Report on dissemination activities

Date: 31 December 2025

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Table of Contents

Executive Summary 6

Acronyms and abbreviations 6

List of figures 7

List of tables 7

1. Introduction 8

2. Organization and Guidelines 8

2.1 Matching Key Messages to Stakeholders 9

3. Tools and Channels 10

3.1 Visual identity 10

3.1.1 Project Logo 10

3.1.2 D&C materials 10

3.2 Templates 12

3.3 Promotional toolkit for digital channels 13

3.4 Website 14

3.5 Social Media 16

3.5.1 Facebook 16

3.5.2 LinkedIn 18

3.6 Event Organization 21

3.6.1 Awareness Raising Events 21

3.6.2 Workshops within other WPs 23

4. Other D&C actions by target group 24

4.1 Targeting academic and research communities 24

4.1.1 Publications and conferences presentations 25

4.1.2 Datasets 26

4.2 Targeting end users' communities 27
4.3 Targeting policymakers 30
4.4 Reaching mixed audiences and the general public 30
4.4.1 Participation in public activities 31
4.4.2 Media coverage 35
4.5 Collaboration with other EU-funded projects 37
5. Sustainability and exploitation efforts 38
6. Reflections and key takeaways 39
7. Conclusion 40

Executive Summary

AI4EDU is an ERASMUS-EDU-2022-PI-FORWARD project, of a duration of 36 months aiming to design, develop and evaluate next intelligent educational assistants, powered by AI and language technologies, to conversationally interact and support teachers and students in fulfilling their teaching and learning goals.

This report provides an overview on the D&C activities to reach target audiences and promote project results in the project lifetime, in line with the Dissemination and Communication Plan established in Task 8.1, "Dissemination strategy and activities." It starts with a brief Introduction, Section 1, which outlines the purpose of the report. Section 2 covers the D&C organization and guidelines, also explaining how key messages were tailored to different stakeholders. Section 3 details the tools and channels used for dissemination, including visual identity, templates, digital platforms, and social media. Section 4 describes other D&C actions, focusing on efforts aimed at academic communities, end users, policymakers, and the general public. Section 5 highlights the AI4EDU's sustainability and exploitation efforts. Finally, Section 6 offers reflections and key Takeaways. The report ends with the concluding Section 7, offering a summary of the findings.

Acronyms and abbreviations

Abbreviation	Description
AI	artificial intelligence
D&C	dissemination and communication
EdTech	education technology
GenAI	generative AI
IT	information technology
KPIs	key performance indicators
M	month
SB	Study Buddy
TM	Teacher Mate
WP	work package

List of figures

Figure 1. Screenshots of the AI4EDU D&C shared repository 9
Figure 2. The AI4EDU logo 10
Figure 3. The AI4EDU brochure 11
Figure 4. The AI4EDU poster 11
Figure 5. The AI4EDU roll-up banner 12
Figure 6. Title page of the AI4EDU presentation template 13
Figure 7. Two different events presented in AI4EDU content templates 13
Figure 8. Homepage of the AI4EDU website 14
Figure 9. Needs analysis workshop, Cyprus (left), Educational impact pilot, Ireland (right) .15
Figure 10. AI4EDU website users (07.24–12.25) 16
Figure 11. AI4EDU website users (07.23–06.24) 16
Figure 12. The AI4EDU Facebook page 16
Figure 13. Engagement levels per content type on the AI4EDU Facebook page 17
Figure 14. Distribution of AI4EDU Facebook followers by age group and gender 17
Figure 15. Content views by followers and non-followers on the project Facebook page 18
Figure 16. The AI4EDU LinkedIn page 19
Figure 17. LinkedIn followers 12.24–12.25 (left), unique impressions 12.24–12.25 (right) 19
Figure 18. AI4EDU LinkedIn followers by job function 20
Figure 19. AI in education conference, Luleå, Sweden, 3 June 2025 21
Figure 20. Open Classroom Conference at EA School, Greece, 7-8.11.25 21
Figure 21. Escolas de Oliveira do Bairro, Portugal, 9.6.24 29
Figure 22. Athens Science Festival, Greece, 12.10.23 29
Figure 23. Discovery Space International course, Athens, 7.6.25 29
Figure 24. Open classroom conference, Athens, 7–8.11.25 29
Figure 25. Dr Vassilis Katsouros, ARC, School with Personality, Athens, 07.04.2024 31
Figure 26. Prof. Markus Liwicki, LTU, TEDx Patras, 17.05.2025 32
Figure 27. AI4EDU media coverage examples 37

List of tables

Table 1. AI4EDU workshops and awareness events by chronological order 22
Table 2. AI4EDU publications in chronological order 25
Table 3. AI4EDU presentations in scientific conferences 26
Table 4. AI4EDU Presentations in end-user communities 27
Table 5. Public engagement events where AI4EDU was presented 32
Table 6. AI4EDU media coverage 35
Table 7. Synergies between AI4EDU and other EU-funded projects 37

1. Introduction

As a starting point for AI4EDU outreach activities, a comprehensive communication, dissemination, and community-building plan, outlined in detail in deliverable 8.1 "Dissemination and Communication Plan", was developed at the beginning of the project to ensure AI4EDU's wide visibility among the target stakeholder groups. The strategy was meant to ensure that the following communication-related project objectives are met:

- establishment of a distinctive and recognizable brand identity to support AI4EDU's D&C efforts,
- achieving broad visibility and raising awareness about AI4EDU and its results,
- ensuring uptake by the relevant target groups, especially the project's primary audiences, i.e., educators, and students,
- reaching and engaging a critical mass of other stakeholder categories to effectively showcase the project results,
- establishing liaisons with relevant initiatives, especially other EU-supported projects.

The strategy that was formulated by these goals set the overall project D&C framework and provided clear directions for all consortium members so that they could smoothly and effectively perform outreach activities on behalf of AI4EDU at local, national, European levels, and beyond. Specially designed tools as well as activities organized through online and offline channels developed and used throughout the project are described in the below subsections.

2. Organization and Guidelines

To ensure effective management, monitoring, and reporting of all D&C activities across the consortium, a structured internal organization (Figure 1) and a set of clear guidelines were established in collaboration with WP1 Project Management and Coordination. To this end, an internal repository was specially designed, accessible to all partners, as part of the extended online collaboration tools provided by the project coordinator to the consortium as explained in deliverable 1.1 "Project Procedures Handbook." Each event or activity was assigned a unique ID and a dedicated folder in this repository, organized to include all relevant materials and documentation, such as reports outlining each event's objectives and themes, photographic captures of the event, as well as presentations' files. This standardized approach ensured consistency, accessibility, and traceability of all relevant information at all times.

In addition, a central Excel tracker was added to the repository to provide a unified overview of all D&C activities and facilitate reporting of dissemination and communication activities, as well as project events and trainings on the EC reporting platform. The tracker adhered to strict guidelines, recording event dates, locations, activity types, as well as partner participation. Key performance indicators (KPIs) for each event, such as participant numbers, were carefully documented when available. Each Excel entry referenced the corresponding event folder with its unique ID, ensuring all documentation was linked and easily retrievable.

These guidelines and organizational structures enabled systematic monitoring, timely reporting, and effective communication with project management and the funding authorities, ensuring proper documentation of activities, consistent KPI tracking, as well as accurate and structured reporting, compliant with internal standards.

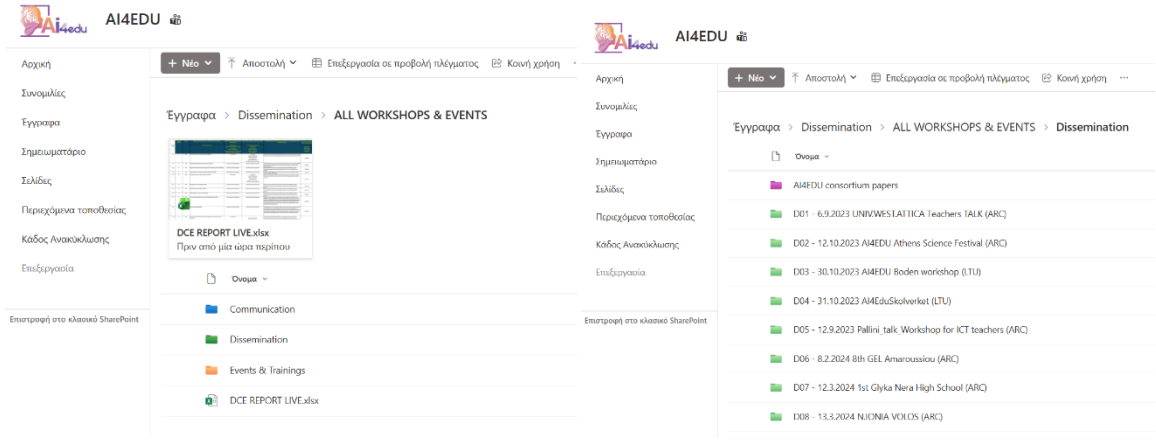


Figure 1. Screenshots of the AI4EDU D&C shared repository

The AI4EDU internal repository also served as a central reference point, providing easy access to all tools and channels available to assist partners in any outreach initiative throughout the project. These are presented in detail in the following sections.

2.1 Matching Key Messages to Stakeholders

AI4EDU is an initiative that promotes the responsible and ethical integration of AI in education to improve learning outcomes and generate positive social impact. To this end, the AI4EDU D&C strategy was carefully planned to communicate a series of key messages to the appropriate stakeholders. Dedicated tools and methods were developed to convey these messages, and all partners engaged in multiple activities (across WP8 and other WPs) in view of disseminating these key messages to the relevant stakeholders.

For schools, educators, and students, the primary audience of the project, the AI4EDU D&C strategy demonstrates how AI can personalize learning by identifying possible gaps, and provide real-time, meaningful feedback while improving accessibility and equity, particularly for learners with special educational needs. It also addresses fear and misunderstanding of AI by promoting AI literacy, with education & training focusing both on technical competence and on ethics, bias, privacy, and transparency.

