Narrative Summary Report 1
SmartEd - AI Integration in Schools
No.: 2024-1-LT01-KA220-SCH-000244021
Reporting Period: 01/09/2024 – 28/02/2025

Project Partners

1. **Lithuania** *(Coordinator)*
   Šiaulių Vinco Kudirkos progimnazija

2. **Turkey**
   Türkiye *(Work Package 2 Lead – IO1)*
   Araxa Egitim Danismanlik

3. **Romania**
   Asociatia pentru Educatie si Formare (ASEF Bacau)

4. **Greece**
   Educom+ – The Community for the "Plus" in Education

5. **Italy**
   Università Popolare delle Gravine Ioniche (UPGI)

6. **Cyprus**
   Lykeio Aradippou

7. **Croatia**
   Srednja škola Ban Josip Jelačić (Zaprešić)

Full Report

This report presents a consolidated summary of progress made by all partners of the SmartEd – AI Integration in Schools project during the first six months of implementation (September 2024 – February 2025). It provides a detailed account of the status of deliverables and project activities (Section A), as well as the dissemination and exploitation measures undertaken (Section B). The report integrates partner-specific contributions and examples to illustrate achievements, challenges, and alignment with the project's objectives. The content is structured in a formal and evidence-based manner, appropriate for submission to the European Commission and for informing key stakeholders across the consortium.
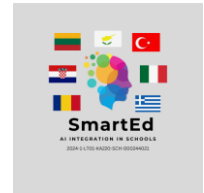
A. STATE OF DELIVERABLES

a. Project Management Activities

Project Launch and Coordination:

All partners participated in the 1st Online Kick-off Coordination Meeting (11.09.2024) and the Transnational Project Meeting in Croatia (26–27.10.2024). These meetings were essential for aligning expectations, confirming partner roles, and finalizing the timeline as outlined in the Gantt chart.

Development of IO1 Modules:

Each partner began developing their assigned IO1 teacher training module during this period, resulting in 7 distinct modules under construction.

Turkey – *Introduction to AI in Education*

Romania – *Foundations of Inclusive Education*

Croatia – *Adaptation of AI Tools for Special Needs Students*

Greece – *AI-Powered Differentiated Instruction*

Italy – *Ethical and Responsible AI in Education*

Cyprus – *Collaborative Learning and AI*

Lithuania – *Evaluation and Reflection on AI Integration Practices*

Draft structures, content outlines, and tools were exchanged and refined through WP2 meetings.

Preparation for the First Webinar

Partners collaborated on content planning, logistics, and promotion for the first project webinar ("Harnessing AI for Inclusive Education"), scheduled for 26 March 2025. This

included identifying speakers, finalizing the agenda, and launching initial promotional posts. The host of the first webinar – the applicant (Lithuania).

Budget Setup and Monitoring:

Budget planning was finalized during the Croatia meeting, and each partner set up internal tracking systems using a shared Excel template. Designated financial leads began recording expenditures related to IO1 development, travel, and management costs.

Project Planning and Communication Tools:

All partners used Google Drive for shared documents and project folders. Ongoing coordination was maintained through Zoom, email, and instant messaging. Task tracking began based on the project Gantt chart, with milestone checks led by WP coordinators.

Initial Dissemination Activities:

Project awareness was initiated through school websites, social media posts, and newsletters. Stakeholder lists were drafted or expanded, and communication channels (email/WhatsApp) were established for local engagement and updates.

b. Results Produced

Development of IO1: Teacher Training Program

The consortium collaboratively developed IO1, the Teacher Training Program, during the reporting period. Each partner contributed a specialized training module reflecting their institutional expertise, addressing themes such as inclusive education, ethical and responsible AI use, AI for differentiated instruction, and collaborative learning. While full piloting is scheduled for later stages, module content development was a key achievement within this timeframe.

Preparations for Joint Activities (Webinar and LTT in Italy)

All partners engaged in the planning and coordination of the first joint webinar ("Harnessing AI for Inclusive Education") and the upcoming Learning/Teaching/Training Activity (LTT). Activities during this period included internal scheduling, communication with potential participants, and content design. These efforts laid the foundation for the events held after February 2025 and are therefore recorded as preparatory rather than completed results.

