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Narrative Summary Report 3
SmartEd - AI Integration in Schools
No.: 2024-1-LT01-KA220-SCH-000244021
Reporting Period: 01/09/2025 – 28/02/2026

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 (September 2025 – February 2026). 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 from September 1, 2025, to February 28, 2026, project management activities were characterized by strategic coordination, the successful conclusion of **IO2 (Adaptive Learning Modules)**, the hosting of a major international training event, and the initiation of **WP4 (SmartEd AI Learning Platform)**.

The management activities undertaken by the consortium include:

1. Strategic Coordination and National Agency Monitoring

- **Overall Management:** As the project coordinator, the Lithuanian partner (Šiaulių Vinco Kudirkos progimnazija) provided strategic oversight, ensuring all partners adhered to the **September 30, 2025, deadline** for IO2 components.
- **Interim Reporting:** The coordinator prepared and submitted the **Project Interim Report** on September 12, 2025, which was subsequently approved by the Lithuanian National Agency.
- **Monitoring Visit:** A successful remote monitoring visit by the Lithuanian National Agency was managed on October 28, 2025, to verify adherence to the Grant Agreement.

2. WP3 Leadership and Pedagogical Standardization

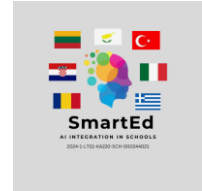
- **Methodological Framework:** The Croatian partner, as the leader of **Work Package 3 (WP3)**, developed and distributed standardized templates to ensure pedagogical consistency across all seven learning modules.
- **Quality Assurance:** Croatia organized the peer assessment process for IO2 to maintain high pedagogical and technical standards.
- **Piloting Preparation:** Standardized reporting forms and evaluation templates were created by the Croatian team to facilitate uniform data collection during the local piloting phases in each partner country.

3. International Event Management (LTT)

- **Logistics and Hosting:** Lithuania managed the logistics for the **Learning, Teaching, and Training (LTT)** activity held in Šiauliai (December 3–5, 2025), which involved **71 participants** (teachers and students) from all seven partner countries.
- **Collaborative Planning:** All partners (Cyprus, Italy, Romania, Greece, Turkey, Croatia, Lithuania) held internal meetings to coordinate their delegations' participation and prepare their respective module presentations for the event.

4. Initiation of WP4 (SmartEd AI Learning Platform)

- **Work Package Launch:** Lithuania officially initiated WP4 on **January 5–6, 2026**, through an online management meeting.
- **Technical Planning:** Partners participated in these planning sessions to define technical standards and distribute responsibilities for producing **120 minutes of video-based learning content** per partner for the new platform (IO3).



5. Continuous Communication and Digital Management

- **Communication Channels:** The consortium maintained regular contact via **Zoom meetings, email, and a dedicated WhatsApp group** to mitigate risks and ensure coherence between modules.
- **eTwinning Coordination:** Croatia structured the project's **eTwinning "Pages"** and hosted a student webinar to facilitate digital cooperation.
- **Dissemination Management:** The coordinator produced **Newsletter 4** and updated the project website to reflect the successful piloting of IO2 results.

b. Results Produced

Based on the progress reports from all seven partners, the consortium produced several key results during the reporting period, primarily focused on the finalization and testing of **IO2 (Adaptive Learning Modules)** and the initiation of **WP4 (SmartEd AI Learning Platform)**.

1. Completion and International Piloting of IO2 Modules

The consortium successfully finalized and piloted **seven Adaptive Learning Modules**. Each partner took the lead on a specific thematic module.

- **LTT Event Evaluation Report**, confirming a **90% satisfaction rate** among participants.

2. Successful International LTT Training Event

A major result was the **Learning, Teaching, and Training (LTT)** activity held in Šiauliai, Lithuania (December 3–5, 2025).

- **Participation:** Involved **71 total participants**, including 28 international students and 14 teachers from partner countries.
- **Outcomes:** The event provided a platform for hands-on piloting of all seven modules and included specialized workshops on AI integration in classrooms.

