

AI SKILLS *4 YOUTH WORKERS*

Co-funded by the
Erasmus+ Programme
of the European Union



AI SKills 4 Youth Workers – 2023-3-IT03-KA210-YOU-000176076

ABOUT THIS LEARNING OBJECT



AIS4YW is an **Erasmus+ KA210-YOU small-scale partnership** that strengthens the quality and innovation of youth work through hands-on, ethical use of generative AI in non-formal education. The 20-month project runs from 4 March 2024 to 3 November 2025. It is led by Associazione Arcipelago APS (Italy) with Fundación Esplai, Ciudadanía Comprometida (Spain) as partner. Priorities include **improving youth-work quality and promoting inclusion and diversity**. AIS4YW responds to the urgent need for youth workers (YWs) to understand how generative AI works, what opportunities it offers, which risks it entails, and how to deploy it critically, ethically, and safely with young and very young people.

The project is built as a **community of practice between Italy and Spain** to share methods and resources for professional, conscious AI use in non-formal learning. Direct participants are 16 youth workers (Italy & Spain) engaged through learning by doing, peer learning and “in-situation” practice. The content you will see below is the result of the exploration and practice carried out over the past months, which we hope will be **useful to your Youth Work daily practice**.



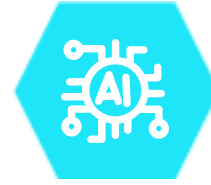
Table of contets



This table of contents should allow you to easily navigate through the contents of this Learning Object. Browse through the chapters and find interactions with the content through images and icons.



Chapter 1 - Introduction



Chapter 2 - Impact of AI in non-formal education



Chapter 3 - GymComp: Generative AI for Non-Formal Education



Chapter 4 - Ethics of AI Systems



Chapter 5 - Privacy & IA



Chapter 6 - Netiquette and Artificial Intelligence



Chapter 7 - Tools and practical examples



References

Chapter 1 - Introduction



AIS4YW is an Erasmus+ KA210-YOU small-scale partnership that strengthens the quality and innovation of youth work through hands-on, ethical use of generative AI in non-formal education. The 20-month project runs from 4 March 2024 to 3 November 2025. It is led by **Associazione Arcipelago APS (Italy)** with **Fundación Esplai, Ciudadanía Comprometida (Spain)** as partner. Priorities include improving youth-work quality and promoting inclusion and diversity. AIS4YW responds to the **urgent need for youth workers (YWs) to understand how generative AI works**, what opportunities it offers, which risks it entails, and how to deploy it critically, ethically, and safely with young and very young people. The project is built as a **community of practice between Italy and Spain to share methods and resources** for professional, conscious AI use in non-formal learning. Direct participants are 16 youth workers (Italy & Spain) engaged through learning by doing, peer learning and “in-situation” practice. Benefits extend to partner staff, local networks and broader European communities through the LO and dissemination events.

Objectives



Key content/discussion



Conclusion





Objectives

- **1) Upskill Youth Workers on DigComp 2.2 areas 1.1, 1.2, 1.3, 2.3, 3.1, 4.2 and strengthen LifeComp** (communication, collaboration, empathy, self-regulation) to foster inclusive online/offline environments.
- **2) Produce a digital Learning Object (LO)** with methods and tools for wise AI use in non-formal education, available in EN/IT/ES and freely downloadable from partner websites.
- **3) Bridge online and offline:** trained Youth Workers act as “bridges,” helping young people transfer skills between digital and real-life settings, with special attention to those at risk of exclusion.

Activities

- **GymComp: 6 online sessions × 3 hours (total 18 hours)** to practise DigComp and LifeComp competences with self-assessment moments.
- **Workshops: 4 online labs × 2 hours to assemble methods,** tools and good practices
- **GymComp curriculum** (circuits, slides, checklists, facilitation notes, assessment rubrics) tested in Italy and Spain.
- **Learning Object (EN/IT/ES)** compiling methods and tools for safe, inclusive AI use in non-formal education; free download via partner sites.



Objectives

- **1) Upskill Youth Workers on DigComp 2.2 areas 1.1, 1.2, 1.3, 2.3, 3.1, 4.2 and strengthen LifeComp** (communication, collaboration, empathy, self-regulation) to foster inclusive online/offline environments.
- **2) Produce a digital Learning Object (LO)** with methods and tools for wise AI use in non-formal education, available in EN/IT/ES and freely downloadable from partner websites.
- **3) Bridge online and offline:** trained Youth Workers act as “bridges,” helping young people transfer skills between digital and real-life settings, with special attention to those at risk of exclusion.

Activities

- **GymComp: 6 online sessions × 3 hours (total 18 hours)** to practise DigComp and LifeComp competences with self-assessment moments.
- **Workshops: 4 online labs × 2 hours to assemble methods,** tools and good practices
- **GymComp curriculum** (circuits, slides, checklists, facilitation notes, assessment rubrics) tested in Italy and Spain.
- **Learning Object (EN/IT/ES)** compiling methods and tools for safe, inclusive AI use in non-formal education; free download via partner sites.



CHAPTER 1

Conclusion

AIS4YWs turns big frameworks into small, durable habits. With GymComp, youth workers practise verify → create, co-govern participation, and privacy by default until these moves become routine; with the Workshops, they package what works into a multilingual Learning Object other practitioners can adopt the next day. Together, these strands link DigComp 2.2 and LifeComp to everyday facilitation, keeping ethics, safety and inclusion inside the work rather than bolted on.

This approach squarely serves the Erasmus+ priorities—quality and innovation in youth work and inclusion & diversity—by **building a shared, cross-border method rather than a tool list**. Roles are clear (Arcipelago coordinates GymComp and dissemination; Esplai leads monitoring, impact, and the LO) and the timeline embeds learning, evidence, and dissemination events that carry results beyond the cohort.

The project's value also travels further: sessions and assets plug into existing youth programmes, civic education, libraries and community centres, while partner networks in Italy and Spain amplify reach and sustain practice after funding. In short, **AIS4YWs offers a practical bridge from European policy to street-level education**: repeatable circuits, lightweight evidence, and open resources that help young people create, verify, participate—and protect themselves and others—using AI responsibly. If the sector holds to three commitments—verify then create, privacy by default, and co-governed participation—**youth workers don't need to be AI engineers to lead meaningful learning**. They need a humane method, shared assets, and peers across Europe. AIS4YWs contributes all three.