Local Pre-Piloting and Testing Activities

Several partners (notably Italy, Turkey, Romania, and Cyprus) conducted internal testing and early-stage piloting of their IO1 modules. These sessions were limited in scale but provided valuable initial feedback from educators, helping to refine module content and format. These preparatory sessions were conducted in school-based settings and contributed to enhancing the quality and usability of the training materials ahead of the formal piloting phase.

c. Budget Control and Time Management

Budget Control:

Financial tracking was implemented by all partners using a standardized Excel template distributed during the Kick-off meeting. Each institution assigned a responsible staff member (e.g., Özkan Çam – Türkiye, Panayiota Eleftheriadou – Cyprus) to record project-related expenditures, including costs related to IO1 development, travel, and dissemination. Internal financial reviews were conducted regularly to ensure alignment with the approved budget. Supporting documents were archived for accountability, and no discrepancies or budget-related delays were reported during this period.

Time Management:

Project timelines were managed in accordance with the Gantt chart. WP leaders and the coordinating institution sent out regular reminders about upcoming deliverables and deadlines. Progress tracking was supported through monthly coordination emails, online meetings, and shared project planning tools (e.g., Google Drive folders and calendars). All key activities scheduled for the September–February period (IO1 module drafting, initial dissemination, and preparatory work for LTT and the webinar) were completed on time.

d. Monitoring of Progress, Quality, and Achievement

Partners followed the Quality Plan set by the coordinator, supported by internal review teams or advisory boards. Evaluation was conducted via surveys, feedback from events, and engagement metrics (social media and event participation). Regular documentation ensured consistent quality assurance.

e. Evaluation Against Gantt Chart

The steering committee cross-referenced all deliverables and events with the Gantt chart. Despite some timing adjustments for workshops, all planned milestones—particularly related to—were reached on time. Partner organizations tracked task status using local project management tools and reported monthly.

f. Project Indicators Reached

During the first reporting period, the SmartEd project achieved several key quantitative and qualitative indicators that demonstrate solid progress and broad stakeholder engagement:

Educator Engagement:

Over 500 educators across partner countries were engaged through preparatory activities, local workshops, stakeholder communication, and early dissemination. This widespread participation reflects successful outreach across all levels of the educational ecosystem— micro (teachers), meso (school leaders), and macro (advisors and institutions).

Completion of IO1 Structural Framework:

The complete structure of IO1 was developed, consisting of seven specialized training modules, each tailored to national priorities and pedagogical needs. Module topics included inclusive education, ethical AI use, differentiated instruction, and collaborative learning, among others.

Early Dissemination Reach:
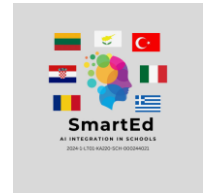
Dissemination efforts generated over 5,000 combined views and interactions across social media platforms, institutional websites, newsletters, and online educational articles. This strong early digital presence confirms growing interest and awareness of the project's themes and deliverables.

Initial Piloting and Testing:

At least five partner countries (Italy, Turkey, Romania, Cyprus, and Croatia) conducted preliminary module testing or internal piloting. These sessions involved both teachers and—where feasible—students, serving as groundwork for the full-scale piloting phase planned for the next reporting period.

Inclusive Participation Efforts:

Several partners made deliberate efforts to include participants with fewer opportunities, such as:

1) Students with special educational needs (SEN)
2) Educators from rural or under-resourced schools
3) Older teachers facing digital literacy barriers

These early-stage inclusion actions directly support SmartEd's core objective of fostering equitable and inclusive AI integration in education across Europe.

B. DISSEMINATION ACTIVITIES CONDUCTED

a. Stakeholder List and Communication

Throughout the reporting period, all project partners compiled and actively maintained stakeholder lists to ensure consistent communication and meaningful engagement with relevant institutions. Stakeholders included primary and secondary schools, universities, NGOs, local education authorities, teacher associations, and municipal bodies across partner countries.

Romania:

ASEF established connections with four local schools, one NGO, and five additional schools at the national level. Institutional collaboration included the Bacau County School Inspectorate, Teaching Staff House, and the County Educational Counseling Center. Communication was sustained via email updates, Facebook content, school websites, and coverage in local press.

Greece:

Educom+ engaged a wide stakeholder network, including school advisors, university pedagogical departments, and teacher associations in Central Greece. Printed and digital information leaflets were distributed during teacher training sessions, and regular contact was maintained through email and direct school visits to ensure strong regional visibility.

