



AI-UP

AI IN YOUTH WORK

PRACTICAL METHODS FOR RESPONSIBLE AI USE



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AI-UP

AI in youth work

Practical methods for responsible AI use

Harnessing Artificial Intelligence for Youth Work

A guide for youth workers, educators, volunteers and youth organisations

Practical guidance for communication, content creation and everyday organisational work

Based on the international training course in Fonyód, Hungary, and local learning shared across Armenia, Finland, Georgia, Hungary, Türkiye and Ukraine.

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AI-UP: Harnessing Artificial Intelligence for Youth Work brings together learning about AI, non-formal education and the practical work of youth organisations. This publication supports the transfer of that learning into local activities and everyday organisational practice.

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About the material

This digital toolkit summarises learning from AI-UP and offers practical tips, facilitation methods and resources for youth organisations across Europe. It brings together the training, participant country research and local follow-up experiences. Fictional practice briefs let readers test the methods without using personal information.

Selected online resources were checked on 7 October 2026. Tool features, access conditions and programme requirements can change. Consult the original sources when preparing an activity or application.

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Introduction

Why this guide

Youth organisations need to explain opportunities, prepare activities and learn from feedback. AI can assist with these tasks, but a fluent answer does not guarantee an accurate or useful result.

AI-UP explored practical AI use in youth work. In Fonyód, participants developed prompts and communication strategies, researched country perspectives and discussed responsibility for outputs. Follow-up activities brought this learning into local settings.

This guide turns that learning into methods you can adapt. Start with a real need, define the task and test whether AI improves the work. A clearer invitation or a more usable session plan matters more than generating more material.

Who the guide is for

The guide is for youth workers, volunteers and staff of youth organisations, alongside trainers and educators. No programming knowledge is required. Use the examples individually, discuss them with colleagues or adapt the activities for non-formal learning with young people.

Each organisation should decide what information can be shared, who reviews the output and how the people affected can question or correct it. Adapt the approach to your resources, audience and responsibilities.

How to use it

Read Chapter 1 for a decision framework and Chapters 2–5 for prompting, communication, content and organisational tasks. Chapter 6 offers facilitation methods; Chapter 9 contains reusable worksheets and checklists. Country perspectives and local activities connect the methods with different settings.

Use the worked examples to practise, the activity formats to facilitate and the worksheets to prepare a local trial.

Use and share the methods

Adapt the language, timing and examples to your group. When sharing an adaptation, credit the authors and AI-UP, explain your changes and retain source references. Check permissions for third-party material you add. The guide is intended for free digital access and can also be printed for workshops.

The principle running through the guide

People define the purpose, supply appropriate information and decide what happens next. Human review connects an output with the needs and rights of young people. Responsibility remains with the people and organisations using the result.

Choose your route through the guide

If you are trying AI for the first time

Begin with Chapter 1 and the glossary. Practise the invitation example after Chapter 2. Compare the output with the brief before trying a task from your own work.

If you are preparing communication

Use the audience questions in Chapter 3, then complete the communication worksheet in Chapter 9. Work through the invitation example and check the next step from a reader's perspective.

If you are facilitating a workshop

Choose a method in Chapter 6. Each format includes preparation, a sequence, a debrief and adaptations. Use the activity worksheet to connect it to a specific learning objective.

If you are introducing AI in an organisation

Read Chapter 5 and the feedback example. Complete the transfer plan with a colleague. Agree on the input boundary, reviewer and evidence that would justify continuing the trial.

The review cycle

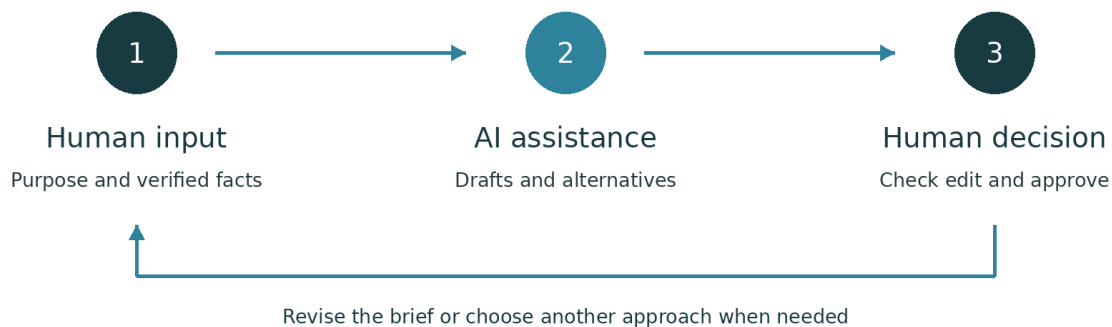


Figure 1. People define the task and decide whether the result is usable. Review may lead back to the brief, rather than directly to publication.

1 AI in youth work

Start with the task

Before opening an AI tool, describe what you need to achieve. “We need more social media content” is less useful than “Young people are seeing our workshop posts but do not understand who can join.” The second description gives a team something to investigate and a result to assess. AI could help generate clearer wording, but the team still needs to understand the audience and the reasons behind low registration.

Ask whether the task needs information processing, creative exploration or a human relationship. Drafting alternative headlines is different from responding to a young person who needs support. Both involve words, but their responsibilities and consequences are different.

Where AI can assist

Communication: explore message drafts, translations, tone adjustments and outreach ideas. Give the tool confirmed facts and review whether the language is understandable and suitable for the audience.

Content: develop outlines, scripts, visual concepts and alternative versions of a text. Check that the output reflects real activities and does not introduce invented quotations, events or achievements.

Analysis: organise information, suggest categories and help summarise feedback. Work with information that is appropriate to share, compare summaries with the original material and retain minority or conflicting views.

Workflows: prepare templates, draft checklists and explore a sequence of routine tasks. Test whether a suggestion fits staff capacity, available resources and the way the organisation works.

What an output does not guarantee

Accuracy: an answer may sound convincing while containing invented facts, incorrect calculations or sources that do not support the claim. Check important statements against the original documents or reliable primary sources.

Fairness: an output may repeat stereotypes or overlook people whose needs were absent from the prompt. Review assumptions about language, disability, background and access to technology.

Context: a tool may not understand a local relationship, a participant’s circumstances or why a particular activity matters. Supply relevant non-sensitive context and involve people who understand the situation.

Responsibility: an output does not take responsibility for publication, participant selection, safeguarding or organisational commitments. A named person should review the result and decide how it can be used.

A workflow with human responsibility

Human input

Define the purpose, audience and desired result. Gather confirmed facts. Decide what information can be shared and remove details that are unnecessary or sensitive. Set boundaries, including what the tool must not invent or decide.

AI assistance

Use a clear prompt to request a draft, options or a structure. Examine the response for omissions and unsupported assumptions. Revise the prompt if the output is too generic or does not meet the need. More generations are useful only if they help improve the work.

Human review and decision

Compare the result with the source information. Check facts, tone, inclusion and practical feasibility. Edit or reject the output. Decide whether to publish, test it with colleagues or seek further expertise. Keep the relevant sources and review notes with the material so another person can understand how it was prepared.

A quick decision check

- What are we trying to achieve, and who will be affected?
- What information would the tool receive, and is it appropriate to share?
- Could an error or biased suggestion cause harm or exclude someone?
- Who can check the result using the necessary knowledge and sources?
- Would a simpler approach achieve the purpose with less effort or risk?

Use AI when it offers a clear benefit and the task can be reviewed properly. Use it with conditions when data must first be removed, claims verified or specialist review added. Choose another approach when the task requires a sensitive human response or the organisation cannot adequately assess the consequences.

A worked example

A youth organisation wants to promote a free local workshop for young people aged 18–25. Earlier posts received likes but few registrations. The team first confirms the date, venue, access arrangements and application process, then talks to young people about barriers to joining.

AI helps draft three versions of the invitation using those confirmed facts. A youth worker checks eligibility and removes an invented claim about certificates. Young people review whether the wording is clear. The team publishes the selected version and monitors enquiries and registrations. The useful result is a clearer invitation and a better understanding of the audience; producing more text is only one step.

Five situations to discuss

These cases adapt the Would You Use AI exercise from the training. For each, identify the need, the possible benefit, the risk and the person responsible. Decide whether to use AI, use it with conditions or choose another approach.

1 Recruiting for a youth exchange

Applications are lower than expected. A colleague proposes uploading previous participants' personal information and asking AI to identify who is likely to apply. Explore the communication problem using anonymous audience descriptions and confirmed eligibility information. Avoid turning private participant records into speculative profiles. Review the outreach plan with people who understand the intended audience.

2 Promoting a mental health event

A staff member wants AI to produce five posts and images for immediate publication. AI may help with wording and visual ideas, but the team should check factual claims, tone, image choices and support information. A reviewer familiar with the topic should approve the content before publication. Do not create fictional participant testimonies.