3. Second International SmartEd Webinar

The consortium organized a large-scale dissemination and training event on November 20, 2025.

- **Reach:** Attracted **592 participants** from all seven partner countries.
- **Satisfaction:** The event received excellent feedback, with **171 out of 178** respondents rating the organization as "excellent" (5/5) and praising the practical utility of the AI tools presented.

4. Local Piloting and Evidence-Based Refinement

Following the international event, each partner conducted **local piloting** to gather extensive feedback for module refinement:

- **Lithuania:** 71 students and 37 teachers tested the materials in real classroom settings.
- **Greece:** Reached **110 participants** (83 students, 27 teachers).
- **Cyprus:** Involved **98 participants** (70 students, 28 teachers).



- **Italy, Romania, Croatia & Turkey:** Each piloted the modules with approximately **70 participants** (students and teachers) per country.

5. Digital Collaboration and eTwinning Results

- **Silent Debate:** Students participated in a cross-border "AI in Schools – A Silent Debate" on the Kialo platform (November 25, 2025).
- **Joint Vision:** This collaboration resulted in a co-created reflection document titled "**Our Vision of an AI-Friendly School,**" involving students from all seven countries.

6. Initiation of WP4 (SmartEd AI Learning Platform)

The development phase for **IO3** was officially launched in January 2026.

- **Platform Structure:** Partners agreed on the technical standards and distribution of responsibilities.
- **Content Production:** Each partner initiated the production of **120 minutes of video-based learning content** to support the sustainable use of AI-enhanced teaching practices.

c. Budget Control and Time Management

Based on the progress reports from all seven partners, the consortium maintained rigorous budget control and effective time management during the reporting period, ensuring all major milestones were reached within the allocated financial and temporal frameworks.

1. Budget Control and Financial Management

All partners adhered to the financial guidelines of the Erasmus+ programme and the project's specific budget allocations. Key financial management activities included:

- **Systematic Monitoring:** Partners conducted regular internal reviews comparing planned versus actual expenditures to prevent overspending and maintain financial balance.
- **LTT Expense Documentation:** For the Learning, Teaching, and Training (LTT) event in Lithuania, all partners meticulously recorded and stored invoices, travel documents, boarding passes, and attendance lists to ensure transparency and compliance with future auditing requirements.
- **Cost-Benefit Optimization:** The Romanian partner specifically noted optimizing resource allocation for LTT mobility to ensure a superior cost-benefit ratio while following sound financial management principles.
- **Centralized Oversight:** As the coordinator, Lithuania provided overall financial planning and verification of supporting documentation for the entire consortium.

2. Time Management and Gantt Chart Compliance

The project followed the established Gantt chart closely, with all partners meeting their respective deadlines for IO2 and WP4 initiation.

- **IO2 Finalization:** All partners met the critical September 30, 2025, deadline for submitting their respective components of the Adaptive Learning Modules.



- **Milestone Achievement:** Major activities, such as the International Webinar (November 20, 2025) and the LTT event (December 3–5, 2025), were implemented exactly as scheduled in the work plan.
- **Strategic Adjustments:** To ensure quality, the Lithuanian coordinator slightly rescheduled the WP4 online planning meeting from December 2025 to January 2026. Partners confirmed that these minor adjustments did not affect the overall project timeline or the delivery of scheduled results.
- **WP3 Leadership:** The Croatian partner proactively managed the timeline for peer assessments and template distribution, ensuring that internal coordination tasks did not cause delays in the overall project flow.

3. Coordination Mechanisms

Efficient time and budget management were supported by continuous communication and digital collaboration tools:

- **Communication Channels:** Regular Zoom meetings, email correspondence, and a dedicated WhatsApp group allowed the consortium to identify potential challenges early and coordinate task completion.
- **Shared Repositories:** Project documentation and reporting were organized through shared digital platforms, allowing for transparent and structured access to materials and financial records for all partners.

