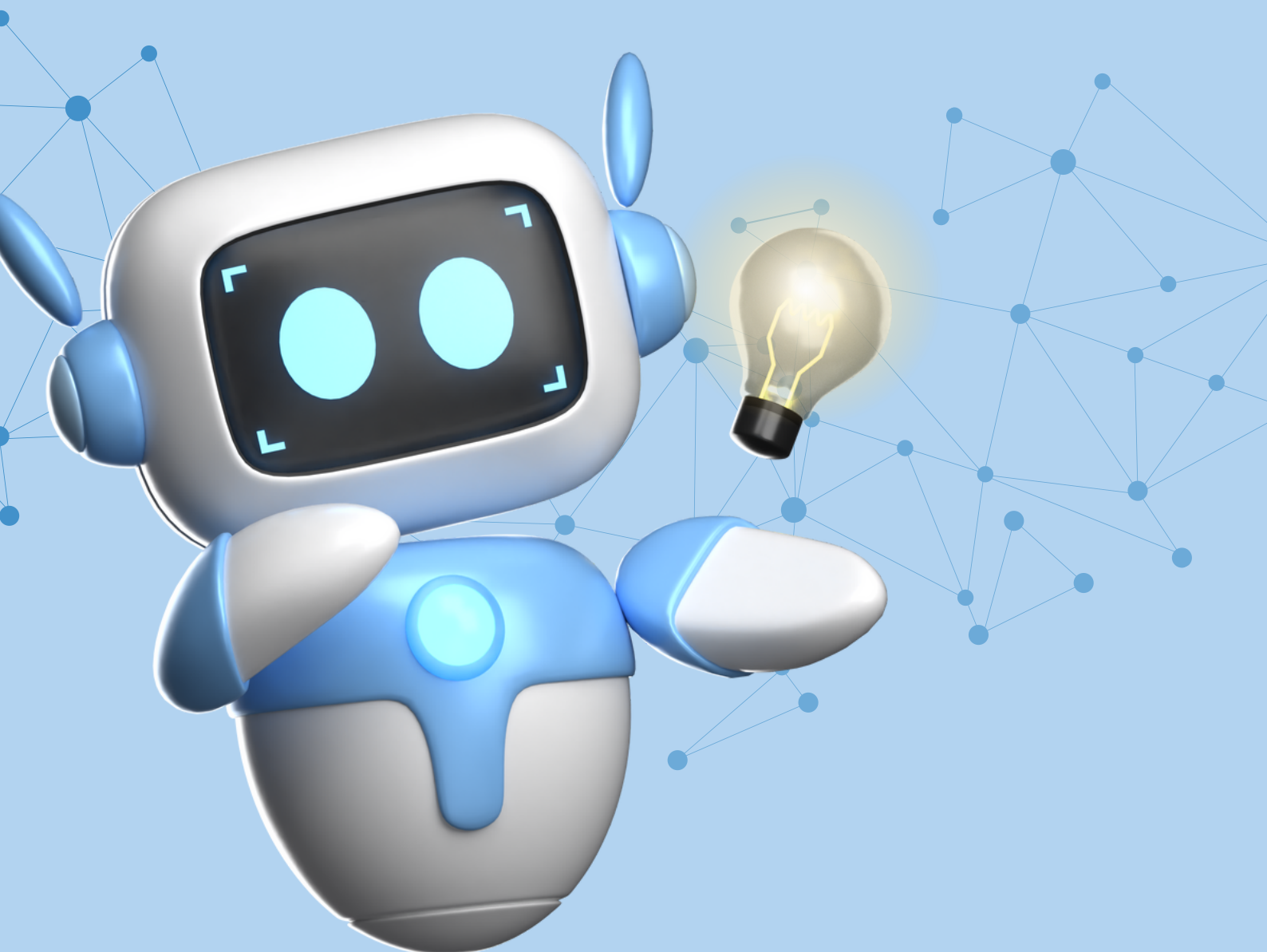


Artificial Intelligence Qualifications' Improvement and Utilization (Alqiu)

