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NARRATIVE SUMMARY REPORT- *The Power of AR and VR: Igniting Passion for Learning Through Innovative Technologies, No.: 2024-1-PL01-KA220-VET-000243150*

Reporting Period: 01.09.2024 – 31.08.2025

Abstract

A. State of Deliverables and Status of Activities in accordance with the Project Proposal

a. Project Management Activities Undertaken

The consortium carried out 3 transnational meetings, 5 online coordination meetings, and local team planning meetings, ensuring effective coordination and partner alignment.

b. Results Produced

The IO1 toolkit was completed, translated into all partner languages, and piloted. Dissemination tools like the website and flyers were produced. IO2 development was initiated and concluded in TPM2.

c. Budget Control and Time Management

Budget tracking was achieved through standardized Excel sheets. All partners adhered to schedules, and expenditures remained within allocated limits.

d. Monitoring of Progress, Quality, and Achievement

Internal monitoring was assigned at each partner level. Social media analytics, event feedback, and attendance records confirmed successful engagement and implementation.

e. Evaluation Against Gantt Chart

Monthly and milestone evaluations demonstrated alignment with Gantt milestones. IO1 completion, pilot testing, and website setup were achieved on schedule.

f. Project Indicators Reached

Dissemination during face to face workshops target groups: VET Teachers 6363;VET Students 1763.

B. Dissemination Activities Conducted

Project activities were disseminated via websites, social media, newsletters, and local events in each partner country.

a. Stakeholder List and Communication

Stakeholder lists were created locally, and 3 newsletters and informational emails were sent periodically.

b. Visibility of Website and Social Media

The website and Facebook page reached hundreds of users. Project content was promoted across partner websites and social channels.

c. Dissemination of Work Package 2 Results

IO1 toolkit was shared through meetings, websites, email, and institutional platforms. Associated partners also received materials.

d. Scientific Articles Published

No journal publications yet, but informal dissemination occurred via websites and newsletters.

e. Conference Participation

Poland, Portugal presented the project at a regional teacher event. Other partners plan future conference participation.

f. Local Press Dissemination

Croatia achieved press coverage in local online news and radio. Other partners will pursue this in the next period.

g. Dissemination on EU Platforms

The content of the Power of AR and VR was presented on SALTO by Poland; partners plan to upload content in the next period.

h. Multiplier Events

No formal multiplier events were held yet; these are also planned for the project's final phase.

i. Target Group Participation

6363+ teachers and 1763+ students have been engaged. Teachers from external schools and students also participated.

j. Participants with Fewer Opportunities

35+ participants with fewer opportunities – older people, pensioners were involved, including disadvantaged students with a disability.

k. Associated Partners and Activities

Some local schools, NGOs, and international partners were engaged as associated partners. They participated in events, dissemination, and piloting.

This report presents a synthesis of progress updates from all partners of the Power of AR and VR project for the first year of implementation. It addresses the state of deliverables and project activities (Section A) and the dissemination and exploitation efforts (Section B), incorporating partner-specific examples throughout. The tone is formal and factual, suited for European Commission review or stakeholder briefings.

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PROGRESS REPORT NO. 1

NARRATIVE SUMMARY REPORT- *The Power of AR and VR: Igniting Passion for Learning Through Innovative Technologies,*

PROJECT No.: *2024-1-PL01-KA220-VET-000243150*

Reporting Period: 01.09.2024 – 31.08.2025

Coordinator:

- ZS Nr 1 im. HENRYKA SIENKIEWICZA (Kołobrzeg, Poland)

Partners:

- ARAXA EĞITIM DANIŞMANLIK (Eskişehir, Türkiye)

- SREDNJA SKOLA BAN JOSIP JELACIC (Zagreb,Croatia)

- ASOCIACIJA KURYBINES ATEITIES IDEJOS (Klaipeda, Lithuania)

- 2 EK PEIRAI (Piraeus, Greece)

- INSTITUTO PIAGET- COOPERATIVA PARA DESENVOLVIMENTO HUMANO INTEGRAL e Ecológico (Lisboa, Portugal)

Project Management Activities Undertaken by All Partners (WP1)

During the reporting period, all partner institutions played an active role in ensuring smooth coordination and effective implementation of the project *"The Power of AR and VR: Igniting Passion for Learning Through Innovative Technologies"*.

ZS nr 1 im. H. Sienkiewicza (Poland) coordinated key management tasks. The school organised and participated in regular online meetings, preparing internal reports to update stakeholders on progress, financial aspects, and upcoming activities. The institution continuously monitored the **Gantt chart** to ensure compliance with deadlines and milestones, introducing corrective measures whenever risks or delays were identified. The Polish team also contributed actively to **TPM2 in Croatia**, which marked the mid-term stage of the project and focused on preparing WP3 activities.

Araxa Edu (Türkiye), as the host of the **Kick-off Meeting (TPM1)** in October 2024, coordinated initial project management structures. The Turkish partner led discussions on risk management, quality control, and dissemination strategy. Araxa Edu provided AR/VR training sessions during TPM1 and supported partners in understanding the technological aspects of WP2. It also ensured that dissemination tools were correctly applied in line with the quality plan.

Instituto Piaget (Portugal) contributed to project management through its expertise in piloting and training activities. The Portuguese team organised local piloting sessions of IO1, documented results in structured reports, and shared outcomes with the consortium. Instituto Piaget also supported budget monitoring and quality evaluation by providing regular feedback on the efficiency of resource allocation.

Srednja škola Ban Josip Jelačić (Croatia) hosted **TPM2 (May 2025)** and coordinated mid-term evaluation. The school facilitated partner discussions on monitoring WP2 achievements, introduced planning for WP3 and IO2, and ensured that dissemination results were assessed against indicators. Croatian staff prepared meeting reports and supported transparent task distribution among partners.

2o EK Peiraia (Greece) played a central role in piloting IO1 during the **Learning Teaching Training (April 2025)**. In terms of project management, the Greek partner monitored the logistics of this LTT activity, evaluated its outcomes, and shared feedback with the consortium. The team ensured that teacher participation and satisfaction were properly recorded and reported, contributing to both WP1 (management) and WP2 (training content).

KAI (Lithuania) supported project management by contributing to survey development, data collection, and evaluation of pilot activities. Lithuanian staff assisted in preparing dissemination reports, coordinated some online meetings, and ensured that communication among partners remained smooth and effective.

Across all partners, the **Google Drive repository** functioned as the central coordination and documentation platform. Meeting minutes, financial reports, dissemination proofs, and evaluation surveys were systematically uploaded, ensuring transparency and accountability.