CHAPTER 1

Key content/discussion

GymComp sits at the heart of AIS4YWs—a competence “gym” that turns the EU frameworks into short, repeatable, phone-friendly routines youth workers can run in real spaces with real young people. Rather than being a course “about AI models,” it’s a way to consistently do three things well: verify before you create, participate responsibly, and protect people and data. **The design starts from concrete youth-work problems** (myths like “AI knows everything,” privacy fatigue, licensing limits) and only then maps back to the frameworks, so competences don’t remain labels but become habits under constraint. In practice we work across DigComp 2.2 areas 1.1–1.3, 2.3, 3.1, 4.2 and weave in LifeComp’s social–emotional strands, so sessions build both technical and relational capacity.

Each GymComp “circuit” is a brisk lab with clear timeboxes, rotating roles (scribe, checker, privacy lead), and a visible exit ticket tied to competence descriptors. In Critical search & verification, groups compare a web search, a conversational model, and a citations-first engine, tracing every claim back to sources.

Civic participation online tackles real local issues via democratic platforms (Decidim-style) and co-writes fair-use rules to avoid popularity contests. Create with care prototypes a mini-campaign and addresses authorship, derivative works, and the ethics of generated media. Safety by default is a rotating-station lab on cookies/consent, messaging-app settings, password managers, and metadata. A final strand, Prompting for truthfulness, builds guardrails against hallucination, bias, copyright exposure, and data leakage (roles/audiences/formats, “require citations,” retrieval for grounding). **These flows were piloted in Italy and Spain and iterated to fit free vs. licensed tools and different learning contexts.**

Ethics and rights are kept inside the practice, not bolted on. Trainers collapse the EU ALTAI checklist into a few prompts—Who is affected? Where are the data from? Where is the human in the loop?—so dignity, transparency, oversight, robustness, and non-discrimination guide creation and participation in real time. Privacy is taught as a habit: unique passwords and managers, reading consent flows, understanding differences among messaging apps (E2E defaults, backups, metadata), and configuring settings on the spot. A simple “three promises” mnemonic helps: collect less, share consciously, retain briefly—illustrated with everyday cases like cookie choices and algorithmic recommendations.

The project scaffolds this method with a clear structure, roles, and outputs. Partners run six **GymComp sessions × 3 hours (18 hours total) for 16 youth workers from Italy and Spain**, using learning-by-doing, peer learning and “in-situation” practice. The same cohort meets for four **online Workshops (2 hours each) to co-create a Learning Object (LO)**—a multilingual (EN/IT/ES) bundle of materials, methodologies, and good practices for safe, ethical AI use in non-formal education. Arcipelago leads GymComp delivery; Fundación Esplai coordinates the Workshops and assembles the LO for open access via partner websites.

Workshops are deliberately production-oriented: participants consolidate what worked in GymComp, document the steps, and turn procedures into reusable resources for peers. **The emphasis is on transfer**—from a facilitation routine tested in a youth club to a clearly documented method other youth workers can adopt the next day—rather than on showcasing specific apps. This keeps the project tool-agnostic: the process (plan → co-create → verify → attribute) matters more than brand names, which also helps maintain inclusion when free tiers shrink or features move behind paywalls.

Across sessions, learning remains visible but light-touch: quick polls to set the pace, exit tickets aligned to DigComp descriptors, and short self-assessments to surface growth. For 3.1 tasks, rubrics look at intent clarity, licensing/attribution, audience fit, and transparency about AI assistance; for 4.2, evidence includes changed settings, stronger password hygiene, and a short “privacy story” (what changed and why). **The result is evidence without bureaucracy—and behaviours that stick once devices are back in pockets.**

In the end, GymComp plus Workshops form a virtuous loop: situated practice → lightweight evidence → a shared, portable LO. This loop is what lets AIS4YWs keep its promises—quality youth work, inclusion and diversity, and a critical/ethical/safe use of AI—by turning European frameworks into everyday routines that are verifiable, transparent, and inclusive.



CHAPTER 1

Key content/discussion

GymComp sits at the heart of AIS4YWs—a competence “gym” that turns the EU frameworks into short, repeatable, phone-friendly routines youth workers can run in real spaces with real young people. Rather than being a course “about AI models,” it’s a way to consistently do three things well: verify before you create, participate responsibly, and protect people and data. **The design starts from concrete youth-work problems** (myths like “AI knows everything,” privacy fatigue, licensing limits) and only then maps back to the frameworks, so competences don’t remain labels but become habits under constraint. In practice we work across DigComp 2.2 areas 1.1–1.3, 2.3, 3.1, 4.2 and weave in LifeComp’s social–emotional strands, so sessions build both technical and relational capacity.

Each GymComp “circuit” is a brisk lab with clear timeboxes, rotating roles (scribe, checker, privacy lead), and a visible exit ticket tied to competence descriptors. In Critical search & verification, groups compare a web search, a conversational model, and a citations-first engine, tracing every claim back to sources.

Civic participation online tackles real local issues via democratic platforms (Decidim-style) and co-writes fair-use rules to avoid popularity contests. Create with care prototypes a mini-campaign and addresses authorship, derivative works, and the ethics of generated media. Safety by default is a rotating-station lab on cookies/consent, messaging-app settings, password managers, and metadata. A final strand, Prompting for truthfulness, builds guardrails against hallucination, bias, copyright exposure, and data leakage (roles/audiences/formats, “require citations,” retrieval for grounding). **These flows were piloted in Italy and Spain and iterated to fit free vs. licensed tools and different learning contexts.**

Ethics and rights are kept inside the practice, not bolted on. Trainers collapse the EU ALTAI checklist into a few prompts—Who is affected? Where are the data from? Where is the human in the loop?—so dignity, transparency, oversight, robustness, and non-discrimination guide creation and participation in real time. Privacy is taught as a habit: unique passwords and managers, reading consent flows, understanding differences among messaging apps (E2E defaults, backups, metadata), and configuring settings on the spot. A simple “three promises” mnemonic helps: collect less, share consciously, retain briefly—illustrated with everyday cases like cookie choices and algorithmic recommendations.