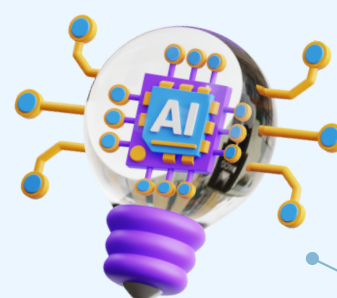
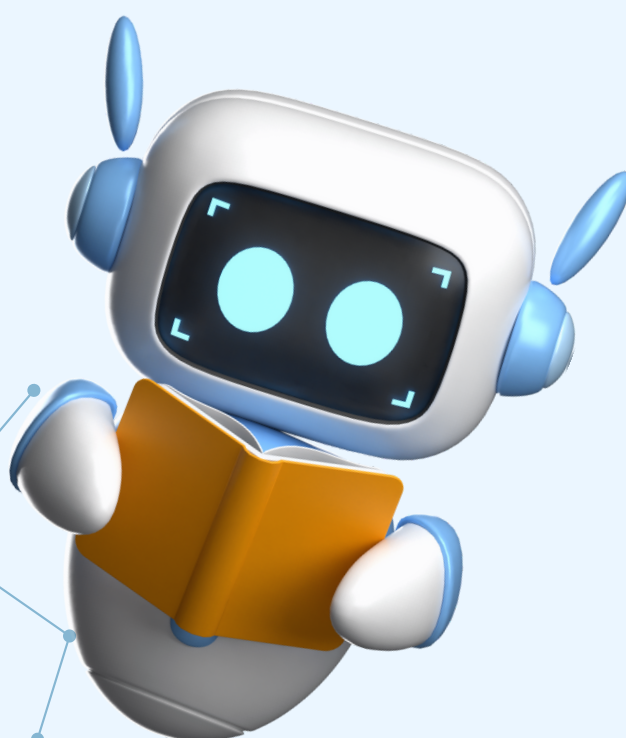
Number: 2023-3-LT02-KA153-YOU000173079

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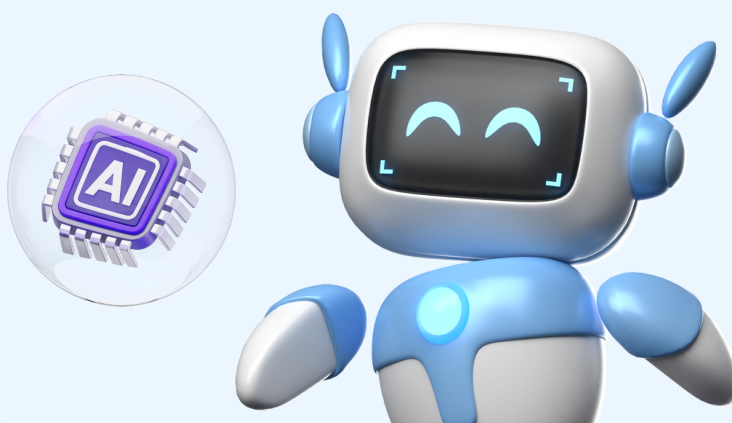
Introduction

The Erasmus+ project “Artificial Intelligence Qualifications’ Improvement and Utilization (AIQIU)” (2023-3-LT02-KA153-YOU-000173079) aimed to empower youth workers with advanced digital skills in Artificial Intelligence (AI), Virtual Reality (VR), and gamification. Beyond the international training activities in Vilnius, one of the core objectives was to ensure sustainability and transferability of results.

To achieve this, participants designed and implemented Follow-Up Activities in their local contexts after the trainings. These activities allowed them to:

- Share knowledge with colleagues, students, and peers,
- Adapt tools and methods to their daily practice,
- Promote the Erasmus+ Programme and IVAIGO’s work,
- Ensure that the impact of AIQIU reached far beyond the training rooms in Lithuania.

This booklet collects all the follow-up activities implemented by participants across Romania, Spain, Türkiye, and other partner countries. It demonstrates the creativity, commitment, and multiplier effect of AIQIU.