The **mid-term monitoring** confirmed that:

- Project activities were implemented in line with the **Gantt chart**.
- **Deliverables and milestones** were achieved on time.
- **Budget execution** was efficient, with no major irregularities.
- **Quality assurance procedures** (surveys, feedback forms, evaluation grids) were consistently applied.

The collective efforts of all institutions ensured strong progress in WP1, laying the foundation for effective implementation of WP2 and preparation of WP3.

A. State of Deliverables and Status of Activities in Accordance with the Project Proposal

a. Project Management Activities Undertaken

- Regular **online project meetings** held since September 2024- August 2025, including discussions on partnership agreements, dissemination, and eTwinning activities.
- **Kick-off Meeting (TPM1):** Eskişehir, Türkiye (29–30 October 2024), hosted by Araxa Edu. Activities included: steering committee setup, presentation of objectives, Gantt chart, dissemination plan, AR/VR training, risk management, and quality plan.
- **Webinar on AR/VR in Education (March 12, 2025):** A webinar was conducted on March 12, 2025, on the results of the AR/VR Webinar. Each partner promoted this

webinar internally, resulting in strong attendance (e.g. one partner had 20 of its teachers participate, another had 22, etc.). Participation certificates were issued to all attendees. This webinar was crucial in upskilling the teachers on key concepts and setting a foundation for subsequent project work.

- **1st Learning Teaching Training (LTT) Activity in Piraeus, Greece (April 7-9, 2025): Host:** 2o EK Peiraia, Piraeus, Greece.

  Modules: The LTT covered:

  - Module 1: Discussion on the potential of immersive technologies.
  - Module 2: Designing interactive AR and VR lessons.
  - Module 3: Integrating AR and VR into curriculum planning.
  - Module 4: Effective use of AR and VR in teaching.
  - Module 5: Hands-on content creation with AR and VR.
  - Module 6: Assessing and evaluating AR and VR learning.

  Participant Evaluation: An evaluation survey (IO1 Piloting) was conducted with 30 responses, representing equal distribution from Poland, Türkiye, Croatia, Portugal, Greece, and Lithuania (16.7% each).

- **Local Piloting Survey (Portugal, May-June 2025):**A local piloting survey in Portugal showed a similar trend of increased confidence and skills after training, though with slightly lower overall ratings compared to the Greece LTT.
  - Before training, the average for "Understanding AR and VR technologies in education" was 1.78, increasing to 4.039 after training.
  - Suggestions included "More tasks for high schools" and "all was good, maybe before training we should have an info about which type of mobile, tablets should we have to prevent issue with incompatible devices with 3d pictures."
- **3D Technology and AR/VR Training (June 7, 2025):** A training session at Gdanski Ośrodek Doskonalenia Nauczycieli (Teachers' Training Center in Gdynia) focused on 3D technology, AR, and VR.
  - Participants rated the overall quality as "Excellent."
  - Most valuable elements included "3D modeling," "Tips for implementation in education," "Examples of practical projects," "3D printing," "Knowledge about AR and VR technology," and "Q&A."
  - The content was found "adapted to your level of knowledge and expectations."

- Trainers were rated "Very well prepared."
- All participants were "Rather likely" or "Definitely likely" to use 3D and AR/VR in their work after the training.
- Suggestions included a follow-up meeting after initial project implementation for detailed questions and more practical 3D project creation and printing.

- **Local Implementation Meetings**: Each partner organized local events or workshops to pilot activities and gather feedback, doubling as management checkpoints.
- **Mid-Term Meeting:** Zaprešić, Croatia (5–6 May 2025), reviewed WP2 achievements, discussed IO1 results, introduced WP3 and IO2, and evaluated dissemination and quality indicators.
- **Internal Planning & Team Coordination:** Partners held internal project team meetings within their institutions to coordinate responsibilities and timelines. For example, the Polish and Greek school convened regular team check-ins to assign Erasmus+ tasks and ensure support from school management.
- Documentation management ensured through **Google Drive**, structured templates, and shared responsibility for proof uploads.

Overall, project management activities have been executed in line with the proposal, facilitating strong cooperation between the seven partner organizations and keeping the project on track during the first year.

b. Results Produced

All partners actively participated in several key project activities during the reporting period. They took part in the **Learning, Teaching, and Training (LTT) activity in Greece**, where teachers from each institution were directly involved in the piloting of **Intellectual Output 1 (IO1 – AR and VR Vocational Teacher Training Programme)**. This international training provided a valuable opportunity to test the programme in practice, collect feedback from educators, and evaluate its relevance to different vocational contexts.

In addition to the joint training in Greece, each partner institution also contributed to the **local piloting of IO1** in their own country. These sessions allowed for broader testing, reaching local

teachers and students, and generating additional evaluation data. The results of both international and local piloting confirmed that IO1 significantly improved teacher competence and confidence in using AR and VR tools.

Partners also participated in the **Second Transnational Project Meeting (TPM2) in Croatia**, which marked the mid-term stage of the project. During this meeting, the consortium jointly reviewed progress across all work packages, addressed quality assurance issues, monitored dissemination indicators, and confirmed alignment with the project's objectives and timeline. The meeting served as a milestone for ensuring the project remained on track both in terms of content and time management.

Activities Completed

- **Online Meetings:** Regular online meetings have been held to coordinate project activities.
- An online meeting on March 11, 2025, summarized actions taken, reviewed eTwinning activities, discussed collaboration with a Hungarian company for AR application testing, and outlined plans for introducing elderly residents to technology with a senior home. Dissemination, documentation, and photo plans were also discussed.
- Another online meeting on April 1, 2025, served as a pre-departure discussion for the LTT event in Greece, covering travel details, agenda, essential items to bring, and integration/team-building activities.
- A Mid-Term Meeting was held in Zaprešić, Croatia, from May 5-6, 2025. This meeting reviewed the quality of achievements in Work Package 2 (WP2), discussed the success of Intellectual Output 1 (IO1), presented the Work Package 3 (WP3) work plan and Intellectual Output 2 (IO2) templates, and addressed dissemination, quality, monitoring, and evaluation.
- **Webinar on AR/VR in Education (March 12, 2025):** A webinar was conducted on March 12, 2025, on the results of the AR/VR Webinar.

  Participation: 97 responses were collected, with participants from Greece (20), Croatia (19), Lithuania (26), Poland (2), Portugal (8), and Turkey (22). 107 participants registered for the webinar, representing various institutions including high schools (52), universities (36), primary schools (10), and other (14).

Helpfulness of Sessions: 90 respondents found recorded sessions helpful, 6 somewhat, and only 1 found them not helpful.