Beyond these core users, the AI4EDU D&C strategy communicates to technology and innovation experts the transformative potential of AI-powered educational tools, including adaptive learning systems and intelligent tutors. Most crucially, it stresses the importance of embedding ethical safeguards, ensuring inclusivity, and collaborating closely with educators and learners so that technological solutions genuinely meet educational needs.

Furthermore, within the scientific communities of AI, educational science, and pedagogy, AI4EDU D&C actions position this initiative as a collaborative research initiative contributing concrete scientific outputs and empirical evidence on the design, implementation, and evaluation of conversational AI systems for education. The project generated publications, conference contributions, and openly accessible datasets that advance understanding of how generative and conversational AI can be pedagogically grounded, ethically deployed, and evaluated in real classroom contexts. A central objective of these actions was to promote responsible AI use by addressing ethical, social, and methodological challenges, while supporting the development of a sustainable research ecosystem that links technological innovation with educational theory, empirical validation, and social good.

Finally, to reach policymakers and educational stakeholders at national and European levels, AI4EDU implemented a series of D&C activities highlighting AI's potential to support the transformation of education systems. These actions emphasized the urgent need for coherent and forward-looking AI strategies in education that prioritize equity, inclusivity, innovation, and sustainability. In this context, the project promoted the systematic development of AI literacy for both educators and learners, while encouraging cross-sector collaboration and sustained investment in infrastructure, research, and human capacity to support responsible and effective AI integration in educational systems.

This D&C strategy underpins all the initiatives that are described in the following sections.

3. Tools and Channels

3.1 Visual identity

One of the first tasks performed within WP8 was the development of the AI4EDU brand identity, including the colour palette, logo and icon with different variations, typography, and templates for deliverables and presentations. To ensure the consistency and recognizability of the developed visual identity across all D&C tools and channels, relevant templates were developed and shared with all project partners in the common repository.

3.1.1 Project Logo

The AI4EDU visual identity is anchored by the project logo (Figure 2), which was designed in both horizontal and vertical formats to support use in diverse contexts, including digital platforms, printed brochures, posters, and event displays.

Figure 2. The AI4EDU logo

3.1.2 D&C materials

The AI4EDU project developed a variety of printed communication materials to support D&C activities, ensuring a consistent visual identity. These include a brochure and poster in all project languages, as well as a roll-up banner in English summarizing key project information. Attention was given to the design of these materials, ensuring full alignment with the project's readability and accessibility standards, while also properly acknowledging EU funding. Consistent use of logos, colour schemes, and layout reinforces project recognition, while clear structure and visual elements enhance usability for diverse audiences. These materials were used during events, workshops, and presentations to raise awareness, attract interest from educators and other stakeholders, and promote the adoption of AI-powered educational solutions.

The AI4EDU brochure (Figure 3) provides detailed information about the project, covering its aims, activities, deliverables, and expected impact. It was distributed at events and shared with stakeholders as a comprehensive, accessible reference to the project's work.

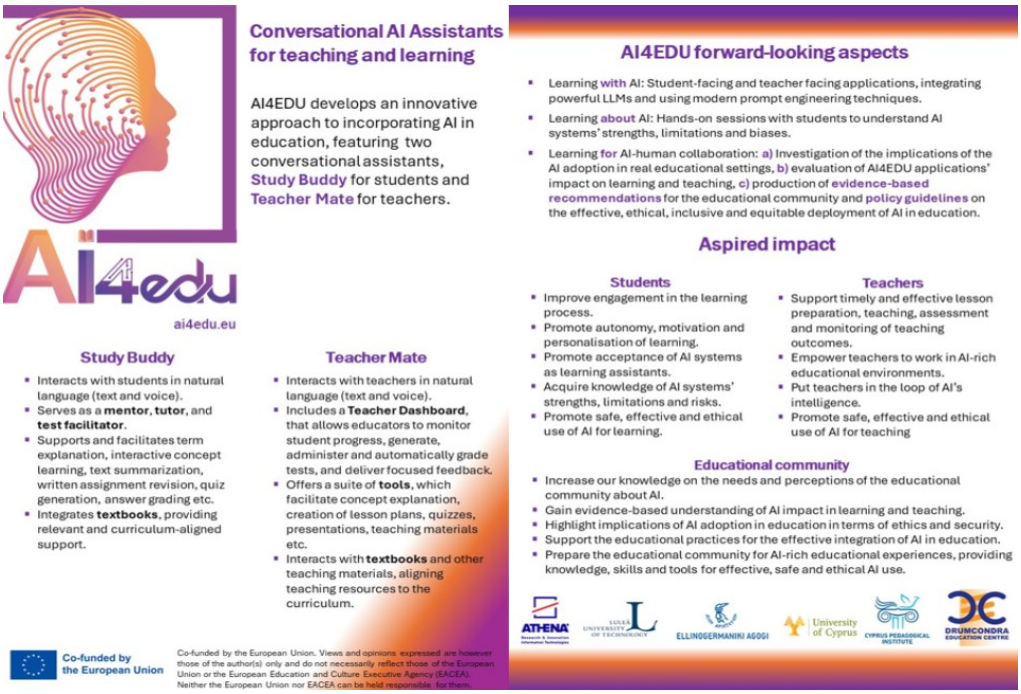


Figure 3. The AI4EDU brochure

The AI4EDU poster (Figure 4) visually summarizes the project's main results, activities, and outcomes in an appealing format. It was used at exhibitions, meetings, and academic events to effectively communicate the project's achievements and engage audiences.

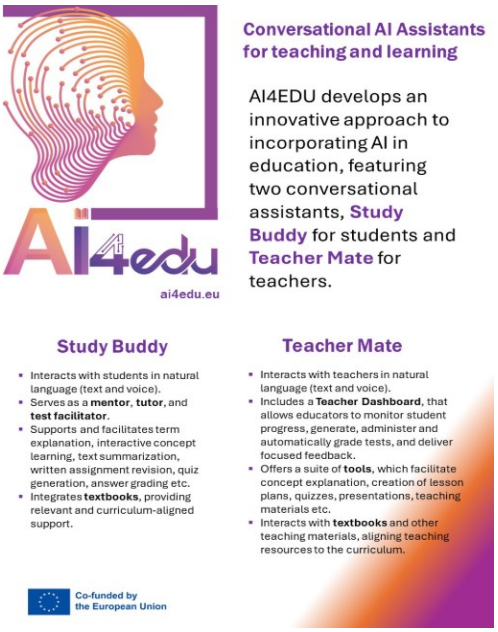


Figure 4. The AI4EDU poster

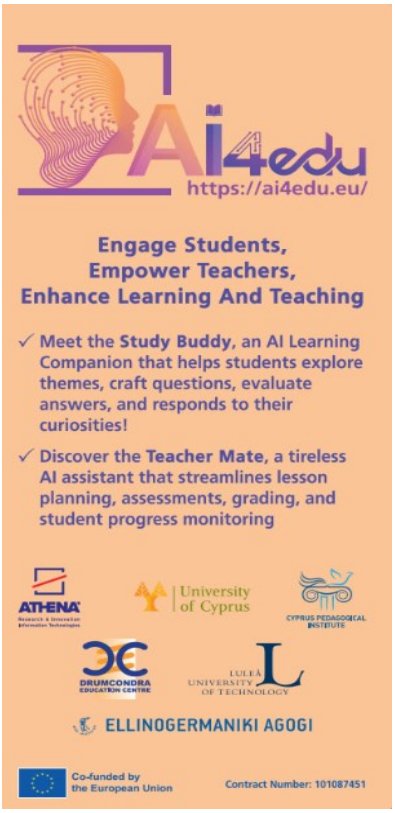


Figure 5. The AI4EDU roll-up banner

The AI4EDU roll-up banner (Figure 5) served as a portable promotional tool at conferences, workshops, and other public events, attracting attention and providing a concise overview of project. It effectively conveys the project's objectives, results, and key messages.

These D&C materials reached approximately 1,200 stakeholders across all project events.

3.2 Templates

The AI4EDU visual identity was also applied in the dedicated templates for reports, deliverables, and presentations. As mentioned in D8.1, the AI4EDU presentation template (Figure 6) was updated from its initial design, incorporating simple patterns and smooth, dark colour schemes to improve readability and support accessibility. By adopting this improved template, AI4EDU partners aimed to promote consistent branding across dissemination outputs while ensuring compliance with EU communication and visibility standards throughout the project's implementation.

Figure 6. Title page of the AI4EDU presentation template

3.3 Promotional toolkit for digital channels

In addition to these templates, a dedicated promotional toolkit was developed early in the project to support a standardised and coherent approach to communication across AI4EDU's digital media channels. The toolkit provides a set of resources to ensure consistency in presenting D&C activities on the project website and social media platforms.

Specifically, it includes content templates in the form of cards, such as the ones shown in Figure 7, designed to enable uniform presentation of project-related information across digital channels. This information covers event type (e.g., public talk, webinar), title, speaker(s) name(s), organization, date, venue, and a photo of the event. The templates were created in line with the project's visual identity guidelines and incorporate proper acknowledgment of EU funding.