Italy:
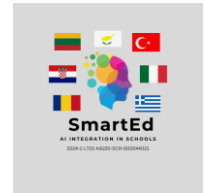
Italian partners maintained active communication with all secondary schools in Massafra, Palagiano, and Mottola, leveraging email newsletters and WhatsApp groups for timely and informal updates. This allowed for rapid dissemination of project news and invitations to local events.

Cyprus:

Stakeholders included all secondary schools in the Larnaca and Ammochostos regions, as well as local municipal authorities. Updates were regularly shared via email, ensuring these institutions remained informed about project milestones, upcoming activities, and opportunities for collaboration.

Croatia:

Croatian partners collaborated with academic and public bodies, including the Youth Center in Zaprešić, Baltazar Krčelić University of Applied Sciences, local municipal entities, and the Education and Teacher Training Agency (AZOO). These stakeholders were kept engaged through email communication and were invited to participate in dissemination and piloting activities.

Turkey:

Araxa Edu partnered with multiple educational and civil society actors, including Sistem Dil Schools, Hacı Süleyman Çakır Anatolian High School, Orgeneral Halil Sözer Secondary School, 30 Ağustos Secondary School, and the Bilgi Güvenliği Derneği (Information Security Association). Stakeholders received timely email updates following each activity and were actively involved in local dissemination and piloting efforts.

Lithuania:

As the coordinating institution, Lithuania facilitated unified stakeholder communication across all countries by distributing common tools and reporting templates, and by leading regular online and in-person discussions. This ensured consistency and alignment in partner outreach strategies.

Across all participating countries, partners used a combination of email communication, newsletters, social media outreach, and event invitations to keep stakeholders informed and engaged. This multi-channel approach contributed to strong early support for the SmartEd project and helped build a solid foundation for future collaborative activities.

b. Visibility of Website and Social Media

During the reporting period (September 2024 – February 2025), all project partners contributed to increasing the SmartEd project's visibility through strategic use of websites and social media platforms. Dissemination efforts focused on informing stakeholders, engaging educators, and promoting awareness of project milestones and intellectual outputs.

Most partners actively used Facebook to share project updates. For instance, Araxa Edu (Türkiye) published multiple announcements, including posts on the project launch (July 2024), the First Online Meeting (September 2024), and the Kick-Off Meeting (October 2024). These posts collectively reached over 3,500 viewers, with individual posts such as the online meeting reaching 1,143 views, and the kickoff event drawing 737 views. Additionally, Araxa Edu's website featured a dedicated project section that recorded over 1,900 page views, showcasing the project's aims, partners, and training activities.

Romania's ASEF organization maintained active dissemination through their Facebook group and website, which reported around 1,000 views of project-related content. Their dissemination included announcements about the first webinar, IO1 development, and local partnerships. Articles were also published in regional online newspapers (e.g., *Inima Bacăului* and *Amprenta de Onești*), expanding local awareness beyond social media channels.

Educom+ (Greece) utilized both Facebook and LinkedIn, estimating a reach of 3,000 people during the reporting period. Posts included highlights from partner meetings and promotional materials for upcoming webinars. These posts were complemented by printed flyers and visuals shared during school visits and teacher training sessions, ensuring cross-platform reach.

Cyprus established presence through their school's website and Facebook page, linking updates to the official project website (smartedai.net). They regularly posted updates and newsletters, complemented by online articles in the *Aradippou municipal press*. Although precise viewership metrics are not centrally tracked, social media engagement was evident, and content received positive feedback from the local educational community.

Italy's UPGI featured the project prominently on its institutional website (*www.upgi.it*) under the Erasmus+ section and disseminated updates via Facebook. The posts covered local events, training sessions, and the Kick-Off Meeting. Engagement metrics included more than 200 interactions on social media and consistent traffic to the Erasmus project pages.

Croatia maintained a strong online presence through the school's official website, Facebook, and Instagram accounts. They published photos and summaries of all key project events, especially the Kick-Off Meeting hosted in Zaprešić, which was also covered on the national education portal (*skole.hr*) and on Televizija Zapad. A video interview provided additional reach through broadcast media, amplifying visibility beyond traditional platforms.