3 Summarising participant feedback

The team has 150 evaluation comments and wants a summary. Remove identifying details and consider whether the material contains sensitive experiences before using a tool. Ask for themes and exceptions, then compare them with the comments. Frequency is not the only measure of importance: one safeguarding concern may require attention even if it appears only once.

4 Responding to a young person in distress

A participant sends a private message asking for emotional support. The immediate task is a human response through the organisation's safeguarding and support procedures. Avoid pasting the private message into a public AI tool. AI-generated wording cannot assess the person's situation or replace a responsible contact or qualified professional.

5 Preparing an Erasmus+ proposal

A team has little time before an application deadline and asks AI to create objectives, activities and impact statements. Use AI to organise existing ideas or question the logic of a draft. Needs, partnerships, capacity and commitments should come from the organisation. Check requirements against the current call documents and remove invented evidence, partners or outcomes.

Turning discussion into organisational practice

Agree on one task to trial, the information that may be used, the reviewer and the standard for a useful result. Compare the AI-assisted process with the existing approach. Record what improved, what needed correcting and what should not be repeated. Use this small trial to develop a shared working practice before extending AI use to more consequential tasks.

Reflection questions

- Which task could AI help us improve this month?
- Where do we need stronger human review or better source information?
- How will young people be involved in judging whether the result serves them?
- What will we stop doing if the trial does not add value?

2 Writing effective prompts

A prompt is a brief for a task

A prompt tells an AI tool what you want it to do and gives it the information needed to attempt the task. A useful prompt does not have to be long. It needs to make the purpose clear, supply reliable facts and describe what a usable result would look like. You can improve it through testing and feedback.

In youth work, a prompt should connect the output to the people and situation involved. An invitation for first-time participants needs different information from a reminder for an established volunteer group. Describing this context helps the tool produce a more relevant draft, but the organisation must still check the result.

Seven elements to consider

Purpose

Explain the task and the result you need. For example, draft an invitation that helps young people understand whether a workshop is suitable for them.

Context

Describe the organisation, activity and circumstances relevant to the task. Include information that helps interpretation, without sharing unnecessary personal details.

Facts

Provide confirmed dates, locations, eligibility rules, costs and other essential information. Separate these from ideas that are still being discussed.

Audience

Identify the intended readers and their likely questions. Describe practical needs such as a language level or unfamiliarity with Erasmus+, rather than making assumptions about a whole group.

Format

Specify the output you can use: a 120-word post, a session outline, a list of reflection questions or a table. Ask for a structure that matches the task.

Tone

Describe the relationship and style. A welcoming invitation may need plain language and a direct next step; a partner update may need a concise professional tone.

Limits

State what must be avoided and what needs checking. For example, do not invent dates, quotations, benefits or links; flag missing information before drafting.

Use only the detail the task needs

For a quick headline comparison, confirmed subject matter and audience may be enough. A complete workshop outline needs more context, including learning objectives, duration, group size and available resources. Add detail when it improves the result. Repeating instructions or adding an elaborate role cannot compensate for missing facts.

From a vague request to a usable brief

A worked example

The following is a fictional practice scenario. A youth organisation is preparing a free introductory AI workshop for young people aged 18–25. It lasts two hours, requires no previous AI experience and will take place at a community centre. The date and registration link have not yet been confirmed.

The first prompt

“Write an exciting post about our AI workshop.”

This request leaves the audience, purpose and facts unspecified. The output could be generic or introduce details the organisation has never agreed. It may sound persuasive without answering the questions a young person needs to decide whether to join.

An improved prompt

“Draft a social media invitation for our youth organisation’s free introductory AI workshop. The purpose is to help young people decide whether it is suitable for them and encourage registration once the details are confirmed.”

Confirmed facts: the workshop is for people aged 18–25, lasts two hours, takes place at a community centre and requires no previous AI experience. It introduces clear prompting and checking AI-generated answers.

Write in English, using welcoming, straightforward language. Keep the post to 120 words and include one clear next step. Do not promise certificates, job opportunities or specific learning results beyond the stated content. The date, exact venue and registration link are missing: list these as questions before drafting. If I ask you to proceed, use clearly marked placeholders. Do not invent the missing details.”

What changed

The improved brief tells the tool what the invitation should achieve, supplies facts and identifies gaps. It sets a manageable format and prevents unsupported promises. The team can judge the output against these instructions instead of deciding only whether it sounds appealing.

A useful follow-up

After reviewing the first draft, give specific feedback: “The opening is too general. Begin with a concrete question about checking AI answers. Keep the confirmed facts and placeholders unchanged. Replace technical terms with language suitable for someone trying AI for the first time.”

Then compare versions. Check whether the revision followed the request, kept the facts and made the invitation clearer. AI may change details that you did not ask it to change, so review the complete text again.

Four ways to improve a result

- Give an example of the style or structure you need, using material you have permission to share.
- Break a complex task into stages: outline, review, draft and final check.
- Set relevant restrictions, including factual boundaries and information the tool must not infer.
- Give precise feedback about what to change and what to preserve.

Ask for assumptions or brief reasons to aid review. A tool’s own explanation does not independently verify its answer.

A template and an exercise to reuse

Reusable prompt template

Help me create [output] for [audience].

Purpose: [what the output should help people understand or do].

Context: [relevant organisational and activity information].

Confirmed facts: [information that must remain accurate].

Format: [structure, length and language].

Tone: [how the communication should sound].

Limits: [what must not be invented, included or decided].

Before drafting, identify missing information and assumptions that could affect the result. Ask the essential questions, or use clearly marked placeholders if I request a provisional draft. Flag factual claims that need verification.

Pair exercise for a learning session

Allow approximately 35 minutes. Participants work in pairs with an AI tool, if available, and a shared fact sheet. A paper version can use draft outputs prepared in advance. Choose a low-risk task such as an invitation or reflection questions, using fictional or public information.

- 5 minutes: agree on the task, audience and confirmed facts. Write a short initial prompt.
- 10 minutes: develop a second prompt using the seven elements and generate both outputs. If comparing prompts, use the same tool where practical.
- 10 minutes: mark statements as correct, needing editing or invented. Compare clarity, relevance, factual fidelity and the amount of human editing required.
- 5 minutes: revise the stronger prompt or output using one specific piece of feedback.
- 5 minutes: share one improvement and one limitation with the group.

This exercise illustrates the difference between two attempts. Results may vary across tools and repeated runs, so one comparison is not proof that a prompt will always perform better. Discuss which instructions helped and what still depended on human review.

Check before using the output

- Facts: does every date, number, link and claim match the source information?
- Meaning: has the tool preserved the purpose and introduced any misleading promise?
- Audience: are the language, tone and next step understandable?
- Inclusion: does the output make unsupported assumptions or create avoidable barriers?
- Responsibility: has the appropriate person reviewed and approved its use?

Keep a record of what worked

Save the final prompt with a short note on its purpose, the input required and the checks made. Store it alongside the reviewed output. Before reusing it, update dates and facts, reconsider the audience and remove information that no longer applies. A reusable prompt is a starting point for judgement, not an automatic approval to publish.

Worked example 1 An event invitation

Practice brief

This fictional exercise uses a free two-hour beginner workshop for young people aged 18–25. It introduces clearer prompting and checking AI answers. No previous experience is required. The date, exact venue and registration route are still unconfirmed. The task is to prepare an internal draft, rather than publish immediately.

Prompt

“Draft a welcoming invitation of no more than 100 words using only this brief. Begin with a concrete question about AI answers. Identify missing information before drafting. Use visible placeholders for the date, venue and registration route. Do not promise a certificate or an employment benefit.”

Sample output to review

The following deliberately flawed sample illustrates possible mistakes; it is not a recorded output from a project participant or a specific AI service.

“Ready to become an AI expert? Join our free workshop on 12 October at the Central Youth Centre. Young people aged 18–25 will discover how to write better prompts and spot mistakes in AI answers. No experience needed! Complete the two-hour session and receive a certificate to boost your career. Register now at www.example.com/ai-workshop.”

Human review

- Invented facts: the date, named venue and registration link were absent from the brief.
- Unsupported promises: expertise, a certificate and a career benefit were not part of the offer.
- Useful elements: the age range, duration, cost and beginner access matched the brief.
- Process failure: the sample skipped the requested identification of missing details.

Specific feedback

“Remove the invented facts and promises. Keep the confirmed age range, duration, cost and beginner access. Begin with a question about checking AI answers. Use the three requested placeholders and label the text as an internal draft.”

Corrected internal draft

“How can you tell when an AI answer sounds convincing but is wrong?”

Join our free two-hour workshop for young people aged 18–25. We will practise writing clearer prompts and checking AI-generated answers. No previous experience is needed.

