaurants in the city, you could find simple food but full of authentic taste. I found it interesting that you could also find Arabic-style restaurants due to Granada's long history. Moreover, I really loved the souvenir shops! All the objects were covered with traditional patterns in blue, white, yellow, or green.

The last day was spent in Málaga, the city where we had started the journey. We visited the Málaga Cathedral, a huge building which displayed various architectural styles and a beauty I had never seen before. I was deeply impressed by this place. Our next stop was the fortress there. This attraction consists of two locations: one lower and another one for which



you have to climb a hill. We faced a real challenge while trying to get to the top, but we didn't give up! In the end, we managed to climb, and the result was worth our effort. From there, we could see a panorama of the entire city, an amazing view. The evening ended with dinner at a restaurant owned by a person born in Onești, Bacău County, very close to our home city! We had a lot of fun. We enjoyed the atmosphere of the place and the last wonderful moments we spent in Spain.

Thus, my journey came to an end. At home, my husband and daughter were eagerly waiting for me to tell them all the stories from this adventure. It was an amazing experience, from which I had a lot of things to learn. I realized that if fun combines with work and discovery with play, anything can be a very important lesson. I hope I have made you curious about this mobility! I hope to see you again soon!

With love, Moba

Translated by:

Olivia Elena Nistor and  
Robert Daniel Hîșie, 11th Grade

# Journal of a Cardboard Soul

## A Journey on Frozen Waters



### Prologue – The Flight to Copenhagen

Welcome back, dear reader! After an extended period of rest at a holiday resort known as "the foreign languages cabinet," I have returned with fresh energy to the Erasmus+ mobility team. Yes, you heard it correctly: the incomparable, magnificent, fearless Mobi-One has accepted a new challenge, this time on Danish soil.

We set off early in the morning, ready for an adventure-filled journey. I said goodbye with great emotion to my wife and daughter, Moba and Mobitta, but left with a peaceful heart, knowing that the students of the National College of Computer Science would diligently be learning under their care. I could already feel, in my furry little body, the drowsiness of the road ahead, the giggles of my travel companions, and the rush to board the plane on time.

Around nine o'clock we enthusiastically boarded the coach and set off. Along the way, I had the feeling of walking once again along a path made of memories from

dozens of past journeys. The gentle sun accompanied us all the way to Otopeni Airport, where we went through the usual steps: check-in, baggage inspection, and the inevitable wandering among shops full of temptations.

After many hours spent among gleaming shop windows, sophisticated perfumes, and products that seriously threatened our wallets, the time finally came to board. The flight passed more quickly than I had expected. I was captivated by the conversations of my colleagues, who, despite barely knowing one another, already managed to find plenty of topics to discuss. Toward the end, the journey was accompanied by mild turbulence, but all the unease dissolved the moment we spotted the hundreds of lights outlining the capital submerged in night: Copenhagen.

After landing, we stretched our legs, geared up for the evening's final stop, the



hotel in Frederiksværk, and, with eyelids half-closed, I entered my room and began the first lines of this journal.

In my deep sleep I floated through hazy memories from my younger years. I revisited a small cardboard box leaving playful tracks in the enormous snow of Timrå, the moment when, through a small mishap, I discovered my talent as an artist specialising in abstract painting, and also my period of teenage rebellion, during which I enjoyed the vibrant Portugal: fireworks festivals and energetic dancing in Barcelos, rowing on turbulent waters in Braga, and, of course, secretly savouring the famous Porto wine.

I was quite a restless young fellow, but my adventures took a different turn the moment I spotted the love of my life, Moba, on the banks of the River Cávado. Her lush mane of purple wool fluttered in the breeze, and the bright sun lit up her glassy plastic eyes. What

can I say? It was love at first sight. And, just before I woke up, the most precious memory of all appeared to me in my dream: the first moments of life of my little princess, Mobitta.

I am certain that this experience is a new beginning. I had truly missed all these adventures.

### Day 1 – The First Day at Hillerød Tekniske Gymnasium

But let us return to our story, because I am already tearing up!

The next morning I dragged myself out of bed and went to tidy myself up, as befits a respectable gentleman on an international mission. The hotel seemed lifted from another era, as though plucked from the Renaissance period. Everything had an elegant and imposing air, and I felt as though I had stopped at a noble residence.

At breakfast, this feeling grew even stronger. I felt like a wealthy count, seated at a table in a quiet salon bathed in the Nordic morning light. I savoured with great pleasure the delights of Danish gastronomy: fluffy pastries, cinnamon rolls, fine baked goods, and heartier dishes,



perfectly suited to filling my stomach before a full day ahead. Everything had a refined taste, and I enjoyed every bite with the gravity of a true connoisseur.

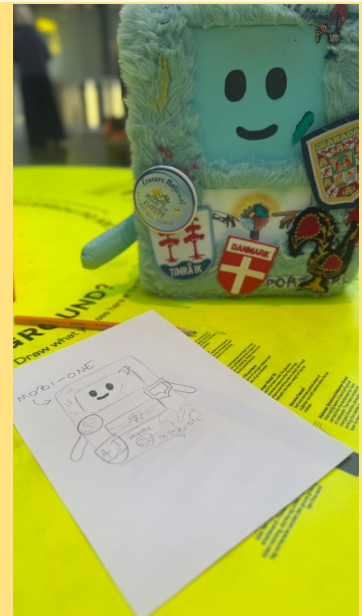
After concluding our morning feast, we left for the station to take the train to Hillerød Tekniske Gymnasium. The town still seemed quiet beneath the heavy grey sky, and the cold morning air made the brick buildings look all the more somber and beautiful. Along the way I noticed details that stayed with me: timid flowers sprouting beside pavements, clean little streets, people



hurrying yet silent, and that calm orderliness that seemed to envelop everything.