4. Risk Management:

No critical deviations were reported.

d. Monitoring of Progress, Quality, and Achievement

Based on the reports from all seven partners, the consortium implemented a multi-layered monitoring and quality assurance framework to ensure the project remained on track and maintained high pedagogical and technical standards.

1. Consortium-Level Coordination and Tracking

- **Strategic Oversight:** The Lithuanian coordinator monitored progress through continuous coordination via Zoom, email, and WhatsApp, reviewing all partner contributions against the established Gantt chart and project milestones.
- **WP3 Leadership:** The Croatian partner led the peer assessment process for all seven Adaptive Learning Modules, ensuring that the content produced met the project's rigorous pedagogical and technical requirements.
- **Documentation and Transparency:** Progress was verified through systematic documentation, including meeting minutes, participant lists, and evaluation results, all stored in a shared project repository for transparent access.

2. Quality Assurance of Deliverables (IO2 and LTT)



- **Standardized Evaluation:** Croatia developed standardized reporting forms and templates used by all partners to collect uniform data during piloting, ensuring consistency across the consortium.
- **LTT Feedback Analysis:** Quality control for the international training event in Lithuania was data-driven. The consortium collected and analyzed feedback from 71 participants, confirming that the 90% satisfaction target was successfully met.
- **Module Refinement:** Partners systematically analyzed student and teacher feedback to measure the effectiveness, conceptual clarity, and practical relevance of their respective modules.

3. Evidence-Based Local Piloting

Monitoring was heavily embedded in the local piloting phase carried out by each partner:

- **Usability Testing:** In Lithuania (108 participants) and Greece (110 participants), feedback forms were used to assess the usability and educational value of AI-supported learning activities in real classroom settings.
- **Inclusive Feedback:** In Cyprus (98 participants) and Italy (70 participants), evaluation tools focused on whether the modules effectively supported differentiated instruction and met the needs of diverse learners.
- **Refinement Loops:** Feedback from these sessions was immediately used for module optimization, ensuring the materials were refined before being finalized for the AI platform.

4. Technical and Digital Monitoring

- **WP4 Initiation:** Quality standards for the upcoming SmartEd AI Learning Platform (IO3) were established during collaborative planning sessions in January 2026, defining the technical structure and video content requirements.
- **eTwinning Oversight:** Croatia continuously monitored the TwinSpace "Pages" to ensure student collaboration during the "Silent Debate" was productive, safe, and aligned with project goals.
- **Strategic Correlation:** Romania (ASEF) specifically monitored the correlation between educational content and strategic objectives, ensuring that every task contributed directly to the project's high-level goals.

e. Evaluation Against Gantt Chart

Based on the progress reports from all seven partners, the consortium successfully adhered to the project's Gantt chart, achieving all major milestones and deliverables for the reporting period with only minor, strategically managed adjustments.

1. Consortium-Wide Adherence to Milestones



Every partner organization evaluated their progress by comparing actual outputs against the milestones defined in the project work plan, confirming that the project is progressing in line with its strategic objectives. Key achievements verified against the Gantt chart include:

- **Finalization of IO2 Components:** Partners met the critical **September 30, 2025**, deadline for submitting all components of the seven Adaptive Learning Modules.
- **International Webinar 2:** Successfully held on **November 20, 2025**, reaching 592 participants and fulfilling dissemination and training targets.
- **International LTT Event:** The training and piloting event in Lithuania was executed exactly as scheduled from **December 3–5, 2025**.
- **Local Piloting Phase:** Each partner completed the local testing of modules within the reporting period, validating the IO2 content in real classroom settings.