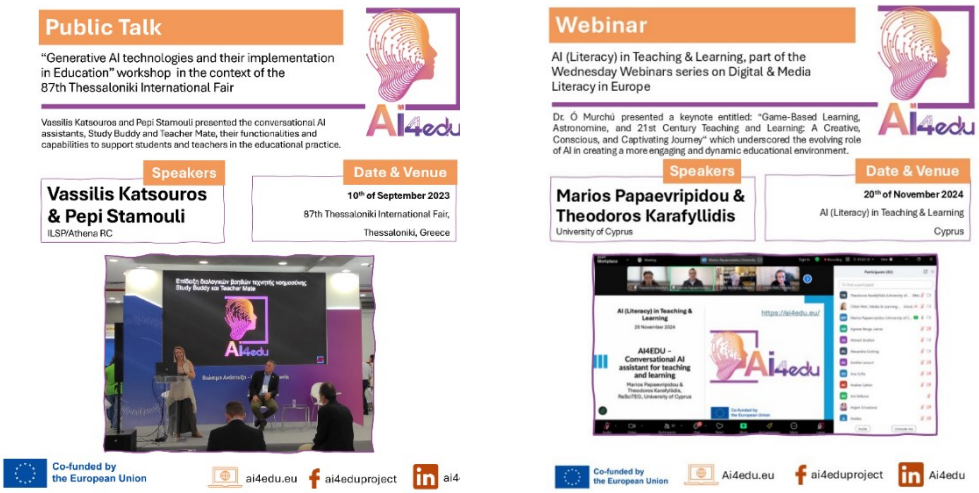


Figure 7. Two different events presented in AI4EDU content templates

3.4 Website

The AI4EDU website (Figure 8) was created to act as an information hub and is accessible via the following link: https://ai4edu.eu/. Throughout the project, the site underwent several updates and enhancements to improve clarity, usability, and accessibility for its primary audiences (schools, teachers, and students) as well as for experts, researchers, and policymakers. Emphasis was placed on the use of visual elements, clear layouts, and intuitive information flows, supporting easy exploration of project results and activities. The AI4EDU website comprises six main sections and a dedicated Contact Form described below.

Our Project section presents a clear overview of AI4EDU by outlining its purpose, objectives, and long-term vision. It also introduces the project's main activities, structured under the different WPs and highlights its expected impact. Finally, it presents the project partners, and the members of its External Advisory Board.

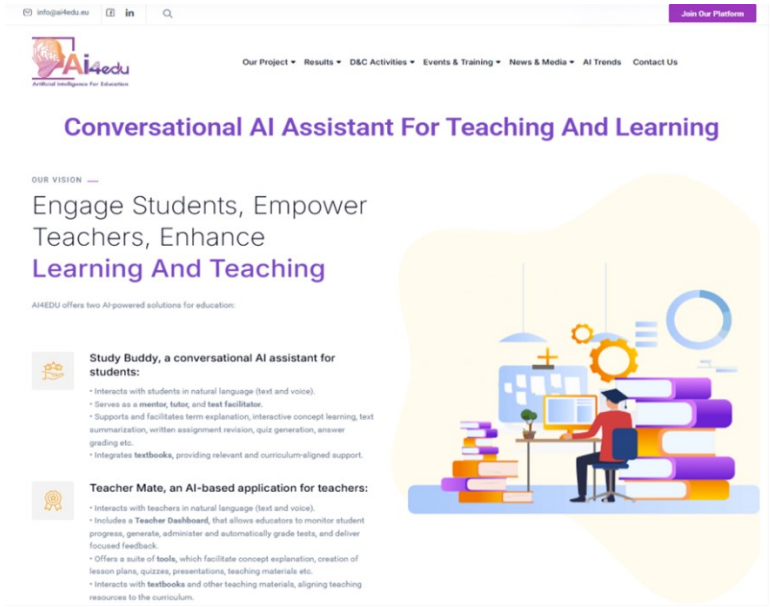


Figure 8. Homepage of the AI4EDU website

The *Results* section presents a comprehensive overview of all public deliverables and outputs. It includes links to the platform hosting the two conversational AI assistants, SB for students and TM for teachers, along with associated documentation, such as the TM user manual, which provides step-by-step instructions for effective classroom integration. The section also features evaluation questionnaires for both assistants, designed for both target groups. Additionally, it highlights the project's publications with brief descriptions and links. Finally, this section features the AI4EDU Learning about AI Courseware aimed at increasing digital and AI literacy among students and teachers. This contains relevant topics such as basic knowledge about AI, tips for prompt crafting, and an overview of the challenges of AI using AI, offering a series of lesson plans, presentations, and quizzes.

The *D&C Activities* section presents all actions undertaken to share AI4EDU's objectives, progress, and results with stakeholders and the wider educational community. All these are presented using the AI4EDU promotional toolkit described in section 3.3.

The *Events & Training* section presents all project-led activities across the participating countries. These include project meetings, needs analysis workshops with both students and teachers as part of WP2 activities (Figure 9), training sessions and pilot workshops, for

teachers and students, as part of WP4 and WP6 activities (Figure 9), and awareness raising events organized in all participating countries, which served as a key D&C vehicle and will be discussed in detail in section 3.6.2.

Figure 9. Needs analysis workshop, Cyprus (left), Educational impact pilot, Ireland (right)

The *News & Media* section brings together several other visibility and outreach actions, featuring the project's regularly updated blog, which provides insights into ongoing work, reflections from partners, and key messages to stakeholders. This section also includes a series of articles about the use, role, and challenges of AI entitled "Navigating the New Frontier" as well as several podcasts on similar topics. Last but not least, this section includes a press kit, assembled to provide journalists and media outlets with a comprehensive overview of AI4EDU's key accomplishments and information. This contains a concise project description, key project facts, and a curated set of visual identity materials such as logos, leaflets, and banners to support coherent branding. It also features a selection of notable press mentions in non-academic, high-impact publications, demonstrating the project's public visibility and outreach, as well as clear contact information to facilitate direct communication with the project team.

The *AI Trends* section offers a curated collection of resources on the latest AI developments, focusing on educational applications. It helps schools, educators, and stakeholders stay informed about technological innovations, pedagogical impacts, and relevant ethical and policy considerations.

The analytics data presented in Figure 10-11 indicate approximately 20,000 active users, all of whom are new, demonstrating substantial outreach beyond a pre-existing audience. This marks a significant increase compared to the previous period (June 2023–June 2024: approximately 3,000 users), confirming substantial growth in the platform's visibility (Figure 11). The average engagement time per active user (approximately 39 seconds) reflects primarily exploratory use of project resources, which is consistent with access during awareness-raising and dissemination events. A pronounced spike in user activity in April 2025 clearly coincides with the implementation of large-scale pilot activities, highlighting their strong impact on platform usage and reach. Importantly, following this peak, user numbers remain consistently higher than in earlier periods, suggesting a lasting effect of the pilot phase on both user engagement and overall awareness of the platform.

Overall, the AI4EDU website served as a central dissemination and engagement platform, clearly presenting the project's objectives, tools, results, and activities to schools, educators, researchers, and policymakers.

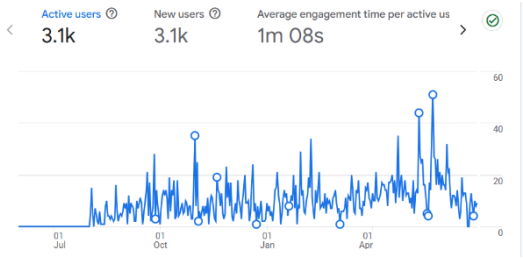


Figure 10. AI4EDU website users (07.24–12.25)

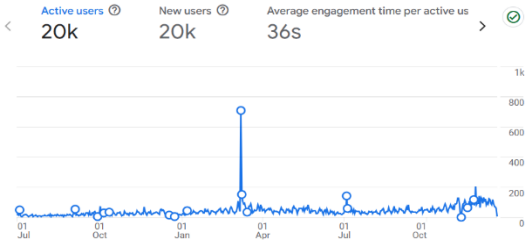


Figure 11. AI4EDU website users (07.23–06.24)

3.5 Social Media

Social media played a key role in AI4EDU's communication strategy, providing accessible and timely engagement with diverse stakeholders. At the start of the project, pages were created on Facebook, Twitter/X, LinkedIn, and Instagram to maximize outreach. As the project progressed, activity was concentrated on fewer channels to ensure regular, high-quality communication and consistent maintenance, focusing on Facebook and LinkedIn. In line with the dissemination strategy, all partners further amplified the project's posts via their institutional and personal accounts.

3.5.1 Facebook

The AI4EDU project maintained an active Facebook presence throughout its duration as a core communication channel supporting awareness raising, visibility, and engagement with educational stakeholders and the wider public. The project's Facebook page (Figure 12, available at https://www.facebook.com/ai4eduproject) was used to disseminate project news, highlight key milestones, promote events and public engagements, and share resources related to the SB and TM applications.

Over its 33-month period of activity (March 2023–December 2025), the AI4EDU Facebook page showed steady and sustained growth in both audience size and engagement, reflecting increasing visibility and interest in the project's activities and results, particularly during periods of intensified dissemination and public engagement. By the project mid-term (M18, June 2024), the page had reached 115 followers, as reported in the project periodic report. By December 2025, the follower base had grown to 236, representing a 105% increase during the second half of the project.

Figure 12. The AI4EDU Facebook page

As of December 2025, a total of 130 posts, four per month on average, were published during the project. Based on post-level analytics exported from Meta Business Suite, AI4EDU's Facebook communication activities achieved a cumulative reach of 10,844 users, with 897 total engagements, including 812 reactions, 16 comments, and 69 shares. In addition, project posts generated 1,197 total clicks, including 75 link clicks directing users to project-related online content. All engagement was achieved organically, without the use of paid promotion.

As seen in Figure 13, analysis of engagement levels by content types indicates varying levels of engagement from both followers and non-followers of the page. Visual, event-driven content achieved the highest visibility and engagement. Photo-based posts documenting physical presence at dissemination activities achieved the highest average reach per post, with notable interaction from non-followers, indicating their effectiveness in reaching new audiences. Link-based posts also draw attention from both groups, though to a lesser extent, while text-based content shows minimal interaction overall. These insights suggest that visually driven content not only engaged the existing project community but also served as a key entry point for attracting new viewers. The data also shows that 68.2% of content views come from non-followers, compared to 31.8% of existing followers (Figure 15). This demonstrates that AI4EDU's Facebook presence has expanded its reach beyond its established community.

In general, posts related to AI4EDU's participation in international conferences, public engagement events, workshops, and science festivals consistently outperformed other content types. Temporal analysis further shows that engagement peaks coincided with periods of intensified dissemination activity, such as major conferences and public events, demonstrating effective integration between offline dissemination actions and online communication channels.