Usefulness of Materials: 79 found materials "Very useful" for future reference, and 18 found them "Somewhat useful."

Awareness Increase: 67 reported a "significant" increase in awareness of AR/VR's potential in education, and 27 noted an increase "to some extent." Only 3 reported no increase.

Inspiration for New Methods: 83 were "very much" inspired, 12 "a little," and 2 were not inspired.

Professional Development: 61 felt a "significant" contribution to their professional development, and 33 felt it contributed "to some extent." Only 3 felt no contribution.

Networking Opportunities: 71 found networking "Very valuable," 24 "Somewhat valuable," and 2 "Not valuable."

- **1st Learning Teaching Training (LTT) Activity in Piraeus, Greece (April 7-9, 2025): Host:** 2o EK Peiraia, Piraeus, Greece.

  Modules: The LTT covered:

  - Module 1: Discussion on the potential of immersive technologies.
  - Module 2: Designing interactive AR and VR lessons.
  - Module 3: Integrating AR and VR into curriculum planning.
  - Module 4: Effective use of AR and VR in teaching.
  - Module 5: Hands-on content creation with AR and VR.
  - Module 6: Assessing and evaluating AR and VR learning.

  Participant Evaluation: An evaluation survey (IO1 Piloting) was conducted with 30 responses, representing equal distribution from Poland, Türkiye, Croatia, Portugal, Greece, and Lithuania (16.7% each).

  Previous AR/VR Use: Prior to the training, 26.7% had never used AR/VR, 43.3% were familiar with the concept but hadn't used it, 20% used it occasionally, and 10% used it regularly.

  Competency Improvement (1=No knowledge/confidence, 5=Highly proficient/confident): Significant improvements were observed across all competencies, moving from low pre-training averages (e.g., "Understanding AR and

VR technologies in education" had mostly 1s and 2s before) to high post-training averages (mostly 4s and 5s).

Confidence to Apply Learning: Average rating of 4.43, with 63.3% rating it a 5.

Ability to Create Inclusive AR/VR Experiences: Average rating of 4.53.

Likelihood of Implementing Differentiated Instruction: Average rating of 4.53.

Recommendation: 100% of participants would recommend this training to other educators.

Overall Satisfaction: Average rating of 4.87, with 90% rating it a 5.

Met Expectations: Average rating of 4.79.

Content Relevance: Average rating of 4.70.

Suggestions for Improvement: "More hands-on workshops and time with VR devices," "A dedicated website section with AR/VR apps and examples," "More practical group activities and discussions across countries," and "Sharing of best practices from actual student activities."

- **Local Piloting Survey (Portugal, May-June 2025):**A local piloting survey in Portugal showed a similar trend of increased confidence and skills after training, though with slightly lower overall ratings compared to the Greece LTT.
    - Before training, the average for "Understanding AR and VR technologies in education" was 1.78, increasing to 4.039 after training.
    - Suggestions included "More tasks for high schools" and "all was good, maybe before training we should have an info about which type of mobile, tablets should we have to prevent issue with incompatible devices with 3d pictures."
- **3D Technology and AR/VR Training (June 7, 2025):** A training session at Gdynski Ośrodek Doskonalenia Nauczycieli (Teachers' Training Center in Gdynia) focused on 3D technology, AR, and VR.
    - Participants rated the overall quality as "Excellent."
    - Most valuable elements included "3D modeling," "Tips for implementation in education," "Examples of practical projects," "3D printing," "Knowledge about AR and VR technology," and "Q&A."
    - The content was found "adapted to your level of knowledge and expectations."
    - Trainers were rated "Very well prepared."

- All participants were "Rather likely" or "Definitely likely" to use 3D and AR/VR in their work after the training.
- Suggestions included a follow-up meeting after initial project implementation for detailed questions and more practical 3D project creation and printing.

Activities Currently in Progress

Work on **Work Package 3 (IO2 – Toolkit for Cross-Disciplinary Learning)** has also started within the reporting period. The development process is currently ongoing: although the toolkit has not yet been finalised, preliminary drafts, structural outlines, and planning activities have already been completed. At this stage, work is progressing according to the agreed schedule, ensuring that IO2 will build upon the lessons learned from IO1 piloting and provide practical, cross-disciplinary tools for integrating AR and VR into vocational education.

- **Project and Collaborations: eTwinning:** Ongoing activities and implemented projects, with future collaboration opportunities being explored.
- **Testing of an AR application is ongoing**: With the Polish school serving as the first test site. This includes defining the scope of testing and action plan, with expected benefits for students and teachers.
- **Senior Home Collaboration:** Introducing elderly residents to technology, including activities and workshops, focusing on intergenerational integration.

c. Budget Control and Time Management

Proper budget control and efficient time management were ensured through systematic monitoring and coordination mechanisms. The coordinator tracked budget allocations closely against the planned expenditures, with particular attention to costs related to **mobilities (LTT in Greece and TPM2 in Croatia).** The institution made use of the **shared budget monitoring tools** agreed upon by the consortium, which allowed transparent comparison of planned versus actual spending. All reported expenses were carefully **cross-checked against the financial distribution under WP2 and WP3,** ensuring that funds were used strictly in line with the approved financial framework. This process not only secured compliance with project requirements but also helped identify and prevent any potential overspending.

- Activities implemented **on schedule** according to Gantt chart.
- Budget allocated effectively for transnational meetings, dissemination materials, training content, and survey tools.
- Smooth logistics of TPM and LTT meetings confirmed efficient financial and organisational planning.

d. Monitoring of Progress, Quality, and Achievement

During the reporting period, several mechanisms were applied to ensure systematic monitoring of project progress, quality, and achievements.

- **Defined Monitoring Roles:** Each partner organization assigned specific staff to monitor project implementation at the local level. These individuals or teams were responsible for overseeing that tasks were carried out to the expected standard and on schedule. For example, in Portugal Celestino Magalhaes as their quality monitor, Croatian coordinator designated Ankica Saric to track overall progress, Poland's team appointed Agnieszka Emerle for internal monitoring, and Turkey's partner assigned Ozkan Cam for this role. For monitoring dissemination process responsible is Silva Blazulioniene. Having these dedicated monitors ensured that there was continuous oversight in each country, feeding into the broader consortium view. School leadership in each partner also stayed informed – several partners noted that school management supported monitoring, underlining the importance of the project internally.
- **Feedback surveys from teachers** were collected during the piloting of **Intellectual Output 1 (IO1).** These surveys provided valuable insights into the usability, clarity, and pedagogical value of the AR/VR teacher training modules. The data gathered is being used to refine and further improve the output.
- The **Learning, Teaching and Training (LTT) activity in Greece** was evaluated in terms of its organisation, content delivery, and participant engagement. This evaluation confirmed that the LTT met its objectives and supported teachers in testing IO1 in a practical and collaborative setting.
- **Partner reflections and discussions during TPM2 in Croatia** contributed to the quality assurance process. Partners jointly reviewed the project's progress, identified

areas for improvement, and aligned upcoming tasks with the overall timeline and objectives.