Siauliu Vinco Kudirkos progymnasium, the coordinating institution from Lithuania, played a central role in ensuring consistent communication and dissemination across the partnership. While specific web traffic figures were not provided in their report, the school's Facebook page has approximately 1,000 users, with project-related posts consistently receiving around 30 likes each. In addition to public engagement, the coordinator managed the project's shared drives, developed templates for social media reporting, and facilitated internal communication among partners. These contributions provided the structural foundation for aligned and effective dissemination activities throughout the consortium. Overall, the combined use of social media, institutional websites, local press, and the project's official online portal ensured widespread digital visibility. The estimated total reach of these channels exceeded 8,000 interactions or views during the first six months of the project.

During the reporting period, all project partners contributed to enhancing the visibility of the SmartEd project through strategic use of institutional websites, social media platforms, and local press. Dissemination efforts aimed to inform stakeholders, engage educators, and raise awareness of project milestones and intellectual outputs—particularly the development of IO1.

Turkey:

Araxa Edu maintained an active presence on Facebook and its dedicated project webpage. Posts included updates on the First Online Meeting (September), and the Kick-Off Meeting (October), collectively reaching over 3,500 viewers. The online meeting post alone reached 1,143 views, and the Kick-Off event reached 737 views. Araxa Edu's website recorded over 1,900 page views on its SmartEd section, highlighting project goals, activities, and partner contributions.

Romania:

ASEF used both Facebook and its institutional website for dissemination, reaching approximately 1,000 viewers. Updates focused on IO1 development, webinar planning, and institutional collaboration. The project also gained visibility through regional press articles published in *Inima Bacăului* and *Amprenta de Onești*, extending awareness beyond social platforms.

Greece:

Educom+ promoted the project via Facebook and LinkedIn, with an estimated reach of 3,000 individuals. Content featured highlights from partner meetings, Kick-Off participation, and promotional material for the upcoming webinar. Offline visibility was supported through printed flyers and visuals distributed during school visits and teacher training sessions.

Cyprus:

The Cypriot team maintained a presence through their school website, Facebook page, and contributions to the official project website (smartedai.net). Project updates and newsletters were also featured in local municipal media, including *e-Aradippou*. While exact metrics are not centrally recorded, content received positive engagement and feedback from the local educational community.

Italy:

The Italian partner featured SmartEd prominently on its website (www.upgi.it) and shared regular updates on Facebook, focusing on local training events, IO1 development, and the Kick-Off Meeting. Posts received over 200 combined interactions, demonstrating strong local engagement.

Croatia:

Croatian partners utilized the school website, Facebook, and Instagram to share project developments. Special attention was given to the Kick-Off Meeting in Zaprešić, which was further amplified through a feature on the national educational platform skole.hr and an interview aired on Televizija Zapad. This combination of digital and broadcast media substantially increased project visibility.

Lithuania:

The coordinator ensured coherence across dissemination efforts. Their Facebook page, followed by approximately 1,000 users, regularly posted SmartEd updates, averaging 30 interactions per post. In addition to public engagement, Lithuania facilitated internal communication by managing the project's shared drives, developing templates for social media reporting, and providing coordination tools to all partners.

Summary:

Through a coordinated and multi-channel approach—including social media, websites, local and national press, and institutional networks—SmartEd achieved an estimated reach of over 8,000 views and interactions during the first six months. This robust early visibility laid a strong foundation for further engagement and impact as the project progresses.

c. Dissemination of Work Package 2 Results

During the first reporting period, the consortium made notable progress in the dissemination of Work Package 2 (IO1: Teacher Training Program – AI Integration for Inclusive Education). In accordance with the project application form, Turkey (Araxa Edu) led WP2, coordinating the development of IO1, ensuring consistency across the seven modules, and guiding the overall pedagogical structure of the training program.

Each partner institution contributed a distinct module aligned with national educational contexts and priorities. The modules addressed core themes such as inclusive pedagogy, ethical AI use, differentiated instruction, and collaborative learning through digital tools. By February 2025, all modules were completed, internally reviewed, and shared among partners in preparation for the formal piloting phase.

To support dissemination and accessibility:

Lithuania (Šiaulių Vinco Kudirkos progymnasium), as coordinating institution, developed and maintained the official SmartEd project website (www.smartedai.net). This site functions as the central repository for project outputs, updates, and stakeholder engagement materials across partner countries.