Date: [to confirm]

Venue: [to confirm]

Registration: [to confirm]

Interested? Save this opportunity while the details are being finalised.”

This version preserves the factual brief. It is still an internal draft: the final sentence and registration instructions should be changed when the organiser confirms how people can express interest or register.

What the human editor added

The editor separated confirmed information from unresolved details and removed claims that changed the offer. The review did more than improve style: it prevented a reader from acting on fictional information.

Final publication version

Once the missing details are confirmed, replace the placeholders with verified information and one real action. Test the link and registration route. Read the whole text again because a small revision can alter a fact elsewhere.

Do not simply ask the tool to “make it more exciting”. Give feedback about the audience’s actual question. For example, if readers are unsure whether they need a laptop, confirm that detail with the organiser and then include it.

Try it yourself

Write a second version for a volunteer who will share the invitation in a community group. Keep the same facts. Make the message easy to forward without losing eligibility information or the registration route.

Compare the two versions: Which questions does each answer? What must still be confirmed? What would make you reject the draft? Use Worksheet 1 to save your brief and the corrections.

Link to AI-UP

This exercise extends the training’s prompt comparison and the communication challenge of turning workshop interest into participation. The fictional material makes the checking process visible without inventing a project output.

Worked example 2 An activity plan

Practice brief

A youth worker wants a 30-minute activity for 12 beginners aged 18–25. The objective is to recognise invented facts in an AI-written invitation. Participants have mixed confidence in English. There are printed briefs and sample outputs, but internet access is unreliable. Nobody should need a personal AI account.

Prompt

“Prepare a 30-minute non-formal activity using this brief. Give timed steps and debrief questions. Use the printed materials. Allow participants to respond in pairs and use their preferred language where possible. Do not require accounts, personal stories or internet access. Keep the objective focused on spotting unsupported information.”

Sample plan to review

This deliberately flawed illustration proposes 10 minutes of individual account creation, 15 minutes asking AI to write invitations using participants’ own contact details, 15 minutes comparing drafts and 10 minutes of presentations. It finishes with a quiz about the history of AI.

Human review

The timings add up to 50 minutes. Accounts and internet access conflict with the brief. Personal contact details are unnecessary. The history quiz does not assess the stated objective. Individual writing may disadvantage people who need language support.

Corrected 30-minute sequence

- **0–4 minutes:** explain the objective and give each pair the same printed fact sheet.
- **4–12 minutes:** pairs mark the sample invitation as supported, unsupported or unclear. Allow discussion in a language they share.
- **12–19 minutes:** pairs rewrite two unsupported sentences, using placeholders where facts are missing.
- **19–27 minutes:** compare decisions and discuss which source would resolve an unclear claim.
- **27–30 minutes:** each person names one check they will use in future.

Check the objective

Success means participants can identify an unsupported statement and explain a correction. It does not require them to identify which tool wrote the text. Test the instructions with a colleague before facilitating.

Prepare the materials

Create a one-page fact sheet and a separate draft invitation containing two invented details and one exaggerated promise. Do not make every sentence wrong. Participants should have to distinguish usable information from material that needs revision.

A facilitator's answer sheet should identify the deliberate errors and where uncertainty remains. Participants may also notice unclear wording you did not anticipate. Treat this as useful feedback, rather than forcing a single preferred edit.

Debrief questions

Which statement initially seemed credible? What evidence changed your decision? How did you distinguish an invented fact from an unclear claim? What did your partner notice that you missed? When should a draft remain unpublished?

Ask for reasons, not only answers. A participant who spots an incorrect venue by chance needs to practise comparing it with the fact sheet. Another who marks everything as untrustworthy needs to learn to preserve supported information.

Adaptations

For a group with less English confidence, shorten the invitation, explain key words and use a translated fact sheet reviewed by a competent speaker. Participants can circle statements, use symbols or explain orally.

For a group with access to an appropriate AI service, generate a new draft from the same fact sheet after reviewing the prepared sample. Apply the same checking process. A correct new draft remains useful: ask which instructions and human checks helped.

Trial feedback and revision

After a short test, ask a colleague to describe the task in their own words. If they cannot, simplify the instructions. If the checking task takes too long, reduce the sample to five sentences. Preserve time for the debrief and individual next step.

Save the revised plan alongside the sample materials and feedback. Worksheet 3 provides space to record the objective, sequence, access arrangements and changes made after testing.

Link to AI-UP

This example combines the training's classification of correct, editable and invented statements with the micro-facilitation approach used in organisational follow-up. It shows how an AI suggestion becomes a learning method through human design and testing.

Worked example 3 Participant feedback

Fictional comments for practice

1. "Working in pairs helped me try prompting."
2. "The instructions were too fast at the beginning."
3. "I liked checking the invented date."
4. "I needed a paper option because I could not log in."
5. "The pair exercise was useful, but I wanted more time to discuss."
6. "The examples were clear."
7. "I did not know whether I could refuse to have my photo taken."
8. "I would try the checklist with our volunteers."

Prompt

"Group these eight fictional comments into themes. Cite comment numbers for each theme. Preserve mixed views and concerns that appear only once. Do not calculate satisfaction percentages or claim behaviour changed. Separate observations from possible next steps."

Sample summary to review

This deliberately flawed sample says: "All participants were satisfied. Pair work was effective and everybody gained confidence. Minor technical issues did not affect inclusion. Participants will use AI in their organisations."

Human review

The summary invents unanimity and confidence gains. It minimises the access problem in comment 4, omits the photo concern in comment 7 and turns an intention in comment 8 into a completed change. It gives no references to the original comments.

Corrected summary

Pair work was described as helpful in comments 1 and 5; comment 5 also requested more discussion time. Pace was a concern in comment 2. Comments 3 and 6 valued aspects of the examples. Comment 4 identified an access barrier. Comment 7 raised a question about photo consent. Comment 8 expressed an intention to try the checklist, rather than evidence that it had been used.

Decisions for the team

Slow the opening instructions, retain a paper route and clarify the recording arrangements. Consider more time for discussion. Follow up on the intended checklist trial later. Confirm these actions with the responsible team members rather than treating the summary as an automatic decision.

A checkable theme map

Use the comment numbers to make the summary traceable. Comments may belong to more than one theme, so theme totals must not be added together as if they represent different people.

Theme	Comments	What to retain
Pair work	1 and 5	Positive descriptions alongside a request for more time
Pace and discussion	2 and 5	Different points in the session needed attention
Examples	3 and 6	Specific material was described as useful or clear
Access	4	An individual access problem remains important
Recording arrangements	7	A question requiring a human response
Transfer intention	8	An intention to trial a checklist

Why a minority view matters

A theme appearing once can still require action. The team should respond to the photo question and review the access barrier. The purpose of analysis is to understand the experience, rather than produce a favourable headline.

When using real feedback

Follow the input boundary agreed by your organisation. Removing names may leave a story identifiable. If comments contain sensitive experiences, choose an appropriate human review route. Use the central decision questions in Chapter 1 before sharing material with a service.

Try it yourself

Add one fictional comment that contradicts the positive feedback. Rebuild the summary and check whether the disagreement remains visible. Then write a short response to participants explaining which changes the team will make and which questions need more discussion.

Link to AI-UP

This example develops the feedback-analysis case discussed in the training and the organisational use considered in the Ukrainian follow-up. It illustrates a review process, not an analysis of the project's actual evaluation results.

3 Communication and campaigns

Understand the barrier before writing

The communication exercise in AI-UP started with a familiar problem: a free workshop for young people aged 18–25 attracts likes but few registrations. More posts are one possible response, but first ask what prevents people from joining. They may not understand the activity, think it requires expertise, lack transport or distrust an unfamiliar organiser.

Talk with the intended audience and review actual enquiries. Separate what you know from what you assume. AI can suggest questions or organise anonymous observations, but it cannot establish why your particular audience has not registered without evidence.

Give each message a job

A useful communication sequence helps people see an opportunity, understand it, trust the organiser, act and stay connected. These stages may overlap. A single post rarely answers every question, and the route from interest to participation may include a conversation with a youth worker.

- See: name a recognisable question or need, using a channel the audience actually uses.
- Understand: explain who the activity is for, what will happen and what previous experience is needed.
- Trust: identify the organiser and use accurate images or descriptions of real work.
- Act: give one clear next step with confirmed instructions and a working link.
- Stay connected: provide confirmation, practical information and an accessible contact route.

Brief AI with the strategy

Ask for message options only after agreeing on the objective, audience, main barrier, confirmed facts and action. For example: “Suggest three opening lines for an invitation to a beginner AI workshop. Address the concern that previous technical experience is required. Use our confirmed fact that no previous experience is needed. Avoid promises about employment or expertise.”

