

**Narrative Summary Report 2**  
**SmartEd - AI Integration in Schools**  
**No.: 2024-1-LT01-KA220-SCH-000244021**  
**Reporting Period: 01/03/2025 – 31/08/2025**

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## **Project Partners**

1. **Lithuania** (*Coordinator*)  
**Šiaulių Vinco Kudirkos progimnazija**
2. **Turkey**  
**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 next six months of implementation (March 2025 – August 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**

During the reporting period, project management concentrated on coordination, monitoring of implementation, financial reporting, and partner engagement.

#### **Coordination and Meetings:**

Partners participated in the 2nd Transnational Project Meeting (TPM2) in Karditsa, Greece (28–29 June 2025), which reviewed project timelines, risks, and communication strategies. Additionally, regular online coordination meetings were held, including the Steering Committee online meeting on 25 August 2025, where WP3 progress, IO2 deadlines, and interim reporting were agreed upon.

#### **National Management Activities:**

Each partner ensured smooth local implementation by:

- Organizing piloting of IO1 modules (May–June 2025).
- Recruiting teachers and stakeholders for testing.
- Maintaining evaluation records (attendance, surveys, feedback).
- Updating dissemination logs and financial reports in line with Erasmus+ rules.

#### **Financial and Administrative Oversight:**

All partners contributed to Financial Progress Report 2. Expenses for meetings, piloting, and dissemination were tracked with invoices and attendance records. Time management was supported by the Gantt chart, shared calendars, and cloud-based tools.

#### **Monitoring and Quality Assurance:**

Deliverables and activities were peer-reviewed among partners. Feedback from piloting and training was collected and analyzed to ensure quality. Risks were tracked through internal monitoring and discussed during TPM2. No major delays occurred.

Overall, project management during this period was collaborative, timely, and compliant, ensuring that all tasks progressed according to the work plan.

### **b. Results Produced**

#### **International Webinar:**

On 26 March 2025, Lithuania organized the international webinar “*Harnessing AI for Inclusive Education*”, with over 220 participants across partner countries. The session introduced AI tools (e.g., Microsoft Immersive Reader, Diffit, Seeing AI) with a focus on supporting learners with special educational needs (SEN). Feedback showed that over 90% of participants rated the event as excellent.

#### **Learning, Teaching and Training Activity (LTTA) – Italy (2–4 April 2025):**

All seven IO1 modules were delivered and peer-reviewed during the LTTA in Massafra, Italy:

- Module 1 – Introduction to AI (Turkey)
- Module 2 – Foundations of Inclusive Education (Romania)

- Module 3 – AI Tools for Special Needs (Croatia)
- Module 4 – AI-Powered Differentiated Instruction (Greece/Educom)
- Module 5 – Ethical and Responsible AI (Italy)
- Module 6 – Collaborative Learning and AI (Cyprus)
- Module 7 – Evaluation and Reflection (Lithuania)

The LTTA strengthened partner collaboration, provided hands-on training, and generated feedback for module refinement.

### **Piloting of IO1 Modules:**

Between May–June 2025, all partners piloted the seven training modules at national level:

- Lithuania – 47 teachers trained (May 14 and 21).
- Croatia – 43 teachers trained (May).
- Romania – 40+ teachers in Bacau (May).
- Turkey – 25+ participants in Eskişehir (May).
- Cyprus – 28 teachers trained (May).
- Italy – 25 participants in Massafra (June).
- Greece (Educom) – 80 in-service + 20 pre-service teachers (May–June).

Across countries, pre/post surveys showed notable improvements in teachers’ knowledge and confidence, with 85–90% of participants reporting increased competence in AI for inclusive education.

### **Project Meeting:**

The 2nd Transnational Project Meeting (TPM2) in Karditsa, Greece (28–29 June 2025), reviewed progress on IO1, updated the work plan for IO2, and agreed on risk management measures and dissemination strategies.