Once on the train, we settled into our seats and watched the landscapes unfold before us: wide fields, green areas that seemed to sleep under the cold morning light, scattered houses, and even a golf course, laid out impeccably as though drawn with a ruler. The world looked peaceful beneath the grey clouds, and that peacefulness lent the whole journey a particular charm.

After about 45 minutes,



we arrived at Hillerød Tekniske Gymnasium, where the students and teachers welcomed us with great enthusiasm. Their energy woke us up instantly and made us forget the tiredness of the journey. Many of them wanted to inspect me up close, to admire the badges I had collected over time, and to ask me all sorts of questions: who made me, what my silky fur is made of, and whether I might be a distant relative of BMO from Adventure Time.

Their curiosity was followed by a presentation by my Romanian colleagues, who spoke about our culture, our country's notable figures, the city of Piatra-Neamț, and our school. The Danish students were very attentive and interested in all of these things, and the atmosphere quickly became warm and friendly.

After the presentation, each Romanian student met their Danish buddy, alongside whom they would discover more about each other's cultures, educational systems, and daily life in the two countries. Although the pairing



was based on age, this did not stop them at all from striking up natural conversations and growing closer to one another.

We then went to the school canteen, where we had a hearty lunch alongside our new friends. The meals were accompanied by conversation, smiles, and exchanges of impressions, and I, of course, was right there in the middle of it all, as any self-respecting mascot with international experience would be.

Classes began soon after. Groups of students went to different classrooms and discovered new ways of teaching and learning. Whether it was maths, biology, or the Danish language, every moment became an opportunity to observe a different educational system and to learn interesting things. The students were curious to find out more about us and about Romania, and the activities carried out together placed emphasis on collaboration, presentations, worksheets, and problem-solving.

After the final lesson, we set off on a walk through the town alongside our Danish friends, on a tour guided by them. We learned more about Frederiksborg Castle and its symbolic importance. As I gazed upon it, I imagined the

times when that place hosted lavish balls, with elegant ladies and gentlemen of impeccable manners. Although the castle was under renovation, its charm remained just as powerful.

At the end of the day, we returned to the hotel, where we recharged our batteries for another page of the journal. In the evening, we talked about the day's highlights, about everything we had experienced, and about the memories we were already carefully gathering.

See you tomorrow!

## Day 2 – A Journey into the World of Science

Hello again! I am writing these lines before bed, after yet another day full of activities and surprises. Tomorrow brings perhaps the most anticipated part of our trip, the narrow streets of Copenhagen's old town, but until then, let me tell you what we discovered today.

In the morning we woke up early to catch the train and arrive on time at Hillerød Tekniske Gymnasium. Just as on the previous day, we



attended classes alongside the Danish students and I had the opportunity to observe their way of learning more closely. The lessons surprised me in a pleasant way, especially because the emphasis was very much on the practical application of knowledge and on solving real-life situations.

In maths, for example, I had expected complicated exercises with integrals and derivatives, but I discovered that many problems started from real-life examples. There was a great deal of focus on logic, understanding, and using formulas in practical contexts. The students told me that their exams take place both on paper and on computer, which I found very interesting. Their educational system seems to prepare them very well for real-life situations, not just for theory.

After lunch in the canteen, the day continued in a much more dynamic way, as we headed to the Experimentarium. That was where the most entertaining part of the day truly began. Each room brought a new challenge, and curiosity carried us from one corner to the next.

At one point, I found myself in the role of captain, facing relentless waves and trying to navigate through the ordeal successfully. Then I had the opportunity to analyse the organism of a cardboard box and discovered, to my great

astonishment, that my heart takes up no less than 80% of my body. I must admit, that explanation struck me as rather fitting.

The adventure continued even more spectacularly: I was swallowed by an enormous soap bubble that enveloped me completely for a few moments, and later I piloted my way among planets, as though on a real space mission. The entire place was full of experiences that made you learn without even realising it, which made it all the more interesting.

After so many activities, the part that tests every visitor arrived: choosing souvenirs. I found all sorts of increasingly quirky and tempting objects, from microscopic puzzles to pencils from which you can grow plants. It was impossible not to stop for at least a few minutes at each shelf and wonder who had come up with the idea of inventing such things.

Later, having arrived in the old centre of Copenhagen, I proudly claimed my new badge from a tourist shop, one more piece added to my collection, and one more small symbol of this journey that I shall certainly not forget any time soon.

The day ended in the most pleasant way possible: with a delicious feast on a terrace, in royal style. After all the excitement, it was the



perfect moment to sit down, recount everything we had seen, and enjoy the city's atmosphere.

It was a full, interesting, and very different kind of day, with lessons, experiments, plenty of curiosity, and a few memories that will certainly stay with us for a long time.

### Day 3 - The Contrast Between Two Worlds

Greetings yet again! Today we discovered Copenhagen from a different perspective, through its architecture. We were guided by a woman who worked at an important architecture centre, who led us through the city and helped us notice things we might not normally have thought about at all.

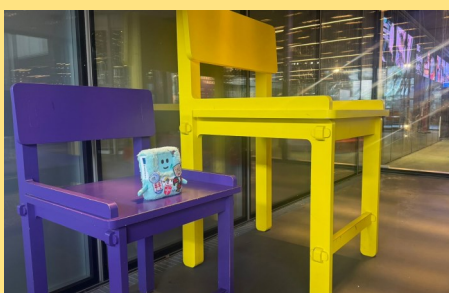
Along the way, we analysed together several important buildings in Copenhagen and discussed the way in which the city is designed in relation to the surrounding environment. She drew our attention to the importance of green spaces, as well as blue spaces, that is, water, which is a natural part of city life/ the city's landscape. One thing that surprised me was the fact that Danes use the former harbour for swimming during summer. Honestly, at that

moment I even imagined myself becoming a competitive swimmer, ready to battle the churning waves. I am not sure I would manage particularly well, but I can say that I already have the right attitude.