Review which version answers a real question. Young people can help judge whether the language feels understandable and whether the invitation leaves important concerns unanswered. Their feedback is more useful than an AI tool rating its own draft.

Choose a meaningful measure

Match the measure to the objective. Reach shows exposure; enquiries can reveal confusion; completed registrations show a step towards participation. Attendance and participant feedback show what happened later. Record the period and circumstances of a trial, including changes to timing or channels. A small improvement may have several explanations.

Build a campaign people can follow

A three post practice campaign

The training used an attention, interest and action sequence. The example below is a suggested exercise, using a fictional workshop. Add confirmed dates, venue and registration details before publication.

Attention: “How can you tell when an AI answer sounds right but is wrong? Join a beginner workshop to practise checking the results.” Use a real question and an appropriate image. The aim is recognition, rather than a dramatic promise.

Interest: explain that participants will compare prompts, examine invented details and discuss responsible use. Describe the format, duration, accessibility arrangements and who can participate. Keep learning claims within the actual programme.

Action: repeat the essential facts and give a clear registration instruction. Explain what happens after registration and how someone can ask a question. Do not introduce a new promise at this stage.

Use a shared fact sheet

Prepare one source of confirmed information for every campaign draft. Include the activity title, purpose, audience, date, venue, cost, access arrangements, contact details and registration process. Mark unresolved points. This prevents different versions from quietly contradicting each other.

Give AI the fact sheet and ask it to preserve the information. Ask it to identify gaps before drafting. Keep the final editorial decision with a named team member, particularly when several partners are producing translations or adapting a message.

Test the route to participation

Read the invitation on a phone. Follow the registration link. Check whether the form explains why information is collected and whether someone can register through another route if needed. A strong post cannot fix an unclear or inaccessible registration process.

Where possible, ask a person unfamiliar with the activity to explain what they think will happen and what they would do next. Revise the message where their understanding differs from the actual offer.

Peer review in a campaign sprint

Small groups can draft the three messages, exchange them and review four questions: Are the facts consistent? Does each message have a purpose? Does the sequence answer the audience’s likely concerns? Can a person follow the next step?

AI may assist with alternative headlines, shorter wording or translation. Reviewers should also notice what the tool omitted, such as access information or a contact route. Keep the group’s reasoning and revisions, rather than saving only the final posts.

After publication

Compare the result with the starting problem. If enquiries rise but registrations do not, investigate the next barrier. If people attend but expected a different activity, improve the explanation. Communication is a continuing relationship with the audience, and AI assistance should support that relationship.

4 Creating and checking content

Write from evidence

Start an article, event summary or social post with a short record of what actually happened. Confirm the date, location, audience, activities and documented outputs. Distinguish observations from intentions. “Participants tested a prompt” describes an activity; “participants mastered AI” claims a result that needs stronger evidence.

AI can organise these notes into a draft or offer different lengths for different channels. Ask it to use only the supplied facts, flag missing information and avoid invented quotations. Compare the draft with the original record sentence by sentence before editing for style.

A practical editorial sequence

- Prepare: collect verified facts and material that you have permission to use.
- Draft: request the structure, audience, length and tone you need.
- Check: mark every name, date, number, link, quotation and claim against its source.
- Edit: remove unsupported statements, repetition and language that obscures the activity.
- Review: ask the responsible person to check meaning, inclusion and suitability.
- Publish: use the approved version and keep its source notes for corrections or reuse.

An AI tool’s suggested source is a lead to investigate. Open the original document, confirm that it exists and check that it supports the particular statement. A plausible title or link is not sufficient evidence.

Visual concepts and images

AI can suggest a visual brief or create an illustration. Decide whether the purpose requires an illustration, a photograph of a real event or an exact diagram. Generated imagery should not imply that fictional people attended an activity or that a fabricated scene documents the project.

Check images for misleading symbols, stereotypes, distorted text and unsuitable representations. Provide meaningful alternative text where the publishing platform allows it. For diagrams, confirm every label and relationship with the source information; attractive design does not establish accuracy.

Permission and representation

Before sharing identifiable photographs, voices or personal stories, follow the organisation’s consent and safeguarding arrangements. Explain the intended use and offer a way to participate without being recorded. Permission to take a photograph does not automatically answer whether it may be uploaded to an AI service or altered.

For a visual brief, specify the intended meaning, image format, words to include and representations to avoid. Check the finished asset at the size viewers will see it. Follow the final review checklist in Chapter 9 before publication.

Short video translation and accessibility

Plan a real story

The AI-UP programme included collecting material during the visit to Badacsony and Tapolca for a short vertical video. A reusable approach is to plan a 30–60 second piece around one idea: what happened, what viewers need to understand and what they should do next.

Prepare a simple shot list: an opening view, one activity detail, a moment of interaction and a closing image. Record steady clips and clear sound. Avoid filming private conversations, personal information on screens or people who have not agreed to appear. Do not ask a tool to invent scenes or participant reactions to fill gaps.

Give AI a defined editing task

AI-assisted features may help suggest a script from confirmed notes, generate subtitle drafts, clean audio or translate captions. Test the actual feature in the tool you use. Keep original footage and review whether an edit changes the meaning, especially when shortening a participant's words.

A useful prompt for a caption draft is: “Use these confirmed notes to draft a 60-word description of our video. Explain the activity plainly. Do not infer what people felt, quote anyone or add outcomes absent from the notes. List any missing information.”

Check subtitles and translations

Listen to the full recording while reviewing subtitles. Correct names, specialist terms and numbers. Check timing, readability and whether captions cover essential visual information. Automatic subtitles often need revision even when the general meaning looks plausible.

Ask a competent speaker to review important translations, including eligibility rules, consent wording and application instructions. Explain local terms where a direct translation could confuse the audience. Keep the approved original nearby so reviewers can compare meanings.

Design for access

Use plain language, readable contrast and a text version of essential information. Avoid conveying meaning through colour alone. Check whether captions, descriptions and instructions remain useful on a small screen and with sound turned off. Offer another way to receive information or ask questions where practical.

An AI use note when it helps the audience

A brief note can explain a meaningful contribution: “AI assisted with the first subtitle draft; the project team checked and corrected it.” This gives readers useful information about the process. It does not replace the need to verify the content, obtain permission or meet the platform's current requirements.

Final viewing check

Watch the whole piece as a viewer would. Confirm the facts, consent, subtitles, sound, image choices and closing action. Check that an edited sequence still represents the real activity fairly. Publish only after the person responsible for the content has approved the final version.

Visual storytelling for a learning activity

Start with the learning purpose

A photograph or short sequence should help the audience understand an activity, a question or an experience. Plan the message before choosing an editing tool. For a workshop invitation, a relevant image should clarify what people will do; for a learning exercise, it should give participants something specific to observe or discuss.

Prepare a trustworthy image

Use material you have permission to share. Check lighting, framing and whether personal information is visible. AI may support a crop, an image description or editing options, but compare the result with the original. Reject changes that misrepresent a person, fabricate attendance or alter the meaning of a real event. Keep the original file and record the edits.

Write a caption that supports understanding

Confirm who or what the image shows, the context and the intended message. Write alternative text for the visual information a reader needs. A tool can suggest wording, but a person familiar with the image should check it. A caption is not a place to invent participant quotations or claim learning that has not been assessed.

Adapt the exercise for online learning

Choose one objective and prepare a short task, an example and a response route. For instance, share the fictional invitation from Worked example 1 and ask learners to identify two unsupported claims. Let them reply by text, voice or a marked-up copy. Discuss the reasons and show the corrected version after their responses.

Check access and understanding

Test the material on a phone, keep text readable and provide captions or a transcript for audio and video. Offer a downloadable or paper alternative when access is limited. Check that participants can explain the task and know how to ask for help. Evidence of learning comes from their response and reflection, rather than from opening a link.

Try a small version

Prepare one image with a checked caption and one online learning task. Ask a colleague to review accuracy, access and purpose. Use Worksheet 3 to record the objective, feedback and the next revision. This is a suggested adaptation for reuse, not a record of an additional AI-UP session.

5 Organisational and project work

Improve one routine task

Choose a task that repeats and has a result the team can assess. Examples include drafting meeting agendas from agreed priorities, turning a public activity brief into a checklist or preparing alternative structures for a volunteer induction. Define the input, output and reviewer before adding AI.

Map the existing process first. Ask where time is spent, which errors recur and whether a simpler template would solve the problem. Automation should follow a tested process; otherwise it can repeat mistakes faster or hide an unclear responsibility.

A small organisational trial

A volunteer coordinator needs a preparation checklist for a public workshop. They supply the agreed programme, venue information and staff roles, without private participant records. AI suggests tasks and groups them by deadline. The coordinator removes irrelevant items, adds access arrangements and confirms owners with the team.