2. Strategic Adjustments to the Timeline

While the project followed the Gantt chart closely, the Lithuanian coordinator implemented minor schedule adjustments to improve coordination and quality, which were fully documented and did not negatively impact the overall project timeline:

- **WP4 Online Planning Meeting:** Originally planned for December 2025, it was rescheduled and successfully held on **January 5–6, 2026**.
- **Technical Workflow Meeting:** An online meeting originally set for February was moved to **March 9–10, 2026**, to allow partners more time to prepare high-quality contributions for the AI platform (IO3).

3. Evaluation of Results and Quality

The evaluation against the Gantt chart was not merely chronological but also qualitative:

- **Completion of IO2 Piloting:** All partners confirmed that the piloting of the seven adaptive modules (Work Package 3) is now complete, marking the successful fulfillment of a major project phase.
- **Successful Initiation of WP4:** The official launch of Work Package 4 in January 2026 ensures that the development of the SmartEd AI Learning Platform (IO3) is starting on schedule.
- **Target Group Engagement:** Measurable indicators, such as the number of students (71 at LTT) and teachers involved, met or exceeded the thresholds established in the initial project proposal.

Overall, the consortium's rigorous internal monitoring and continuous communication ensured that no significant deviations or delays occurred during this reporting period.

f. Project Indicators Reached

Based on the reports from all seven partners, the consortium successfully reached several key measurable indicators during this reporting period, demonstrating significant progress in training, piloting, and project management.



1. International Webinar Engagement and Satisfaction

The second international SmartEd webinar, "**Empowering Educators – Training for Inclusive Teaching,**" served as a major indicator of reach and quality:

- **Total Participation:** Reached **592 participants** across all seven partner countries.
- **Satisfaction Ratings:** The event received exceptionally high feedback, with **171 out of 178 respondents** (over 95%) rating the organization as "excellent" (5/5) and **175 rating the usefulness of AI tools** as "excellent".
- **Partner Mobilization:** Specific partner contributions to this total included 70 educators from Greece, 60 from Cyprus, and others from Italy, Romania, and Turkey.

2. Completion and Piloting of IO2 Adaptive Modules

- **Module Finalization:** All 7 Adaptive Learning Modules were finalized, approved, and validated.
- **International Testing:** The modules were successfully piloted in an international setting during the LTT event in Lithuania.
- **Inclusion of SEN Students:** A core indicator was the active participation of students with special educational needs (SEN) in testing AI-supported tasks designed for differentiated instruction.

3. LTT Event Participation (Lithuania)

The international training event achieved its planned participation targets:

- **Total Participants:** **71 teachers and students** were involved in the hands-on piloting in Šiauliai.
- **International Delegations:** Each partner sent a delegation (typically **2 teachers and 4 students**) to participate in the cross-border exchange.
- **Satisfaction:** The event reached its **90% satisfaction target**, with some partners reporting qualitative validation as high as 95%.

4. Local Piloting Impact

Following the international event, local piloting significantly expanded the project's reach:

- **Greece:** Involved **110 participants** (83 students and 27 teachers).
- **Cyprus:** Reached **98 participants** (70 students and 28 teachers).
- **Lithuania:** Engaged **108 participants** (71 students and 37 teachers).
- **Italy, Romania, and Turkey:** Each partner successfully mobilized **70–76 local participants** for module testing.

5. WP4 and IO3 Development Indicators

- **Planning Milestones:** 7 structured learning modules were planned for the SmartEd AI Learning Platform, with responsibilities distributed among all partners.
- **Content Initiation:** Partners initiated the production of 120 minutes of video-based learning content per organization.



- **Coordination Meetings:** One online coordination meeting was held specifically to launch WP4 and assign content development tasks.

6. Management, eTwinning, and Dissemination Indicators

- **Interim Success:** The project Interim Report was submitted and officially approved by the Lithuanian National Agency.
- **Monitoring:** A successful remote monitoring visit by the National Agency was conducted in October 2025.
- **eTwinning Infrastructure:** The project's digital collaboration space was established, including a student webinar and an international "Silent Debate" involving students from all 7 countries.
- **Dissemination Channels:** Continuous promotion was maintained through updated websites and active Facebook/Instagram pages, ensuring a visible and sustained online presence.