We saw the new theatre, then a neighbourhood that had once been nothing more than a car park and has since been completely transformed. We also analysed a residential building considered highly eco-friendly, which I found interesting because it showed that modern architecture can be both practical and environmentally friendly. We reached a bridge made of circles, from which you could see the library nicknamed the "Black Diamond" very clearly, and finally we arrived at Blox, a modern building that fit perfectly with everything we had seen up to that point.

After this part of the day, we visited a design museum known as "DAC" (Danish Architectural Centre) where I naturally offered my own opinion on the more eccentric exhibits, as a true connoisseur. Some objects were so unusual that I wondered whether they were made to be admired or to make people think. But perhaps that was precisely their charm.

Later, we boarded a ferry and travelled to Christiania, and there the atmosphere changed completely. This place struck me as truly special, entirely different





from the rest of the city. If up until then everything had been very orderly, peaceful, and well-calculated, in Christiania things seemed to move to their own rhythm. It was a space with a great deal of personality, with a free and unusual air that made you feel immediately that you had arrived somewhere special. It was as though we had crossed from a world of rules into one of boundless expression. Honestly, I think that even I, with my fluffy fur and my badge collection, seemed quite normal there, which says a lot.

Afterwards, we parted ways with the coordinating teacher and continued to explore Copenhagen on our own, until we reached the Little Mermaid. As the sun began to set/ towards the evening, we strolled through the old town centre once more, making the most of the last moments of the day, and then returned to the hotel just before closing time.

From impressive buildings and bold ideas to the completely unique atmosphere of Christiania, today really had it all!

## Day 4 – A Talented Mascot

We meet yet again! Today was a very interesting day, because I got a much better understanding of how Danish teachers approach the learning process. But on top of that, I also had the opportunity to reveal my artistic talent, and by the end, I must admit, it went to my head just a little.

In the morning we were taken to a room where a teacher explained to us the mindset behind the Danish teaching system. He told us that if you simply put information directly in front of students, they retain only about 20-30%, and after a few months only about 10-15% remains. For this reason, students are encouraged to learn independently, with the teacher acting more as a guide who helps them stay on the right track.

The whole process starts with research, followed by team brainstorming, the creation of prototypes, testing them, and finally arriving at a solution. I thought it was a very good way to learn, because students do not simply listen, they are actually made to think, search, and work



together.

After this explanation, we were given laptops and began working on our own designs, which we would then print onto mugs and T-shirts. This, naturally, was the moment the artist from Timrå awoke within me. With great inspiration and, I would say, a touch of artistic courage, I created an exceptional image: myself, posing in place of the Little Mermaid statue. I do not want to brag too much, but it turned out very well. I looked at the result and had the impression that Copenhagen may not yet know it, but it has a new tourist attraction on its hands.

After the design phase, we moved on to printing. Of course, there were small errors along the way, but in the end that was precisely what made the whole process more interesting. Eventually, things started coming out the way we wanted. I also prepared a special mug, which I would later present to the leadership of our college as a token of gratitude and a memento of this experience. It seemed like a lovely gesture.

Later, we went bowling with the Danish students. There I genuinely surprised everyone with my score. After doing so



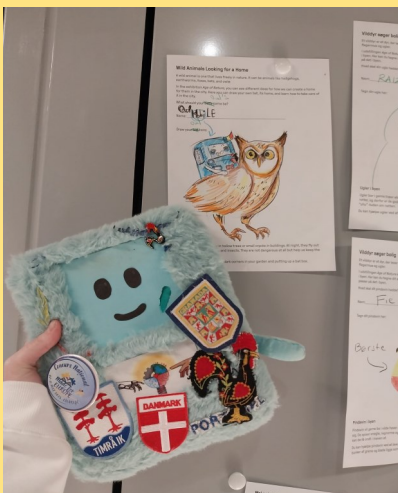
well in the artistic department, it turned out I was no slouch at bowling either. Honestly, after today I was starting to think I had far too many talents for a single mascot.

It was a full day, in which I learned interesting things about how learning works in Denmark, went through the whole process from idea to finished product, and on top of all that, managed to impress on the bowling lane as well.

What can I say? Today I did not just take part. I think I even shone a little!

### Day 5 - The Last Page Before Departure

Salutations, dearest readers! Today was one of those days that weighs on you just a little inside, even before it is over. It felt as though we



had only just arrived, as though we were only just getting used to the people, the school, the streets, and the rhythm of these days, and suddenly the moment of the final presentation and departure was upon us.

In the morning we prepared for the closing/final presentation and worked together, the entire mobility team, to show our Danish colleagues what lessons we had taken from this short journey that somehow felt much longer. I, of course, took my role very seriously and led the team with the strictness of a true leader, making sure everything went well down to the smallest detail. The children were a little amused by my seriousness, especially coming from an ever-smiling mascot, but I knew this moment deserved our full attention. And I must admit, I felt very good in that role.

When the presentation began, the nerves from before settled and everything started to flow naturally. The students spoke beautifully, clearly, and confidently about what they had experienced here, about what they had learned, and about the things that would stay with them long after returning home. We went through moments together filled with unforgettable memories, and each photograph seemed to bring back a moment we had already lived through too quickly. At the end, the students also presented the projects they had developed in order to be selected for Erasmus+ and to bring about real change. Watching them then, I felt very clearly just how proud of them I

was.