The checklist is tested once. Afterwards the team notes missed tasks, corrections and the effort required. It keeps the reviewed template if it is useful. It does not give the tool authority to assign staff, contact participants or approve expenditure.

Learn from feedback without losing voices

Use anonymous or fictional comments for training. For real feedback, first decide whether the information is suitable for the service and organisational policy. Removing names may not remove identifying details from a personal story. Consider doing the analysis locally without an AI tool when the material is sensitive.

Ask AI to suggest themes, retain contradictory views and identify comments that do not fit the main categories. Compare the themes with the original comments. Recount numbers yourself or with an appropriate spreadsheet, and check whether a comment appears in several categories.

Do not treat frequency as a complete measure of importance. A single concern about access, safety or exclusion can warrant a response. Human reviewers should decide which issues need action and how participants will hear what changed.

Record a usable workflow

Write down the approved input, prompt, output checks, owner and storage location. Include what to do when a result is wrong or the tool is unavailable. A short record helps another colleague repeat the task and understand why the organisation judged the result acceptable.

Support project development with AI

Begin with a real need

Project ideas should grow from the people and communities involved. Gather evidence through conversations, observations and existing records. Agree on the problem, intended participants and what the organisation can realistically change. AI can help structure those notes or identify unanswered questions; it should not supply invented needs or consultations.

The AI-UP training included Erasmus+ project development. The process below expands that theme into a reusable planning exercise. Always consult the current official programme and call information when preparing an application.

Build the logic in stages

- Need: what have people said or what evidence shows a problem?
- Objective: what change is realistic within the project's scope?
- Activity: what will participants do, and why should that help?
- Output: what concrete material or result will be produced?
- Outcome: what change will be assessed, and by what evidence?
- Follow-up: who will use the learning after the activity ends?

Give AI an agreed draft and ask it to identify weak connections. For example: "Review whether our proposed activities address these stated needs. Do not add partners, budgets or commitments. Identify assumptions and questions for the team." Discuss the questions with the partners before rewriting.

Check feasibility and commitments

An appealing programme can still be impossible to deliver. Confirm staff capacity, time, travel, venues, access needs and partner roles. Check budget calculations with the actual rules and an appropriate calculation tool. Ask each partner to confirm its responsibilities; an AI-generated role description is not an agreement.

Avoid promises such as guaranteed employment, measured national impact or permanent services unless the project can support and verify them. Strong wording cannot substitute for a realistic implementation plan.

Prepare an evidence trail

Keep approved versions of needs, objectives, programme, responsibilities and review notes. Mark figures and claims with their sources. Where a draft changes, check that the budget, timetable and dissemination plan still agree with it. One polished paragraph should not quietly create a new obligation elsewhere.

Turn learning into follow-up

Define a manageable local activity and a tangible output, such as a tested session plan, reviewed communication material or an organisational checklist. Name the person who will implement it, the audience and the feedback method. Use the transfer template in Chapter 9 to decide what happens after the event.

6 Methods for non-formal learning

Prepare a learning experience

Choose a method for a specific objective. Tell participants what they will practise, offer a route without a personal account and reserve time to discuss the experience. The formats below are suggested adaptations of AI-UP methods. Timings can be changed to fit the actual group.

Method 1 Agree disagree spectrum

Objective: identify assumptions about AI and practise explaining a position. Duration: 25 minutes. Group: 8–24 participants. Materials: agreement and disagreement signs, three statements and response cards or an accessible space.

Preparation: choose statements with room for discussion, such as “AI can make youth work more inclusive”, “A convincing answer is usually accurate” and “Using AI saves time”. Prepare follow-up questions about context and evidence.

Facilitation sequence

- **0–3 minutes:** explain that uncertainty is a valid position and nobody has to share a personal experience.
- **3–15 minutes:** read the statements one at a time. Invite people to indicate their position, explain reasons and move if their view changes.
- **15–22 minutes:** discuss what information would help resolve a disagreement. Identify questions the group can test in later activities.
- **22–25 minutes:** each person records one assumption they want to examine.

Debrief

Which statement needed more context? Did an example change your view? What evidence would help? How would the consequence of an error affect your decision?

Adaptations and evidence of learning

Use seated cards, an accessible online scale or paired discussion instead of movement. Explain unfamiliar terms. Look for a reasoned position and a relevant question, rather than consensus or the most confident speaker’s answer.

Facilitator note

Avoid turning the activity into a vote that determines what is true. Keep the questions for later reflection. Use Worksheet 3 to record how the statements and response options fit your group.

Method 2 Would you use AI

Objective and preparation

Objective: decide whether AI is appropriate for a youth-work task and identify the conditions for use.

Duration: 45 minutes. Group: 10–25 participants. Materials: the five cases in Chapter 1, one recording sheet per station and pens.

Prepare five stations with enough space or an accessible alternative. Each sheet asks: What is the need? What could AI contribute? What information is involved? What could go wrong? Who reviews the result? Decide “use”, “use with conditions” or “choose another approach”.

Facilitation sequence

- **0–5 minutes:** introduce the decision questions. Explain that a conditional answer must name the conditions.
- **5–25 minutes:** small groups spend four minutes at each station, reading previous notes and adding or challenging the reasoning.
- **25–35 minutes:** groups return to one case and present a decision with one boundary and one responsible role.
- **35–43 minutes:** compare the decisions, especially cases involving private information, support needs or commitments.
- **43–45 minutes:** each person records one condition for their own organisation.

Debrief

Which detail changed your decision? What is the difference between drafting wording and deciding what happens to a person? Which input could be replaced with fictional or public information? When would you stop the task or seek expertise?

Adaptations

For a shorter session, choose two contrasting cases and keep the debrief. For a large group, duplicate stations. Read cases aloud where useful. Participants can discuss a fictional situation without disclosing private experiences.

Evidence of learning

A useful response connects the task, information, consequence and reviewer. “AI is useful” or “AI is risky” is insufficient on its own. Ask the group to explain what would have to change for its decision to change.

Facilitator note

Do not reward enthusiasm for tools as the desired outcome. Choosing another approach can be a well-reasoned result. Preserve disagreement where it reveals different responsibilities or assumptions.

Method 3 Country evidence gallery

Objective and preparation

Objective: verify a public claim and discuss its relevance to local youth work. Duration: 50 minutes. Group: 12–24 participants. Materials: the examples and references in Chapter 7, internet access or printed source extracts and an evidence sheet.

Choose accessible extracts in advance. Each group records the publisher, date, exact claim, evidence, one limitation and a possible local adaptation. A policy objective should be labelled as a goal; a reported service should be described by what has actually been implemented.

Facilitation sequence

- **0–5 minutes:** demonstrate how to connect one claim to a specific source passage.
- **5–20 minutes:** groups investigate an example and complete the evidence sheet. Mark questions that cannot be resolved from the source.
- **20–32 minutes:** display findings. Visitors leave one evidence question and one question about transfer.
- **32–42 minutes:** groups respond, revise the claim where needed and suggest a small local trial.
- **42–50 minutes:** debrief the checking process.

Debrief

What was easy to verify? What did a source not establish? Did a headline suggest more than the evidence supported? How do language, access and institutional context affect transfer? What would you need to check before copying the approach?

Adaptations

Use printed extracts when connections or language skills differ. Give a short glossary and let groups explain findings orally. For beginners, remove the requirement to find a new source and focus on interpreting one provided document.

Evidence of learning

The group should be able to state a supported claim, identify its limits and explain a local relevance. The aim is not to rank countries or collect the largest statistic.

Facilitator note

A broken link is a reason to find and verify the original source, not to retain a claim because it looks plausible. Keep goals, estimates, survey results and implemented activities distinct. Record the access date when saving a source for reuse.

Method 4 Prompt comparison

Objective and preparation

Objective: improve a task brief and assess the resulting output. Duration: 35 minutes. Group: pairs within a group of 8–24. Materials: a shared fact sheet, an appropriate AI tool or prepared outputs, and three review labels: supported, revise and invented.

Use the invitation brief in the worked examples or another fictional task. Agree which facts remain constant. Prepare two outputs for participants who cannot or prefer not to use a service.

Facilitation sequence

- **0–5 minutes:** pairs define the audience, purpose and confirmed facts.
- **5–15 minutes:** write an initial prompt, then improve it using the seven elements in Chapter 2. Generate or read the two drafts.
- **15–25 minutes:** compare each statement with the fact sheet. Mark errors, unclear claims and language that needs editing.
- **25–30 minutes:** give one specific instruction for revision. Check that the revision preserves the other facts.
- **30–35 minutes:** share one improvement and one remaining limitation.

Debrief

Which instruction helped? Did additional detail improve relevance? What still required a human decision? Did the revision change information you wanted preserved? What would a colleague need before reusing the prompt?