Initial dissemination efforts focused primarily on awareness-raising and stakeholder engagement, rather than on full-scale piloting. Highlights from partner-level dissemination include:

Turkey:

As WP2 lead, Turkey published its IO1 module on the institutional website (araxaedu.com), created targeted social media content, and promoted the material during local seminars and internal teacher training sessions. This structured dissemination strategy contributed to strong digital visibility and prepared the ground for pilot testing in the next phase.

Croatia:

The Croatian team shared their module via school digital platforms and introduced the IO1 framework during regional Professional Council meetings and national teacher training events. Educators were familiarized with the content and objectives of the training materials, focusing on inclusive classroom strategies through AI.

Romania:

ASEF disseminated updates and overviews of IO1 through its Facebook group, school networks, and local online press. Although the Romanian translation of the module was finalized shortly after the reporting period, summaries were already actively circulated to stakeholders.

Greece and Cyprus:

Both partners completed their IO1 modules in English and initiated introductory dissemination targeting English-speaking educators and school advisors. Translation into national languages was planned for the subsequent period to enable broader outreach.

Italy:

Italy promoted its module—focused on ethical and responsible AI—through an in-person event titled *"L'algoritmo della vita"*, supported by dissemination via UPGI's website and social media platforms. This local engagement was complemented by participation in webinars and stakeholder meetings.

Through the collective efforts of all partners—guided by Turkey's coordination—and digital infrastructure, IO1 was successfully developed and partially disseminated during the first six months. These foundational efforts established the framework for systematic piloting and broader implementation scheduled for the next reporting period, as outlined in the project proposal.

During the first reporting period, the consortium made significant progress in disseminating the results of Work Package 2 (IO1: Teacher Training Program – AI Integration for Inclusive Education). In line with the project application form, WP2 was led by Turkey (Araxa Edu), which was responsible for coordinating the development of IO1, ensuring consistency across modules, and guiding the overall structure of the training program.

Each project partner contributed a module tailored to specific national educational contexts, addressing critical themes such as inclusive pedagogy, AI ethics, differentiated instruction, and collaborative learning through digital technologies. By the end of February 2025, all modules had been developed, internally reviewed, and shared among partners in preparation for piloting.

To support dissemination, Lithuania (Siauliu Vinco Kudirkos progymnasium), as the coordinating institution, created and maintained the official SmartEd project website (www.smartedai.net). This platform served as a central hub for publishing project outputs, sharing news, and directing public and stakeholder engagement across countries. Initial dissemination of IO1 results focused on awareness-raising and preparatory engagement rather than full-scale piloting. Several partners introduced the modules in local educational settings:

Turkey, as WP2 leader, published the IO1 module on its institutional website (araxaedu.com), created dedicated social media content, and promoted the training material during local seminars and internal teacher workshops. The structured visibility strategy led to wide digital engagement and laid the foundation for upcoming pilot activities.

Croatia shared its module through the school's digital channels and introduced the IO1 framework during regional professional council meetings and national training events. Teachers were briefed on module content and its role in promoting inclusive teaching through AI.

Romania reported extensive early dissemination through its Facebook group, school network, and local press. Although the Romanian version of the module was finalized after the reporting window, summaries and updates were shared widely.

Greece and **Cyprus** completed the drafting of their modules in English and began introducing them to targeted audiences, such as English-speaking educators and local school advisors. Full dissemination was planned following translation into national languages.

Italy engaged the public through a local event titled *"L'algoritmo della vita"* and promoted their module on ethical and responsible AI via institutional channels and seminars. Dissemination also included posts on the UPGI website and social media.

Through the combined efforts of all partners, and under the leadership of Turkey, the IO1 training program was successfully developed and partially introduced to key educational audiences. Lithuania's development of the central project website ensured a consistent and accessible platform for sharing results. This early phase of dissemination established the groundwork for full-scale piloting and wider adoption in the next reporting period, as foreseen in the project proposal.

d. Scientific Articles Published

During the reporting period, no scientific articles were published. However, the consortium initiated discussions around academic dissemination during coordination meetings. Several partners expressed interest in co-authoring joint research publications focused on the pedagogical impact of AI in education, particularly following the completion of the IO1 piloting phase and Learning/Teaching/Training Activities (LTTA).