As shown in Figure 14, audience analytics derived from Facebook Audience Insights indicate that AI4EDU's Facebook dissemination activities primarily reached an adult population closely aligned with the project's core target groups. The majority of followers were concentrated in the 35–54 age range, with particularly strong representation in the 45–54 and 35–44 age groups. Gender distribution shows a higher proportion of women (70.9%) compared to men (29.1%), reflecting strong engagement from female professionals active in education and training contexts.

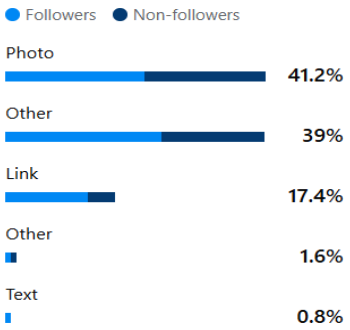


Figure 13. Engagement levels per content type on the AI4EDU Facebook page

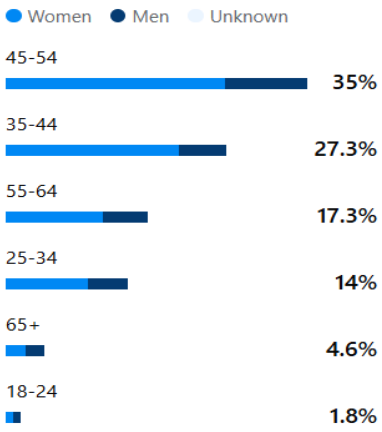


Figure 14. Distribution of AI4EDU Facebook followers by age group and gender

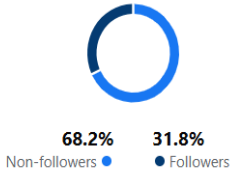


Figure 15. Content views by followers and non-followers on the project Facebook page

Geographic analysis reveals that the audience was predominantly based in Greece (76.3%), followed by Cyprus (9.7%), reflecting the project's strong engagement with national education communities in consortium countries. Additional audience presence was observed in Portugal (2.1%), Sweden (1.3%), Ireland (0.8%), Belgium (0.8%), Finland (0.8%), as well as smaller proportions from Vietnam (2.5%), the United States (0.4%), and the United Kingdom (0.4%), indicating broader international visibility beyond the immediate project network.

3.5.2 LinkedIn

The AI4EDU LinkedIn page (Figure 16), available at https://www.linkedin.com/company/ai4edu/, was used as a core professional communication channel to support dissemination and outreach towards educators, researchers, EdTech professionals, policymakers, and other stakeholders active in education, technology, and innovation. The platform was primarily used to share project updates, participation in conferences and dissemination events, pilot activities, and key project milestones, with a focus on professional and institutional audiences. To foster positive visibility exchanges, the project partners' LinkedIn pages were mentioned and tagged when appropriate.

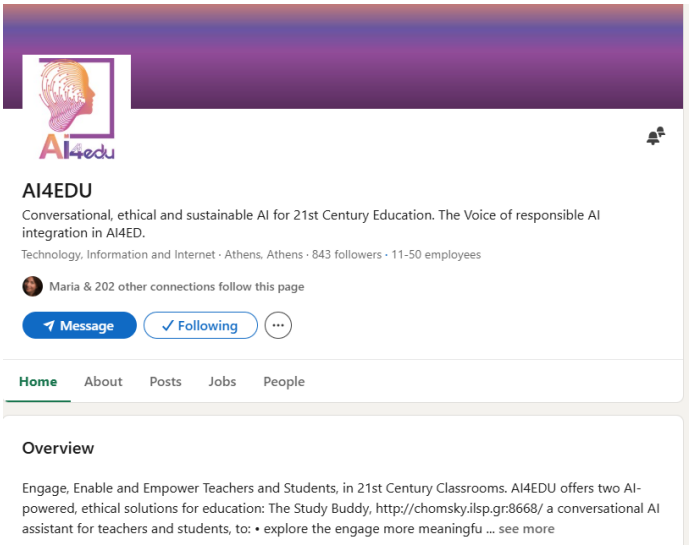


Figure 16. The AI4EDU LinkedIn page

By the project mid-term (M18, June 2024), the AI4EDU LinkedIn page had reached 599 followers globally, as reported in the periodic project report. During the first 18 months of implementation, LinkedIn posts generated over 20,000 unique impressions, indicating strong early visibility among professional audiences.

During the second half of the project, LinkedIn activity continued to expand. As shown in Figure 17, by the end of the reporting period, the AI4EDU LinkedIn page had reached 843 followers, representing an increase of 244 followers compared to the project mid-term, corresponding to a 40.7% growth in the follower base. This sustained growth reflects continued interest in the project's activities and results as dissemination intensified towards project completion. Based on LinkedIn page insights analytics covering the most recent 12-month reporting period (December 2024 – December 2025), AI4EDU's LinkedIn content generated a total of 22,302 impressions, including 11,352 unique impressions, and resulted in 3,117 clicks and 821 reactions. All engagement during this period was achieved organically, without the use of sponsored campaigns or paid promotion.

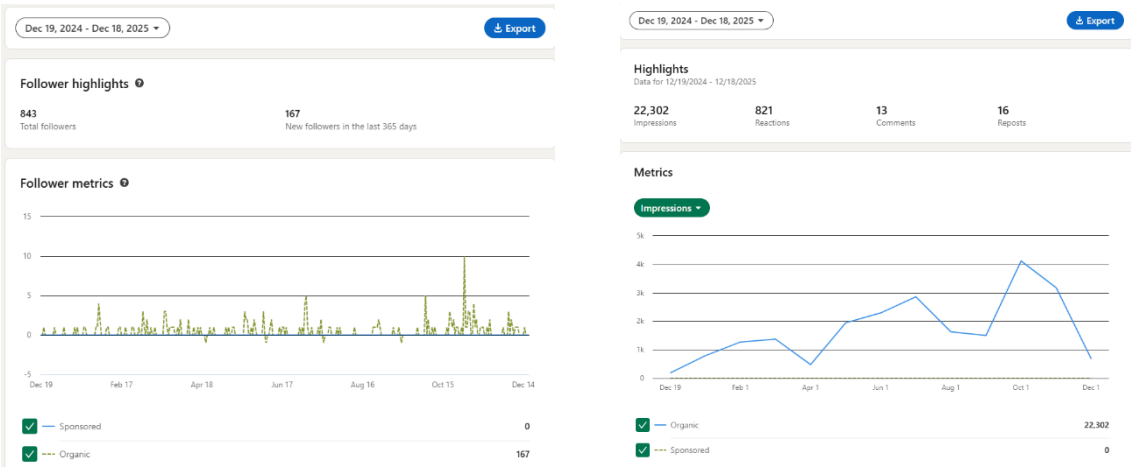


Figure 17. LinkedIn followers 12.24–12.25 (left), unique impressions 12.24–12.25 (right)

Follower analytics for the same period indicate a net increase of 168 followers, corresponding to an average growth of approximately 14 new followers per month. Follower acquisition occurred consistently throughout the year, with noticeable peaks during periods of intensified dissemination activity. As Figure 17 reveals, the highest single-day increase (+10 followers) was recorded at the end of October 2025, coinciding with the communication of the final project conference in Athens, Greece.

Analysis of LinkedIn follower demographics during the reporting period confirms strong alignment with the project's target groups (Figure 18). In terms of job function, the largest segments of followers were professionals in Education (215 followers) and Research (123), followed by Engineering (62), Business Development (56), and Information Technology (42). Additional representation was observed among professionals in media and communication, project and programme management, consulting, and community services, highlighting the interdisciplinary relevance of the project.

With regard to seniority, the audience was predominantly composed of Entry-level (296) and Senior professionals (289), complemented by Directors (76), Managers (30), and a smaller but significant group of CXOs, Owners, VPs, and Partners, indicating engagement across both early-career professionals and decision-making roles.

Figure 18. AI4EDU LinkedIn followers by job function

Industry analysis further shows that followers were primarily active in Higher Education (149), Research Services (141), Government Administration (52), Education Administration Programmes (52), and Primary and Secondary Education (49), alongside representation from IT consulting, software development, e-learning providers, and policy-related sectors. Followers were distributed across organisations of varying sizes, with strong representation from medium-sized organisations as well as larger institutions and public-sector bodies.

Overall, LinkedIn functioned effectively as a professional dissemination channel throughout the project, demonstrating sustained organic growth, strong alignment with target professional groups, and consistent engagement with project-related content. The comparison between mid-term and final project metrics indicates clear consolidation and expansion of the project's professional audience during the second half of implementation.

3.6 Event Organization

AI4EDU partners designed and organized a series of events to ensure public visibility, promote informed dialogue on AI in education, and engage a wide range of stakeholders beyond the project's immediate user communities aligning with the set key messages. These events complemented the project's dissemination actions by targeting the wider public, policymakers, educational communities, and innovation ecosystems through face-to-face engagement and media exposure.

3.6.1 Awareness Raising Events

Aligning with the AI4EDU D&C strategy, the consortium organized dedicated awareness-raising workshops for school communities (at project mid-term) and policymakers/education stakeholder (at project final stages) across the project countries. All awareness-raising workshops were held in a single day, with some organized as standalone actions, while others being part of larger events, such as conferences. These extensive outreach activities were further supported by communication campaigns across a diverse range of media.

Figure 19. AI in education conference, Luleå, Sweden, 3 June 2025

Figure 20. Open Classroom Conference at EA School, Greece, 7-8.11.25

In addition to the awareness raising workshops, two conferences were organized in Sweden and Greece as part of the project's awareness-raising activities. The Special Education Degree Conference 2025 in Luleå engaged 100 participants (Figure 19) while the final international event, an Open Classroom conference entitled "Empowering Educators and Learners for the Age of AI" held at EA School in Greece, was a two-day event attended by approximately 100 participants from all target groups, including educators, researchers, policymakers, and other stakeholders (Figure 20). Both conferences featured high-end awareness-raising workshops, significantly enhancing the project's visibility and promoting broader understanding of AI in education. All AI4EDU partners participated in the final conference in person, delivering a series of project-related presentations. This event was also supported by Open Technologies Organization, eTwinning, and EDEN Digital Learning Europe. Apart from the awareness-raising workshops, both conferences actively promoted the project using communication materials mentioned in section 3.1.2. The awareness-raising events that were conducted during the project are summarised in Table 1.