#### **Dissemination Outputs:**

- Updates shared through project website ([smartedai.net](https://smartedai.net)), newsletters, and social media (Facebook, Instagram, LinkedIn).
- Local press coverage in Cyprus, Romania, and Croatia increased visibility.
- Dissemination logs were updated by all partners, documenting outreach to more than 3,000 educators and stakeholders across countries.

### **Involvement of Participants with Fewer Opportunities:**

Piloting and eTwinning activities included students with SEN, immigrant backgrounds, and from rural or disadvantaged contexts — e.g., 12 in Turkey, 24 in Romania, 24 in Lithuania, 25 in Croatia, and 5 in Italy — ensuring that inclusiveness was put into practice, not just theory.

## **c. Budget Control and Time Management**

### **Budget Control:**

All partners maintained financial tracking systems aligned with Erasmus+ requirements.

- Expenses for transnational meetings (LTTA in Italy, TPM2 in Greece), local piloting sessions, and dissemination activities were carefully recorded and categorized by work package.
- Supporting documents (invoices, tickets, attendance lists, certificates) were collected and archived for audit purposes.
- Shared spreadsheets and monthly reconciliations (e.g., Araxa Edu/Turkey, Educom/Greece) ensured compliance and allowed partners to detect and resolve any discrepancies early.
- Currency conversion and eligibility checks were performed according to Erasmus+ guidelines.

**Time Management:**

Project implementation followed the Gantt chart milestones:

- International webinar (March 2025)
- LTTA in Italy (April 2025)
- Local piloting sessions (May–June 2025)
- TPM2 in Greece (June 2025)
- Steering Committee meeting (August 2025).

Clear internal deadlines were set for preparation, piloting, reporting, and dissemination.

**Monitoring:**

Progress was checked through internal reviews and partner online meetings. Where minor delays occurred (e.g., scheduling of piloting in Italy was postponed to June), activities were rescheduled without affecting overall project timing.

**Risk Management:**

No critical deviations were reported.

**d. Monitoring of Progress, Quality, and Achievement**

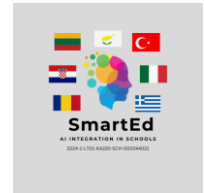
The consortium applied a systematic monitoring approach to ensure progress, quality, and achievement of activities:

**Alignment with Work Plan:**

All tasks were implemented according to the Gantt chart and project minutes. Key milestones — the March webinar, April LTTA in Italy, May–June piloting sessions, and June TPM2 — were delivered within the planned timeframe.

**Quality Assurance through Feedback:**

- After the international webinar, participant surveys revealed very high satisfaction, with over 90% rating the content as excellent.
- The LTTA in Massafra, Italy included peer review of all modules, reflection sessions, and partner evaluations. Feedback was used to refine training materials before piloting.



- Piloting sessions applied pre- and post-training self-assessments. Results showed clear improvements: e.g., in Lithuania, teacher knowledge of AI for inclusive education increased from 2.09 to 3.68 on a 5-point scale; in Cyprus, 85% of teachers reported enhanced knowledge after piloting.

#### **Monitoring Tools and Documentation:**

- Attendance sheets, certificates, reflection notes, surveys, and piloting reports were systematically collected and archived by all partners.
- Educom (Greece) and Araxa Edu (Türkiye) applied peer review checklists and internal QA protocols for module content and piloting evidence.
- Dissemination records were updated in each country to measure outreach and engagement.

#### **Joint Evaluation:**

TPM2 in Greece served as a partnership-wide evaluation moment: partners reviewed IO1 outcomes, discussed piloting results, and agreed on refinements for IO2.

#### **e. Evaluation Against Gantt Chart**

All key activities planned for this reporting period were completed in line with the Gantt chart: the international webinar in March, LTTA in Italy in April, national piloting sessions in May–June, and TPM2 in Greece in June. Minor adjustments, such as rescheduling piloting in Italy to June, did not affect overall progress. Monitoring and peer review confirmed that IO1 development and piloting were finalized on time, WP2 tasks were delivered as scheduled, and the consortium remains fully aligned with project objectives and timelines.

