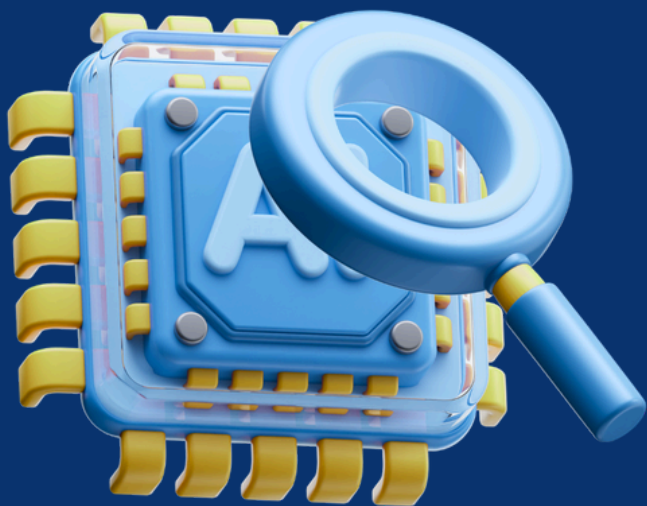




AI YOUTH WORK NAVIGATOR

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AI Youth Work Navigators

Cascade training – December 19, 2025, Šibenik

Training leader: Sanja Barišić

Why AI in Youth (Information) Work?

Artificial intelligence is rapidly changing the way young people learn, communicate and access information. As AI tools become part of everyday life, youth workers and youth information professionals need the knowledge and skills to use these technologies effectively, responsibly and ethically.

The **AI Youth Work Navigator** project was created to help youth professionals navigate the growing number of AI applications by **identifying, testing and evaluating the tools** that provide real value in youth work.



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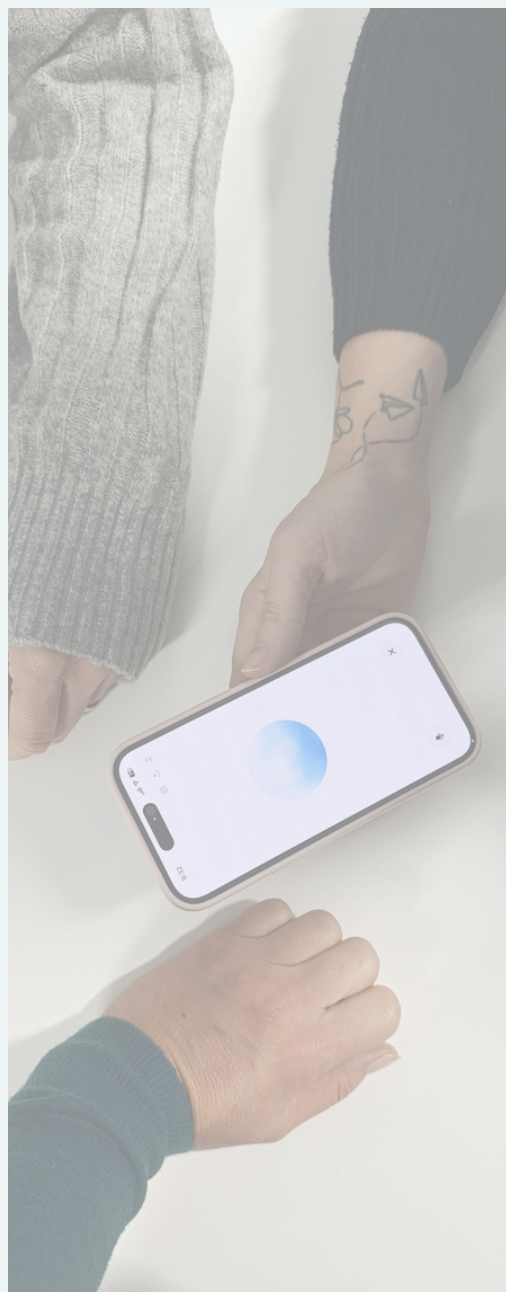


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Today, one of the biggest challenges is **choosing reliable AI tools** from the hundreds of available applications. Youth organisations also need guidance on issues such as data protection, transparency, misinformation and the ethical use of artificial intelligence. At the same time, young people expect modern, innovative, and digital approaches that reflect how they already interact with technology. The AI Youth Navigator project addresses these challenges through a structured process of analysing, testing and evaluating AI tools in real youth work settings. By combining practical experience with critical reflection, the project identifies solutions that genuinely support youth professionals while ensuring that AI remains a tool that complements—not replaces—human expertise, creativity and personal interaction.