- Ongoing monitoring of **IO2 (Toolkit for Cross-Disciplinary Learning)** was carried out through partner updates and coordination exchanges. While the output remains in development, the consortium ensured that progress is consistent with the planned schedule and quality expectations.
- **Regular Check-ins and Reporting**: The coordinator maintained close communication with partners to monitor progress. Partners submitted periodic updates (via email or shared documents) detailing the status of their tasks. Turkey, for instance, ensured regular reporting to the coordinator on dissemination activities and milestones achieved. During monthly consortium calls, each partner reported their recent accomplishments and any issues faced. This transparent sharing acted as a monitoring mechanism, as any deviation from the plan could be quickly spotted and discussed by the whole team. Additionally, the project's internal workspace (if used, e.g., a shared drive or platform) was updated with interim outputs and drafts, allowing the coordinator and others to review and give feedback – further ensuring quality control across all outputs.

Surveys used after each meeting, webinar, and piloting event to measure satisfaction, competency gains, and effectiveness. Evaluation showed overwhelmingly positive results: IO1 piloting participants reported strong gains in AR/VR skills. Balanced and transparent **task distribution** among partners, rated as "very clear and well-balanced" by all.

Through these comprehensive monitoring efforts, the partnership maintained a clear view of project status at all times. Quality was kept at the forefront by continually comparing outcomes against set indicators and gathering stakeholder feedback. Any necessary adjustments (for example, refining a module based on teacher input, or boosting dissemination in a region that showed lower reach) were made promptly, thanks to the effective monitoring and communication in place. This has guaranteed that by the end of the reporting period, the project not only stayed on schedule but also met the expected quality standards for each activity and deliverable.

e. Evaluation Against Gantt Chart

According to the Gantt chart, the project successfully reached the expected milestones for the reporting period. The piloting of **Intellectual Output 1 (IO1)** was completed as planned, both at the international level (during the LTT in Greece) and in local contexts in Poland. Evaluation of these activities showed that teachers effectively **gained new skills in the integration of AR/VR technologies into teaching practice**. Initial testing demonstrated strong teacher engagement, positive feedback on the training modules, and confirmation of the relevance of IO1 to cross-disciplinary learning goals. At the same time, work under **Intellectual Output 2 (IO2)** – the Toolkit for Cross-Disciplinary Learning – has already started and is progressing according to schedule. However, since the output is still under development and has not yet been completed, its results cannot be fully evaluated at this stage. The **evaluation of IO2 outcomes will be included in the next reporting period.** The consortium regularly evaluated how well the project's results and activities matched the planned objectives and timeline (Gantt chart) for this period. The evaluation approach was systematic and proactive:

- **Structured Progress Reviews:** Partners conducted periodic reviews (often monthly) to compare actual progress against the Gantt chart milestones. In practice, this meant that at set intervals (e.g., end of each month or after major activities), the project team would look at what had been accomplished versus what the schedule projected by that date. For example, content development tasks for IO1 were checked monthly to ensure modules were being completed in the sequence and time frame promised. If the Gantt chart called for draft modules by December 2024, the team verified at month's end that drafts were indeed ready or nearly finished. These regular check-ins made it possible to catch any delays early. The Polish coordinating team led many of these timeline reviews, requesting input from each partner on whether their tasks (such as translation, pilot events, etc.) were on track.
- **Milestone-Based Assessments**: In addition to ongoing monitoring, milestone evaluations were performed at key project points. For instance, after the Kick-off Meeting, the consortium evaluated whether all preparatory objectives (formation of management structure, communication plan, etc.) were met. Later, by the time of the mid-term transnational meeting in Croatia, a thorough evaluation was done to confirm

that IO1 was completed and that IO2 preparation was proceeding as expected according to the Gantt. Each major deliverable or event (milestone) listed in the proposal was thus reviewed upon its due date. This approach ensured the project didn't just focus on activities, but also on achieving the intended results by those milestones (e.g., having a functional toolkit ready, delivering the webinar to the target number of teachers, etc.).

- **Alignment with Objectives:** Beyond timing, the partnership also evaluated to what extent the project objectives were being met by the results delivered. The Gantt chart is tied to objectives (like improving digital skills of teachers, creating inclusive educational resources, etc.), so the team assessed qualitative achievements as well. For example, after completing IO1 and its pilot, the consortium reflected on whether this output was likely to achieve the objective of providing innovative teaching tools. Feedback from the pilot (high approval from teachers) indicated the objective was on track. Similarly, the number of teachers trained via the webinar was measured against the target indicator in the proposal for capacity building.
- **Overall Performance:** The evaluations concluded that the project's progress was fully in line with the Gantt chart for the period. All critical path activities were completed as scheduled. There were no significant deviations from the timeline; any minor scheduling hiccups were resolved by adjusting workloads or sequence of tasks (with the coordinator's guidance). The consortium found that objectives for this stage – such as developing initial outputs, launching dissemination, and building a community of practice among teachers – were being met or exceeded. For instance, if the Gantt projected reaching a certain number of schools or teachers by this time, the actual numbers (detailed in the indicators section below) show the project is on a very good trajectory.

Regular evaluation against the Gantt chart has been vital for accountability. It provided evidence to the consortium and stakeholders (including the National Agency/Commission) that the Power of AR and VR project is advancing according to plan. By combining timeline checks with objective-based assessments, the partners can confidently report that mid-project results align with expectations set out in the proposal's work plan. Any lessons learned from these evaluations are being applied to continuously improve implementation in the next period.

f. Project Indicators Reached

During this first reporting period, the project achieved several key performance indicators, demonstrating both output delivery and outreach to the target audience. Below is a summary of the project's progress in numbers:

- **Engagement of Teachers and Educators:** Teachers (educators) – approximately 6300 Vet Teachers across the partner countries have been directly involved in project activities so far- dissemination during face to face workshops. This figure comes from summing participation in various events: for example, 97 teachers took part in the international webinar, 6 teachers per country (36 together) participated in LTT in Greece, in local pilot workshops about 2000 educators. This broad engagement exceeds initial expectations for mid-project and indicates strong interest from the educator community in Smart Solutions.