#### **f. Project Indicators Reached**

During this reporting period, the project successfully achieved or exceeded its planned indicators:

- 1 international webinar (*Harnessing AI for Inclusive Education*, 26 March 2025) with 224 participants across partner countries.
- 1 LTTA training event (Massafra, Italy, 2–4 April 2025) where all 7 IO1 modules were delivered, tested, and peer-reviewed.
- Piloting sessions in all 7 partner countries (May–June 2025) with over 300 teachers trained (Lithuania 47, Croatia 43, Romania 40+, Türkiye 25+, Cyprus 28, Italy 25, Greece 100+ including 80 in-service and 20 pre-service).
- 2nd Transnational Project Meeting (TPM2) held in Karditsa, Greece (28–29 June 2025) with all partners present.

#### **Competence growth confirmed:**

In Cyprus, 85% of teachers reported enhanced knowledge after piloting.

In Lithuania, teacher understanding of AI for inclusive practices improved from 2.09 to 3.68 on a 5-point scale.

In Romania, over 90% of teachers reported improved knowledge of AI in education.

**Online visibility and outreach:** project website and social media achieved 3,000+ combined visits/interactions across partners (LT, CY, TR, IT, RO, HR, GR).

**Participants with fewer opportunities:** engaged in all partner countries — e.g., 12 in Turkey, 24 in Romania, 24 in Lithuania, 25 in Croatia, 5 in Italy, 30 in Greece — ensuring inclusive participation in both piloting and eTwinning activities.

## B. DISSEMINATION ACTIVITIES CONDUCTED

### a. Stakeholder List and Communication

#### Lithuania

- Compiled and maintained a stakeholder list including local/regional educational institutions, municipal education departments, teacher training centers, NGOs, and school partners.
- Used the list to invite stakeholders to the March webinar, April LTTA, and May piloting sessions.
- Communication via emails, newsletters, official school website, and Facebook posts.

#### Italy

- Maintained an updated stakeholder list as part of its communication strategy.
- Shared project milestones (webinar, LTTA in Italy, piloting in June) via email, social media, website, and newsletters.
- Stakeholders included education institutions, municipal education bodies, teacher training centers, NGOs, and partner schools across Puglia.

#### Cyprus

- Created and maintained a stakeholder list covering local schools, education authorities, and teacher training institutions.
- Used targeted email campaigns to invite stakeholders to the webinar, LTTA, and IO1 piloting.
- Reinforced communication with social media posts, website updates, and newsletters.

#### Turkey

- Developed a stakeholder list with schools, universities, education authorities, and NGOs.
- At least 5 stakeholder organizations received regular email updates and invitations.
- Examples: Hacı Süleyman Çakır Kız Anadolu Lisesi, Orgenral Haliz Sözer Ortaokulu, Bilgi Güvenliği Derneği, Sistem Dil Okulu, Kılıçoğlu Anadolu Lisesi, 20 Ağustos Ortaokulu.

#### Croatia

- Established a stakeholder list including local/regional schools, education departments, teacher training institutions, NGOs, and project partners.

- Used emails, newsletters, school communications, and social media to share updates on the webinar, LTTA, and piloting.

#### **Romania**

- Created a stakeholder list including schools, universities, education authorities, NGOs, and Bacau City Hall.
- Communication maintained through WhatsApp group, emails, and phone calls.
- Stakeholders informed about pilot sessions and TPM2.

#### **Greece**

- Maintained a stakeholder register including primary and secondary schools, regional/local education directorates, and education NGOs.
- Unlike other partners, Educom did not send mass email campaigns but relied on social media updates and targeted one-to-one communication.