The closing ceremony came with diplomas, applause, and that strange emptiness that appears when you know something beautiful is drawing to a close. Gifts were given to the Danish friends, there were hugs, smiles, and those glances that say more than any well-prepared speech. What softened the blow a little was the thought that the story does not end here, because next year they will come to our school. And so today's farewell did not taste like an ending, but rather like a pause/break between two chapters.

Before we left for the airport, we spent one more hour with our Danish colleagues. I think that was one of the most sincere moments of the entire week. I looked around at my companions: some were playing cards, others were talking and trying, without quite saying so out loud, to stretch the time a little longer. Everything had a particular stillness to it. Not the empty kind, but one filled with things no one felt the need to say anymore. Here and there you could catch a glance back, a hurried step, or a goodbye said a little apart from the rest of the group, while outside it had begun to drizzle softly. Then came the moment of departure. And, as much as I like to joke, the truth is that today





the kind of day when you smile, but at the same time feel something squeeze gently inside you. We were leaving with fuller luggage than we had arrived with, not full of things, but of memories, people, moments, and stories that will certainly stay with us for a long time.

What can I say? I came here for a mobility programme, but I am leaving with far more than that. And if up until now I have been a team leader, artist, explorer, and bowling champion, today I was simply grateful to have been here and to have lived all of these things alongside them.

See you soon.

### Epilogue – Back at CNI

After so many full days, the moment to returning home finally came. The journey home was quieter than the one that had brought us here, as though each of us was quietly settling in their mind everything they had lived



through during this mobility. At the airport, on the coach/ bus, among the luggage and the last furtive glances at the photos we had taken, you could already feel that we were returning differently from how we had left. More tired, certainly, but also richer in stories.

We left behind many beautiful memories and, naturally, a few stickers



bearing my likeness as an official autograph. Not everyone has the honour of leaving Denmark having placed their face in strategic locations as clear proof that Mobi was there. Who knows? Perhaps some time from now, someone will spot one and remember us with a smile. And I for one would not be taken aback if a surprise from Denmark appeared sooner than I am letting on.

Eventually, I returned home to Moba and my little princess Mobitta, who welcomed me back, naturally, as befits someone returning



from such an adventure. I am now retreating to my holiday home on the shelf in the foreign languages laboratory, where I shall rest a little and put my thoughts in order. But do not think I shall stay quiet for long. A spirit like mine does not remain far from adventure for very long.

The truth is that every mobility leaves something behind: in the suitcase, in the soul, in the way you look at people and places. You leave to see a country, but end up discovering far more than that. You discover friendships, emotions, courage, confidence, and those small moments that stay with you long after everything has ended.

As for me, I am already preparing for the next challenge, because next month a new mobility awaits me: Austria. So until next time, do not forget what I always do, regardless of the road, the weather, or the nerves: Smile!

Signed, Mobi-One

Translated by

Maria Ștefania Ungurianu,

9th Grade A



# „Maria”

“Art purifies the soul of the dust of every day”

Pablo Picasso

The biographical film *Maria*, directed by Pablo Larraín, is a moving story about the final days in the life of the legendary soprano Maria Callas, a soprano of Greek origin, born in New York. Angelina Jolie’s performance in the leading role is exceptional, successfully conveying the emotional complexity and fragility of an artist who devoted her entire life to art and her love of beauty.

The film’s narrative unfolds on two levels. On the one hand, it presents the last years of the artist’s life, spent in Paris in isolation, marked by the loss of her voice and deep depression. The treatment she underwent only worsened her dependence on medication and ultimately hastened her death at the age of 53. On the other hand, through her musical masterpieces such as “Casta Diva,” “O mio babbino caro,” “Ebben? Ne andrò lontana,” “Ave Maria,” “Sempre libera,” and “Vissi d’arte,” memories from the artist’s glorious past are vividly brought back to life.

Her personal relationships, including the controversial love affair with Aristotle Onassis, are explored in detail, revealing the tensions between her private life and her success in the world of the arts.

Angelina Jolie delivers a remarkable performance, convincingly portraying both Maria’s physical and emotional suffering and her profound

passion for art. The film stands out thanks to the impressive cinematography of Edward Lachman, which blends captivating black-and-white imagery with dreamlike, introspective sequences. The sets and costumes, designed by Massimo Cantini Parrini, authentically recreate the



era—from the opulence of opera stages to the intimate atmosphere of the artist’s Parisian home.

The film adaptation is a true masterpiece and was also awarded at the Venice Film Festival, where it received an eight-minute standing ovation, deeply impressing audiences on an emotional level. Angelina Jolie’s performance was widely praised, being considered one of the best of her career. The film has been nominated for numerous awards, including the Golden Globes and the Critics’ Choice Awards, for

both performance and costume design.

The production involved international studios such as Fabula, The Apartment Pictures, Komplizen Film, and FilmNation Entertainment. Filming took place in locations including Budapest, Paris, Milan, and Greece. Distribution was handled by Netflix, StudioCanal, and 01 Distribution for a global release.

The soundtrack is a powerful tribute to the soprano’s career, drawing a parallel between the present and the past of la donna Callas through performances of numerous operatic masterpieces that heighten sensitivity and amplify the emotional impact on the audience.

The cinematic masterpiece *Maria* is a fusion of visual and musical art, portraying the great opera artist Maria Anna Cecilia Sofia Kalogeropoulos (Maria Callas) in a complex and deeply moving way, impressing with its sensitivity and depth, and remaining in the audience’s memory as a true manifestation of art and artistic spirit.