Ultimately, AI is not the future of youth work on its own. **People remain at the centre.** AI simply provides new opportunities to make youth information work more effective, accessible and responsive to the needs of young people.



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From Idea to Training: Preparation of the International Training in Šibenik

The **international training „Testing of AI tools“ in Šibenik (Croatia) in October 2025** was the result of careful preparation aimed at ensuring that participants could explore AI tools through practical, relevant and engaging learning experiences.



The **international training in Šibenik** was **built upon** the work carried out during the first project workshop, held in **Cyprus in March 2025**. This workshop brought together project partners, researchers and youth work professionals to establish a common understanding of how artificial intelligence can support youth information work while remaining aligned with the values of the youth sector. The workshop began with an analysis of the current needs of youth workers, based on research involving 107 youth workers from 21 countries. The results showed that professionals spend much of their time on administrative tasks, emails, meetings and reporting, while the activities they value most involve direct work with young people.



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Based on this analysis, a **diverse selection of 16 AI tools was chosen**, covering areas such as content creation, communication, event management, meeting support and organisational work;

Content and Creative

Canva
HeyGen
Firefly Adobe
Pika.art
Runway
evenlabs



Administration and Meetings

Calendly
Eventbrite
Otter.ai
Read.ai
Zapier
Metricool

Knowledge and Analysis

ChatGPT
DeepL
Gemini Notebook
Napkin.ai



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The outcomes of the Cyprus workshop provided the methodological foundation for the international training in Šibenik, where selected AI tools were further tested, evaluated and refined through practical activities involving youth work professionals from across Europe.

Calendly	Canva	ChatGPT	DeepL	ElevenLabs
Eventbrite	NotebookLM	HeyGen	Adobe Firefly	Metricool
Napkin.ai	Otter.ai	Pika.art	Read.ai	Runway

The **international training „Testing of AI tools“ in Šibenik (Croatia)** was designed collaboratively by project partners, combining the expertise of youth work professionals, AI specialists and external experts. Their joint contribution ensured that every session balanced technological innovation with the practical realities and values of youth work. Alongside the educational content, considerable attention was given to organisational and logistical preparation. From selecting appropriate learning methods and testing environments to coordinating facilitators and participant support, every aspect of the training was planned to create an interactive and collaborative learning experience.



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Methodology and structure of work at the training in Šibenik

The international training in Šibenik was designed around an **interactive, participant-centred methodology** that combined expert input, hands-on experimentation and collaborative learning. Rather than simply introducing AI tools, the programme **encouraged participants to explore their practical application in realistic youth work situations**, reflect on their effectiveness and exchange experiences with colleagues from different European countries.



Each thematic session followed a consistent **learning cycle**. Participants first received a short introduction to the selected AI tools and their potential applications in youth information work. This was followed by practical individual or group exercises, where participants tested the tools by completing authentic tasks such as creating promotional campaigns, analysing documents, organising events, improving internal communication or supporting meetings. Every activity concluded with presentations, group discussions and structured evaluation, allowing participants to critically assess both the opportunities and limitations of each tool.



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Collaboration was at the **heart of the methodology**. Working in small international groups enabled participants to exchange ideas, compare different approaches and learn from diverse professional backgrounds. Facilitators guided the process while encouraging participants to experiment, solve problems together and reflect on how AI could complement—not replace—the human dimension of youth work.

Following the training in Šibenik, project partners organised **international cascade trainings** in their respective countries (online or live), transferring knowledge to local youth workers and collecting additional feedback on the tested AI tools in different national contexts.

Based on participants' evaluations and project partners' recommendations, **five AI tools** were selected for the **development of video tutorials**. These tools demonstrated the greatest practical value, accessibility and relevance for everyday youth information work.