The project scaffolds this method with a clear structure, roles, and outputs. Partners run six **GymComp sessions × 3 hours (18 hours total) for 16 youth workers from Italy and Spain**, using learning-by-doing, peer learning and “in-situation” practice. The same cohort meets for four **online Workshops (2 hours each) to co-create a Learning Object (LO)**—a multilingual (EN/IT/ES) bundle of materials, methodologies, and good practices for safe, ethical AI use in non-formal education. Arcipelago leads GymComp delivery; Fundación Esplai coordinates the Workshops and assembles the LO for open access via partner websites.

Workshops are deliberately production-oriented: participants consolidate what worked in GymComp, document the steps, and turn procedures into reusable resources for peers. **The emphasis is on transfer**—from a facilitation routine tested in a youth club to a clearly documented method other youth workers can adopt the next day—rather than on showcasing specific apps. This keeps the project tool-agnostic: the process (plan → co-create → verify → attribute) matters more than brand names, which also helps maintain inclusion when free tiers shrink or features move behind paywalls.

Across sessions, learning remains visible but light-touch: quick polls to set the pace, exit tickets aligned to DigComp descriptors, and short self-assessments to surface growth. For 3.1 tasks, rubrics look at intent clarity, licensing/attribution, audience fit, and transparency about AI assistance; for 4.2, evidence includes changed settings, stronger password hygiene, and a short “privacy story” (what changed and why). **The result is evidence without bureaucracy—and behaviours that stick once devices are back in pockets.**

In the end, GymComp plus Workshops form a virtuous loop: situated practice → lightweight evidence → a shared, portable LO. This loop is what lets AIS4YWs keep its promises—quality youth work, inclusion and diversity, and a critical/ethical/safe use of AI—by turning European frameworks into everyday routines that are verifiable, transparent, and inclusive.



CHAPTER 1

Conclusion

AIS4YWs turns big frameworks into small, durable habits. With GymComp, youth workers practise verify → create, co-govern participation, and privacy by default until these moves become routine; with the Workshops, they package what works into a multilingual Learning Object other practitioners can adopt the next day. Together, these strands link DigComp 2.2 and LifeComp to everyday facilitation, keeping ethics, safety and inclusion inside the work rather than bolted on.

This approach squarely serves the Erasmus+ priorities—quality and innovation in youth work and inclusion & diversity—by **building a shared, cross-border method rather than a tool list**. Roles are clear (Arcipelago coordinates GymComp and dissemination; Esplai leads monitoring, impact, and the LO) and the timeline embeds learning, evidence, and dissemination events that carry results beyond the cohort.

The project's value also travels further: sessions and assets plug into existing youth programmes, civic education, libraries and community centres, while partner networks in Italy and Spain amplify reach and sustain practice after funding. In short, **AIS4YWs offers a practical bridge from European policy to street-level education**: repeatable circuits, lightweight evidence, and open resources that help young people create, verify, participate—and protect themselves and others—using AI responsibly. If the sector holds to three commitments—verify then create, privacy by default, and co-governed participation—**youth workers don't need to be AI engineers to lead meaningful learning**. They need a humane method, shared assets, and peers across Europe. AIS4YWs contributes all three.

Chapter 2 - Impact of AI in non-formal education



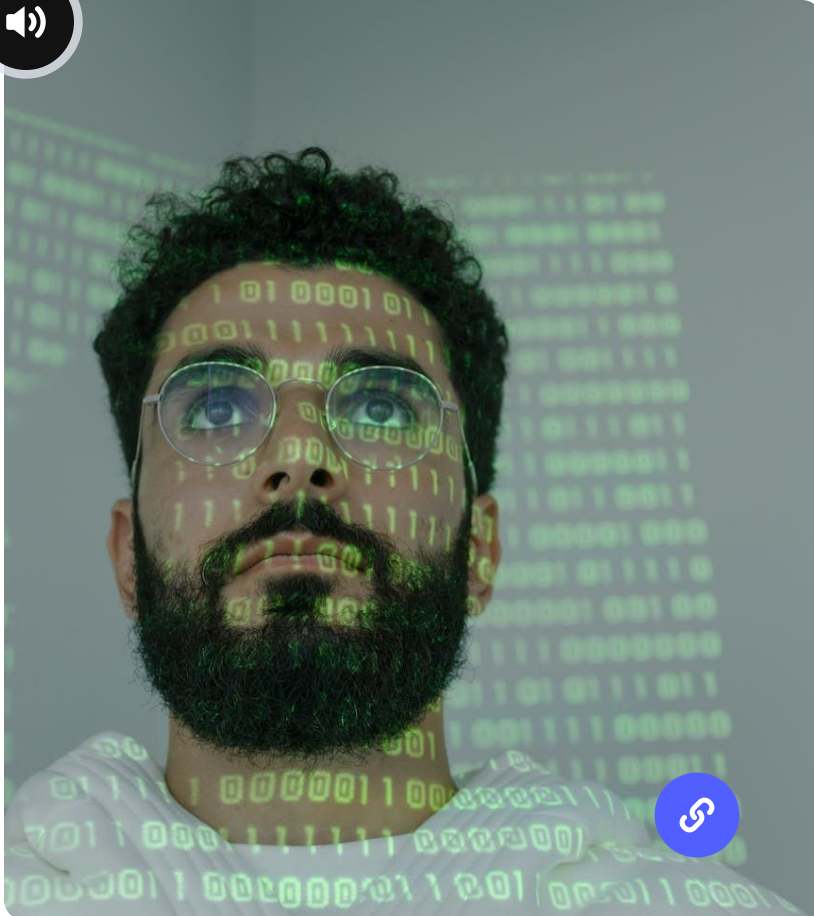
The impact of Artificial Intelligence (AI) on youth work and education is no longer a theoretical debate—it is a lived, dynamic reality. Building on the foundational work of the AI4YouW project, which piloted and validated open educational resources (OERs) with over 100 youth workers across Europe, the current AI4YW initiative expands that vision by actively engaging professionals **in reflective, practical, and ethically grounded experimentation with generative AI tools**. Through co-designed workshops held in Spain and Italy, educators explored how AI can reshape educational design, content creation, youth engagement, and professional development. These experiences were informed by global policy frameworks such as UNESCO's 2023 guidance on generative AI in education, and conceptually anchored in the European Digital Competence Framework for Citizens (DigComp 2.1) and the LIFEComp framework for personal, social and learning-to-learn competences. Together, these frameworks provided the foundation for the GymComp methodology, a gamified and participatory process used to help youth workers reflect on and develop the competences needed for the responsible and effective use of AI. **This chapter draws on diverse sources—workshop results, impact matrices, and pilot evaluations—to offer a grounded perspective on the opportunities, challenges, and transformative potential of AI.** Rather than endorsing technological determinism, it advocates for a critically informed, inclusive, and human-centered approach to AI integration in youth work.