Written by

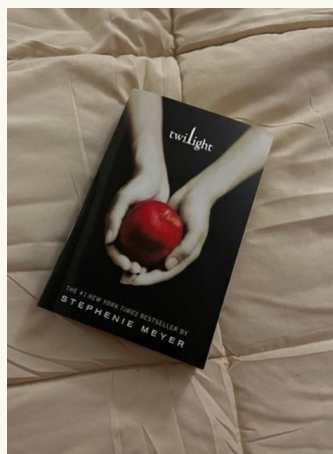
Teodora-Casiana Zaharia,  
CNI graduate, Student at the  
Faculty of Electrical Engineering  
and Computer Science,  
“Ștefan cel Mare” University,  
Suceava

Translated by

Alexa Apetri, 10th Grade C

Photo: Internet

# Twilight



“Twilight” by Stephanie Meyer is an exciting fantasy novel that mixes both romance and supernatural adventure. The story follows Bella Swan, a teenage girl who moves to the small town of Forks, and her unexpected relationship with Edward Cullen, a mysterious vampire. It is a

book about love, danger and the sacrifices people make to protect those they care about.

What makes Edward Cullen a heroic figure in this book is his constant struggle to protect Bella, often at great personal cost. Despite being a vampire who thirsts for human blood, Edward shows remarkable restraint and self-control, choosing to prioritize Bella’s safety. His heroism is further evident when he saves Bella from life-threatening situations such as stopping a car from crashing her and rescuing her from a group of attackers. However, his most selfless act occurs when he decides to leave Bella in order to protect her from the danger of his world, demonstrating his willingness to sacrifice his happiness for her safety.

I thoroughly enjoyed reading this novel,

particularly because of the intense emotional depth and its supernatural characters. The author’s vivid descriptions and ability to create suspense kept me engaged from the start to the end. The book’s explorations of Edward’s internal conflict, alongside Bella’s personal growth, adds more complexity to the story, making it more than just a typical romance.

In conclusion, “Twilight” is a story that is both thrilling and emotional, with memorable characters and a plot full of twists. Edward’s heroic actions and the strong connection between him and Bella make it a great choice for focus of romance and fantasy. “Twilight” is a book in which it is easy to get lost, and I would recommend it to anyone who is looking for something exciting and emotional to read.

Written by  
Lorena Vornicu, 11th Grade G  
Photo: internet



# Lost Ember

“If there’s one thing I’ve learned, it’s that you and I... that was all we ever needed.”

*Lost Ember*, developed and published in 2019 by Mooneye Studios, a German indie studio, is, at first glance, an animal exploration game that tackles themes related to certain aspects of life, making it perfect for nature lovers. However, the game offers much more than that

The game’s premise is that you must help a spirit find its way to Heaven. However, the themes that emerge are far deeper than that,

such as the cost of freedom and independence, the impact of blind loyalty on people,



and how violence gives rise only to more violence.

*Lost Ember* tells the story of the Yanren people, a fictional ancient civilization that believed that if people lived a good life, they would enter the City of Light after death, while the wicked, reincarnated as animals, would be forced to wander the Earth once again. A lost soul, wondering why it is not in the City of Light, asks you, a wolf, to guide it. As the narrative unfolds, you roam together across breathtaking meadows and the remnants of a vanished civilization, unlocking both memories from the Yanren people's past and the mystery of your own history: the wolf you inhabit was once a woman named Kalani. The story grows increasingly profound as you progress, revealing sad truths about the reality of Yanren society and about who Kalani was; however, a more detailed description of the plot would take away the charm of discovering it firsthand through play.

The spirit narrates the entire game, describing the flashbacks and memories you encounter and occasionally making comments which can sometimes feel unnecessary, as they tend to dissolve the tension of the moment. Some plot points are fairly predictable, but even so, the storytelling is superb and manages to keep you engaged.

There aren't many mechanics due to the game's genre, being a walking simulator, but there is one that stands out: the ability to inhabit any animal in the game. Although the wolf is the most practical thanks to its high speed, at times you are required to become a wombat or a hummingbird in order to pass through narrow openings or fly over deep chasms. There are even small actions you can perform that don't affect gameplay in any way, yet are still adorable: you can roll around or eat berries as a wombat, stretch out to rest as the wolf, or spray water with the elephant's trunk.

The game's art style is distinctive: simplistic, with a partially geometric look (take the

wolf, for example), but paired with impressive landscapes—clear lakes, sandy deserts, tall and steep cliffs, and massive man-made structures. These manage to accurately convey the large-scale beauty of nature. Each animal is designed and animated to look and behave realistically. While everything looks almost breathtaking from a distance, some close-ups can reveal a lack of detail due to technical limitations (the engine used and the limited budget, as the game was funded through Kickstarter in 2016).

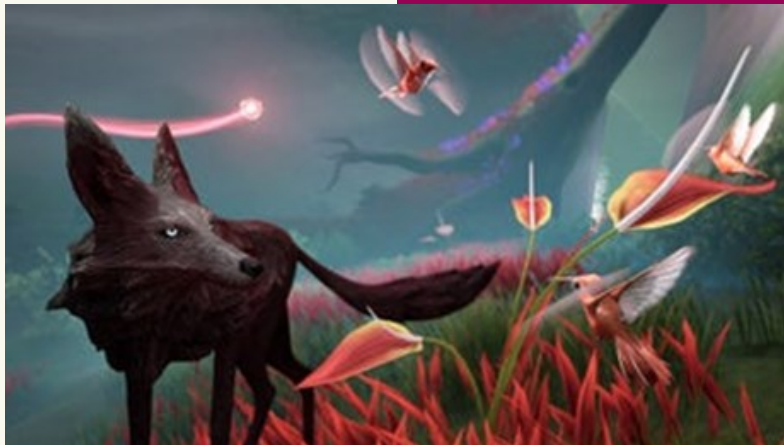
The best part of the game, in my opinion, is the soundtrack. The music immerses you in the world of the Yanren people. Each emotionally charged track perfectly matches the memory you are reliving, adding drama to tense moments or calming the atmosphere with gentle piano melodies. The soundtrack also does an exceptional job as a storytelling tool.