- ChatGPT
- HeyGen
- Napkin.ai
- Gemini Notebook
- Pika.art



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From Šibenik to Europe: Cascade Trainings of Project Partners



Cyprus - March 2025

Šibenik, Croatia

Europe-wide

Following the international training held in Šibenik, project partners organised **cascade trainings** in their respective countries to transfer the knowledge and practical experience gained during the project to local youth workers, youth information professionals, educators and other relevant stakeholders. This approach ensured that the project's results reached a much wider audience and encouraged the integration of artificial intelligence into everyday youth work practices.



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Although all cascade trainings were based on the common methodology developed throughout the project, each partner adapted the content to its national context and the needs of its target group. Different AI tools, practical exercises and case studies were selected according to local priorities while maintaining the project's core principles of experiential learning, critical thinking and the responsible use of artificial intelligence.

- **Youth Association "Youth in EU" (Croatia)** organised a practical workshop introducing participants to the fundamentals of artificial intelligence. Through hands-on activities, participants tested tools such as **Read.ai** and **Pika.art**, exploring their application in activity planning, communication and everyday youth work.

- **Jugendagentur (Germany)** focused its training on AI-supported content creation for communication and promotion. Working in small groups, participants tested **Adobe Firefly** and **HeyGen**, created promotional videos and AI avatars to present youth activities, and jointly evaluated the outcomes.



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- **DOREA Educational Institute (Cyprus)** concentrated on developing participants' digital competences through the use of **Google NotebookLM** and **Napkin.ai**. The training placed particular emphasis on document analysis, the creation of educational materials, information visualisation, and the responsible and ethical use of AI in youth work.

- **Technical University of Munich (Germany)** Due to the Technical University of Munich's limited access to the target group of youth work professionals—and because the other organizations reached significantly more professionals in their cascade trainings than planned—the Technical University of Munich did not conduct any cascade trainings.

- **ERYICA (Europe)** had to adapt as a European network. The participants who attended the training in Šibenik came from Spain and Slovakia. They trained their peers in **ChatGPT**, and the latter added **Canva** to match the groups' needs.



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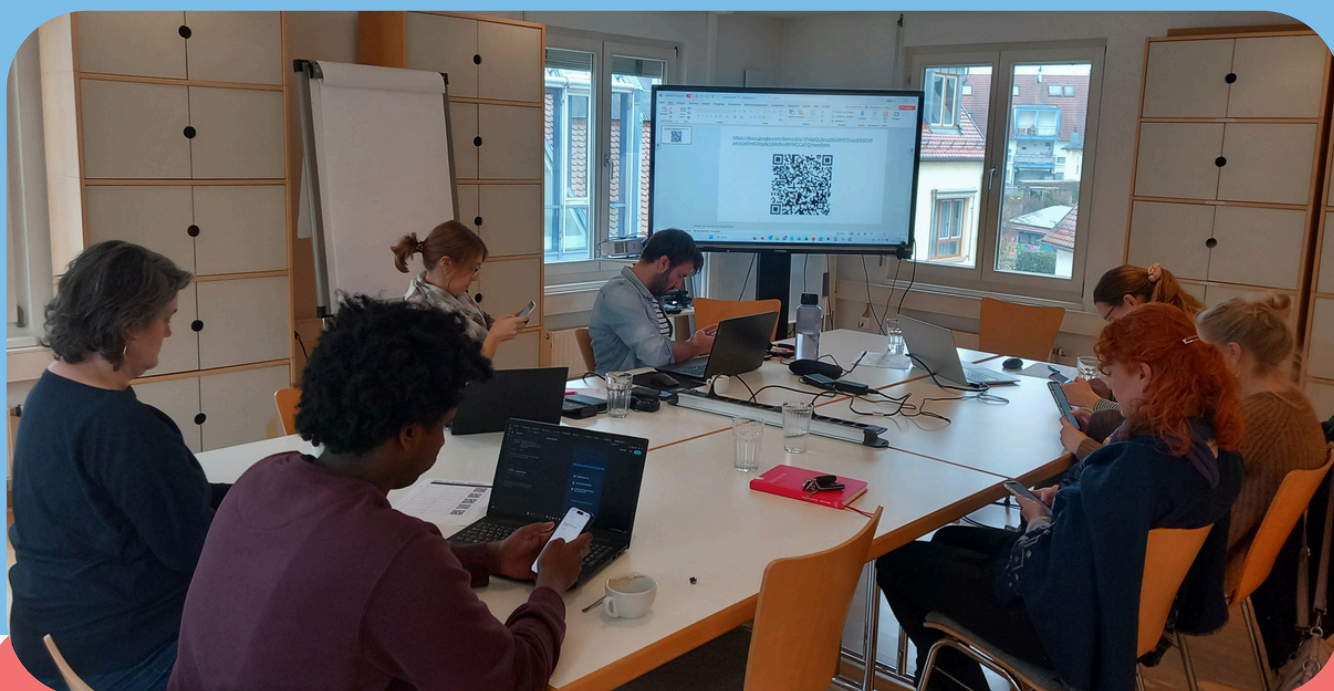