B. DISSEMINATION ACTIVITIES CONDUCTED

a. Stakeholder List and Communication

Based on the progress reports from all seven partner countries, the consortium has established comprehensive stakeholder lists and implemented structured communication strategies to ensure the project's results reach relevant educational authorities and practitioners.

Lithuania (Coordinator)

- **Stakeholder List:** Includes local schools, teachers, school leaders, educational institutions, and municipal education representatives.
- **Communication:** Stakeholders were reached through targeted emails, institutional mailing lists, and invitations to major events like the second international webinar (592 total participants).
- **Future Outreach:** Plans are in place to present the project to more than 40 school principals and deputy principals through the "Student Individual Progress Associated Schools Network".

Croatia

- **Stakeholder List:** Comprises local primary and secondary schools in Croatia, regional educational authorities, and internal pedagogical staff.
- **Communication:** Outreach was conducted via targeted emails regarding milestones like the completion of IO2 modules. Results were also promoted through local professional networks to encourage the adoption of AI-supported inclusive teaching practices.

Cyprus

- **Stakeholder List:** Maintains an updated list of educators, school leaders, educational authorities, and European partners.



- **Communication:** Information was shared through emails, social media, and event invitations. This strategy successfully mobilized 60 educators for the second SmartEd webinar and ensured strong participation from local schools in piloting activities.

Greece

- **Stakeholder List:** Includes educators, school leaders, regional educational authorities, professional network members in Greece, and European partner organizations.
- **Communication:** Stakeholders were informed via targeted emails and social media posts. Specific efforts were made to communicate local piloting opportunities to schools in the Trikala and Karditsa regions, resulting in 110 local participants.

Italy

- **Stakeholder List:** A list of associated partner schools and institutions has been established.
- **Communication:** The Italian partner uses organized mailing groups to send regular information emails about project progress and results. They also maintain direct communication with their associated partner school, Liceo de Ruggieri, regarding piloting and dissemination.

Romania

- **Stakeholder List:** An inventory of associated partner schools and institutions was created to establish a network of stakeholders.
- **Communication:** This network is kept informed through digital communication flows and dedicated discussion groups to ensure transparency and institutional involvement. Information is also shared directly through dedicated correspondence groups.

Turkey

- **Stakeholder List:** A list of associated partner schools and institutions is actively maintained.
- **Communication:** Regular progress reports and results are shared with these stakeholders through organized mailing groups. Additionally, direct communication is maintained with partner institutions via email to promote the use of project outputs in teacher training.

b. Visibility of Website and Social Media

Based on the reports from all seven partners, the consortium has actively promoted the project's digital presence, primarily focusing on the official website and major social media platforms like Facebook and Instagram to reach a broad international audience of educators and students.

Consortium-Wide Digital Visibility

- **Official Website:** All partners promoted the project's central hub (www.smartedai.net) by linking it to their institutional pages and sharing it through email and social media updates.



- **Social Media Strategy:** The primary platforms used for dissemination are Facebook and Instagram, where partners regularly share, like, and repost project content to amplify visibility within their local and European professional networks.
- **Webinar Impact:** The success of the second international webinar, which reached 592 participants, was cited by several partners as a key indicator of the effective visibility of their digital dissemination efforts.