Adaptations

Use pairs with complementary confidence levels and change roles. Reduce the text length where needed. Participants can dictate a prompt or review a printed output. Where practical, keep the tool consistent when comparing two prompts.

Evidence of learning

Look for a clearer brief, a checkable correction and an explanation of why the correction matters. One comparison does not prove that a prompt always performs better across tools and repeated runs.

Facilitator note

Keep the fact sheet, final prompt and edits together. Use Worksheet 1 to save the instructions and the checks. A prompt library is useful when colleagues know the context and review required.

Method 5 Campaign sprint

Objective and preparation

Objective: connect audience needs with an attention, interest and action sequence. Duration: 60 minutes. Group: 9–24 participants in small groups. Materials: a fictional activity brief, Worksheet 2 and optional AI access.

Choose a brief with a clear barrier, such as people believing a beginner workshop requires technical expertise. Include confirmed facts and mark any gaps. Provide paper materials for drafting and review.

Facilitation sequence

- **0–10 minutes:** groups identify the audience, barrier, main message and intended action.
- **10–30 minutes:** draft three short messages. Each has a distinct role in the sequence. AI can suggest options, but the group selects the wording.
- **30–45 minutes:** exchange drafts. Review consistency, audience questions, access information and the next step.
- **45–55 minutes:** revise and test the route from message to action.
- **55–60 minutes:** explain one change and the evidence or feedback behind it.

Debrief

Which message answered a real concern? What did the tool overlook? Could a reader explain who can join and what to do next? What would need confirming before publication? Which measure would show progress towards the objective?

Adaptations

Use a printed registration page to test the action without publishing. For participants with less writing confidence, allow a storyboard or oral pitch. Reduce the number of messages only if the objective remains clear.

Evidence of learning

A coherent sequence should preserve the facts, answer relevant questions and provide a real route to action. Attractive wording alone is not the criterion. Record the peer feedback and the revised canvas.

Facilitator note

Review communication as a relationship with the audience. If the registration process is unclear, more persuasive wording will not solve it. Use the content checklist before adapting the exercise to a real public campaign.

Method 6 Micro facilitation

Objective and preparation

Objective: test whether an AI-assisted activity plan supports a learning objective. Duration: 60 minutes.
Group: 8–16 participants in groups of 3–4. Materials: Worksheet 3, sample outputs, review criteria and optional tool access.

Choose a small objective such as identifying an invented fact. Ask groups to plan a five-minute segment, with enough preparation for participants to understand the task. A larger group will need parallel testing or more time.

Facilitation sequence

- **0–10 minutes:** define the objective, audience and constraints. Request or review a suggested plan.
- **10–20 minutes:** revise instructions, prepare materials and check timing.
- **20–40 minutes:** groups facilitate their segments. Observers record clarity, participation, access and evidence of learning.
- **40–52 minutes:** revise the plan using feedback. Record what changed and why.
- **52–60 minutes:** discuss the learning and identify a next trial.

Debrief

What happened differently from the plan? Could participants describe the task? Which suggestion did you reject? What made the activity accessible? Did the debrief help people understand the experience?

Adaptations

Facilitate in pairs, allow observers to respond orally and use prepared text instead of live generation. Where the group is larger, use parallel stations with sufficient facilitator support. Avoid using a short trial to claim a lasting competence gain.

Evidence of learning

Keep a revised plan, an observation and a reason for a change. The useful result is a tested method that another facilitator can understand, including its limitations and required materials.

Reflection and transfer

Ask each participant what they tried, changed and would do differently. These concrete experiences can support Youthpass reflection [9]. Finish with one task to try locally, a reviewer and a review date, using Worksheet 4.

7 Perspectives from six countries

Selected examples for youth work

Participants researched country snapshots during AI-UP. The short perspectives below draw on that exercise and verified additional resources, including Finland. Each perspective presents a selected example and a question for local practice.

Armenia

The participant snapshot connected AI development with education and the need for critical, ethical and social competences. One relevant educational example is TUMO, whose free learning programme for teenagers combines independent learning, workshops and specialist labs and includes generative AI among its technology and design areas [1].

For youth work, this offers a useful question: how can a practical AI activity leave young people in charge of their learning? Local organisers can combine experimentation with peer support and source checking. The Akhuryan follow-up shows how project experience can be shared in a rural community without claiming that one event describes national practice.

Finland

A Finnish National Agency for Education account describes Hyvärilä Youth Centre's Erasmus+ training on AI and virtual reality. It began with basic concepts and data-secure use before testing applications in ordinary youth-work tasks and reflection. The article also describes differences in initial confidence and the value of involving decision-makers [2].

This example suggests starting with people's actual experience and including those responsible for resources. Finland's AI-UP dissemination event similarly connected discussion of AI with everyday learning, non-formal education and Erasmus+ opportunities. A useful local question is how to provide both digital and accessible alternatives.

Georgia

The participant snapshot highlighted Business and Technology University's AI education initiatives and concerns about responsible use. BTU's AI4Globe initiative, established in 2024, aims to develop AI literacy through an inclusive, interdisciplinary approach and international cooperation [3].

For youth work, the transferable issue is who can participate in learning about AI and how the activity addresses different starting points. The Georgian follow-ups combined practical awareness with privacy, safeguarding and critical discussion. Ask how language, confidence and community relationships shape a local session, rather than assuming that access to a tool ensures inclusion.

Hungary

The participant snapshot considered AI skills in education and the preparation of young people for change. An August 2026 Cedefop account reports that Hungary introduced “Fundamentals of Artificial Intelligence” in ninth-grade vocational education after a pilot involving 60 institutions. It describes practical learning and an AI Ambassador Network supporting responsible use [4].

This is a formal education example, while AI-UP focused on methods youth organisations can adapt in non-formal settings. The connection is the need for practice, feedback and educator support. Hungary’s organisational follow-up tested activity planning with representatives of eight organisations. Ask how a learning method can be reviewed for educational value before it is reused.

Türkiye

The participant snapshot raised questions about skills, adoption and responsible governance. A verified education resource is the Ministry of National Education’s Artificial Intelligence in Education Policy Document and Action Plan 2025–2029. Its published English summary addresses effective, ethical and inclusive use, including teacher training and digital content [5].

The local AI-UP workshop with teachers offered a practical bridge between a broad policy theme and everyday preparation. Participants worked on prompts and educational materials while considering privacy and output verification. A youth organisation adapting the approach can ask what information a tool needs and what should remain outside it.

Ukraine

The participant snapshot connected public AI initiatives with education, administration and concerns about context. In April 2025, the Ministry of Education and Science and the Ministry of Digital Transformation published recommendations for responsible AI use in higher education. The ministry’s account identifies human control, confidentiality, data management, transparency and non-discrimination as important principles [6].

These principles are relevant questions for youth-work practice, although the resource addresses higher education. Forward for Future’s local training made the human–AI–human approach explicit and linked it to content, communication and organisational tasks. Ask how a team will review local language, meaning and cultural assumptions in an AI-assisted output.

Use the differences as a learning resource

The examples point to different entry routes: youth centres, technology learning programmes, universities, teacher development and organisational workshops. A project does not need to copy the institution behind an example. Identify the useful method, assess local needs and access, and test a small adaptation with the people who will use it.

When updating a snapshot, date every figure, identify the population it describes and preserve the distinction between plans and implementation. Consult original sources. The country evidence gallery in Chapter 6 offers a way to practise these checks.

8 Local learning in practice

From training to local use

Follow-up activities shared AI-UP learning with different audiences and tested its relevance in local settings. The accounts below describe partner activities and offer practical lessons for adapting them. Dates in this chapter refer to 2026.

Türkiye – 21 September

EKİP Association organised an 80-minute workshop for 25 teachers from different subjects at Şehit Şükrü Can Kayadibi Secondary School. Hüseyin Ay, a participant in the AI-UP training, facilitated the session.

The workshop introduced the KİBAR prompting model through role, task, context, details and output format. Participants explored examples, step-by-step tasks, constraints and feedback. A practical segment allowed teachers to prepare a quiz, worksheet or lesson plan, alongside discussion of presentations and school communication.

The report also records attention to privacy, parental consent, copyright, European Union visibility and checking outputs. Erasmus+ KA1 and KA2 and eTwinning were introduced as opportunities for further cooperation. Small-group work, before-and-after examples and exit feedback connected the demonstration to participants' professional practice.

Lesson for reuse: give participants a familiar task and a short trial, then review both the resulting material and the conditions for using it.

Armenia – 18 September

A local follow-up in Akhuryan brought the experience of Armenian AI-UP participants to a rural community. Seventeen participants joined the activity.