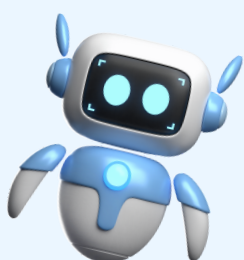


Lithuania

By: Asociacija IVAIGO (Lithuania)

In 2025, Asociacija IVAIGO integrated the results of the AIQIU training into several ongoing Erasmus+ projects. In January 2025, during the Digital Futures (2023-3-CY02-KA210-YOU-000172933) youth training, Lithuanian trainers applied AI tools introduced in Vilnius to support digital storytelling workshops. In May 2025, as part of the Equal Futures (2023-3-DK01-KA210-YOU-000174979) project, participants explored AI-powered platforms to create inclusive digital content. In August 2025, within the Smart Cities (2024-1-PL01-KA210-YOU-000243681) training hosted in Vilnius, AI applications from the AIQIU course were used to co-create youth-led digital campaigns on urban innovation.

These activities showcased how the knowledge and tools gained during the AIQIU training were directly transferred into new international contexts, multiplying impact and ensuring long-term benefits for youth workers and young participants.



Poland

Poland – Follow-Up Activity

Using AI to Make a Science Fiction Film

By: Wiktoria Grzenkiewicz & Martyna Hallmann

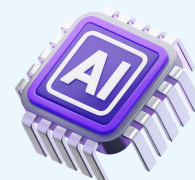
Wiktoria and Martyna organized an engaging workshop where teenagers learned to use AI creatively. The session began with an energizer, followed by a short introduction to AI and its tools. Participants then used ChatGPT to brainstorm ideas for a science fiction scenario, working in groups to refine and select the best storyline. Finally, they created a storyboard on a large sheet of paper to visualize their film project.

- ➔ **Target group:** teenagers aged 14–22
- ➔ **Timing:** February 12, 2025 (2 hours)
- ➔ **Impact:** the activity encouraged creativity, teamwork, and practical use of AI tools. Participants enjoyed the process, actively collaborated, and expressed motivation to use AI tools in the future.



Romania

Romania – Follow-Up Activities



1. Presentation of AI Applications for Teaching

By: Gabriela Mioara Baston

Gabriela prepared a presentation for her colleagues, introducing the AI applications explored during the AIQIU project. She demonstrated how tools like WordArt could be integrated into teaching to create tests, quizzes, and vocabulary-building exercises.

➔ **Target group:** youth workers and educators working with primary and secondary school students

➔ **Impact:** colleagues showed strong interest and committed to trying these applications in their classrooms.



2. Grammar with Educaplay – Present Simple vs. Continuous

By: Loretta Groza

Loretta designed an interactive multiple-choice quiz on the Educaplay platform to strengthen her 4th graders' understanding of English tenses. Students completed the activity using mobile devices and the classroom smartboard.

➔ **Target group:** 4th grade students

➔ **Impact:** students found grammar practice more fun and engaging, and they expressed motivation to continue learning with interactive tools.



③. Word Art – Creativity and Attention

By: Alecsă Luminița

Luminița led an interactive workshop combining an energizing game with the creation of digital word clouds. After a short energizer, students worked in teams to design WordArt on their phones, using words connected to Artificial Intelligence.

➔ **Target group:** 11th grade students (20 participants, Tudor Vladimirescu Technological High School, Galați)

➔ **Impact:** improved teamwork, creativity, and focus, while students learned to visually express ideas through digital tools.

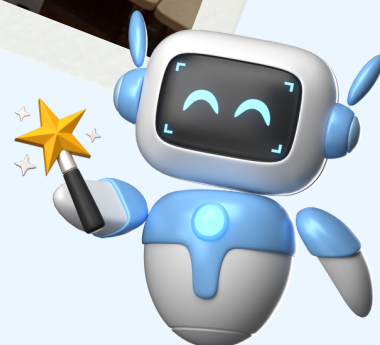
④. AIQUI Dissemination Events in Galați

By: Daniela Năpârlică & Nina Mihaela Stîrian

Several dissemination sessions were organized in Galați in September 2024:

- **18 educators** learned about Erasmus+, YouthPass, and the AIQUI training.
- **22 students** recreated AIQUI activities and tested VR tools.
- **11 educators and youth workers** participated in a debate at Palatul Copiilor on whether VR should be integrated into education and youth work.