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Evaluation of AI Tools: How Data Were Collected



A key objective of the AI Youth Navigator project was not only to test AI tools, but also to evaluate their usefulness, accessibility and relevance for everyday youth (information) work. To ensure a comprehensive assessment, the project combined quantitative and qualitative evaluation methods throughout the international training in Šibenik and the subsequent cascade trainings organised by project partners.



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Participants evaluated each AI tool through **online questionnaires**, assessing aspects such as ease of use, practical value and potential application in youth work. Their feedback was further enriched through **group discussions, Mentimeter** sessions and **reflective activities**, which encouraged participants to exchange experiences, critically assess the strengths and limitations of each tool, and reflect on the ethical and responsible use of AI in youth work.

While the international training in Šibenik followed a common evaluation framework, project partners adapted the cascade trainings to their local contexts by selecting AI tools and activities that best suited their participants' needs. Despite these adaptations, all partners applied the same participatory evaluation approach, ensuring both consistency in data collection and flexibility in implementation.



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Evaluation of the results

1. Where people work and based on that which AI they use the most

Role

- Youth worker
- Youth worker at youth centre
- Project manager
- Student
- Directors

AI tools most frequently evaluated/used

- Otter.ai, Read.ai, Calendly
- HeyGen, Pika.art, Runway
- Runway, Pika.art, ElevenLabs
- Google NotebookLM, HeyGen, Napkin.ai
- Otter.ai, Read.ai



Trend:

- Youth workers showed the greatest interest in tools that save time in administration and meetings (Otter.ai, Read.ai).
- Youth centers and project managers gravitated more towards creative tools for visual and video content (HeyGen, Runway, Pika.art).
- Students showed the most interest in AI tools for learning and organizing knowledge (NotebookLM, Napkin.ai).



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2. Age group of participants and which tools they used the most

The majority of participants belonged to the **26–40 age group (138 out of 186 participants)**.

Most frequently used tools by age group:

Age group	Most common tools
• 19–25 →	HeyGen, Pika.art, ElevenLabs
• 26–40 →	Zapier, Otter.ai, Read.ai
• 41–55 →	Runway, Pika.art, HeyGen
• 56+ →	HeyGen, Pika.art, Runway



Trend:

- Younger participants were more likely to choose creative AI tools.
- The 26–40 age group showed the greatest interest in tools that enhance productivity and automate daily tasks.



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3. Positive outcomes

The most frequently mentioned benefits were:

- significant time savings
- rapid content generation
- ease of use
- high-quality results
- enhanced creativity
- assistance with work organization
- high-quality meeting transcription
- easier creation of promotional materials
- the ability to automate routine tasks

Overall, participants emphasized that AI tools enable greater efficiency and leave more time for direct work with young people.

4. Negative outcomes

The most frequently mentioned challenges were:

- limitations of free versions
- occasionally inaccurate or unreliable results
- privacy and data security issues
- the need for additional editing of AI content
- technical difficulties with certain tools
- complexity of using some more advanced functions
- the quality of the results depends on the quality of the entered instructions (prompts)



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5. Which tool(s) would participants like to use in the future?

From the open-ended responses, it is evident that participants see the greatest potential for future application in tools that:

- facilitate meeting management (Otter.ai, Read.ai)
- help organize work (Zapier, Calendly)
- support communication and social networks (Metricool)
- serve for document analysis and processing (Gemini Notebook)
- generate visual and video content (Pika.art, Runway, HeyGen)
- provide general AI support for writing, planning and ideas (ChatGPT)

Participants particularly emphasized that they would like to use these tools in their daily work for preparing workshops, organizing events, creating promotional materials, conducting meetings and administrative tasks.