As part of preparatory actions, the consortium began exploring suitable academic journals and conference opportunities aligned with the project's themes of AI integration, inclusive education, and teacher training. Collaborative writing efforts and submission planning are expected to begin in the next project phase, once implementation data becomes available.

e. Conference Participation

During the reporting period, no formal presentations at external national or international conferences were conducted by consortium members. However, project visibility was actively promoted through local events, internal school presentations, professional development seminars, and teacher forums held within each partner country.

These local platforms enabled partners to introduce the SmartEd project to educators and institutional stakeholders, laying the foundation for broader dissemination.

Several partners have expressed their intent to present the project at relevant academic and professional conferences in upcoming phases—particularly after the piloting of IO1 modules and LTTA activities. Targeted dissemination through conferences is expected to take place during the second half of the project lifecycle, in alignment with results-based reporting and impact measurement.

f. Local Press Dissemination

Several project partners conducted local press dissemination during the reporting period to raise awareness of the SmartEd initiative and its early developments:

Lithuania, Cyprus, and Croatia published articles and announcements on school websites, municipal education portals, and in local educational newsletters, highlighting the project's objectives, launch, and the Kick-Off Meeting.

Greece disseminated project updates through digital channels, including Facebook, LinkedIn, and the association's website. In addition, Educom+ collaborated with local educational networks and teacher training sessions to distribute printed flyers and summaries

of project activities. These efforts, while informal, effectively reached local audiences and supported project visibility within Central Greece's school communities.

Italy and Turkey shared project news via institutional newsletters, internal bulletins, and school websites. These updates focused on module development, local events, and upcoming training activities.

Dissemination materials were translated into national languages to maximize accessibility and relevance for local audiences.

All partners contributed evidence of dissemination activities—such as screenshots, article links, and translated materials—to the shared Google Drive dissemination folder, ensuring proper documentation in line with Erasmus+ visibility requirements.

Although no official newspaper or national media coverage occurred during this period, the consortium effectively leveraged school websites, social media, digital newsletters, and community communication channels to inform educators, stakeholders, and parents about the SmartEd project.

g. Dissemination on EU Platforms

During the reporting period, the consortium initiated foundational steps for dissemination on European Union-level platforms, laying the groundwork for broader international visibility and networking in later phases of the project. Key actions included:

eTwinning Project Setup:

The eTwinning project space was initiated, with Croatia and Lithuania taking the lead in setting up the environment and coordinating the onboarding of students and teachers from partner institutions. This space is intended to support transnational collaboration, visibility, and exchange of practices aligned with SmartEd's goals.

Registration on Erasmus+ Project Results Platform (PRP):

The project was successfully registered on the Erasmus+ Project Results Platform, under the project ID: 2024-1-LT01-KA220-SCH-000244021. An initial summary of project objectives and deliverables was uploaded by the coordinating institution (Lithuania), making the project publicly accessible to broader European education audiences.

Future Dissemination Planning:

Additional dissemination efforts on platforms such as the School Education Gateway and EPALE (Electronic Platform for Adult Learning in Europe) are scheduled for upcoming periods, particularly following the piloting of IO1 modules and the implementation of Learning/Teaching/Training Activities (LTTs).

These early steps have established a solid framework for continued and enhanced EU-level visibility, with full-scale platform engagement expected in the next reporting period, as dissemination activities expand alongside project results.

h. Multiplier Events

No official multiplier events were organized during the reporting period (September 2024 – February 2025), as these are scheduled for the later stages of the project.

i. Target Group Participation

During the reporting period, approximately 180 individuals from key target groups were involved in project activities across the consortium. This early engagement helped build momentum and establish local support networks for the upcoming piloting and training phases. The participants included:

1) Approximately 120 teachers and school staff, who contributed to the early development, review, and internal evaluation of IO1 modules. Their input helped shape content relevance and instructional alignment with national curricula.

2) Around 40 school administrators and project support staff, who were actively involved in coordination, dissemination, and quality assurance tasks at the institutional level. These individuals played a crucial role in implementing internal communication structures and managing deliverables.

3) An additional 20 education stakeholders, such as school advisors, representatives of local education authorities, and associated partners, participated in informational sessions, stakeholder meetings, or were kept informed through newsletters and local outreach efforts.