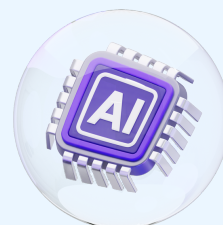
➔ **Impact:** participants gained valuable insights into AI and VR technologies, while also strengthening the visibility of Erasmus+ and IVAIGO.



Romanian educators and students discovered how AI tools can enrich learning – from grammar games to creative word art and virtual reality experiences.

Spain

Spain – Follow-Up Activities



1. Introduction to Family and Friends

By: Pablo Melgarejo Barranco

Pablo organized a virtual meeting to share what he had learned during the AIQIU mobility. He presented the project, introduced several AI tools, and explained their practical applications. Participants had the opportunity to ask questions, clarify doubts, and reflect on how these tools could be integrated into their personal or professional lives.

➔ **Target group:** family and friends interested in digital tools

➔ **Impact:** most participants were unfamiliar with the tools beforehand, but 90% stated they planned to use at least one within the following weeks.

2. Multiplier Event in Granada

By: Neotalentway (Elena Alonso & Aurora Gámez)

On September 13, 2024, Neotalentway hosted a dissemination event in Granada, attended by 12 young people aged 19–30 who were interested in Erasmus+ opportunities and digitalisation. Elena Alonso and Aurora Gámez presented the objectives and outcomes of the AIQIU project, shared their personal experiences, and showed videos and photos from the training in Lithuania.

Participants engaged in a Q&A session and learned about upcoming activities, sparking curiosity and motivating several attendees to consider joining future Erasmus+ opportunities.

➔ **Target group:** young people aged 19–30 interested in Erasmus+ and digitalisation

➔ **Impact:** the event both informed and inspired participants, strengthening interest in Erasmus+ mobility and the role of AI in youth work.



From family presentations to a youth event in Granada, Spanish participants spread AIQIU insights in both personal and professional contexts, inspiring others to explore Erasmus+ and AI tools

Turkey

Turkey – Follow-Up Activities

①. Erasmus+ KA1 Projects and AI Tools: A Journey Through Vilnius and IVAIGO

By: Berk Erol Coşkun, Efe Yılmaz, İda Nevşen Kanatlı, Şevval Tomruk & Ulaş Bozbağ

The Turkish team delivered an online presentation that combined their Erasmus+ KA1 experience with the introduction of AI tools explored in Lithuania. They explained the role of IVAIGO, shared insights from the Vilnius training, and highlighted the real-world impact of AI in education and youth work.