Country-Specific Visibility Activities

- **Lithuania (Coordinator):** Actively managed the project's online platforms, increasing visibility by reposting announcements about webinars and learning results to reach teachers, school staff, and students.
- **Croatia:** Integrated the project website link into the school's main page to ensure easy access for parents and local educators. They regularly amplified project news to hundreds of local followers via social media.
- **Cyprus:** Primarily utilized the school's Facebook page to reach a broad network of educators in Cyprus and beyond, generating significant engagement through regular updates on project events.
- **Greece:** Leveraged a substantial professional following on Facebook to extend visibility beyond the immediate consortium, reaching a large audience of educators across Greece and broader European networks.
- **Italy:** Used the UPGI website and Facebook page to disseminate updates on module preparation and LTT participation to members, students, and other educational institutions.
- **Romania:** Employed the ASEF digital ecosystem, including the official website, Facebook, and WhatsApp, to systematically report on progress to a consolidated network of experts and affiliated institutions.
- **Turkey:** Promoted results and activities through the official institutional website (araxaedu.com) and social media accounts, targeting teachers and educational stakeholders within their existing network.

c. Dissemination of Work Package 2 Results

Based on the progress reports from all seven partners, the dissemination of Work Package 3 (WP3) results—specifically the IO2 Adaptive Learning Modules—was conducted through a combination of international training events, local piloting, and integration into professional training programs.

1. International Dissemination and Peer Exchange

The primary international dissemination platform for WP3 results was the Learning, Teaching, and Training (LTT) event in Šiauliai, Lithuania (December 2025).



- **Consortium Distribution:** The Croatian partner, as WP3 lead, distributed standardized templates and the peer assessment framework to all partners to ensure a unified approach to module creation.
- **Live Piloting:** All seven partners presented their specific modules to an international audience of 71 participants (teachers and students), facilitating an exchange of professional perspectives on AI-supported inclusive education.
- **eTwinning & Digital Collaboration:** Results were disseminated through the eTwinning platform, where students from all seven countries participated in a "Silent Debate" on the Kialo platform, resulting in a joint reflection titled "Our Vision of an AI-Friendly School".

2. Local Dissemination and Piloting by Country

Each partner focused on disseminating their specific module results within their local educational networks:

- **Lithuania:** Organized a local piloting event for the 7 Adaptive Learning Modules involving 108 local participants (71 students and 37 teachers). Results were shared through school communication channels and internal meetings to encourage the use of AI-based tools.
- **Croatia:** Held internal staff meetings to present all seven modules and discuss their integration into the school's specific curriculum. They also shared findings on module effectiveness via the school website and local professional networks.
- **Cyprus:** Led the dissemination of Module 5 (Accessible Social Studies), testing it with 98 participants in Larnaca. Results were promoted through the school's Facebook page and professional networks to increase awareness of its application in inclusive education.
- **Greece:** Disseminated Module 3 (Adaptation of AI Tools for Special Needs Students) through local piloting with 110 participants. The Greek partner utilized a far-reaching Facebook page to share learning materials and event announcements with a broad network of European educators.
- **Italy:** Disseminated Module 2 (Adaptive Math Mastery) through local piloting with the associated school, Liceo de Ruggieri. A key strategy was the integration of IO2 materials into UPGI's ongoing teacher training courses.
- **Romania:** Focused on Module 6 (Creative Arts Showcase), reaching 70 beneficiaries through local piloting. Like Italy, Romania ensured sustainability by organically integrating the modules into in-service teacher training programs.
- **Turkey:** Disseminated Module 7 (Personal Development Journey) through associated partner schools. Results were shared via the official website and social media, and the module was promoted within Araxa Edu's existing teacher training curriculum.

3. Multi-Channel Outreach Summary

The consortium ensured the visibility of WP3 results through several shared mechanisms:



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- **Stakeholder Engagement:** Partners maintained lists of local schools and authorities, informing them of IO2 milestones via targeted emails and invitations to the project's international webinars (reaching 592 participants).
- **Digital Visibility:** Constant updates on module development and piloting results were shared on the official project website (www.smartedai.net) and institutional Facebook and Instagram accounts.
- **Professional Networking:** Partners like Cyprus presented outcomes during local "Erasmus Days" events, while Lithuania has planned presentations for over 40 school principals through the Associated Schools Network.

d. Scientific Articles Published

Based on the progress reports from all seven partners, no scientific articles were published during the reporting period from September 1, 2025, to February 28, 2026.