The only aspect some might consider a drawback is that *Lost Ember* is a story-focused game. There isn't much you can do besides progressing forward. Being a walking simulator, you can't expect to explore a vast world and find hidden items like you might in an open-world game, although there are a few collectible artifacts scattered across the map (which don't offer any gameplay advantages, as they only provide additional information about the Yanren people).

Still, if you enjoy games with deep stories, simple mechanics that don't require a large time investment to complete, and if you appreciate beautiful art styles, this game is worth giving a chance—especially if I've made you curious to discover the story of Kalani and the wandering soul.

Written by  
Gabriela Ifrim, 12th grade E

Translated by  
Tănăsescu Teodora, 10th grade A  
Photo: Internet



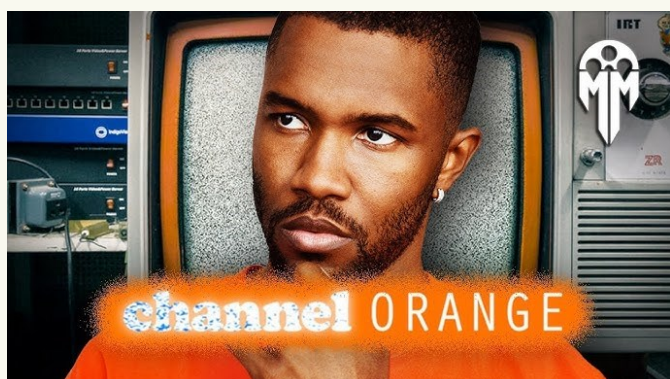
# “Channel Orange”



Released on July 10, 2012, “*Channel Orange*” is Frank Ocean’s first studio album. It mixes R&B, soul, funk, and electronic music, creating a unique and emotional sound.

The album tells different stories about love, wealth, and loneliness, which make it seem a collection of personal experiences. Songs like “*Thinkin Bout You*”, “*Pyramids*”, and “*Bad Religion*” became very popular because of their deep meaning and strong emotions. Frank’s smooth voice, poetic lyrics, and creative storytelling make this album special and timeless.

A major theme in “*Channel Orange*” is unrequited love and emotional pain. “*Thinkin Bout You*” is about missing someone who does not feel the same way. The soft melody and high pitched vocals make the song feel intimate and personal. “*Bad Religion*” goes even deeper, describing love as a painful experience that brings no relief, similar to faith that gives no answers. “*Pink Matter*”, featuring André 3000, questions love, desire, and human connection. These songs show his ability to express



personal feelings in a way that many listeners can relate to.

Another important theme is money and privilege. “*Super Rich Kids*” tells the story of wealthy teenagers who have everything but feel empty and lost inside. The song’s slow beat and piano melody add to the feeling of boredom and isolation. “*Sweet Life*” takes a different approach, describing a luxurious lifestyle while questioning if true happiness comes from material things. Frank uses these songs to show that money does not always bring fulfilment..

The most creative song on the album is “*Pyramids*”, a ten minutes masterpiece that connects ancient history with modern life. The song tells the story of a woman,

comparing her journey from being a queen to working in a club. The beat changes halfway through, making it feel like two different songs in one. This track shows Ocean’s

talent for blending storytelling with music in an exciting way. Overall, “*Channel Orange*” is a deep and emotional album that explores love, wealth, and self-discovery, making it one of the most important R&B albums of its time.



Written by  
Andrei-Alexandru Irimiea, 11th Grade G  
Photo: Internet

# Dreaming within reality's reach

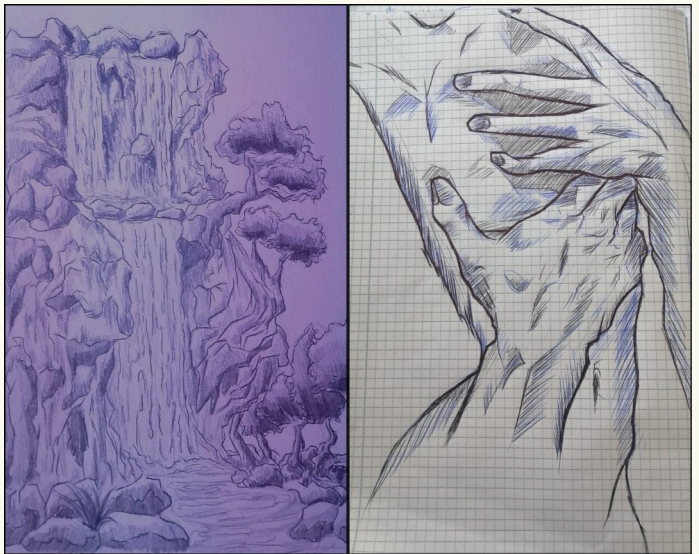
My name is Claudia Gabriela Beșu. I am an 11th-grade student in class XI D, and I would like to share with you the story of my passion for graphic drawing. It was not something planned or taken seriously at the beginning. Everything started from a silly habit, drawing on the last pages of my notebooks in moments when I felt the need to escape a little from all the stress of high school. The line drawn with a pen gradually turned, in my vision, into a challenging form of art, one that you do not simply look at, but truly feel, as my view of the world takes shape.