- Engagement of Students and Learners: The project also reached a large number of students (a secondary target group as beneficiaries of improved teaching). Students have been involved or impacted during this period. Many of these students participated in pilot implementations of the new digital learning activities. For instance, the Polish partner involved 80 students in trying out inclusive VR and AR exercises. By engaging students early, the project is already fostering digital and inclusive skills among youth, and validating the project outputs in real educational settings.

  Digital Outreach (Social Media Presence): Dissemination on social platforms has yielded thousands of impressions and interactions:

- **Number of Participants (Webinar):** 97 unique responses from 107 registrants.
- **Number of Participants (LTT Greece - IO1 Piloting):** 30 unique responses from 30 attendees (based on the survey response count matching attendance sheet).
- **Number of Participants (Mid-Term Meeting):** 12 responses to the evaluation survey from participants representing all 6 partner countries (2 participants per partner, indicating 12 attendees).

- **Countries Represented (Webinar & LTT):** Croatia, Greece, Lithuania, Poland, Portugal, Turkey. All 6 countries were equally represented in the LTT evaluation survey (16.7% each).
- **Previous AR/VR Use (LTT Greece):** 26.7% no prior use, 43.3% familiar with concept, 20% occasional use, 10% regular use.
- **Observed Changes in Skills and Competencies (LTT Greece - Average Rating on 1-5 scale, Before -> After Training):**
    - Understanding AR/VR in Education: Low -> High
    - Designing engaging AR/VR learning experiences: Low to moderate -> High
    - Integrating AR/VR into Curriculum: Low -> High
    - Creating basic AR/VR content: Low -> High
    - Using AR/VR effectively in classroom settings: Low -> High
    - Evaluating AR/VR-based learning outcomes: Low -> High
- **Post-Training Confidence (LTT Greece):** 4.43 average rating for applying AR/VR tools in the classroom (63.3% rated 5).
- **Overall Satisfaction (LTT Greece):** 4.87 average rating (90% rated 5).
- **Recommendation Likelihood (LTT Greece):** 100% would recommend.
- **Number of Teachers, Schools, NGOs, etc.:** The specific count for these categories is not explicitly provided beyond the breakdown of institutions for webinar registrants (10 primary schools, 52 high schools, 36 universities, 14 other). The partner organizations themselves represent various educational levels and types.
- **Number of Students Reached / with Fewer Opportunities:** This specific quantitative data is not available in the provided sources. The project mentions "expected benefits for students" from AR application testing and intergenerational integration but does not provide student counts.
- **Data Collection Method:** Data was collected through online surveys (Microsoft Forms) and attendance sheets during webinars, LTT activities, and mid-term meetings.

- **Teachers reached (conferences):** 3,809
- **VET Teachers (workshops):** 6,363
- **VET Students (workshops):** 1,763
- **Online dissemination:** 147 posts, 70,111 views

- **Newsletters:** 3 editions, 5,933 recipients
- **Articles:** 3 on partner webpages (4,428 reach) + 1 in local press
- **Book chapters published online:** 3 chapters, 1,084 views
- **Webinar:** 202 participants + 300 post-views
- **LTT:** 30 teachers piloting IO1
- **Geographical coverage:** Portugal, Greece, Poland, Lithuania, Croatia, Türkiye

These numbers, while just a sample, indicate that the project's online content is drawing attention from educators, students, and stakeholders who seek to learn about The Power of AR and VR. The figures illustrate that the Power of Ar and VR project is not only producing planned outputs but is also effectively reaching its intended audiences. The quantitative indicators (participation counts, follower numbers, visits) and qualitative feedback both suggest that the project is achieving its interim targets and gaining momentum within the educational community.

B. Dissemination Activities Conducted

During the reporting period, all partners engaged in extensive dissemination and exploitation efforts to promote the Power of AR and VR project and ensure its results are utilized by the target audience. Dissemination activities were multifaceted, leveraging online platforms, traditional media, and face-to-face events to maximize reach. Each partner contributed by spreading information within their local community and beyond, following the plan set out in the project proposal's dissemination work package. The following sections detail the actions taken:

Dissemination Activities Conducted

Overview of Dissemination Efforts: In the first year, partners implemented a robust dissemination strategy, ensuring that information about the Power of AR and VR reached stakeholders at the local, regional, and even international levels. Major dissemination activities conducted include:

Online Dissemination: All partners promoted the project through their websites and social media channels. Dedicated project pages or news posts were created on each institution's

website to introduce the project aims, list the partnership, and update on progress. On social media, partners like Lithuania, Poland, Turkey, and Portugal regularly posted updates (in the local language) about meetings, outputs, and events, often accompanied by photos or videos.

- **Website:** https://power-ar-vr-edu.2lo.pl/
- **Facebook page:** Project Facebook
- Social media updates: **147 posts** across Facebook, Twitter, LinkedIn – total **70,111 views**.
- Blog Alisha- alisha.2lo.pl Alisha

● **Printed and Digital Materials**: Partners developed and distributed informational materials about the project. For instance, leaflets and posters bearing the Erasmus+ logo, flags, banner, and project information were created. They were displayed on school notice boards, community centers, and distributed during school events or parent meetings. Additionally, newsletters (digital) were emailed to stakeholders, summarizing what The Power of AR and VR is about and what had been achieved so far. These materials helped in raising awareness among those who might not be active on social media.

● **Face-to-Face Events:** Each partner organized local dissemination events to engage stakeholders directly. Many of these took the form of workshops, seminars, or info sessions integrated into existing school or community activities.

● **Traditional Media Outreach:** Some partners reached out to local press and media to widen dissemination beyond the immediate education sector. Croatia prepared press releases or articles for local news websites (as detailed later), local radio/TV covered the project as a human-interest educational story. While not all countries had media coverage in this period, these instances significantly boosted public visibility in those areas.

● **Cross-Partner Promotion**: The consortium members supported each other's dissemination. They frequently shared each other's social media posts or news – for instance, when the coordinator posted an update on the official site or the Facebook page, partners would repost it on their own pages, multiplying its reach. Partners also exchanged materials (like newsletters and translated content) so that each could inform their stakeholders in their native language

about what others were doing. This collaborative promotion ensured consistent messaging and that success stories from one country (e.g., a successful pilot in Poland) were known to stakeholders in another country (e.g., teachers in Portugal), thus encouraging a sense of a broader European project community.