The partners provided the following details regarding their status and future plans for scientific publications:

- **Current Focus:** Several partners, including those in **Croatia** and **Lithuania**, noted that the consortium is currently focusing on the practical implementation and data collection phases of Work Packages 3 and 4.
- **Future Potential:** The Croatian partner stated that the data being collected from these work packages may serve as the basis for future scientific publications. Similarly, the Greek partner (Educom+) indicated an intention to explore opportunities for publishing project-related findings in the next reporting period, specifically focusing on the outcomes of local piloting and the use of AI tools in inclusive education.
- **Consistent Status:** Partners in Cyprus, Italy, Romania, and Turkey all explicitly confirmed that no articles have been published or submitted to third-party websites during this specific timeframe.

e. Conference Participation

Based on the reports from all seven partners, the majority of the consortium did not participate in third-party conferences during this reporting period, though some partners have conducted local presentations or are planning future conference engagements.

- **Cyprus:** Successfully presented SmartEd outcomes during the "Erasmus Days" event organized by the Municipal Authorities of Aradippou. This presentation informed local educators about the role of AI in inclusive education.
- **Lithuania:** While no presentations were delivered at third-party conferences during this specific period, a dissemination presentation is formally planned for the "Student Individual Progress Associated Schools Network" meeting. This event is expected to reach over 40 school principals and deputy principals from Lithuanian schools.



- **Croatia:** Did not present at external conferences but prepared dissemination materials that were used by other partners within their regional networks. The Croatian team is planning future presentations as the SmartEd AI platform (IO3) nears completion.
- **Greece:** Did not participate in conferences during this period but is actively exploring opportunities to present project results at upcoming national and European educational conferences and professional development events.
- **Italy, Romania, and Turkey:** Each of these partners explicitly confirmed they did not participate in third-party conferences during the current reporting period.

f. Local Press Dissemination

Based on the progress reports from the seven partner countries, Cyprus has successfully disseminated project results through the press/media during this reporting period, while others have focused on digital and institutional channels or have plans for future outreach.

g. Dissemination on EU Platforms

Dissemination on European Union platforms during this period was primarily conducted through eTwinning, where the Croatian partner, acting as a co-founder of the project's TwinSpace, maintained the digital infrastructure and hosted monthly collaborative activities for the consortium. A major highlight of this digital outreach was the international online seminar "AI in Schools – A Silent Debate on the Future of Learning" held on November 25, 2025, which utilized the Kialo platform for cross-border student engagement. Students from Lithuania (8 participants), Cyprus (6 participants), and Greece (3 participants) collaborated with peers from all seven partner countries to co-create a collective reflection titled "Our Vision of an AI-Friendly School," effectively disseminating project concepts and fostering European citizenship among young learners. While eTwinning served as a robust hub for digital interaction and international exchange, several partners, including those in Italy, Romania, and Turkey, noted that they have not yet expanded their dissemination efforts to other EU platforms such as Salto, EPALE, or the School Education Gateway.

h. Multiplier Events

Based on the reports from all seven partner organizations, no multiplier events were organized during the reporting period from September 1, 2025, to February 28, 2026. Each partner, including the coordinating institution in Lithuania and the partners in Croatia, Cyprus, Italy, Romania, Greece, and Turkey, explicitly confirmed that these events have not yet taken place as of this stage in the project timeline. Multiplier events are generally planned for the upcoming phases of the project, such as when the SmartEd AI Learning Platform (IO3) is fully developed and ready for broader dissemination and presentation to the educational community.