Table 1. AI4EDU workshops and awareness events by chronological order

Date	Title / Description	Country	Outreach
05.01.24	AI4EDU Awareness Workshop, Scoil Ghráinne SESE, Dublin		21
07.01.24	Revolutionising Education: AI4EDU Integration for Water Safety Learning, Dublin		20
12.03.24	AI4EDU Awareness Workshop, St. Mark's school, Dublin		11
21.03.24	AI4EDU Awareness Workshop, Griffeen Community College, Dublin		19
22.03.24	AI4EDU Awareness Workshop, Kishoge Community College, Dublin		17
13.04.24	The use of Artificial Intelligence in Primary and Secondary Education, NTUA		94
19.04.24	AI4EDU Awareness Workshop, St. Thomas' school, Dublin		4
20.04.24	AI4EDU Awareness Workshop, Curraghboy NS, Curraghboy		45
28.05.24	AI4EDU Awareness Workshop, Boden		140
07.08.24	Checkmating with AI4EDU, Dublin		14
07.09.24	Integrating Climate Change and AI4EDU Tools through SESE Curriculum and Professional Development, Dublin		6

07.10.24	AI4EDU's Transformative Journey in the Irish Humanities Curriculum, Dublin		11
05.11.24	AI4EDU Awareness Workshop, St. Seton's Secondary School, Dublin		8
07.11.24	Unlocking Creativity: TAP's Innovative Approach to AI4EDU- Powered Education in Ireland, Dublin		4
03.06.25	Awareness raising on AI in education conference, Luleå		100
05.06.25	AI4EDU Awareness Workshop, Dublin		46
23.09.24	Eastern Macedonia & Thrace workshop, Xanthi		10
12.10.24	Awareness raising workshop on AI in education, CPI, Nicosia		129
14.05.25	Awareness of policy makers and stakeholders, online, DEC		23
28.05.25	Awareness of policy makers and stakeholders, online, DEC		41
12.06.25	Awareness of policy makers and stakeholders, online, DEC		36
7–8.11.25	Open Classroom Conference, EA, Athens		101
06.12.25	Informing policy and good practices for the use of AI in education: results of the European co-funded project AI4EDU, CPI, Nicosia		133
Total outreach			**1033**

3.6.2 Workshops within other WPs

In parallel to the D&C work in WP8, the consortium organized extended workshop sessions within four other WPs to address various key areas of the project each targeting specific audiences. Although these events were not designed as D&C initiatives, they helped publicise the work conducted in AI4EDU and its results in various stages of the project.

Under WP2 (Pedagogical Framework, User Requirements and Technical Specifications), early workshops were organized during the first year of the project under T2.2 in all project countries to introduce AI4EDU in school environments, reaching more than 400 students and teachers. WP4 (Evaluation of Usability and Technology Acceptance) conducted 124 structured usability pilots in the second year of the project with both teachers and students (189 in total), enabling practical validation of Study Buddy and Teacher Mate first version prototypes and collecting direct user feedback. Later in the project, WP6 (Evaluation of Educational Impact) organized workshops, under T6.2, reaching more than 700 teachers and students. Additional training events were carried out demonstrating the revised versions of Study Buddy and Teacher Mate prototypes. These aimed to familiarise end-user communities

with SB and TM functionalities, features and tools, as part of their preparation for pilot activities, highlighting at the same time AI's strengths, weaknesses, and limitations.

To maximise visibility and transparency, relevant public deliverables and extensive material from these events are published on the AI4EDU website.

4. Other D&C actions by target group

The project's D&C efforts targeted academic and professional audiences, as well as the general public, through a diverse range of channels, including participation in conferences and educational events, collaborative partnerships, and the publication of research outputs. These activities were guided by a carefully planned D&C strategy that conveyed tailored key messages to different stakeholder groups as described in section 2.1, highlighting the responsible and ethical use of AI in education, its potential to enhance learning outcomes and equity, and the importance of human agency, inclusivity, and collaboration in the design and deployment of AI-based educational solutions. The following sections present the corresponding efforts.

4.1 Targeting academic and research communities

Members of the academic community in relevant sectors were reached through scientific publications, participation in conferences and other third-party events as well as openly sharing datasets resulting from the project.

The AI4EDU consortium was strongly committed to bringing research results closer to both the scientific community and the general public, aiming to maximise open access to project results. As depicted in Table 8, partners contributed peer-reviewed publications to major international conferences in education and EdTech including BCE, EDULEARN, ESERA, ICERI, INTED, and ISDDE. Themes included the design, implementation, and evaluation of AI-powered conversational assistants for teaching and learning, as well as empirical findings on teachers' and students' perceptions of AI in education. Apart from these publications, D&C efforts included a series of presentations and keynote speeches in other scientific events that reached wider audiences and are included in this section, as well as in sections 4.2 and 4.4.

The AI4EDU consortium also engaged national and international research communities through targeted presentations at events such as the workshop of the Hellenic Artificial Intelligence Society and the Panhellenic Conference of Junior Researchers. These presentations addressed the concerns and expectations of the educational community regarding the integration of AI.

In addition, two master's dissertations further strengthened the project's scientific foundations by examining Retrieval-Augmented Generation for academic chatbots and the development of AI-based teaching and study assistants.

Finally, the publication of an article in *ERCIM News* provided high-level visibility within the European research and innovation community, positioning AI4EDU as a timely and relevant initiative at the intersection of AI and education.

To maximize visibility and transparency, all public research outputs are shared both on the AI4EDU website and through the AI4EDU Zenodo community.

4.1.1 Publications and conferences presentations

During the project's lifetime, the consortium collaboratively publicised its scientific results through 11 publications of various types, with one additional paper currently ready for submission to Open European Research. The full list of publications resulting from AI4EDU is presented in Table 2, in chronological order, comprising two MA dissertations, three conference papers, six conference paper abstracts, and one periodical article. An additional list of presentations in scientific conferences is provided in Table 3.

Table 2. AI4EDU publications in chronological order

Year	Publication	Type
2023	Zarris, D., Sozos, S. *Educational Artificial Intelligent Chatbot:Teacher Assistant & Study Buddy*. Luleå University of Technology, Department of Computer Science, Electrical and Space Engineering.	Dissertation
2024	Karafyllidis, T., Papaevripidou, M., & Zacharia, Z. "Monsters A.I.: Fears of the educational community about integrating AI in education." [Μπαμπούλας Α.Ι.: Οι φόβοι της εκπαιδευτικής κοινότητας για την ενσωμάτωση της Τεχνητής Νοημοσύνης στην εκπαίδευση] In Book of Abstracts, 5th New Researchers' Conference (NRC), Prespes Florina, 10–12.5.24.	Conference paper abstract
2024	Monteiro, H. *Chatting Over Course Material : The Role of Retrieval Augmented Generation Systems in Enhancing Academic Chatbots*. Luleå University of Technology, Department of Computer Science, Electrical and Space Engineering.	Master Dissertation
2024	Monteiro, H., Mokayed H. "Enhancing educational chatbots with retrieval-augmented generation systems: a study on physics and mathematics courses." In Proceedings, 17th annual International Conference of Education, Research and Innovation, Seville. 11–13 November 2024, IATED: 8312–8321.	Conference paper
2024	Stamouli, S., Paraskevopoulos, G., & Katsamanis, N. "A Conversational AI Assistant for Teaching and Learning." *ERCIM News* 136, January 2024.	Periodical article
2024	Vacalopoulou, A., Gardelli, V., Karafyllidis, T., Liwicki, F., Mokayed, H., Papaevripidou, M., Paraskevopoulos, G., Stamouli, S., Katsamanis, A., & Katsouros, V. "AI4EDU: An innovative conversational AI assistant for teaching and learning." 18th annual International Technology, Education and Development Conference (INTED2024), Valencia, 4–6 March 2024. IATED: 7119–7127.	Conference paper
2024	Zarris, D., Sozos, S., Simistira Liwicki, F., Gardelli, V., Karafyllidis, T., Stamouli, P., Papaevripidou, M., Vacalopoulou, A., Paraskevopoulos, G., Katsamanis, N., Katsouros, V., Liwicki, L., & Mokayed H. "Enhancing educational paradigms with large language models: from teacher to study assistants in personalized learning," In Proceedings, EDULEARN24, Palma, 1–3 July 2024, 1295–1303.	Conference paper
2025	Karafyllidis, T., Papaevripidou, M., Milopoulos, G., Gardelli, V., Katsouros, V., Simistira Liwicki, F., Mokayed, H., Ó Murchu, D., Paraskevopoulos, G., Stamouli, S., Vacalopoulou, A., & Zacharia, Z. "Investigating the Perceptions of AI-Powered Applications in Science Education: A TAM-Based Study." In Book of Abstracts, ESERA 2025 "Transitions in Science Education: Sustainability and Digital Advances", Copenhagen, 25–29 August 2025.	Conference paper abstract

2025	Karafyllidis, T., Papaevripidou, M., & Pavlou, Y. "Artificial Intelligence in the Service of Education: Applications and Tools for Supporting Educators." [Τεχνητή Νοημοσύνη στην Υπηρεσία της Εκπαίδευσης: Εφαρμογές και Εργαλεία για την Υποστήριξη των Εκπαιδευτικών]. In proceedings, 14th Panhellenic Conference on Science Teaching and New Technologies in Education, ENEFET: Vol. 14 No. 1.	Conference paper extended abstract
2025	Ó Murchú, D., Milopoulos, G., Coakley, P., Hand-Campbell, T., and Rayfus, J. "Expansive Design Across Borders: AI-Powered Education and Organisational Psychology to Cultivate the Joy of Learning Among Migrant and Minority Communities in Ireland." In Abstracts, ISDDE 2025 "Expansive Design Across Borders, Cultivating Joy in Learning", Galway, 19–22 May 2025.	Conference paper abstract
2025	Papaevripidou, M., & Karafyllidis, T. "Artificial Intelligence in Education: Applications and Tools for Supporting Educators and Students." In Book of Abstracts, SPICE International Conference on Inclusive STEAM Education. 30–31 May 2025, Patras, Greece.	Conference paper abstract
2025	Vacalopoulou, A., Stamouli, S., Paraskevopoulos, G., Dimitrakopoulou, D., Milopoulos, G., Papaevripidou, M., Karafyllidis, T., Sotiriou, S., & Katsouros, V. "Enhancing Teaching and Learning with Conversational AI Agents: Pilot Testing and Impact Assessment in Real Classroom Settings." In Book of Abstracts, Barcelona Conference on Education (BCE), Barcelona, 30 September – 4 October 2025.	Conference paper abstract