Key content/discussion



Conclusion





3. Ethical reflection and responsible use

Ethics were not treated as an abstract add-on, but as a central pillar of all workshop activities. Drawing on the UNESCO framework and the LIFEComp focus on responsibility, collaboration, and critical thinking, the AI4YW project introduced a range of reflective tools:

Participants engaged with examples such as the MIT “Moral Machine” experiment, discussing how AI might reinforce or challenge social biases.

In collaborative settings, they identified situations in youth work where AI might undermine equity (e.g., automated profiling in job training programs), and co-created guidelines for responsible use.

The importance of human oversight and the non-substitutive role of AI was stressed. AI was seen as a co-pilot—not a replacement—for the empathy, ethics, and relational work of youth professionals.

This aligns with findings from AI4YW the pilot, where 78% of respondents affirmed that the OERs helped them recognize AI bias and promoted ethical awareness.



CHAPTER 1

Conclusion

The integration of AI into youth work is not simply a matter of adopting new tools—it challenges the very foundations of how we understand learning, agency, and the human relationship in education. While the AI4YW project and its predecessor demonstrated that AI can expand access, improve personalization, and foster engagement, they also revealed significant tensions and blind spots that require ongoing attention.

Rebalancing power and agency

One of the central questions emerging from the workshops is: **Who controls the learning process when AI is involved?** While generative tools empower users to create, simulate, and personalize, they also centralize technological power in the hands of opaque systems, often operated by private actors. **Youth workers highlighted a need to preserve learner agency by ensuring AI is used as a scaffold—not a substitute—for critical thought, creativity, and collaboration.**

The GymComp approach, rooted in LIFEComp's emphasis on personal and social competence, helped bring this into focus. **By combining technical upskilling with transversal reflections**, participants began to **reframe AI not as a tool for efficiency alone**, but as a space to question, negotiate, and co-create meaning.

Moving beyond the "Toolbox" mentality

A recurring insight was the importance of moving beyond a purely instrumental view of AI. The tendency to treat AI as a collection of apps risks fragmenting its ethical, social, and political implications. Instead, **what emerged was a call to situate AI within the lived realities of youth**—where issues of identity, inclusion, bias, and trust are constantly at stake.

Youth work, especially in non-formal education, is inherently relational. The best moments of the AI4YW process were not about what AI could do on behalf of educators, but about what it could enable in dialogue with them. These insights echo broader calls from the youth sector for a critical pedagogy of technology: one that puts human values, collective intelligence, and democratic oversight at its core. From Digital Competence to Digital Maturity DigComp 2.1 was essential in structuring the workshops, but **the project experience showed that digital competence alone is not enough.** What youth workers need is a form of digital maturity: the ability to make informed choices, critically evaluate systems, and support young people in navigating a complex technological landscape. This maturity cannot be acquired solely through checklists or tutorials—it requires time, dialogue, and reflective practice.

In this sense, the GymComp model offered a useful prototype for how digital and transversal competences can be cultivated holistically. **It recognized that understanding AI is not just about prompt engineering or data literacy**—it's about developing a mindset that combines ethical awareness, emotional intelligence, and adaptive learning.

Toward a human-centered AI culture in Youth Work

Finally, the project affirmed that integrating AI into youth work is not only about training or tools—it is about culture. The culture of youth work values participation, inclusion, care, and empowerment. For AI to be genuinely transformative, it must be subordinate to these values, not the other way around.



1. Opportunities: personalization, creativity, and inclusion

Workshop participants across Spain and Italy emphasized the **potential of AI to personalize educational content**, foster creativity, and open new avenues for inclusion:

Generative tools such as **ChatGPT enabled youth workers to design fictional personas and learning scenarios** tailored to real-world contexts. For example, participants created personas such as Amina, a young legal assistant, for whom they developed a full learning path supported by AI-generated content.

Brisk and **MagicSchool** were used to quickly generate quizzes, interactive exercises, and adapted materials. These tools were especially praised for helping educators simplify complex texts or create differentiated resources according to learners' linguistic and cognitive needs.

The impact matrices completed in the workshops highlighted that **AI can facilitate access for young people with disabilities or language barriers**—aligning with the LIFEComp dimensions of inclusiveness, learning-to-learn, and openness to diversity.

This echoes the AI4YouW pilot results, where 84% of youth workers found the resources applicable to real-life youth work, and 78% reported improved ability to use AI in professional settings.