i. Target Group Participation

During the reporting period, the consortium successfully engaged a broad and diverse range of target groups, directly involving hundreds of participants in training, piloting, and collaborative activities across the seven partner countries. The primary target groups included secondary school students (ages 14–19), teachers and school staff, school leadership, and members of the local educational community. Specifically, the international LTT event in Lithuania involved 71 participants, including 28 international students and 14 teachers from partner delegations, alongside 35 local participants. Local piloting activities significantly expanded this reach, with individual partners involving between 70 and 110 participants each to test the adaptive learning modules in real classroom settings. A major highlight of participation was the second international SmartEd webinar, which reached 592 educators and stakeholders from all seven countries, demonstrating a high level of interest in inclusive AI-supported teaching practices. Furthermore, digital platforms like eTwinning and Kialo were utilized to foster a European peer network, allowing students to engage in cross-border discussions such as the "Silent Debate" on the future of learning. In total, direct involvement for this period included at least 180 participants in Greece, 173 in Lithuania, 164 in Cyprus, 96 in Italy, and 76 each in Romania and Turkey.

j. Participants with Fewer Opportunities

Inclusion remained a core value across the consortium during this reporting period, with all seven partner countries actively involving participants with fewer opportunities in both international and local activities. In Lithuania, 3 students with special educational needs (SEN) were fully integrated into the piloting of adaptive modules, receiving teacher guidance and adapted materials. Croatia and Cyprus each involved approximately 15–20 students facing educational difficulties (such as dyslexia and ADHD), as well as socio-economic and geographical obstacles. In Italy, the local piloting included 20 participants facing economic barriers, disabilities, or rural backgrounds. Romania and Turkey reported the highest engagement in this area, each involving 24 participants with fewer opportunities in their local piloting, while also including SEN students and a teacher with a physical disability in the international LTT event. Greece also prioritized learners with diverse needs, specifically utilizing their local piloting and the LTT event to test AI-supported tasks designed for differentiated instruction and additional support. Collectively, these efforts ensured that the project's AI solutions were tested and validated by students facing diverse learning and life challenges.

k. Associated Partners and Activities

Throughout the reporting period, the consortium collaborated extensively with various associated partners, including local schools, pedagogical experts, and regional educational authorities, to validate project results and expand their impact. In Lithuania, the coordinator utilized the Student Individual Progress Associated Schools Network to present AI-based educational solutions to



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more than 40 school principals and deputy principals. Partners in Croatia and Cyprus involved associated organizations in dissemination support and facilitated student engagement in international collaborative activities such as the "Silent Debate". Meanwhile, in Italy, Romania, Greece, and Turkey, associated schools (including Liceo de Ruggieri in Italy and institutions in the Trikala and Karditsa regions in Greece) were instrumental in conducting local piloting for the IO2 Adaptive Learning Modules. These partners provided access to classrooms, tested the modules with students and teachers, and provided critical feedback that was used to optimize the content for the final AI platform. This institutional involvement ensures the sustainability of project deliverables and lays the groundwork for the upcoming testing of the IO3 SmartEd AI Learning Platform.

Overall Overview of the Reporting Period (*September 2025 – February 2026*)

The reporting period from September 1, 2025, to February 28, 2026, was marked by the successful completion and validation of IO2 (Adaptive Learning Modules) and the strategic transition into the development phase of WP4 (SmartEd AI Learning Platform). Key management milestones included the submission and approval of the Project Interim Report and a successful remote monitoring visit by the Lithuanian National Agency on October 28, 2025, confirming the project's adherence to Erasmus+ standards. The consortium achieved significant results, most notably through the Learning, Teaching, and Training (LTT) event in Šiauliai, Lithuania (December 3–5, 2025), which involved 71 participants and reached a 90-95% satisfaction rate, and the second international SmartEd webinar, which engaged 592 participants. Following the international training, all partners conducted extensive local piloting, involving between 70 and 110 participants per country, to refine the seven adaptive modules for real-world classroom application. Inclusion remained a priority, with the active participation of students with special educational needs (SEN) and those facing socio-economic or geographical obstacles. The period concluded with the initiation of WP4 on January 5–6, 2026, where partners committed to producing 120 minutes of video content each for the upcoming AI learning platform, ensuring the project remains fully aligned with its original Gantt chart and strategic objectives.

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