Table 3. AI4EDU presentations in scientific conferences

Date	Event	Outreach
04.03.24	INTED2024, online	1,000
12.11.24	ICERI2024, Valencia	1,000
12.04.25	ENEFET conference, Thessaloniki	14
26.08.25	ESERA Conference presentation, Copenhagen	50
02.10.25	6th BCE, Barcelona	25
10.11.25	ICERI2025, online	1,000
Total outreach		3,089

4.1.2 Datasets

To further support transparency, reproducibility, and collaboration within the academic and research communities, the project openly shared a series of datasets that were collected as a result of AI4EDU research. These materials were made openly available via the AI4EDU Zenodo community, enabling reuse, validation of results, and further research beyond the project's lifetime. These include the *Evaluation for educational impact* datasets (containing anonymized data from Cyprus, Greece, and Ireland) and the *Evaluation for usability and technology acceptance* datasets (with anonymized data from all project countries), accompanied by a README file for reference.

4.2 Targeting end users' communities

Partners across project countries participated in 49 physical and online events that were organised by third parties. These D&C opportunities were used to publicise project results to communities of real end users. Through presentations, keynotes, workshops, trainings, and hands-on demonstrations, they showcased the functionality and benefits of the tools, engaged directly with educators, learners and other professionals of relevant disciplines. As depicted in Table 4, these conferences reached 5,365 teachers, 460 students, and 410 additional stakeholders.

Table 4. AI4EDU Presentations in end-user communities

Date	Host / Venue	Partner	Outreach[1]		
			Educ.	Students	Others
06.09.23	University of West Attica, Athens	ARC	200		
12.09.23	Directorate of Secondary Education of East Attika, Athens	ARC	200		
11.10.23	Athens Science Festival 2023	ARC	40		
12.12.23	Athens Science Festival 2023	ARC	1	40	
30.10.23	Bjorksnas gymnasium, Boden	LTU	50		
31.10.23	AI Sweden, Skolverket	LTU	380		
08.02.24	8th GEL High School, Marousi	ARC	4	24	
12.03.24	1st General Lyceum, Glyka Nera	ARC	2	30	
13.03.24	Experimental Lyceum, Nea Ionia Magnisias	ARC	4	29	
20.04.24	Athens Science Festival	ARC	32		
11.05.24	eTwinning Multilateral Seminar, Patras	EA	34		
21.05.24	Be SMART! workshop, Dublin & online	DEC	76	30	
23.05.24	Epafos Open Day, Athens	ARC	250		

[1] Where exact counts were not available, figures are based on estimates.

07.06.24	Learning from the Extremes, online	ARC	100		
18.06.24	Erasmeios school, Athens	ARC	50		
08.07.24	Escolas de Oliveira do Bairro	DEC	60		30
08.07.24	Escolas de Oliveira do Bairro	DEC	55		25
09.07.24	Escolas de Oliveira do Bairro	DEC	45		30
09.07.24	Escolas de Oliveira do Bairro	DEC	50		30
07.07.24	Pierce Leadership Academy	ARC	1	26	
11.07.24	Escolas de Oliveira do Bairro	DEC	10	130	30
02.09.24–20.03.25	Regular Trainings, Nicosia	CPI	678		90
02–03.09.2024	Educational Days, Nicosia	CPI	150		
12.10.24	4th Kastellorizo Puzzle Festival	ARC	5	50	
10.24–02.25	Training newly appointed school heads, Nicosia	CPI	157		
24.10.24	Swedish National Agency for Education, online	LTU	150		
30.10–04.12.24	Training chemistry teachers, Nicosia	CPI	36		
20.11.24	Media and Learning, online	UCY	90		50
05.12.24	STAR program of Irish Ministry of Education	DEC	35		12
12.12.24–12.02.25	Secondary school teachers' educational days, Nicosia	CPI	200		
30.01.24	TALOS-AI4SSH EU educational activity	ARC		11	5
01–02.25	Secondary education training seminars, Nicosia & Limassol	CPI	47		
01–02.25	Primary education training seminars, Nicosia	CPI	15		
05.03.25	Malliaras school, Athens	ARC	80		
08.03.25	Avgouleas-Linardaros school, Athens	ARC	1,100		
15.02.25	Hellenic Artificial Intelligence Society	ARC	10		30

05.04.25	Puzzles Festival @Xanthi	ARC	2	20	5
11.05.25	CPI “AI for Teachers” Webinar	CPI	100		
12.05.25	European Era, Málaga	DEC	23		2
30.05.25	SpicE STEAM Academy, Patras	UCY	39		9
07.07.25	European School Innovation Academy course	EA	20		
10.07.2025	AEOB, Oliveira do Bairro	DEC	300	50	50
01.09.2025	3rd High School, Korydallos	ARC	10		
14–22.09.25	Training of teacher trainers, Nicosia	CPI	30		
05.11.25	DiPhET, Thessaloniki	UCY	76		
08.11.25	Presentation at the Open Classroom Conference	CPI	12		
11.11.25	EU Code week, Malmö	DEC	34	20	4
21.11.25	D.EL.EXO webinar	ARC	22		8
21.11.25	eTwinning, Thessaloniki	EA	300		
Total outreach			**4,265**	**460**	**410**

Figure 21. Escolas de Oliveira do Bairro, Portugal, 9.6.24

Figure 22. Athens Science Festival, Greece, 12.10.23

Figure 23. Discovery Space International course, Athens, 7.6.25

Figure 24. Open classroom conference, Athens, 7–8.11.25

4.3 Targeting policymakers

As part of AI4EDU's D&C activities targeting policymakers, project partners actively contributed to national policy initiatives on the use of AI in education.

Specifically, in Cyprus, the *Policy document and guidelines for the responsible and ethical use of AI in primary and secondary education* was released in October 2025 by the Cyprus Ministry of Education, Sport and Youth. The document establishes a national policy framework for the integration of AI in education, addressing key opportunities and challenges while promoting responsible, ethical, and pedagogically sound use of AI in Cypriot schools. AI4EDU contributed directly to this process through the active involvement of Ms Theodora Kakouri and Ms Panayiota Ioannou, teacher trainers, CPI, members of the AI4EDU consortium, who participated in the policy working group. In this context, CPI participated in multiple consultation sessions organised by the Ministry of Education, systematically transferring evidence, lessons learned, and implementation insights derived from AI4EDU pilots and evaluations.

In Greece, AI4EDU partners also engaged in high-level policy dialogue. On 18 March, the National Commission for Bioethics and Technoethics published its official view on the use of AI in the Greek education system, examining the ethical, legal, and social dimensions of AI integration in educational contexts. As part of the Commission's consultation process, Dr Vassilis Katsouros, Director of the Institute for Language and Speech Processing at the Athena Research Center and Coordinator of the AI4EDU project, was invited to contribute as an expert stakeholder. In addition, ARC presented the AI4EDU project and its conversational AI assistants to the President of the Institute of Educational Policy (IEP), the official education and training body of the Greek Ministry of Education, further supporting policy-level reflection on the responsible integration of AI in schools.

In Sweden, LTU maintained ongoing dialogue with Skolverket, the Swedish National Agency for Education, also represented in the AI4EDU External Advisory Board by Mr Alper Yilmaz, Director of Education. Through this sustained exchange, LTU transferred AI4EDU's experiences, empirical findings, and pedagogical framework to inform national discussions on AI literacy and responsible AI adoption within the Swedish education system.

Collectively, these policy-oriented dissemination and engagement activities demonstrate AI4EDU partners' active and sustained role in shaping evidence-informed, responsible, and inclusive AI policies at the national level, in alignment with broader European policy developments. Importantly, this dialogue and trust-building with national educational authorities directly contributed to continued collaboration beyond the project's lifetime: the above-mentioned institutions partnered with the AI4EDU consortium in the successful follow-up Erasmus+ proposal *GenAI-EduMap*, ensuring continuity, scaling, and further policy-relevant exploitation of AI4EDU's results.

4.4 Reaching mixed audiences and the general public

D&C efforts to reach mixed audiences and the general public encompass both public activities, including participation in major exhibitions, symposia, conferences, community events, and media coverage to ensure comprehensive outreach. These initiatives

demonstrate the project's strong and continuous engagement with diverse stakeholder groups through two complementary approaches.

4.4.1 Participation in public activities

The D&C activities presented in Table 5 demonstrate AI4EDU project's strong and continuous engagement with diverse stakeholder groups through two complementary approaches.

The project maintained high visibility through participation in major national and regional exhibitions, including the 87th and 88th Thessaloniki International Fairs, the Athens Science Festival, and the ATHENA Forum 2024. These events reached a diverse group of individuals, including industry representatives, innovators, national and regional authorities, local communities, and citizens. They provided valuable opportunities to highlight project objectives, raise awareness of progress, and engage directly with both professional and general audiences.

Beyond large-scale events, AI4EDU partners conducted focused outreach through symposia, conferences, public talks, round-table discussions, Researcher nights, open community events, TEDx presentations, science fairs, and AI-focused festivals. These activities enabled deeper interaction with educators, students, research communities, local authorities, innovation stakeholders, and citizens, fostering meaningful dialogue on AI in education and its societal implications.

Collectively, all these public outreach activities reached an estimated 13,327 individuals.