➔ **Target group:** friends and peers interested in Erasmus+ and AI tools

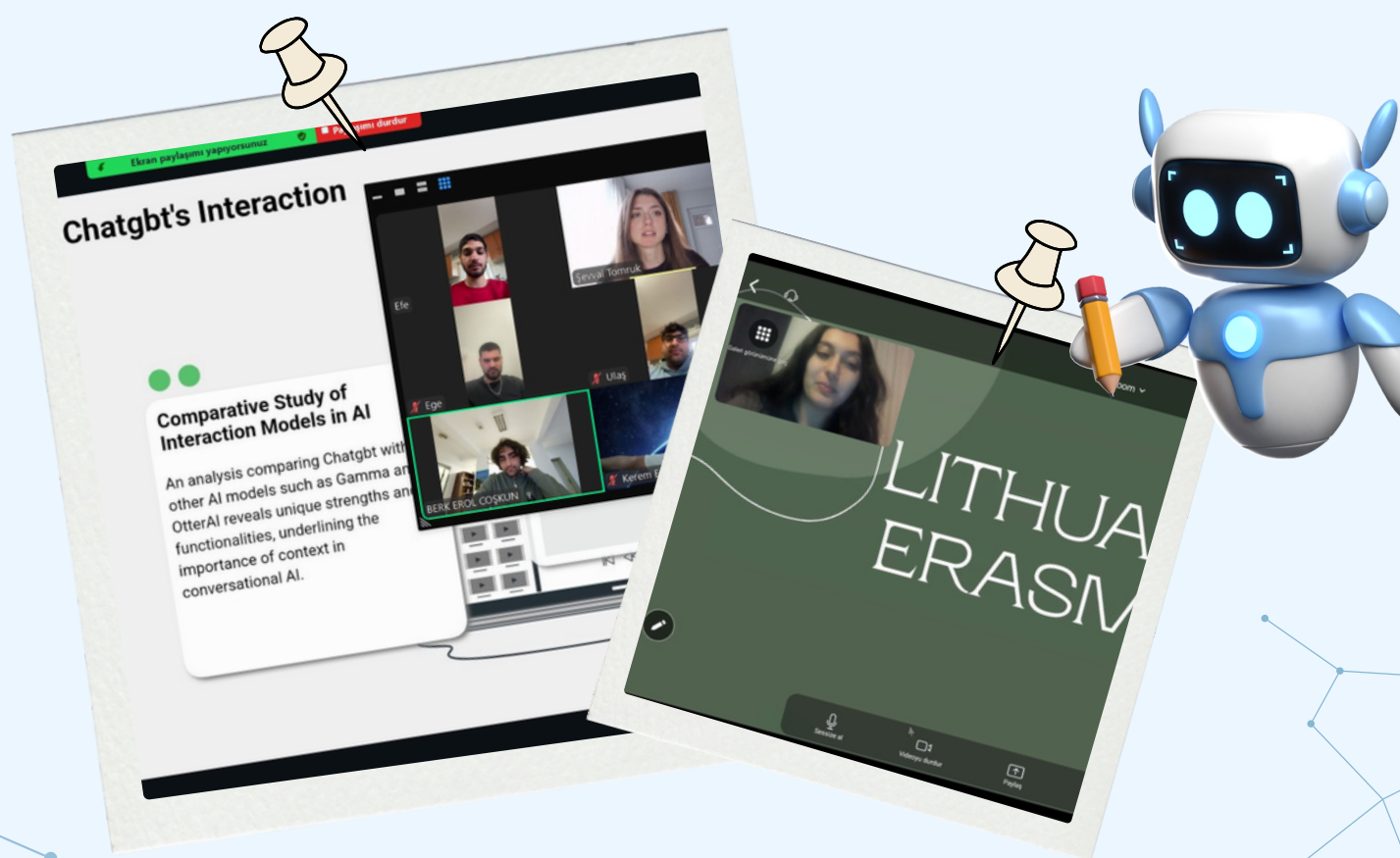
➔ **Impact:** participants gained awareness of Erasmus+ mobility opportunities, understood the relevance of AI tools, and expressed interest in engaging with future international projects.

②. Explaining and Introducing IVAIGO and the AIQIU Project

By: Berk Erol Coşkun & İda Nevşen Kanatlı

Berk and İda conducted a Zoom presentation to university students, presenting IVAIGO's mission, their experiences during the AIQIU project in Lithuania, and lessons learned. They discussed challenges, personal growth, and cultural exchange, while encouraging peers to consider similar international opportunities.

- ➔ **Target group:** university students interested in AI, technology, and Erasmus+
- ➔ **Impact:** students became more familiar with IVAIGO's activities, Erasmus+ possibilities, and the potential of AI for personal and professional development.



Through team sessions and individual presentations, Turkish participants showcased how Erasmus+ mobility and AI tools can inspire young people to explore international learning opportunities.

Conclusion

The follow-up activities demonstrated that the AIQIU project had a real multiplier effect. Participants did not stop learning after the training sessions – they became ambassadors of digital innovation in their schools, universities, and communities. Across four countries, more than 120 youth workers young people directly benefited from these sessions, while many more were reached through online sharing and peer-to-peer discussions. These initiatives prove that Erasmus+ projects create lasting impact, equipping youth workers not only with new knowledge but also with the motivation and confidence to spread it further. The follow-up activities captured here are a testament to the power of collaboration, creativity, and digital transformation in youth work.