Each partner developed and maintained stakeholder lists adapted to their national context, involving schools, education authorities, NGOs, and teacher training centers. Communication methods included emails, newsletters, social media, websites, WhatsApp groups. This ensured that stakeholders were kept informed about the webinar, LTTA, piloting, and dissemination activities.

### **b. Visibility of Website and Social Media**

#### **Lithuania**

- Promoted the official project website (<https://smartedai.net>).
- Links were included in invitations to the March webinar, LTTA training materials, and newsletters.
- Additional promotion through the school's institutional Facebook page and local dissemination events.
- Estimated reach: 1,000+ individuals (teachers, education professionals, stakeholders).

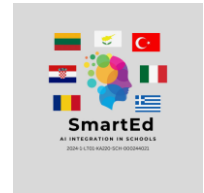
#### **Italy**

- Actively shared the project website via UPGI website (<https://www.upgi.it/offerta-formativa/programma-smarted-progetto-erasmus/>) and SmartEd's Facebook profile.
- Updates posted during LTTA in Italy, piloting activities, and TPM2.
- Estimated reach: 200+ individuals (teachers, local stakeholders, wider community).

#### **Cyprus**

- Promoted the official project website (<https://smartedai.net>) and SmartEd Facebook page.
- Links embedded in webinar invitations, LTTA training slides, newsletters, and piloting reports.
- Local school's Facebook also used for dissemination.
- Estimated reach: 1,000+ individuals nationally.





### **Turkey**

- Visibility ensured via Araxa Edu website (araxaedu.com), Araxa Edu Facebook page, and Instagram.
- Shared posts on piloting in Eskişehir, dissemination materials, and TPM2 news.
- Estimated reach: 800+ individuals across platforms.

### **Croatia**

- Regularly promoted project website (<https://smartedai.net>) and SmartEd Facebook.
- Shared event photos, reflections, and newsletters via school's own Facebook and website.
- Visibility also through eTwinning and Croatian national educational platforms.
- Estimated reach: 1,000+ individuals (teachers, students, stakeholders).

### **Romania**

- Used ASEF website and social media (Facebook & Instagram) to share project news.
- Posts highlighted the Bacau piloting, TPM2, and local press articles.
- Estimated reach: 500+ views, likes, and comments.

### **Greece**

- Visibility through Educom+ Facebook page and LinkedIn account.
- Posted regularly around key events: March webinar, April LTTA, May University of Thessaly seminar.
- Dissemination logs confirm at least 6 posts, with estimated reach of 1,000+ educators and stakeholders.

All partners ensured strong online visibility through websites, Facebook, Instagram, and LinkedIn. The project website (smartedai.net) and SmartEd Facebook profile served as central references, while local partner platforms extended reach. Combined, visibility efforts engaged over 5,500 stakeholders across Europe during this period.

## **c. Dissemination of Work Package 2 Results**

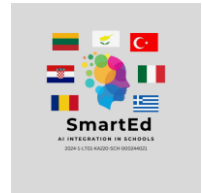
### **Lithuania**

- International webinar “Harnessing AI for Inclusive Education” (224 participants).
- Module 7 showcased during LTTA in Italy and featured in the official LTTA newsletter.
- Local piloting sessions (47 teachers, May 2025), with results summarized in the SmartEd IO1 Local Piloting Newsletter and national piloting report.
- Dissemination recorded in the official Dissemination Activities Report.

### **Italy**

- Delivered Module 5 during LTTA in Massafra (April 2025).
- Shared dissemination materials (handouts, digital presentations) with participants.





- Organized piloting sessions in June 2025 (25 members of the association) and publicized results through newsletters and the UPGI website.
- Highlights documented in the SmartEd LTTA newsletter.

### **Cyprus**

- Delivered Module 6 during LTTA (April 2025) and presented results in the project newsletter.
- Organized four piloting sessions in May 2025 (28 teachers).
- Shared reports, photos, and updates on school platforms, national newsletters, and the SmartEd IO1 Local Piloting Newsletter.
- Dissemination log documented outreach and audiences.