1. Opportunities: personalization, creativity, and inclusion

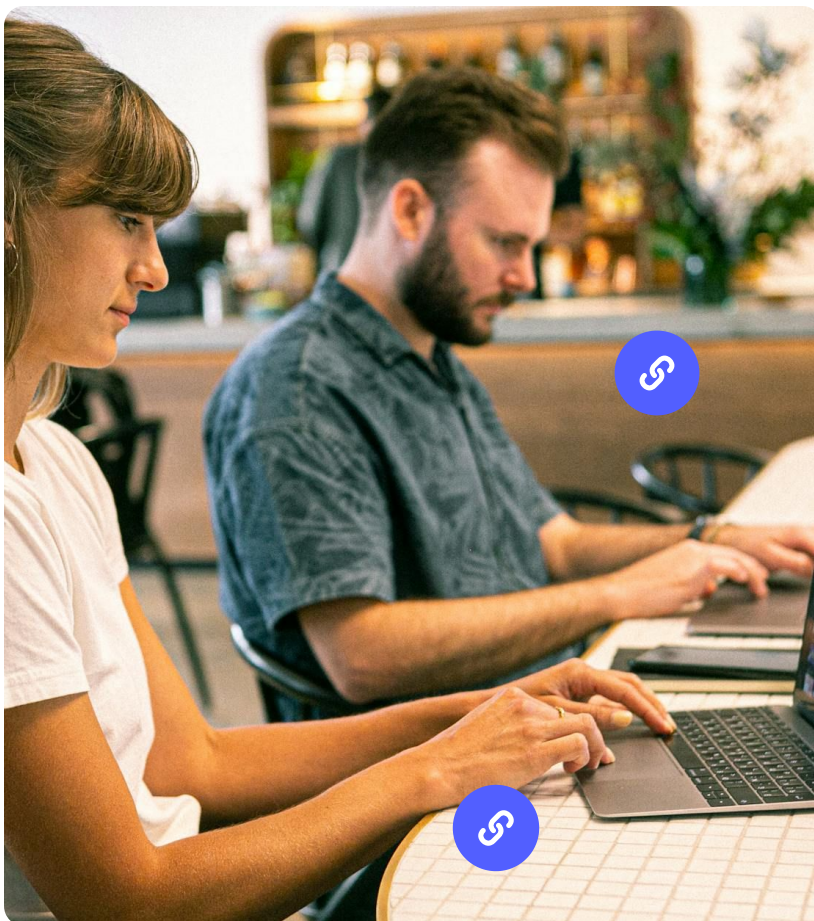
Workshop participants across Spain and Italy emphasized the **potential of AI to personalize educational content**, foster creativity, and open new avenues for inclusion:

Generative tools such as **ChatGPT** enabled youth workers to design **fictional personas and learning scenarios** tailored to real-world contexts. For example, participants created personas such as Amina, a young legal assistant, for whom they developed a full learning path supported by AI-generated content.

Brisk and **MagicSchool** were used to quickly generate quizzes, interactive exercises, and adapted materials. These tools were especially praised for helping educators simplify complex texts or create differentiated resources according to learners' linguistic and cognitive needs.

The impact matrices completed in the workshops highlighted that **AI can facilitate access for young people with disabilities or language barriers**—aligning with the LIFEComp dimensions of inclusiveness, learning-to-learn, and openness to diversity.

This echoes the AI4YouW pilot results, where 84% of youth workers found the resources applicable to real-life youth work, and 78% reported improved ability to use AI in professional settings.



4. Competence development through GymComp

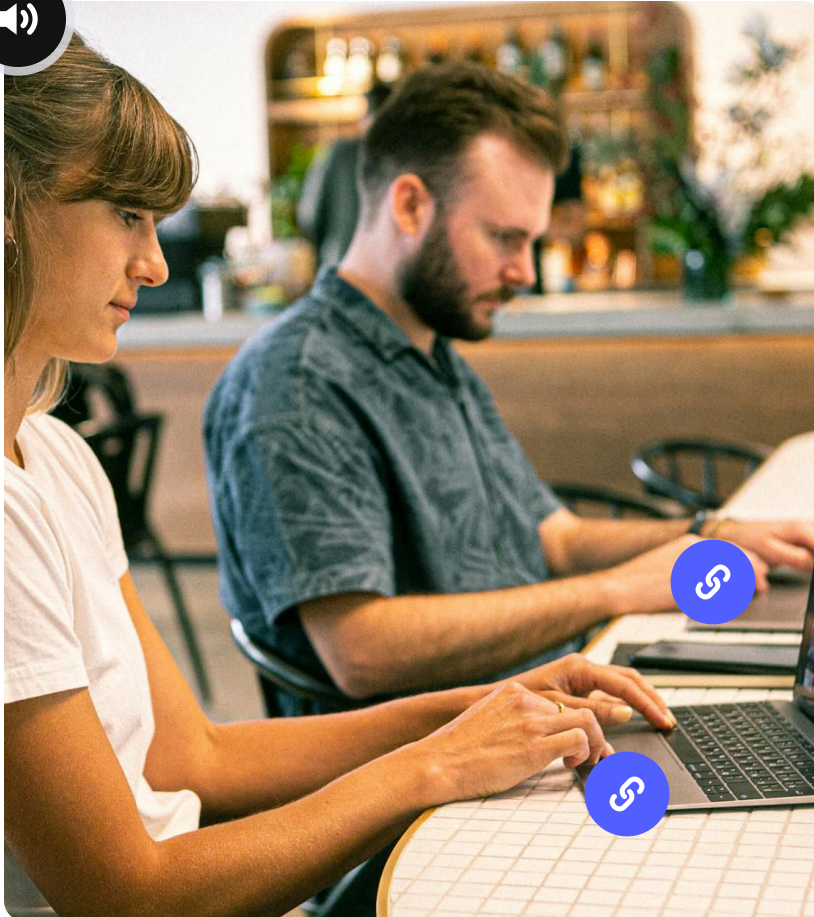
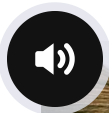
The GymComp methodology, structured around DigComp 2.1 and LIFEComp, played a key role in enabling self-assessment and capacity-building:

Participants reflected on DigComp areas such as 1.1 Browsing and Searching, 2.3 Sharing and Collaborating, 3.1 Digital Content Creation, and 4.2 Protecting Personal Data, mapping their own confidence levels before and after the workshops.

In line with LIFEComp, competences such as agency, emotional awareness, and learning-to-learn were embedded through role-play and scenario building.

Several youth workers reported that this framework not only supported their own growth, but also gave them a language to talk about digital and transversal competences with the young people they support.

As a result, over 75% of pilot participants stated they had developed new skills that would support AI adoption in their professional practice. Moreover, 84% indicated they would recommend the resources to peers, confirming both the pedagogical value and transferability of the approach.



4. Competence development through GymComp

The GymComp methodology, structured around DigComp 2.1 and LIFEComp, played a key role in enabling self-assessment and capacity-building:

Participants reflected on DigComp areas such as 1.1 Browsing and Searching, 2.3 Sharing and Collaborating, 3.1 Digital Content Creation, and 4.2 Protecting Personal Data, mapping their own confidence levels before and after the workshops.

In line with LIFEComp, competences such as agency, emotional awareness, and learning-to-learn were embedded through role-play and scenario building.