All partner institutions made efforts to involve their local educational communities, ensuring early buy-in and alignment with institutional development goals. These contributions have laid a strong foundation for broader target group participation in the next phases of the project, including formal piloting and multiplier events.

j. Participants with Fewer Opportunities

During the reporting period, several project partners took initial steps to involve participants with fewer opportunities, in line with SmartEd's inclusive education objectives. These efforts focused on educators and students from socially, economically, or geographically disadvantaged backgrounds, as well as those facing digital barriers.

Lithuania, Romania, and Italy reported engagement with teachers working directly with students from marginalized backgrounds, including low-income families, rural communities, and students with special educational needs (SEN).

Turkey involved approximately 20 students from socio-economically disadvantaged backgrounds and those with disabilities, through associated schools and pilot preparation activities.

Educom+ in Greece prioritized outreach to older educators and teachers with limited digital experience, particularly from schools in areas affected by natural disasters (e.g., flooding caused by storm "Daniel").

Croatia engaged a significant number of teachers working with special needs students, estimating around 50 students with fewer opportunities indirectly impacted by their inclusion focus.

Cyprus included 15 participants from underrepresented groups through eTwinning and local dissemination events.

While exact numbers vary and some partners are still finalizing their outreach data, it is estimated that over 50 individuals across the consortium—including teachers and students—fit within the "fewer opportunities" category during this period.

These actions reflect the project's early commitment to equity and inclusion and align with SmartEd's goal of equipping educators to support diverse learners through AI-enhanced, personalized, and accessible education. Participation from these groups is expected to increase substantially during the piloting and LTT phases in the next reporting period.

k. Associated Partners and Activities

During the reporting period, several project partners engaged associated partners—including schools, NGOs, educational authorities, and teacher associations—to support early-stage dissemination, consultation, and awareness-raising activities. Although involvement was mostly advisory and preparatory, these actions laid the groundwork for stronger collaboration in future piloting, LTT, and multiplier events.

Lithuania collaborated with local education authorities and neighboring schools, inviting representatives to internal briefings on SmartEd's goals and inclusive education themes linked to IO1.

Cyprus worked with secondary school networks and local municipalities to share project updates and gather interest from educators and administrators.

Croatia engaged professional teaching councils, NGOs (e.g., Panta Rei), and the Youth Center in Zaprešić, offering information about the project and involving them in dissemination discussions.

Italy invited teachers from other institutions and local community learning centers to attend lectures on AI ethics and participate in local dissemination events.

Romania partnered with four schools, one NGO, and several national-level schools, sharing project materials and exploring future collaboration in piloting and evaluation activities.

Turkey involved several associated schools and an NGO (Bilgi Güvenliği Derneği) to assist with early dissemination and module feedback through internal events.

Greece collaborated with the University of Thessaly's Department of Language and Intercultural Studies to co-host a hands-on workshop that doubled as a project awareness activity.

Activities carried out by associated partners included: 1) attending internal or local informational sessions; 2) reviewing and discussing translated newsletters and project

overviews; 3) providing informal feedback on inclusive and AI-supported teaching strategies; 4) expressing intent to engage in upcoming piloting, training, or multiplier events. While the role of associated partners during this period remained largely consultative, their involvement reflects a strong commitment to community-based dissemination and sets the stage for expanded participation in the next project phases.

Overall Overview of the Reporting Period *(September 2024 – February 2025)*
The first reporting period of the SmartEd project marked a strong and coordinated start to implementation, with all seven partners actively contributing to the foundational development of the project's key outputs. The consortium successfully launched the project through the first online coordination meeting and the Kick-Off Meeting in Croatia, establishing clear communication channels, budgetary structures, and shared responsibilities. Significant progress was made in the development of IO1 – the Teacher Training Program on AI Integration for Inclusive Education – with each partner creating a tailored module reflecting national priorities and inclusive pedagogy. Early dissemination activities were carried out across institutional websites, social media platforms, and local educational networks, reaching an estimated 8,000 stakeholders. In line with the project's inclusive aims, several partners also began engaging participants with fewer opportunities and associated partners for consultation and awareness-building. While large-scale piloting, training, and multiplier events are planned for future phases, this initial period successfully laid the groundwork for broad engagement, high-quality outputs, and a strong transnational partnership moving forward.

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