As I kept drawing more and more, I could already see progress. Even though I did not have any formal training in graphic drawing, it helped me express myself in a way words could not. In every line, every shadow, and every detail, I began to place my experiences, thoughts, and emotions. It became a language of my own, a way to speak to the world without saying a single word. Thanks to this passion, I have also been a graphic artist for a year and a half within Neamț Students' County Council, where I publish and exhibit my works, improving day by day.

Today, I am happy to see my creations appreciated, whether in the school magazine or in exhibitions organized at the high school. It is amazing how a simple attempt turned into a passion that can inspire and move others. Drawing taught me that by following my intuition and putting my heart into what I do, I can achieve incredible things.

I hope my story will be an encouragement for those who have not yet discovered their passions. Sometimes, the most beautiful things start from simple gestures, without thinking that they could one day become your dream. Thank you for the opportunity to share a fragment of my artistic universe.

Written by  
 Claudia Gabriela Beșu, 11th grade D  
 Translated by  
 Ștefan Călugăru, 10th Grade C



# Visiting Granada

During the first days of our Erasmus+ mobility in Spain, we had many cultural visits and moments of discovery. Granada welcomed us with a warm and historical atmosphere, and each day brought something new.

The first day was shorter, dedicated to accommodation and introduction. Hugo, the teacher there, showed us the school and the surroundings. We took a walk around the area to familiarize ourselves with the city and admired the narrow streets and old buildings typical of Andalusia. The city had a special energy, and the mountainous landscape in the background made everything seem like it came out of a postcard.

In the following days, we had guided tours in which we discovered the true beauty of Granada. The visits were made with a very friendly young woman, who told us about the history and culture of the places we explored.



One of the most impressive days was the one when we visited the Alhambra complex and the Nazaries palaces. The place was like a world from another time, with decorated walls, Moorish arcades and gardens full of flowers and fountains. At the Palacio Nazaries we stopped at a panoramic point to take pictures. Although it was quite windy, we had fun taking pictures with MOBA, laughing and joking. The director took pictures everywhere, at every corner, to send them to our parents, so that they could also see how our experience was going, and each image captured a moment of an experience that will always remain in our memory. Even though we climbed many steps and were tired, the view from above made us forget everything.

Another day we visited Carmen de los Martínez, an elegant and peaceful place, with large gardens, fountains and rich vegetation. There we met a very noisy peacock that kept walking among us. We had a lot of fun and, of course, we took the opportunity to take yoga pictures with MOBA. The atmosphere was full of good cheer, and everything seemed to be taken from a perfect summer day.

On the way, while moving between the sights, we talked a lot with our guide. He told us about their education system and how the relationships between teachers and students have changed in recent years. It was an interesting discussion and made us reflect on the similarities between Spain and Romania.

In addition to the guided tours organized



by the school, we took advantage of the free time to explore some places in Granada on our own. Among the most beautiful were the gardens of the Alhambra, which impressed us with their tranquility and the way nature merged with architecture. The shady alleys, the cool fountains and the old buildings decorated with Moorish patterns created a special atmosphere, as if time had stopped there. From above, we could see the entire city, and the view was one of the most beautiful of the entire trip.

Also in Granada, we visited the Cathedral, a massive and elegant building located in the heart of the city. The interior was illuminated by colorful stained glass windows and impressive decorations, and every corner seemed to tell a story from another era. Around the cathedral, the streets were full of life – shops, terraces and people from all corners of the world.

One evening we went to a flamenco show, an experience that really made us feel the Spanish spirit. The dancers were full of energy, and the rhythm of the drums and guitars captured us all. There were moments of intensity, but also of joy, and we understood why flamenco is so important in their culture.

In addition to the sights we visited, we also tried traditional Spanish dishes. Paella, the varied tapas, and churros with hot chocolate were among the most appreciated. The restaurants had a friendly atmosphere, and the meals always turned into relaxing moments, with lots of good cheer.

We spent the last day of our mobility in Malaga. Although we only had half a day, we



managed to visit the Malaga Cathedral, the Alcazaba and a few parks near our accommodation. The cathedral, much more imposing than the one in Granada, attracted us with its elegance. After a rather long and tiring walk to the top, we reached the Alcazaba, and the view immediately made us forget all the effort. The fortress was impressive, with old stone walls and towers from which we could see the whole of Malaga. From the top, the view was simply spectacular – you could see the port, the sea, the colorful buildings of the city and the palm trees on the streets. We stayed there for a while, just admiring everything. It was a place full of history, but also tranquility, and the sunset that was starting to color the sky made everything even more beautiful. The surrounding parks were full of palm trees and exotic flowers, and the warm air and the smell of the sea made everything seem more alive.

Even though the time was short, the day spent in Malaga perfectly concluded our experience in Spain. We returned with many beautiful memories, impressed by the culture, landscapes and relaxed atmosphere we encountered in each city.

Written by Lorena Vornicu, 11th grade G  
Teodora Timofte, 10th grade B  
Translated by Teodora Timofte,  
10th grade B



# The CNI Freshmen's Ball 2025



The National College of Computer Science (CNI) organized, in the autumn of 2025, the Freshmen's Ball, planned by the class 12C, with their teacher Mariana Fronea. The project coordinators were two determined colleagues, Silviu Panainte and Rareș Tudosă from the organizing class, who successfully led the implementation teams, made up of students from the 12th, 10th, and 11th grades. The event took place at the Central Plaza Hotel on the evening of Friday, November 7th, 2025.