Several youth workers reported that this framework not only supported their own growth, but also gave them a language to talk about digital and transversal competences with the young people they support.

As a result, over 75% of pilot participants stated they had developed new skills that would support AI adoption in their professional practice. Moreover, 84% indicated they would recommend the resources to peers, confirming both the pedagogical value and transferability of the approach.



2. Challenges: bias, inequality, and overdependence

Despite its promise, AI also presents substantial challenges that were discussed at length during workshops:

Participants identified the risk of overreliance on AI outputs, especially by youth with limited critical thinking skills. **Several youth workers shared concerns about young people treating AI responses as facts** without questioning their source or limitations.

Digital inequality emerged as a critical barrier: while some youth workers felt empowered by AI tools, others lacked the foundational digital skills to engage meaningfully with them. This divide risks widening existing social and educational inequalities unless proactive scaffolding is provided.

The ethical risks of data misuse and lack of transparency in algorithmic decision-making were also flagged, especially when AI tools are used in sensitive contexts involving minors or marginalized groups.

These concerns were mirrored in the AI4YouW pilot, where **participants called for stronger guidance on privacy, clearer ethical use protocols, and more culturally adapted content for diverse learning communities**



CHAPTER 1

Conclusion

The integration of AI into youth work is not simply a matter of adopting new tools—it challenges the very foundations of how we understand learning, agency, and the human relationship in education. While the AI4YW project and its predecessor demonstrated that AI can expand access, improve personalization, and foster engagement, they also revealed significant tensions and blind spots that require ongoing attention.

Rebalancing power and agency

One of the central questions emerging from the workshops is: **Who controls the learning process when AI is involved?** While generative tools empower users to create, simulate, and personalize, they also centralize technological power in the hands of opaque systems, often operated by private actors. **Youth workers highlighted a need to preserve learner agency by ensuring AI is used as a scaffold—not a substitute—for critical thought, creativity, and collaboration.**

The GymComp approach, rooted in LIFEComp's emphasis on personal and social competence, helped bring this into focus. **By combining technical upskilling with transversal reflections**, participants began to **reframe AI not as a tool for efficiency alone**, but as a space to question, negotiate, and co-create meaning.

Moving beyond the "Toolbox" mentality

A recurring insight was the importance of moving beyond a purely instrumental view of AI. The tendency to treat AI as a collection of apps risks fragmenting its ethical, social, and political implications. Instead, **what emerged was a call to situate AI within the lived realities of youth**—where issues of identity, inclusion, bias, and trust are constantly at stake.

Youth work, especially in non-formal education, is inherently relational. The best moments of the AI4YW process were not about what AI could do on behalf of educators, but about what it could enable in dialogue with them. These insights echo broader calls from the youth sector for a critical pedagogy of technology: one that puts human values, collective intelligence, and democratic oversight at its core. From Digital Competence to Digital Maturity DigComp 2.1 was essential in structuring the workshops, but **the project experience showed that digital competence alone is not enough.** What youth workers need is a form of digital maturity: the ability to make informed choices, critically evaluate systems, and support young people in navigating a complex technological landscape. This maturity cannot be acquired solely through checklists or tutorials—it requires time, dialogue, and reflective practice.

In this sense, the GymComp model offered a useful prototype for how digital and transversal competences can be cultivated holistically. **It recognized that understanding AI is not just about prompt engineering or data literacy**—it's about developing a mindset that combines ethical awareness, emotional intelligence, and adaptive learning.

Toward a human-centered AI culture in Youth Work

Finally, the project affirmed that integrating AI into youth work is not only about training or tools—it is about culture. The culture of youth work values participation, inclusion, care, and empowerment. For AI to be genuinely transformative, it must be subordinate to these values, not the other way around.



2. Challenges: bias, inequality, and overdependence

Despite its promise, AI also presents substantial challenges that were discussed at length during workshops:

Participants identified the risk of overreliance on AI outputs, especially by youth with limited critical thinking skills. **Several youth workers shared concerns about young people treating AI responses as facts** without questioning their source or limitations.

Digital inequality emerged as a critical barrier: while some youth workers felt empowered by AI tools, others lacked the foundational digital skills to engage meaningfully with them. This divide risks widening existing social and educational inequalities unless proactive scaffolding is provided.

The ethical risks of data misuse and lack of transparency in algorithmic decision-making were also flagged, especially when AI tools are used in sensitive contexts involving minors or marginalized groups.

These concerns were mirrored in the AI4YouW pilot, where **participants called for stronger guidance on privacy, clearer ethical use protocols, and more culturally adapted content for diverse learning communities**

Chapter 2 - Practical examples

1

Example 1

Chatgpt Learning Experience Designer

2

Example 2

Brisk Teaching – supports active learning through integrated micro-learning activities

3

Example 3

Gamma – enables dynamic, visual presentation

4

Example 4

Whimsical – facilitates the development of concept maps during group work

5

Example 5

Mizou – supports the creation of interactive mock-ups for AI-persona interaction scenarios



Chapter 3 - GymComp: Generative AI for Non-Formal Education



This chapter introduces Gym Comp—a practical, hands-on approach to strengthening young people’s digital and relational capacities through short, repeatable training “circuits” that use generative AI in non-formal learning spaces. **We translate key strands of the European competence frameworks**—DigComp 2.2 (1.1–1.3 information and data literacy, 2.3 online participation, 3.1 digital content creation, 4.2 privacy and data protection) **together with LifeComp’s communication**, collaboration, empathy, and self-regulation—into activities that youth workers can run with minimal prep and maximum impact. Each circuit blends critical search and verification, prompt-driven creativity, and privacy-by-design routines aligned with GDPR, while openly addressing GenAI’s risks (bias, hallucination, copyright, safety) and showing how to mitigate them in everyday practice.

The work presented here has been co-designed and piloted with partners in Italy and Spain. In Italy, the programme is curated by Associazione Arcipelago APS in collaboration with Lascò, Professor Raffaele Mele and Mattia Anicito, who together have adapted Gym Comp to community centres, youth clubs, libraries, and after-school contexts. In Spain, the roll-out and localisation are led by Fundación Esplai drawing on its long experience in digital inclusion and youth empowerment. This cross-country collaboration keeps the method grounded in real settings and diverse learner needs, while ensuring that the examples, scenarios, and protocols remain ethically sound and culturally relevant.