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Overall conclusion

The evaluation shows that participants best accepted AI tools that have a clear practical application and immediately save time in their daily work. While creative tools (HeyGen, Runway, Pika.art) were of particular interest to younger participants and those working in communication and promotion, productivity, automation and information management tools such as Read.ai, Otter.ai, Zapier and ChatGPT generated the greatest overall interest. The most common barriers related to the limitations of free versions and issues of accuracy and privacy, which confirms the importance of further developing AI literacy among youth professionals.



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Participants' quotes :

Enthusiasm for the tools

- *"It reduces 'hmm' time and boosts 'aha' time."*
- *"Quick, astonishingly good results."*
- *"Who knew you could create such an interesting video from just a few words?"*
- *"Very nice and high-quality, realistic photo-to-video conversion."*
- *"You can create a video from a simple photo."*
- *"The realistic output was impressive."*

Creativity and working with young people

- *"Making videos without actual people opens many possibilities for youth work."*
- *"It can motivate young people to engage."*
- *"A great visual hook for presentations."*
- *"It is fun to create something completely new and unrealistic."*
- *"Interesting results with cool templates."*



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Participants' quotes :

A Critical Perspective

- *"The real difficulty isn't model accuracy—it's aligning messy goals, data silos and permissions into a dependable workflow."*
- *"It didn't always react to prompts the way we expected."*
- *"Ethical concerns about using other people's photos."*
- *"Privacy and deepfakes remain important concerns."*
- *"It takes time to get familiar with the tool."*



Future applications



- *"I see it as a counterfactual engine—helping me explore many 'what if' scenarios much faster."*
- *"Very high potential for creating engaging videos."*
- *"Useful for promoting activities for young people."*
- *"It can be useful, but not every day—young people might get bored if it's overused."*



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Longer quotes from participants, mixed content

- *"I see it as a counterfactual engine—spinning up fast baselines and alternatives so my work becomes continuous 'what-if' experimentation instead of slow, linear drafting."*
- *"I see great potential in using this tool to automatically transcribe and summarize my meetings with young people and project partners. This would free up my time to focus fully on the conversation, ensure I never miss a key point, and help me quickly create summaries and action items for follow-up."*
- *"The AI event-description draft saved me time and gave me a solid, SEO-friendly structure. It also suggested tags and categories that helped discoverability."*
- *"The app can be helpful for individuals, but on a collective and community level it can also be very scary."*
- *"Mostly ethical. Tools that follow my instructions to create content can be useful, but tools that generate information autonomously already raise many issues for humanity."*



Quick Guide for Trainers:

Run Your Own AI Workshop



• PREPARATION

Select 3-5 tools based on the target group (e.g., Admin tools for managers, Creative tools for students).

Set up a shared digital workspace.

Prepare authentic, localized youth-work tasks for the testing phase.

• TIMEFRAME

Allow minimum 3 hours.

Intro (30m): Tool capabilities and ethics.

Practice (90m): Hands-on task completion.

Reflection (60m): Group discussion on limitations and human complement.

• GROUP ALLOCATION

work in pairs or trios.

Pair different digital skill levels together.

Ensure each group tackles a specific real-world scenario (e.g., Draft a summer camp campaign).



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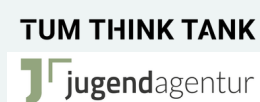


AI YOUTH WORK NAVIGATOR

- Artificial intelligence is playing an increasingly important role in youth work and youth information work. The Erasmus+ project AI Youth Work Navigator supports professionals in becoming more familiar with AI tools, assessing their practical benefits, and using them responsibly in their daily work.
- From November 2024 to October 2026, the international project team researched, tested, and evaluated relevant AI applications for youth work and youth information work. Particularly useful tools were presented in a practical way and complemented by video tutorials, a guide for creating your own tutorials, the AI Coffee Breaks as an open exchange format, and a central online platform bringing together information and materials. The project brought together Jugendagentur (Germany), ERYICA (Luxembourg), DOREA Educational Institute (Cyprus), Udruga Mladi u EU (Croatia), and the Technical University of Munich (Germany).
- This publication summarises the content and results of Work Package 3, "Testing of AI tools with youth (information) work professionals". It shows how selected AI tools were tested together with professionals and evaluated with regard to their practical use in youth work and youth information work.



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