### **Turkey**

- Delivered Module 1 during LTTA in Italy.
- Organized piloting session in Eskişehir (May 2025, 25+ participants) and distributed flyers and digital brochures.
- Shared updates via Araxa Edu website, newsletters, and social media.
- Materials localized into Turkish for broader reach.

### **Croatia**

- Delivered Module 3 during LTTA in Italy (April 2025) and featured in official newsletter.
- Conducted two piloting sessions (43 teachers, May 2025), promoted via school's social media and Croatian piloting report.
- Visibility enhanced by publishing dissemination outputs on Croatian educational platform skole.hr.

### **Romania**

- Local piloting with 40+ teachers in May 2025, supported by flyers, brochures, and updates via Bacau School Inspectorate.
- Results shared in newsletters, ASEF social media, and local press ("Inima Bacaului").
- Dissemination ensured in Romanian to improve accessibility.

### **Greece**

- Delivered Module 4 at LTTA (Italy, April 2025).
- Piloting in Karditsa & Trikala with in-service teachers and at University of Thessaly with pre-service teachers.
- Shared results via Facebook, LinkedIn, and an AI seminar at the University of Thessaly (May 2025).
- Dissemination log confirms at least 6 posts reaching ~1,000 stakeholders.

Each partner disseminated results of their IO1 modules through LTTA delivery, national piloting, newsletters, reports, and social media. Dissemination was recorded in official logs and ensured both local/national impact and cross-partner visibility through the SmartEd website, newsletters, and joint outputs.

#### **d. Scientific Articles Published**

During this reporting period, none of the partners published scientific articles in journals or on third-party websites about the SmartEd project. However, several partners (e.g., Educom in Greece and ASEF in Romania) indicated that preparations are underway for future publications, with submissions foreseen in the next reporting phase.

#### **e. Conference Participation**

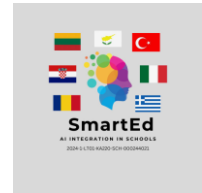
No partners formally participated in third-party conferences with project presentations during this reporting period. However, Educom (Greece) reported preparations for a poster presentation at the International Conference in Open and Distance Learning (ICODL 2025), scheduled for the next phase, ensuring that SmartEd results will gain visibility in academic and professional forums.

#### **f. Local Press Dissemination**

Local press dissemination was achieved in several partner countries. In Romania, ASEF published articles in *Inima Bacaului* and *Onesti Online* highlighting the Bacau piloting activities. In Cyprus, two articles appeared in local newspapers covering the school's involvement in the LTTA and piloting. In Croatia, dissemination included an article on the national education platform *skole.hr* and an interview broadcast on state television. Other partners (Lithuania, Italy, Turkey, Greece) did not yet publish in local press but focused on social media and institutional channels, with plans to expand press engagement in the following period.

#### **g. Dissemination on EU Platforms**

Dissemination on European Commission platforms such as Salto, Epale, and School Education Gateway was only partially implemented during this period. Lithuania and Croatia contributed content for platform-based outreach, while the consortium as a whole agreed to coordinate further uploads centrally. Cyprus also prepared dissemination materials and participated in discussions about EU-level visibility, though most partner promotion in this phase relied on websites, newsletters, and social media. Broader engagement with EU platforms is planned for the next reporting period.



#### **h. Multiplier Events**

No formal multiplier events were organized during this reporting period, as they are scheduled for later phases of the project. However, some preparatory dissemination actions took place that laid the groundwork for future events: Educom (Greece) presented SmartEd modules during teacher training seminars in Karditsa and Trikala, and other partners used piloting sessions and local dissemination activities as awareness-raising opportunities. These activities ensured visibility and engagement while setting the stage for larger-scale multiplier events planned in upcoming periods.