Key content/discussion



Reflexion



Conclusion





CHAPTER 3

Reflexions

Gym Comp works because it treats EU frameworks as means, not ends. The materials start from real youth-work frictions—privacy fatigue, tool access limits, “AI knows everything” myths—and translate DigComp/LifeComp into repeatable routines that learners can actually do under time pressure. That is the decisive shift: competences are not lists on a wall but behaviours embedded in short circuits—check the source, name the risk, set the control, reflect as a team. This framing mirrors LifeComp’s awareness–understanding–action arc and makes the “relational layer” visible rather than ornamental.

A second takeaway is the centrality of safety-by-default. When privacy and security appear only as an add-on, they lose to convenience; when they are baked into every task (cookies, consent, passwords, messaging settings), learners start to narrate their own privacy stories and make concrete changes (e.g., enabling MFA, rotating passwords, choosing E2E defaults). The Italian privacy deck helps by turning abstract rules (lawful basis, purpose limitation, minimisation, storage limits) into short, memorizable prompts that participants can reuse across platforms. In practice, teaching the why of GDPR without the how of settings and habits is ineffective; Gym Comp keeps them coupled..

The sessions also surface an equity issue often ignored in AI trainings: access and licensing. Partners document how free tiers shrink and upload limits change, pushing learners toward paid plans. That matters in youth work, where the promise of “AI for everyone” collapses if activities depend on gated features. The honest response is not to lament but to design tool-agnostic exercises (verify, attribute, protect) and plan for institutional accounts or open alternatives when a licensed tool is pedagogically necessary. This keeps inclusion non-negotiable, not aspirational.

On the ethics and trust front, the ALTAI lens proves practical when collapsed into a few recurring questions: Who is affected? Where are the data from? Where is the human in the loop? What can go wrong, and how will we notice? In workshops, these prompts helped move from “AI is cool/scary” to auditable practice—traceable outputs, explicit attribution, and an agreed human review step. Rather than policing language, the checklists scaffold judgement and allow youth workers to justify choices to peers, funders, and participants.

Still, AI risk literacy must be taught as technique and mindset. Slides on “modern AI hype” make a useful distinction: models can dazzle on unstructured data and still hallucinate confidently; learners need both prompting discipline and external grounding to resist that pull. In our view, the most robust habit taught here is “verify first, then create”: start from sources, constrain the model with them, and cite. This counters magical thinking without dampening creativity.

The civic participation strand is where facilitation is most tested. Spanish discussions show how participatory platforms can drift into popularity contests and rivalry without guardrails. That is not a reason to abandon them; it is an argument for explicit norms, transparent data use, and bias-aware moderation designed with young people, not for them. Gym Comp’s choice to prototype participation rules inside the session is the right move: it treats youth as co-governors of the digital spaces they use.



10) Why the LifeComp layer matters in AI practice

Beyond technique, **Gym Comp relies on empathy and facilitation to reconnect young people, communities and institutions.** Materials from the Italian outreach tradition formalise empathy as a methodological tool—suspending judgement, listening actively, and co-designing steps out of discomfort—so AI-enhanced activities remain human-centred and restorative.

Bottom line: **Gym Comp blends DigComp’s “can do” with LifeComp’s “how we do it together”.** The materials translate EU guidance and partner experience into repeatable circuits where youth create, verify, participate—and protect themselves and others—using AI responsibly.



6) Safety & privacy practices learners actually retain

Privacy sessions move beyond definitions into routine behaviours: unique passwords, managers, rotation; recognising metadata collection; reading consent flows; and understanding differences between messaging apps (end-to-end encryption defaults, backups, and metadata). **Learners practise configuring settings and discuss trade-offs using concrete app examples.**

The legislative snapshot (GDPR, ePrivacy, Data Governance Act) is simplified into three learner promises: **“collect less”, “share consciously”, “retain briefly”**, explained through everyday cases such as cookies and algorithmic recommendations in social platforms.



1) What Gym Comp targets

Gym Comp operationalises four DigComp 2.1 strands and connects them to LifeComp so sessions build both technical and relational capacity. **Concretely, we focus on:** (a) **Information & data literacy** (1.1–1.3) through AI-assisted search and source verification; (b) **Digital participation** (2.3) via civic platforms and youth-led advocacy; (c) **Digital content creation** (3.1) with prompt-driven writing, audio, image and video; and (d) **Safety, privacy and data protection** (4e.2) as “safety-by-default” routines in every activity. Session slides and meeting notes emphasise that 3.1 is not only “making things”, but doing so ethically and creatively with respect for authorship and rights



8) Assessment and evidence of learning

Formative assessment is continuous: quick polls on expectations, reflective exit tickets tied to DigiComp descriptors, and short self-assessments logged in the shared classroom space after sessions. This makes competence growth visible and actionable for both learners and facilitators.

For 3.1 tasks, rubrics look at clarity of intent, ethical sourcing/licensing, suitability for audience, and transparency about AI assistance.

For 4.2, learners must demonstrate changed settings, improved password hygiene, and an articulate “privacy story” (what they changed and why), not just recall of terms.



7) Mitigating AI risks while creating value

Slides on “Modern AI” frame both excitement and risk: **hallucinations, copyright exposure, data leaks, bias, and cost.** The practice response is two-step: strengthen prompting discipline and introduce retrieval/grounding, always paired with human checking and explicit attribution. **Partners showcased this in real tasks (e.g., drafting a workshop email safely and sourcing facts).**



9) Implementation notes from Italy and Spain

Coordination notes show how expertise improved delivery: inviting privacy and pedagogy experts; iterating on logistics; and planning cross-border workshops and open trainings. **Teams stress that tool licensing and access constraints can undermine inclusion,** so programmes must plan for equitable alternatives or institutional licences.

Spanish partners document both the promise and the limits of digital participation (e.g., local voting processes turning into popularity contests), reinforcing the need for critical facilitation and bias awareness in civic tech activities..