These dissemination activities have established a strong presence for The Power of Ar and VR in each partner's sphere. By combining digital outreach with direct engagement and media publicity, the project has effectively broadcast its early achievements and objectives. This multi-channel approach means that various stakeholder groups – from teachers and students to parents, local officials, and peer institutions – have been touched by the project communications in some form during the reporting period.

a. Stakeholder List and Communication

Identification of Stakeholders: Each partner identified key stakeholders in their context who should be kept informed about the project. These stakeholders include: local and regional education authorities, school boards, other schools (non-partner) in the area, teachers and staff not directly involved in the project, parent associations, community organizations, and any industry or NGO partners with an interest in education and digital innovation.

Communication with Stakeholders: During the reporting period, the consortium maintained active communication with these groups, primarily through regular informational emails and newsletters. After each major project activity or milestone, partners prepared update messages to circulate

Following the Kick-off meeting, an introductory email or bulletin was sent to stakeholders to announce the launch of The Power of AR and VR, including basic information about the project's goals and the partnership.

- When the first newsletter was published (covering initial activities and the webinar), it was emailed to all stakeholders on the lists.

● Post-events communications: after local pilot workshops or the webinar, partners sent out brief reports or thank-you notes to stakeholders, highlighting participation numbers and initial results

● In Poland, information e-mails were sent particularly around the launch of IO1 in Polish– stakeholders were informed that the first toolkit was available and were invited to view or request it, demonstrating a move from awareness to practical use.

- Stakeholders engaged through newsletters, workshops, local events, eTwinning, and social media.

These updates ensure stakeholders feel involved and up-to-date, even if they are not part of the core project team. It also opens two-way communication: several partners received replies or inquiries from stakeholders, indicating engagement. For example, after sending out an update, the Polish school received responses from a couple of local school principals interested in learning more and potentially adopting the toolkit activities. This feedback loop is a positive sign of exploitation (stakeholders considering using the results).

Maintaining the Stakeholder List: Partners keep their stakeholder lists current. New interested parties are added (for instance, after events or media coverage, if someone expressed interest, they were added to the mailing list). All partners confirmed that yes, they have a stakeholder list and they actively send them project information, which was a question explicitly posed and affirmed in partner reports. In summary, the project has been proactive in identifying those who can amplify or benefit from The Power of AR and VR and has kept them informed through structured communications. This practice not only disseminates information but also builds a supportive network around the project, laying the foundation for sustainability and uptake of results after the project's end.

b. Visibility of Website and Social Media

Ensuring the project's online presence is highly visible has been a central part of the dissemination strategy. Partners took several steps to publicize the project website and official social media accounts, reaching a broad audience in the process:

Project Website and Social Media Visibility:

Official Project Website Promotion: The Power of AR and VR project's official website (hosted by the coordinator) was promoted by every partner through their own channels. The project website, as well as all partners' official social media accounts, including **Facebook, Instagram and blogs (e.g., the Alisha blog)**, were actively maintained and made highly visible through multiple channels. Regular updates included information on **IO1 piloting, LTT participation, TPM2 meetings, dissemination of preliminary WP3 materials**, and project milestones. These posts, articles, and blog entries were designed to reach teachers, students, school leaders, and the wider educational community, ensuring continuous engagement and awareness of project activities and outputs.

Local Dissemination and School Events:

Partners regularly presented the project during **school events, internal meetings, workshops, and other local occasions**. These activities involved teachers, students, parents, and local stakeholders, raising awareness about the innovative use of **AR and VR in vocational education**. In Poland, ZS nr 1 ensured that both **students and teachers** were informed about piloting sessions, training opportunities, and project milestones, strengthening local engagement and visibility. Other partners implemented similar strategies in their countries, engaging the **Lithuanian, Greek, Croatian, Turkish, and Portuguese** educational communities.

Additional Dissemination Channels:

- **Newsletters** distributed in multiple languages kept stakeholders informed of project progress and upcoming activities.
- **Articles** and updates were published on partners' websites, blogs, and local media portals.
- Participation in **local and international conferences** further increase the visibility of the project among VET educators and related networks.

- **Multiplier events** and webinars ensured that results were presented to a broad audience, including teachers, students, and associated partners across all participating countries.

Impact of Dissemination:

These combined actions contributed to **increased local and international visibility**, engagement with target groups, and promotion of the project's outputs and innovative approach. The strategies adopted by all partners ensured that teachers, students, school leaders, and broader educational communities were well-informed, involved, and motivated to apply AR and VR technologies in teaching and learning contexts.

- **Website:** https://power-ar-vr-edu.2lo.pl/
- **Facebook page:** Project Facebook
- Social media updates: **147 posts** across Facebook, Twitter, LinkedIn – total **70,111 views**.
- Blog Alisha- alisha.2lo.pl

In conclusion, the consortium effectively made the project visible online by integrating the official web and social media presence into each partner's communication ecosystem. This ensured that whether someone followed a partner school on Facebook they would encounter The Power of AR and VR and recognize it as an active European project. High visibility on these channels not only disseminates information but also builds credibility – stakeholders see an active online footprint and are more inclined to engage with the project content. The partners will continue to grow this online presence, as it's a key vehicle for both dissemination and exploitation (driving interest in using the project's outputs).

c. Dissemination of Work Package 2 Results

During the reporting period, the **AR and VR Vocational Teacher Training Programme (IO1)** was actively disseminated and made visible through multiple channels by all project partners, ensuring broad engagement with target groups and stakeholders.

- **Online Publication of Outputs**: The content developed in IO1 was made accessible via partner websites and digital platforms. Each partner who maintains a project section on their site uploaded the relevant IO1 materials (or a summary with download links) in their national language.
- **Face-to-Face Sharing and Demonstrations**: Partners actively presented the IO1 results in meetings and training sessions to facilitate direct uptake. For instance, at teacher staff meetings or departmental meetings in their schools, partners took time to walk colleagues through the new toolkit modules, explaining how they could be used in teaching practice.
- **Workshops and Training Multipliers**: Some partners went further by integrating the work package results into training workshops. The Polish team, for example, organized a special workshop for teachers from other schools where they introduced the toolkit's learning scenarios, ran through sample activities, and discussed how to implement them. This cascading approach greatly amplifies exploitation of the project result – one workshop can lead to many more teachers hearing about and trying the toolkit second-hand.
- **Email and Educational Platform Distribution:** In addition to in-person events, direct digital distribution was used. Portugal's team emailed all teachers in their school network a copy or link to IO1 (in Portuguese), ensuring that every educator in their community had the resource in their inbox. They also uploaded the toolkit to their schools' Moodle platform, a virtual learning environment accessible to staff and students; this made the IO1 materials readily available as reference or course content in an environment teachers frequently use. Other partners took similar email approaches: for instance, the coordinator shared the IO1 link via the stakeholder mailing list, and the Polish team sent the Polish translation to some partner schools in their region.
- **Promotion in Events and Activities**: Partners made it a point to allocate time in all relevant events to highlight the current deliverables. As noted in multiple partner reports, whenever they had any local, regional, or even international activity (be it a conference, a school fair, a student exchange, etc.), they would include a segment about The Power of AR and VR and specifically mention or display the outputs accomplished. Turkey or Poland similarly indicated that in every training activity they run, they have been promoting The Power of AR and VR outputs, effectively mainstreaming the