The event opened with the most eagerly awaited moment for the new high school students – the Miss & Mister contest, hosted by the students Mihai Zavada, 12C, and Arina Chelmuș, 12A. The participants, excited and nervous at the same time, took to the stage, ready to showcase their personalities, spontaneity, and creativity, all integrated into the theme of this year – *Red Flag*. Each pair went through carefully designed challenges, ranging from a talent test to one of logic and sharpness, where charisma was defined by intelligence, naturalness, and elegance.



The five teams that signed up demonstrated their perseverance and devotion through their choreographies. The first team, composed of Maria Barna and Iustinian Acristinei, danced bachata as a duo. Cezara Popescu and Ionuț Motfolea followed with an audacious gypsy dance choreography. Sofia Asavei and Tudor Pașcău performed a Latino dance, while Maria Diaconu and Eduard Aiftimiei brought a touch of sophistication to the evening with graceful waltz steps. Last but not least, Ilaria Corobanea and her dance partner Sabin Octavian from the class 12C, made their mark with the vibrant and energetic rhythm of Bollywood dance.

The highlight of the evening was the awarding of the Miss & Mister CNI 2025 contest winners.

The jury, consisting of teachers Raluca Ene, Silvia Morțe, Maria Berea, and students Teona-Mihaela Țăranu, Andrei Enache, and Ciprian Vasiliu from 12C, designated Cezara Popescu, grade 9D, as Miss

CNI 2025, and the title of Mister Freshman was awarded to Tudor Pașcău, grade 9C. The winners were announced by Anastasia Horghidan and Oliver Tonco, who won the titles of Miss and Mister in the 2022 edition of the Miss & Mister CNI contest.

The atmosphere was lively, and the freshmen from CNI cheered and applauded their colleagues enthusiastically.

Written by  
Teona Țăranu, 12th  
Grade C

Translated by  
Cezara-Gabriela Popescu,  
9th Grade D



# The Ducklings' Ball 2025, A Fairytale Autumn at CNI

On Thursday, October 23<sup>rd</sup>, 2025, the National College of Computer Science in Piatra-Neamț was transformed into a place of joy and storytelling, in a warm atmosphere full of color and emotion. The school cafeteria echoed with laughter, applause, and music—a clear sign that it was once again time for celebration and stories. The students of classes 5A and 5B, the youngest members of the CNI family, were in the spotlight during the beloved autumn event—the Ducklings' Ball.

The event was enthusiastically organized by the students of classes 9A and 9B, who demonstrated that teamwork and creativity can bring to life a charming celebration. The colorful decorations, cheerful music, and the energy of the young participants turned the event into an unforgettable day.

The artistic moments brought smiles and emotion, and each child shone through originality and courage. The Ball included themed dances and authentic talent performances, all in an atmosphere of friendship and genuine joy.

The audience, made up of teachers and fellow students, was delighted by the performances of the younger participants, and the jury faced the difficult task of choosing the winners. Every participant proved that at CNI, talent, cheerfulness, and a playful spirit go hand in hand.

The individual performances offered a true parade of talent, with each child managing to convey emotion and joy through their preparation. From sensitive songs and passionately recited poems to dance moments, origami, and musical instrument performances, the young artists proved that talent knows no age.

The atmosphere was enhanced by the audience's applause, encouraging participants to shine on stage. Among the most appreciated moments were the vocal performances and creative choreographies that brought smiles to everyone's faces.

The Ducklings' Ball was proof that CNI students have imagination, courage, and a desire to express themselves freely through art.

The winners of the Ducklings' Ball 2025 were:

•**Miss & Mister Duckling:** Aida Andonesei & Denis Anastasiei;

•**Miss & Mister Charisma:** Iarina Gireadă & Nectarie Pavăl;

•**Miss & Mister Elegance:** Miruna Benezic & David Imbru;

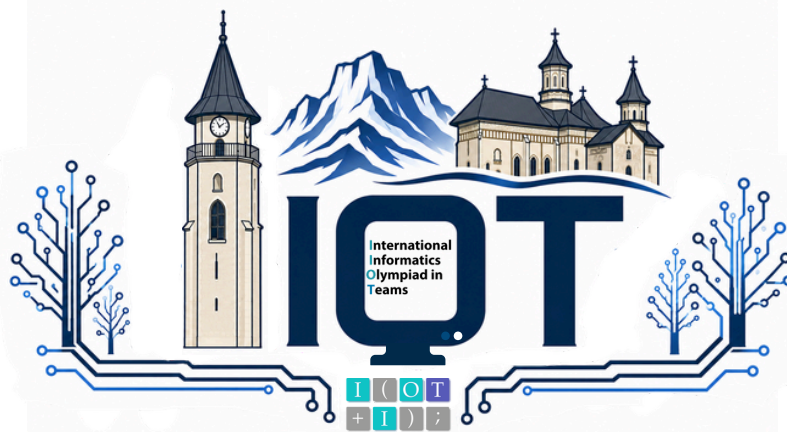
•**Miss & Mister Beauty:** Miruna Cojocariu & Iustin Tofan;

•**Miss & Mister Popularity:** Flavia Baciú & Victor Bârsan.

The event succeeded in bringing together different generations of students in an atmosphere of friendship and mutual respect. The Ducklings' Ball 2025 will remain a precious memory for everyone involved—a colorful story full of emotion and joy, reflecting the vibrant spirit of the CNI community.

Written by Mălina Tudosă, 9th Grade A  
and Mara Țărnă, 9th Grade B  
Translated by Alex Ciurea, 9th Grade A





PIATRA-NEAMȚ, ROMANIA, 2026

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**ISSN 2065 - 7854**  
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