Figure 25. Dr Vassilis Katsouros, ARC, School with Personality, Athens, 07.04.2024

Figure 26. Prof. Markus Liwicki, LTU, TEDx Patras, 17.05.2025

The consistently high outreach numbers of these combined efforts reflect the effectiveness of these communication strategies in strengthening the project's public profile, supporting meaningful exchange beyond purely informational dissemination, and advancing its wider dissemination objectives.

Table 5. Public engagement events where AI4EDU was presented

Date	Title / Venue	Partner	Target audience	Outreach
09–17.09.23	87th Thessaloniki International Fair	ARC	Industry, innovators, national authorities, regional authorities, local authorities, researchers, citizens	1,000
10.09.23	Public talk at the 87th Thessaloniki International Fair	ARC	Industry, innovators, national authorities, regional authorities, local authorities, researchers, citizens	50
12.12.23	DEC23: Digital Education Conference, Waterford	DEC	Regional authorities, local authorities, end-user communities, researchers	210
25.01.24	Disruption and Transformation, Nicosia	DEC & CPI	National authorities, regional authorities, local authorities, end-user communities, researchers	200
07.04.24	Public talk at the 'School with Personality'	ARC	Industry, innovators, citizens, end-user communities	3,000

	Symposium, Athens			
16–21.04.24	Athens Science Festival	ARC	Regional authorities, local authorities, researchers, end-user communities, citizens	1,200
20.04.24	Round table at the Fair of Science, Rethymnon	ARC	Industry, local authorities, end-user communities	100
25.05.24	EDIVEA, Rethymnon	ARC	National authorities, regional authorities, local authorities, researchers, end-user communities	1,200
01.06.24	EduTech Summit & Expo, Athens	EA	Industry, innovators, national authorities, regional authorities, local authorities, citizens	50
04.07.24	Public talk at the AI_ducation Festival, Athens	ARC	School principals, education managers, end-user communities	700
10.07.24	Keynote at Escolas de Oliveira do Bairro event	DEC	National authorities, regional authorities, local authorities, researchers, end-user communities	500
01.08.24	COMPASS Conference	DEC	Industry, EdTech, innovators, international & EU institutions, researchers, end-user communities	70
20.08.25	WASP Thematic Summer School	LTU	Researchers, innovators	18
07–15.09.24	88th Thessaloniki International Fair	ARC	Industry, innovators, national authorities, regional authorities, local authorities, citizens	200
25.09.24	GHOU Global Hands-On Universe Conference	DEC	Industry, innovators, national authorities, regional authorities, local authorities, researchers, end-user communities, citizens	450
26.09.24	“Mind the Lab open” event, Xanthi	ARC	Citizens, end-user communities, researchers	100
27.09.24	MEDNIGHT, Xanthi	ARC	Citizens, end-user communities, researchers	50

27.09.24	European Researchers' Night, Athens	EA	Industry, innovators, local authorities, end-user communities, researchers, citizens	400
05.10.24	Panel discussion at TEDxAthens	ARC	Industry, innovators, researchers, citizens	400
19.10.24	Cyprus Educational Group event	CPI	Teachers, policy makers, academia	100
28.11.24	ATHENA Forum 2024	ARC	Industry, researchers	200
10.12.24	SETU conference, Waterford	DEC	Researchers, end-user communities	550
06.02.25	OTE IT Innovation Center, Athens	ARC	Industry, national authorities, innovators, researchers	150
13.03.25	28th Educational Leadership Forum, online	DEC	International organizations, national authorities, end-user communities, researchers	260
13.03.25	CONEXUS online event	DEC	International organizations, national authorities, end-user communities, researchers	65
04.05.25	Conference panel discussion, Nicosia	UCY & CPI	Regional authorities, local authorities, in-service teachers, researchers, academics	170
07.05.25	AI-THOS presentation, Ljubljana	ARC	Researchers, innovators	30
17.05.25	Public talk at TEDxPatras	LTU	Citizens	1,000
17.05.25	Talk at e-Learning e-Creativity event, Rethymnon	ARC	Researchers, end-user communities	60
20.05.25	Unlocking AI for everyone talk, Luleå	LTU	Citizens	100

21.05.24	ISDDE Symposium, Galway	DEC	Researchers, end-user communities	250
26.09.25	MEDNIGH, Xanthi	ARC	Industry, business partners Local authorities Citizens Research communities	50
26.09.25	European Researcher's Night, Athens	EA	Industry, local authorities, end-user communities, researchers, citizens	200
03.12.25	CEL workshop	DEC	Innovators, regional authorities, local authorities, researchers, end-user communities, citizens	47
10.12.25	Panet al DIGISET European Forum	DEC	Industry, innovators, researchers, EU institutions, national authorities, regional authorities, local authorities, end-user communities, citizens	142
10.12.25	Xarxa Tecsam Presentation	LTU	National authorities, regional authorities, local authorities, researchers, end-user communities	25
20.12.25	AI & the Future of Now conference	DEC	Industry, innovators, EU institutions, national authorities, regional authorities, local authorities, researchers, end-user communities, citizens	30
Total outreach				**13,327**

4.4.2 Media coverage

As shown in Table 6, partners engaged in a range of high-impact efforts, including interviews, press releases, and media articles published through national and international outlets.

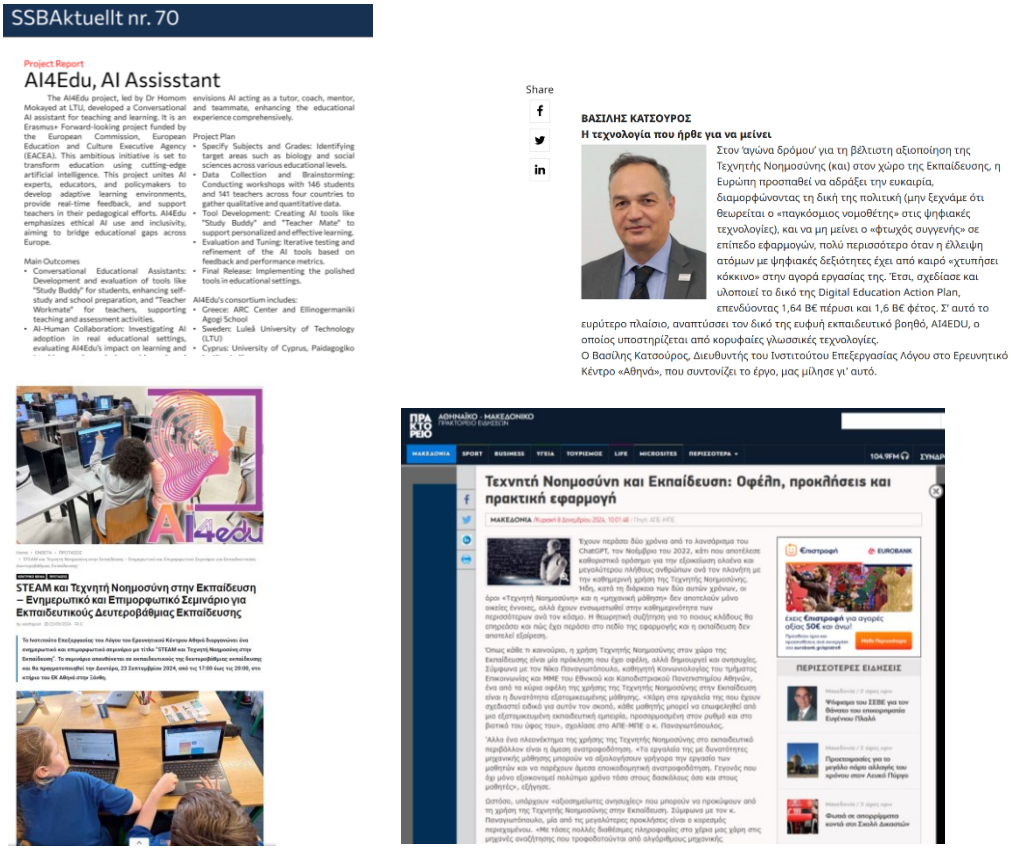
Table 6. AI4EDU media coverage

Date	Initiative	Partner	Target audience	Outreach[2]
05.10.23	Interview for NetWeek Online	ARC	IT professionals, industry, citizens	NA
17.04.24	Article on European School Education Platform Practice	-	End-user groups	NA
06.24	Magazine article	LTU	Researchers, end-user groups, industry	1,240
23.09.2024	Press release	ARC	End-user groups	NA
08.12.24	Article on the Athenian Macedonian News Agency	ARC & EA	Citizens	NA

[2] For off-line media only.

27.12.25	Article on the “Politis” digital newspaper	UCY-CPI	Citizens	NA
01.11.25	Podcast and interview	DEC	EdTech specialists, policy makers, IT professionals, citizens	3,525

These activities effectively targeted EdTech specialists, researchers, policy makers, IT professionals, students, and the general public, ensuring broad outreach and substantial engagement. Some examples are presented in Figure 29. The outreach figures recorded (ranging from over a thousand to several thousand individuals) highlight the project’s growing public presence and its capacity to disseminate key messages through accessible and widely consumed communication formats.



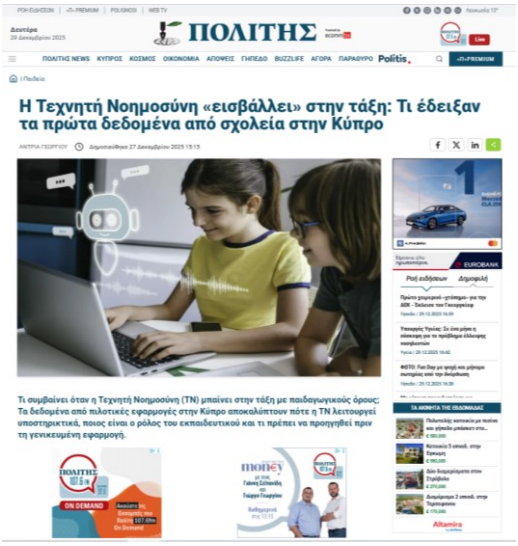


Figure 27. AI4EDU media coverage examples

4.5 Collaboration with other EU-funded projects

The project actively collaborated with seven EU-funded initiatives (Table 7) to maximize outreach, strengthen knowledge exchange, and ensure alignment with broader European priorities in education, AI, and digital innovation. These collaborations included joint webinars, participation in scientific and educational events, co-organisation of training activities, and mutual visibility actions with projects such as AI-THOS, DATAMITE, Learning from the Extremes, Spice, TALOS-AASHS and Discovery Space. Through these initiatives, the project benefited from shared expertise, diverse stakeholder networks, and complementary thematic focuses, which helped broaden dissemination impact, reinforce synergies across EU projects, and enhance the visibility and relevance of the project's outcomes within the wider research, educational, and innovation ecosystem.