The facilitators introduced practical uses of AI in youth work and everyday life, clearer prompting and responsible use. They also shared Erasmus+ opportunities, including youth exchanges and international learning experiences. The event connected digital learning with routes to wider participation.

Lesson for reuse: combine a practical topic with a clear explanation of how people can access further learning. Keep the invitation and examples relevant to the local community.

Finland – 29 September

Following the training course in Hungary, a dissemination event shared the knowledge and experiences gained through AI-UP. The discussion explored different types of Erasmus+ projects, experiences of non-formal education and how AI is used in daily life and learning.

Lesson for reuse: a discussion-based event can create a starting point for people with different experiences. Gather the questions that arise and use them to choose a practical next session.

Local activities in Georgia and Ukraine

Georgia – 22 September

With support from the Georgian Association for Cultural Relations, AI-UP participants organised a follow-up in Vake Park, Tbilisi, for young people from ethnic minority communities.

They shared learning about AI and non-formal education, explored how AI could support community project planning and discussed appropriate use. Privacy, data security and safeguarding formed part of the discussion. Erasmus+ opportunities and application routes connected the practical learning with international participation.

Lesson for reuse: begin with community interests and ensure that guidance about tools is accompanied by accessible explanations of opportunities and responsibilities.

Georgia – 3 October

Medea Gogilashvili shared AI-UP learning with students at Saint Andrew the First-Called Georgian University. The session drew on photographs and examples from the course, introduced the coordinating organisation and shared relevant links through a group chat.

Discussion addressed verifying facts and calculations, thinking critically about AI-generated answers and the wider social and political implications of misinformation and deepfakes. An AI-versus-human challenge encouraged discussion of human experience, emotions and nuance.

This additional dissemination activity took place after the September follow-up period. Lesson for reuse: use real examples from a training experience to prompt critical discussion, while checking that images and links are suitable for sharing.

Ukraine – 14 September

Forward for Future held the local training “Youth work and AI: new opportunities for organisations” for youth workers and educators from Rivne region.

Participants explored content creation, communication, organisational development and support for daily tasks and routine processes. Practical examples and hands-on activities connected AI tools with their professional work. Responsible use followed the human–AI–human approach: people remain responsible for the input, decisions and final results. Data privacy and transparency received particular attention.

Lesson for reuse: work through a real organisational task and identify the human checks at each step. A useful outcome is a reviewed process that a colleague can understand and repeat.

Ukraine – 18 September

AI-UP participants organised a free online meeting to share their experience from Hungary. They introduced Erasmus+, explained the training format and described interactive sessions and practical activities.

The meeting included AI tips and demonstrations for creating content, followed by an open question-and-answer discussion. This was a separate dissemination activity from the local training on 14 September.

Lesson for reuse: online sharing can broaden access to project experience. Keep practical demonstrations focused and leave room for questions about participation, tool use and the actual learning process.

Hungary and lessons for transfer

Hungary – 21 September

A local activity with young artists and people with an interest in graphic design compared AI-assisted and fully human content creation. Preparation through Google Meet introduced prompting before participants created two Instagram stories, one with AI assistance and one without it.

The published stories received similar views and interactions in this small comparison. This observation cannot establish that the two methods are generally equivalent: visibility, timing, content and the small scale of the experiment can affect the result.

Lesson for reuse: compare the processes as well as audience response. Ask what each method required, which creative decisions remained human and how participants judged the voice and quality of the result.

Hungary – 30 September

The Institute for Cultural Relations Policy held a three-hour workshop for representatives of eight organisations, focusing on AI in non-formal education. Participants mapped needs and explored assistance with session outlines, reflection questions and activity instructions.

Small groups developed activity ideas, tested short segments, exchanged peer feedback and revised their plans. Review focused on accessibility and learning value, alongside privacy, bias and factual accuracy. The workshop brought together prompts, activity plans and a review checklist in a shared folder. Each organisation identified a next step for applying the learning.

Lesson for reuse: review a generated plan through actual facilitation. A method that sounds suitable on paper may need changes when a group tries it. Keep peer feedback with the revised version so the reasons for changes remain visible.

What the local experiences have in common

The activities varied in audience, format and purpose. Teachers worked on educational materials; rural and community groups explored AI and international opportunities; youth workers considered professional tasks; organisational representatives tested learning methods.

A transferable approach begins with the audience's need, gives people something concrete to discuss or try and includes review of the result. The appropriate output may be a revised prompt, an activity outline, a clearer understanding of Erasmus+ or a question for further learning.

Document follow-up proportionately

Keep the date, organiser, audience, actual programme and outputs. Record numbers accurately and avoid turning attendance into evidence of a particular competence. Gather short feedback on what participants found useful, confusing or difficult to apply.

If possible, contact participants later to ask whether they used the learning. Distinguish intentions, immediate outputs and later changes. This supports honest reporting and helps the organisation decide which activity to repeat or revise.

9 Resources to reuse

Copy or print the worksheets, or complete them in the editable Word version. The blank space is for your own decisions. Use the worked examples as models and keep the final prompt or plan with the reviewed output.

Worksheet 1 Prompt and review brief

Task and intended result

Audience and relevant context

Confirmed facts and source information

Format tone and limits

Final prompt

Corrections reviewer and decision

Worksheet 2 Communication canvas

Start with a real audience question. Complete the canvas before drafting messages.

Objective and evidence of the audience need

Main barrier and message

Confirmed facts and unresolved details

Channels and one clear action

Attention interest and action messages

AI assistance human review and measure of success

Worksheet 3 Activity design and testing

Learning objective and evidence of learning

Group duration materials and access arrangements

Instructions and timed sequence

Debrief questions

Peer observations and changes after testing

Facilitator and next trial date

Worksheet 4 Organisational transfer

Use this sheet for one manageable trial. Decide what would justify continuing, revising or stopping.

Task and expected benefit

Information allowed and information kept outside the tool

Owner reviewer and trial date

Output checks and evidence to collect

Review date and observations

Decision and next step

Check before using the result

Content checklist

- Facts, names, dates, numbers, quotations and links match their sources.
- Claims describe what happened and preserve the difference between intentions and results.
- The audience can understand the purpose, essential information and next step.
- Images, wording and translations represent the activity fairly and include access information.
- Permissions, asset usage conditions and the agreed input boundary have been checked.
- A named reviewer has approved the final result and a correction route is available.

Activity checklist

- The task and debrief support a clear learning objective.
- Timing, instructions and materials fit the actual group.
- Participation does not require private disclosures or unnecessary personal accounts.
- There is an accessible alternative if the tool or connection is unavailable.
- Tool conditions fit the group, including any relevant age requirements.
- Feedback and revisions are saved with the reusable plan.

Make the review traceable

For factual fidelity, audience usefulness, inclusion and feasibility, record “ready”, “revise” or “cannot yet assess”, with a reason. Resolve important problems before use; a high score in one area does not cancel an unsupported fact elsewhere.

Questions after a trial

What did AI contribute? What did human review correct? Did the task improve once review time was included? What did participants find clear or difficult? What should change before reuse?

Keep a small shared collection of approved examples with their briefs, input boundaries and checks. Review it when the audience, facts or tool changes. A previously successful prompt is a starting point, rather than a new approval.

A three hour workshop to adapt

Purpose and preparation

This suggested workshop adapts the Hungarian organisational follow-up. It helps representatives of youth organisations prepare and test an AI-assisted non-formal activity. Ask each organisation to bring a learning need that can be discussed without private information.

Prepare fictional briefs, sample outputs, Worksheets 1, 3 and 4, paper materials and suitable tool access. Plan a paper route. Check the group's access needs and allow people to work with a partner.

Session sequence

0–15 minutes: welcome, objectives and working agreement. Identify one need per organisation.

15–35 minutes: a case discussion using the human–AI–human decision questions.

35–60 minutes: prompt practice using Worksheet 1. Review the result against the brief.

60–80 minutes: activity design using Worksheet 3. Prepare a short segment to facilitate.

80–90 minutes: break.

90–130 minutes: micro facilitation and peer feedback. Use parallel stations or adjust timing if the number of groups requires it.

130–155 minutes: revise the plan and record the reasons for changes.

155–170 minutes: complete Worksheet 4 with a trial, reviewer and review date.

170–180 minutes: reflection and evaluation. Share one next step and one condition for use.

Outputs and follow-up

Keep the tested activity, prompt or prepared sample, peer observations and transfer plan. At the review date, ask whether the method was tried and what happened. Record useful changes and difficulties, rather than only whether participants enjoyed the workshop.

Facilitator preparation check

Can the objective be practised within the time? Does each group have the material it needs? Can people participate without the service? Is enough time reserved for the debrief? Who supports groups that need help?

Glossary

Artificial intelligence

A broad term for computer systems that perform tasks such as identifying patterns, generating material or making predictions. This guide mainly discusses tools that generate or transform content.