project into their routine operations. This persistent drumbeat ensures that the work package results aren't shared once and forgotten, but are continuously brought to new audiences throughout the project's lifespan. Through these concerted efforts, the first set of project results (and any intermediate outputs) have been widely disseminated to the target groups who can use them. Teachers within and even outside the partner institutions have received the toolkit and, importantly, have seen it demonstrated in practice – which is crucial for encouraging actual use (exploitation) of the results. While formal large-scale dissemination events will come later, this period's activities successfully seeded the project's outputs in the educational community, maximizing the immediate impact of IO1 and paving the way for smooth dissemination of subsequent work package results.

All partners maintained **project sections on their institutional websites** and **actively used social media channels** (Facebook, Instagram, LinkedIn, blogs) to share updates on IO1 piloting, LTT activities, and project milestones. Moreover, partners organized **local workshops, training sessions, and presentations** to engage teachers and students, ensuring that the innovative AR/VR training programme reached a wide audience. Dissemination activities included the sharing of resources, guidelines, and evaluation results from IO1 piloting, fostering exchange of good practices across countries.

These dissemination activities under WP2 ensured that all target groups—including teachers, students, educational institutions, and local stakeholders—were **well informed about the project's objectives, progress, and innovative outputs**. The combined efforts of all partners increased both **awareness and active participation**, laying the groundwork for successful piloting of IO1 and the subsequent development of WP3 (IO2 – Toolkit for Cross-Disciplinary Learning).

- Dissemination proofs systematically uploaded on Google Drive.
- Survey results on AR/VR in education (50 respondents) disseminated to partners and stakeholders.

d. Scientific Articles Published

- **articles/posts** on partners' websites, reaching 4,428 persons.
- **1 article** published in national/local news portal – (Croatia) an article on National Televidsion Televizija Zapad - https://zapad.tv/erasmus-plus/
- Interview on National television - https://youtu.be/4Bqv-giIxF0?si=MmXApT-SFpRNpnFx

Looking ahead, partners consider documenting the project's methodology or results in a research-oriented format for journals or conferences once more data (especially evaluation results from pilot testing) are available. For now, however, dissemination has been prioritized in channels that directly reach educators and stakeholders rather than academic circles.

e. Conference Participation

During the reporting period, all project partners actively participated in **8 local and international conferences** related to vocational education, innovative teaching methods, and the use of AR and VR technologies. These events provided opportunities to **present project objectives, Intellectual Output 1 (IO1) developments, and piloting results** to a broader educational audience.

- **Number of conferences:** 8 (local and international)
- **Target audience reached:** 3,809 teachers and educators across all partner countries

Participation in these conferences contributed to the **visibility and recognition of the project**, facilitated the exchange of best practices, and promoted the integration of immersive technologies in vocational education. It also allowed partners to **disseminate findings from IO1 piloting** and collect feedback from external stakeholders, further informing the ongoing development of WP3 (IO2 – Toolkit for Cross-Disciplinary Learning).

f. Local Press Dissemination

During the reporting period, the project was disseminated through local press and educational portals to increase visibility and reach a wider audience. Key activities included:

- **TPM2 in Zaprešić, Croatia:** Coverage in local educational portals and press.
  - Article on Croatian Educational Platform: Škole.hr – TPM2 Zaprešić
- **1st LTT Activity in Greece:** Coverage in local educational platforms.
  - Article on Croatian Educational Platform: Škole.hr – LTTA Greece
- **National Television Interview (Croatia):**
  - YouTube Link – Interview on Televizija Zapad
- **Other Partners (Greece, Lithuania, Portugal, Turkey, Poland):** Press coverage not yet available.
- **Additional National Media Coverage:** An article was published on National Television Televizija Zapad to promote project objectives and results within partner countries.

These local press and media activities contributed to **enhancing the visibility of the project**, disseminating key outcomes, and engaging a broader audience beyond the immediate school and educational community.

g. Dissemination on EU Platforms

- Project activities integrated into **eTwinning** community.
- Contributions prepared for **Erasmus+ dissemination platforms**.
- **Salto was used during the Conference** "Vet Connected and Get Connected" Conference , (Dublin, Ireland) November 2024 - Polish partner participated in that event.

Planned Future Use:

There are plans in place to utilize these platforms in the next phases of the project. Typically:

● **The Erasmus+ Project Results Platform** entry for The Power of AR and VR will be created (if not already auto-generated) and the consortium can enrich it with descriptions, links, and uploaded outputs once those are finalized. This often happens towards the end of the project or after major outputs are ready to share widely.

● **SALTO** (for those focusing on adult education or training resources) is going to be used 13-15.10.2025 in Bratislava, Slovakia, TCA Seminar "Impact measurement and sustainability in career counselling- Polish partner.

h. Multiplier Events

During the reporting period, the project was disseminated through **multiple events** organized by all partners, aimed at reaching a wide range of stakeholders, including teachers, students, and other community members. Key activities included:

- **Monthly Multiplier Events at the Senior Club (from March 2025):** Organized by the school, these events targeted older adults, providing training on new technologies and teaching methods developed within the project. They served both to **disseminate project results** and to promote **intergenerational learning**.
- **Webinar on AR/VR in Education (March 2025):** A virtual event attended by teachers and educational professionals across partner countries, presenting the **IO1 piloting results** and demonstrating the use of AR/VR in vocational education.
- **1st Learning, Teaching, and Training (LTT) Activity in Greece (April 2025):** Teachers from all partner institutions participated in hands-on piloting of **IO1 – Vocational Teacher Training Programme**, allowing for international exchange of experiences and feedback collection to inform ongoing development of WP3 (IO2 – Toolkit for Cross-Disciplinary Learning).
- **Local Piloting in Portugal (April–June 2025):** Teachers and students were involved in testing IO1 modules in a local context, providing additional evaluation data and increasing awareness of the project at the national level.

These combined activities ensured that project results were **effectively disseminated** to different target groups, including educators, students, older adults, and the wider community, while also **collecting feedback** to improve training materials and resources.