Table 7. Synergies between AI4EDU and other EU-funded projects

Date	Activity	Partner	Target audience	Outreach
07.06.23	Learning from the Extremes webinar	ARC	End-user communities	100
20.11.24	AI (Literacy) in Teaching & Learning webinar	UCY	End-user communities, researchers	140
30.01.25	TALOS-AI4SSH EU educational activity	ARC	Researchers	16
06.02.25	DATAMITE project meetup	ARC	Industry, innovators, national authorities, researchers	150
30.05.25	Spice International Conference on Inclusive STEAM Education	UCY	Teachers, students, researchers	48
6-8.5.25	AI-THOS Train-the-Trainer Bootcamp	ARC	Researchers	30
07.07.25	DISCOVERY SPACE International Course	EA	Researchers, end-user communities	20
Total outreach				**504**

5. Sustainability and exploitation efforts

The sustainability and exploitation strategy for AI4EDU is grounded in evidence-based insights and concrete continuation pathways developed throughout the project's implementation. This strategy operates across multiple levels: market validation, institutional continuation, scientific engagement, and national policy integration, ensuring the project's impact extends well beyond its formal duration.

Between July and August 2025, a comprehensive market validation study supervised by LTU Business, examined AI4EDU's market potential through analysis of stakeholder needs, the competitive landscape, and adoption barriers. Based on interviews with 72 participants, the study demonstrates clear and well-documented demand among schools and education authorities for AI solutions that reduce teacher workload, support personalized learning, and comply with ethical and GDPR requirements.

The findings reveal that teachers, school leaders, and municipalities recognize AI4EDU's potential value, particularly in contexts where generic AI tools are already used informally but without pedagogical alignment or institutional approval. The market analysis further highlights tangible interest from municipalities and private school organizations in testing or developing the platform further, alongside opportunities for strategic partnerships that could support wider adoption after the project concludes. These results confirm that AI4EDU responds to genuine market needs and has realistic pathways for sustainable use beyond the project's lifetime.

The long-term sustainability of AI4EDU is reinforced through direct continuation of the consortium's work. Building on the results, evidence, and partnerships developed within AI4EDU, the ARC-led follow-up proposal GenAI-EduMap has been selected for funding under an Erasmus+ Forward-Looking call, achieving an excellent evaluation score of 95 points. This outcome provides strong external validation of the project's relevance and impact, ensuring that key concepts, tools, and policy-oriented insights generated by AI4EDU will be further developed, scaled, and embedded within European education systems.

Other funding efforts include four proposals involving LTU and two proposals involving UCY, EA and CPI. These initiatives build upon AI4EDU's success, demonstrating its lasting impact and highlighting a sustainable approach for future growth.

Complementing these continuation efforts, AI4EDU actively explored industry-facing exploitation and scaling opportunities. In December 2025, ARC participated in the *AWS GenAI Ideation and Innovation Workshop* (10–11.12.2025), a clustering and innovation-focused event bringing together industry and business partners. During this workshop, TM and SB applications were presented and demonstrated, and discussions focused on identifying opportunities to scale and further develop the solutions in partnership with AWS infrastructure and services.

Further exploitation-oriented activities included participation of DEC in *Artificial Intelligence, Platforms and Automation* workshops organised in collaboration with the Lanzarote Business Confederation. These workshops, which mainly targeted business partners and innovators, focused on showcasing the success and applicability of the TM and SB solutions in real-world educational and organisational contexts, and explored cross-sector adoption opportunities.

At the scientific and institutional level, additional sustainability actions included AI4EDU's active participation in international research and collaboration forums. The project was represented at a WASP Thematic Summer School on *Rethinking and Rescaling LLMs* in Luleå, Sweden, with involvement from LTU project partners. During this event, LTU project members presented *Enhancing Educational Chatbots for Teachers and Students*, showcasing AI4EDU's work on human-centred conversational AI tools, including TM and SB. This engagement strengthened the project's scientific visibility and supported further exploitation of its results within the research community.

Moreover, in October 2025, AI4EDU was presented during a *Xarxa Tecsam* visit hosted at LTU. This international scientific and industry-oriented event brought together researchers and professionals from universities and organisations in northern Spain, as well as researchers and policymakers from several Swedish institutions. The presentation of AI4EDU in this context facilitated cross-national knowledge exchange, strengthened research-industry dialogue, and reinforced the project's positioning within European AI and education ecosystems.

At the national level in Greece, the project continues disseminating its messages and results widely within the school education sector. EA's institutional position facilitates this outreach: the organisation is a member of EDEN (European Distance Education Network), of STEDE (Science Teacher Education Development in Europe), and of ECSITE (European Network of Science Centres and Museums), as well as a partner school of the German Schools-Excellence Network, providing multiple channels for knowledge transfer.

At the policy-making level, CPI, the national education and training authority in Cyprus, with a mission to ensure the continuous professional development of teachers at all levels of education, serves as a crucial institutional partner. Through its extensive network and institutional authority, CPI can support the long-term sustainability of the project's results by integrating its tools and methodologies into national teacher training programs and educational policy frameworks. Similarly, ARC's established collaboration with the Institute of Educational Policy of the Greek Ministry of Education creates a pathway for promoting the project's methodology and tools as an approach for integrating AI into Greek schools. These institutional connections ensure that the project's insights can inform national educational policy and implementation frameworks across multiple national contexts.

Finally, at the level of everyday educational practice, all partners leverage their extensive networking with schools and teachers across multiple projects to continue outreach efforts, addressing large numbers of education practitioners and school communities. This engagement ensures that AI4EDU tools and approaches reach end users directly, supporting practical adoption and adaptation in diverse educational contexts.

Through this multi-layered strategy combining market validation, funded continuation, scientific engagement, and national policy integration, AI4EDU has established robust foundations for long-term sustainability and impact. The convergence of demonstrated market demand, excellent evaluation for follow-up funding, scientific community recognition, and institutional policy channels creates a comprehensive ecosystem supporting the project's continued development and wider adoption across European education systems.

6. Reflections and key takeaways

The AI4EDU D&C strategy has been closely monitored since the inception of the project. A set of relevant KPIs was defined before the project launch to measure the impact and help conduct the most accurate assessment of the communication and dissemination activities.

These have been described in the present report and range from the design and production of the AI4EDU D&C tools to large-scale outreach efforts to multiple stakeholders that effectively communicated the project's results and key messages. In close collaboration with WP1 Project Management and Coordination and with other WP leaders, a series of internal evaluation steps was carried out on a regular basis to ensure that all KPIs were met within the project's funding period.

Apart from achieving strong quantitative results, the D&C activities also generated valuable qualitative insights through sustained engagement with AI4EDU end-user communities, particularly educators. These interactions highlighted that effective and responsible AI integration in education requires not only robust tools and technical training, but also ongoing support in addressing ethical, pedagogical, and implementation-related considerations. Especially during the early stages of the project, many educators expressed a cautious stance towards AI adoption, primarily linked to questions around ethics, governance, and classroom applicability.

Dialogue with teachers and with the project's External Advisory Board underscored the importance of making AI ethics and governance more explicit and practically embedded within educational processes. This feedback reinforced the need for ethics and governance to be treated as multidisciplinary, applied competencies that are integrated across the curriculum. These insights informed the project's later dissemination activities and provide a clear direction for future initiatives building on AI4EDU's results.

7. Conclusion

The D&C activities implemented within AI4EDU have effectively supported the project's objectives by promoting its results, disseminating its findings, and engaging stakeholders across Europe. The strategic combination of digital communication, participation in public and professional events, production of high-quality dissemination materials, and collaboration with external initiatives has contributed to strong project visibility and to the establishment of AI4EDU as a reference point within the European AI-in-education landscape. The breadth of actions undertaken demonstrates that dissemination has been treated as an integral component of the project's design, implementation, and evaluation, diffused throughout the project's activities and work packages.

The project maintained stable D&C activity throughout the duration of the project ensuring coherence with it D&C plan, as set out in D8.1 and beyond. Overall, the quantitative data confirms strong and diversified outreach effort during the initial phase of the project, followed by a more focused and streamlined communication strategy in the later period. Beyond raising awareness, these actions have laid important groundwork for sustainability and future uptake of AI4EDU results. Teachers, students, school leaders, researchers, and policymakers were engaged as active contributors, providing feedback that informed the iterative refinement of the SB and TM applications, as well as the associated pedagogical frameworks. The experience gained through the organization of trainings, webinars, workshops, and public events has resulted in a portfolio of reusable communication assets and established dissemination channels that partners can continue to exploit beyond the project's lifetime.

As a result, AI4EDU effectively assumed the role of an ambassador for responsible, pedagogically grounded, and ethical use of AI in education, in close dialogue with its stakeholders. This role emerged organically in response to stakeholder needs and the rapidly

changing technological landscape. Being one of the earliest EU-funded projects on the subject, AI4EDU was well-positioned to lead the way, helping to shape the conversation around AI in education at a critical time when the technology was beginning to gain widespread attention.

Looking ahead, maintaining the project's online presence, embedding AI4EDU results into partners' regular professional development and training programs, and leveraging the networks created through collaboration with other EU-funded initiatives will be key to amplifying the project's long-term impact. These actions will help ensure that AI4EDU outcomes continue to inform educational practice, research, and policy discussions on the responsible and effective use of AI in education.