Generative AI

AI that produces text, images, audio or other material in response to instructions and input. A generated result needs to be assessed for its intended use.

Prompt

The instruction and relevant information given to a tool. A useful prompt explains the task, confirmed facts and the result needed.

Model

The underlying system that produces a response. A service may offer several models or change them over time; results can differ.

Output

The material returned by a tool, such as a draft, image or summary. It becomes usable through the relevant review process.

Hallucination

An invented or unsupported statement presented as if it were factual. Examples include a fictional source, quotation or event detail.

Bias

A pattern of assumptions or uneven representation that can affect an output. Review language and examples in relation to the people and context involved.

Human oversight

People checking and directing how a tool is used and deciding what happens next. In this guide, the reviewer has responsibility for the use of the result.

Anonymisation

Changing information so that people cannot be identified from it. Removing a name alone may not achieve this if other details still identify the person.

Personal data

Information relating to an identifiable person. In practice, ask whether a detail could identify someone on its own or together with other information, and follow the organisation's data procedures.

Automation

A process that carries out steps with reduced manual intervention. Define and test the process before relying on repeated execution.

Accessibility

Design that enables people with different needs to understand and participate. Examples include readable text, captions, clear instructions and alternatives to a digital tool.

Non-formal learning

Planned learning outside formal curricula, often based on participation, experience and reflection. The methods in this guide connect doing a task with discussing what it means.

Output and outcome in a project

An output is a concrete product, such as a reviewed activity plan. An outcome is a change assessed through evidence, such as a facilitator applying the method. Producing a plan does not itself demonstrate that it was used.

Dissemination and transfer

Dissemination shares learning or results with others. Transfer puts learning into another setting, such as adapting an activity in a local organisation. A dissemination event can help begin transfer, but the two should be described accurately.

How to use the glossary

Explain terms when they first arise in a session. Ask participants to give their own example and check whether they mean the same thing. Do not make vocabulary recall the only measure of learning.

Your next step

Choose one useful task

Start with a need you can describe: a clearer invitation, a better activity plan or a more faithful feedback summary. Choose one example or method from this guide and agree with a colleague what a useful result would look like.

Run a small trial

Complete the relevant worksheet. Use suitable source information, set limits for the tool and name the person who will review the result. Test the method with a small group or in an internal task before widening its use.

Review what changed

Compare the result with the starting brief. Ask the people involved what helped, what was unclear and what needs adapting. Record one observation, one change and whether you would continue, revise or stop.

Share something others can use

Share the method, the adaptation and the learning through your organisation or professional network. Include enough context for another youth worker to try it. Credit AI-UP and the original sources, and keep personal information out of the shared example.

Make the next step concrete

Write down the task, the person responsible and a review date. Start small enough to learn from the result. AI is useful when the people using it can explain why they chose it, how they checked it and what it contributed to youth work.

Sources and further learning

Project materials

The primary project record includes the AI-UP application, the original timetable and the detailed training content record. The detailed record guides the description of delivered sessions; the original timetable provides planned context. Local accounts draw on partner follow-up documents and coordinator-confirmed dates and details, including the Hungarian workshop on 30 September and Finland's event on 29 September.

Participant country snapshots: AI-UP Canva presentation supplied by the project coordinator. The country chapter combines participant research with verified educational examples and additional material for Finland.

The local materials include EKİP's Türkiye report and summary; the Armenian event account and participation figure; the Georgian park and university dissemination reports; Forward for Future's two Ukrainian event accounts; the Hungarian creative activity report; and the confirmed Hungarian organisational workshop account.

Verified country resources

[1] TUMO. About TUMO. Programme description, including generative AI, self-learning, workshops and learning labs.

Source online about.tumo.org

<https://about.tumo.org/>

[2] Finnish National Agency for Education. Youth work embraces digitalisation — VR headsets and AI offer new ways of carrying out youth work and interacting with young people. 10 June 2025.

Source online www.oph.fi

<https://www.oph.fi/en/news/2025/youth-work-embraces-digitalisation-vr-headsets-and-ai-offer-new-ways-carrying-out-youth>

[3] Business and Technology University. AI4Globe. Institutional description of the AI literacy initiative.

Source online btu.edu.ge

<https://btu.edu.ge/en/ai/ai4globe/>

[4] Cedefop. Hungary Artificial Intelligence becomes a new subject in VET schools. 6 August 2026.

Source online www.cedefop.europa.eu

<https://www.cedefop.europa.eu/cs/news/hungary-artificial-intelligence-becomes-new-subject-vet-schools>

[5] Ministry of National Education of Türkiye. Artificial Intelligence in Education Policy Document and Action Plan 2025–2029. English publication notice, 12 August 2025.

Source online yegiteken.meb.gov.tr

<https://yegiteken.meb.gov.tr/www/the-quotartificial-intelligence-in-education-policy-document-and-action-plan-20252029quot-has-been-published-in-english/icerik/84/tr>

[6] Ministry of Education and Science of Ukraine. Recommendations for lecturers, students and staff on AI in higher education. 29 April 2025. Resource in Ukrainian.

Source online mon.gov.ua

<https://mon.gov.ua/news/shtuchnyi-intelekt-u-zakladakh-vyshchoi-osvity-rekomendatsii-dlia-vykladachiv-studentiv-i-pratsivnykiv-zvo>

Resources for continued learning

Education and responsible use

[7] UNESCO. Guidance for generative AI in education and research. Use this as a broader reference for human-centred educational practice and the questions raised by generative AI.

Source online www.unesco.org

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

[8] UNICEF Innocenti. Guidance on AI and children. A resource for considering children's rights when planning or reviewing AI use with younger participants.

Source online www.unicef.org

<https://www.unicef.org/innocenti/reports/policy-guidance-ai-children>

Non-formal learning and youth work

[9] Youthpass. Official resources for reflection, recognition and documentation of learning in European youth projects.

Source online www.youthpass.eu

<https://www.youthpass.eu/en/>

[10] AI4YouthWork. Project results. A complementary competence framework and learning resources for AI in youth work, identified through the participant research.

Source online www.ai4youthwork.eu

<https://www.ai4youthwork.eu/en/results>

[11] European Commission. Erasmus+ Programme Guide. Consult the current edition and the relevant call when developing a project; use it to check requirements rather than relying on an AI-generated account.

Source online erasmus-plus.ec.europa.eu

<https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

How to choose a tool

Begin with the task and decide which function is needed: drafting text, translating, creating an illustration, editing video or organising information. Compare access requirements, cost, language support, accessibility, data handling and the ability to review or export the result. Consult the provider's current documentation rather than treating a feature list in a guide as permanent.

Test with fictional or public information before using organisational material. Ask whether the service needs the information you would provide and whether the team has an appropriate review process. Keep a workable alternative for participants without access.

Keep the resources current

The links in this guide were checked on 7 October 2026. External pages and services may change. When preparing a session, reopen the relevant source, check its date and save the information needed for the activity. A national initiative or educational example is a starting point for learning, rather than an endorsement of a particular provider.

Partner organisations

AI-UP was coordinated by the Institute for Cultural Relations Policy, with partner organisations in Armenia, Finland, Georgia, Türkiye and Ukraine.



Hungary
Institute for Cultural Relations Policy



Armenia
Armenian Centre for Cultural Relations and Development



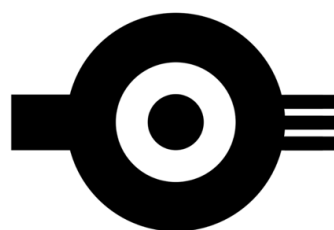
Finland
Association for Cultural Relations



Georgia
Georgian Association for Cultural Relations



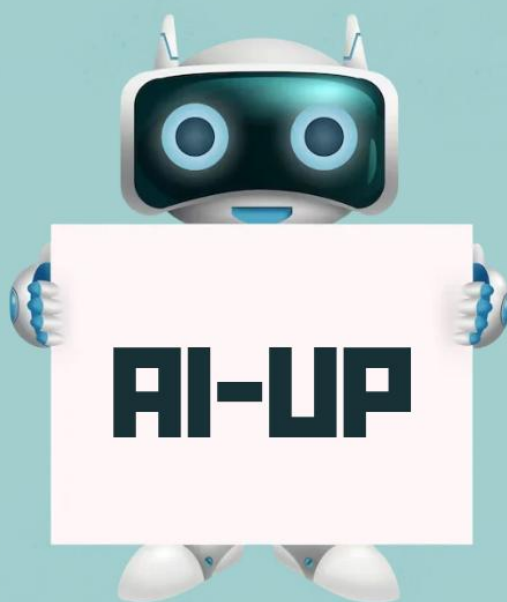
Türkiye
EKİP Association



Ukraine
Forward for Future

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