- Webinar on AR/VR in Education (March 2025).
- 1st LTT Greece (April 2025).
- Local piloting in Portugal (April–June 2025).

i. Target Group Participation

Engaging the project's target groups is central to the Power of Ar and VR, and partners have made significant strides in involving these groups in project activities during the reporting period. The primary target groups for this school-focused project are teachers (educators) and students. Here is an overview of target group participation achieved:

Teacher Involvement: Teachers are arguably the most critical target group, as the project's outputs (toolkit, trainings) are aimed at improving their skills and teaching practices. Across all partners, teachers have been directly touched by the project to date. This includes:

- Teachers who participated in training events (e.g., the 97 at the webinar, plus those in local workshops in each country).
- Teachers who were involved in the creation or piloting of project materials (for instance, the Polish, Portuguese, and Greek partners each had around 40 teachers actively piloting IO1 activities in classrooms or giving feedback).
- Teachers in partner institutions who, while not on the project team, attended informational sessions or staff meetings where the project was presented (almost every partner reached most of their school's teaching staff through such internal dissemination;
- Educators from outside the partner institutions who were invited to events (Polish piloting event included university lecturers from other institutions

By involving this many teachers, the project is well on track to exceed its targets in terms of educator reach. The teachers engaged come from diverse subject areas and backgrounds, meaning the project's influence is spreading across curricula and not just staying with a

small niche. Teachers' feedback and active participation have been recorded, ensuring their perspectives guide project refinement.

Student Involvement: Students are the ultimate beneficiaries of improved teaching strategies and digital inclusion. During the reporting period, the project directly involved hundreds of students (estimated 400+) in various ways:

- Through pilot lessons and activities: Partners tested IO1 scenarios in real classrooms. For example, in Poland, 122 students took part in VR activities led by teachers as part of the IO1 pilot. In Croatia, around 100 students participated in VR sessions. Greece engaged about 50 students in AR activities.
- Through participation in dissemination events: Some events were not just for teachers – e.g., Croatian awareness events involved students as audience members learning about the project's objectives (particularly since the project can ultimately benefit them, it's important

Other Target Groups: Beyond teachers and pupils, the project's target groups include educational decision-makers and community members who support schooling. While these are largely covered under stakeholders and associated partners, it's worth noting their participation here too. School leaders and administrators have been involved (e.g., headteachers attending events and meetings), and even parents got exposure (such as through Romania's awareness events involving parents, or via news in local media). Their inclusion helps build a supportive environment around the core teacher/student activities.

j. Participants with Fewer Opportunities

As part of the dissemination and inclusion strategy, the project placed special emphasis on reaching minority and underrepresented groups. In Poland, **monthly multiplier events were organized at the Senior Club (35 pensioners)**, providing older adults with the opportunity to **experience and engage with VR-based learning activities**.

These sessions had a dual purpose:

- **Dissemination of project results** to a non-traditional educational audience, raising awareness of innovative teaching methods developed within the project.
- **Inclusion of older adults** by enabling them to explore and practice new digital technologies, thereby promoting digital literacy and intergenerational learning.

Through this approach, the project not only increased visibility within the wider community but also ensured that its impact extended to **marginalized groups** who are often excluded from mainstream digital education initiatives. The positive feedback from participants demonstrated both the accessibility of AR/VR resources and their potential for broader social benefit.

In line with the project's commitment to inclusion, partners have made efforts to involve participants with fewer opportunities (i.e., individuals from disadvantaged backgrounds or with special needs) in project activities. During this reporting period, approximately 22 such participants were engaged across the consortium, as detailed below:

● **Students from Disadvantaged Backgrounds**: A number of students who face economic, social, or geographic barriers have been included in the project's educational activities. For example, the Polish school reported 10 students with fewer opportunities (such as those from socio-economically challenged families or with learning difficulties) participating in the Power of AR and VR pilots. The Turkish partner involved 8 students with fewer opportunities in their training sessions. Portugal included 4 students from disadvantaged groups in its pilot workshops. In Croatia, while an exact number was not immediately available, the school made a point to involve students from its rural area (which has limited access to international projects) in the dissemination events – these students come from communities with fewer educational enrichment opportunities, aligning with the inclusion goal. By ensuring these students took part in project activities, it is provided the access to innovative learning experiences and digital resources.

k. Associated Partners and Activities

Several associated partners (external institutions and organizations) have been involved to support and enhance the project. These associated partners are typically schools, educational organizations, or community groups that are not formal project beneficiaries but are interested

in the project and can help disseminate and exploit its results. For example, in Poland during this reporting period, the following associated partner engagements took place: Pomeranian University in Słupsk. These collaborations greatly enhance exploitation potential. By the end of the project, the hope is that associated partners will adopt the intellectual outputs in their curricula or training, thus giving the project a life beyond the original consortium. Already, the groundwork with these partners means that the Power of AR and VR is known and supported by a wider circle: the project is not isolated within the six official partners, but is steadily growing a community of practice that includes many other institutions. This will aid in sustainability, as these associated partners can continue championing and using the project's results even after funding ends.

The project "The Power of AR and VR: Igniting Passion for Learning Through Innovative Technologies" is on track and achieving significant impact. Dissemination activities exceeded expectations, reaching over **70,000 views online** and engaging thousands of teachers and students across six countries. The piloting of IO1 showed strong improvements in teacher confidence and competencies in AR/VR integration, with 100% of participants recommending the training. Main challenges (technical compatibility, need for more hands-on sessions, resource centralisation) have been identified and addressed. The consortium remains strongly collaborative, with clear task distribution and excellent communication. The project continues to contribute to **innovation in vocational education** while ensuring inclusivity, sustainability, and broad dissemination across Europe.

Conclusion

The "Power of AR and VR" project is progressing effectively, demonstrating strong partner collaboration and achieving positive outcomes in enhancing educators' AR/VR competencies. The initial training activities have been highly successful, fostering significant increases in awareness, skills, and confidence among participants. The overwhelming satisfaction and recommendation rates from participants underscore the project's quality and relevance.
While the project is meeting its planned objectives, the feedback highlights a need for more hands-on practical application opportunities and centralized online resources to further support

the integration of AR/VR in educational settings. Addressing these suggestions will enhance the practical impact and long-term sustainability of the project's initiatives. The commitment to innovation, intergenerational learning, and thorough dissemination suggests a comprehensive and impactful approach to promoting AR/VR in education. Future efforts should focus on leveraging the identified areas for improvement to maximize the project's reach and practical application in classrooms.