#### **i. Target Group Participation**

During this reporting period, SmartEd engaged a wide range of target groups, particularly educators, school staff, and stakeholders in inclusive and digital education. Across all seven countries, more than 300 teachers participated directly in IO1 piloting sessions (e.g., 47 in Lithuania, 43 in Croatia, 40+ in Romania, 28 in Cyprus, 25+ in Türkiye, 25 in Italy, and 100+ in Greece, including pre-service teachers). In addition, over 220 international participants joined the March webinar, and further outreach was achieved through dissemination to administrators, municipal representatives, NGOs, and local communities. This ensured strong involvement of the target groups and wide awareness of SmartEd's goals.

#### **j. Participants with Fewer Opportunities**

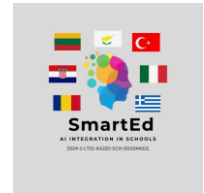
Project partners made consistent efforts to include participants with fewer opportunities in project activities, ensuring alignment with SmartEd's inclusive objectives. In Lithuania, 24 students from class 6a, including 3 with special educational needs (SEN), engaged in eTwinning activities. In Croatia, over 25 students participated in collaborative projects, including 3 SEN learners. Romania involved 24 disadvantaged participants from rural areas, SEN students, and minority groups in piloting. Türkiye included 12 students from rural and disadvantaged backgrounds, while Italy engaged 5 students from immigrant families. Cyprus integrated 26 students into eTwinning, including 3 SEN learners. Greece (Educom) involved 30 participants, including 10 teachers from disadvantaged schools and 20 students with learning difficulties from low-income families. These activities demonstrate the project's strong commitment to equity and meaningful participation for learners with fewer opportunities.

#### **k. Associated Partners and Activities**

All partners actively involved associated organizations to enhance dissemination, piloting, and visibility of SmartEd. In Lithuania, the Šiauliai City Education Center supported the March webinar by providing Zoom infrastructure and certification, while Šiauliai VET Centre teachers joined piloting. Italy engaged local schools, NGOs, and education authorities in piloting and awareness-raising. Cyprus partnered with the Municipality of Aradippou and upper high schools



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in Larnaca, which supported piloting and local dissemination. Turkey collaborated with schools and NGOs, including Hacı Süleyman Çakır Kız Anadolu Lisesi, Bilgi Güvenliği Derneği, and others, in piloting and awareness activities. Croatia worked with the Zaprešić Youth Centre, NGO Panta Rei, Baltazar Krdelii University of Applied Sciences, and professional councils to support piloting and dissemination. In Romania, ASEF partnered with Bacau School Inspectorate, local schools, Bacau City Hall, and press outlets such as *Inima Bacaului* for piloting and dissemination. Greece (Educom) collaborated with the University of Thessaly and regional education directorates of Karditsa and Trikala, which facilitated piloting and seminars, while local schools provided access to disadvantaged students. Together, these collaborations expanded the project's credibility, outreach, and long-term sustainability.

### **Overall Overview of the Reporting Period (*March 2025 – August 2025*)**

Between March and August 2025, the SmartEd project team made strong progress in line with its work plan. Key milestones included the international webinar on inclusive AI in education, the LTTA in Italy where all seven IO1 modules were delivered, national piloting sessions across partner countries involving more than 300 teachers, and the second transnational project meeting in Greece. Monitoring confirmed high-quality outputs, with pre- and post-training assessments showing significant improvements in teachers' competences and confidence in using AI for inclusive education. Dissemination was actively pursued through websites, social media, newsletters, local press, and stakeholder outreach, reaching several thousand educators and stakeholders across Europe. Importantly, the project consistently ensured the inclusion of participants with fewer opportunities, engaging SEN learners, immigrant and rural students, and disadvantaged teachers in piloting and collaborative activities. The involvement of associated partners—municipalities, education authorities, universities, NGOs, and training centers—further strengthened visibility, sustainability, and local impact. Overall, the reporting period demonstrated effective management, timely delivery of results, inclusive participation, and growing dissemination impact, positioning the consortium well for the next phase of implementation.

Coordinating institution

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