2) Pedagogical stance: from frameworks to Youth Work

Our approach starts from learner realities and then maps back to the frameworks, an “inverted” design choice repeatedly raised in partner discussions. Trainers stress contextualising DigComp to communities, keeping the course practical, and recognising that **certification matters only if it is perceived as meaningful by learners and employers.**

LifeComp anchors the relational side: **self-regulation, flexibility, well-being; empathy, communication, collaboration; growth mindset, critical thinking and learning-to-learn.** The slides structure each competence with awareness–understanding–action descriptors, which we translate into warm-ups (awareness), mini-inputs (understanding) and practice tasks (action).

Italian partners contribute a concrete facilitation grammar—participant observation, identification of “bridge persons”, and explicit empathy techniques—so educators can surface the different “systems of representation” in a situation before acting. These notes guide facilitation choices in outreach contexts and are directly reused in Gym Comp circles.



4) Tooling and accessibility

Training assets catalogue mainstream

generators (Gemini, Copilot, ChatGPT, Canva) and accessibility add-ons (e.g., sign-language/voice tools) for inclusive delivery, reinforcing that the tool choice is secondary to the process: plan, co-create, verify, attribute.

Session objectives are threefold:

understanding AI-powered content types, selecting appropriate tools, and foregrounding ethical considerations. Live polls are used to gauge experience and expectations, then tailor depth and pacing.



CHAPTER 3

Conclusion

Gym Comp shows that youth workers can turn European competence frameworks into repeatable, phone-friendly routines that fit real youth spaces. By mapping DigComp 2.2 (information and data literacy; participation; content creation; privacy and data protection) and LifeComp (communication, collaboration, empathy, self-regulation) onto short “circuits,” the project translates policy language into behaviours young people can practise and keep—verify first, create transparently, participate responsibly, protect data. This is exactly the spirit of the EU guidance our materials point to, and it keeps rights and well-being at the centre of practice.

Two anchors make the approach durable beyond this chapter. First, safety-by-default is taught as habit, not theory: privacy principles (lawfulness, minimisation, storage limits) become concrete actions on the same devices youth carry—password managers, message-app settings, cookie choices, and plain-language explanations of GDPR, ePrivacy and DGA. This pairing of “why” with “how” is what changes behaviour. Second, trustworthy-by-design is simplified through ALTAI prompts—Who is affected? Where are the data from? Where is the human in the loop?—which youth workers can embed in any creative or participatory task.

The cross-country collaboration is a feature, not a backdrop. In Italy, Associazione Arcipelago APS and Lascò contributed facilitation know-how and ethics/prompting labs; coordination notes show how experts like Raffaele were woven into workshops and how local training lines are being planned for schools, libraries and rural areas. In Spain, Fundación Esplai has led the DigComp strands on participation and content creation, and coordinated next steps for shared training and open webinars. This Italy–Spain loop ensures the method is inclusive, tool-agnostic and ready to scale.

For the wider field of non-formal education, Gym Comp offers a practical bridge: session objectives that foreground ethics alongside tools; prompting patterns that make model limits visible; and assessment moments that capture evidence without bureaucracy. These elements can slot into existing youth programmes, digital labs, and civic education modules, and they travel well across tools and bandwidth contexts.



CHAPTER 3

Conclusion

Gym Comp shows that youth workers can turn European competence frameworks into repeatable, phone-friendly routines that fit real youth spaces. By mapping DigComp 2.2 (information and data literacy; participation; content creation; privacy and data protection) and LifeComp (communication, collaboration, empathy, self-regulation) onto short “circuits,” the project translates policy language into behaviours young people can practise and keep—verify first, create transparently, participate responsibly, protect data. This is exactly the spirit of the EU guidance our materials point to, and it keeps rights and well-being at the centre of practice.

Two anchors make the approach durable beyond this chapter. First, safety-by-default is taught as habit, not theory: privacy principles (lawfulness, minimisation, storage limits) become concrete actions on the same devices youth carry—password managers, message-app settings, cookie choices, and plain-language explanations of GDPR, ePrivacy and DGA. This pairing of “why” with “how” is what changes behaviour. Second, trustworthy-by-design is simplified through ALTAI prompts—Who is affected? Where are the data from? Where is the human in the loop?—which youth workers can embed in any creative or participatory task.

The cross-country collaboration is a feature, not a backdrop. In Italy, Associazione Arcipelago APS and Lascò contributed facilitation know-how and ethics/prompting labs; coordination notes show how experts like Raffaele were woven into workshops and how local training lines are being planned for schools, libraries and rural areas. In Spain, Fundación Esplai has led the DigComp strands on participation and content creation, and coordinated next steps for shared training and open webinars. This Italy–Spain loop ensures the method is inclusive, tool-agnostic and ready to scale.

For the wider field of non-formal education, Gym Comp offers a practical bridge: session objectives that foreground ethics alongside tools; prompting patterns that make model limits visible; and assessment moments that capture evidence without bureaucracy. These elements can slot into existing youth programmes, digital labs, and civic education modules, and they travel well across tools and bandwidth contexts.



3) What learners do: core Gym Comp circuits

Circuit A — Critical search & verification (DigComp 1.1–1.3, 2.3; LifeComp: critical thinking). Learners compare answers from Google, a conversational model, and a citations-first engine, then trace claims back to sources. Partners found that tools which display sources transparently help demystify how results are produced and let learners judge credibility.

Circuit B — Civic participation online (DigComp 2.3). Starting from local issues, groups explore democratic platforms (e.g., Decidim-style processes), reflect on pitfalls such as “popularity contests” in neighbourhood voting, and draft contribution guidelines that minimise bias and rivalry.

Circuit C — Create with care (DigComp 3.1; LifeComp: collaboration & communication). Teams prototype a short campaign (poster, post, 30-sec video). Trainers introduce authorship, derivative works and the ethics of generated media; learners practise spotting AI-made vs human-made images and discuss fairness in contests where AI is used.

Circuit D — Safety by default (DigComp 4.2; LifeComp: self-regulation). A rotating station lab: manage cookies and consent banners; tune privacy on messaging apps; test password strength and managers; identify platform metadata and their implications. Slides summarise GDPR principles, ePrivacy scope, rights of the data subject, and pragmatic routines learners can apply immediately.

Circuit E — Prompting for truthfulness. Learners see typical failure modes (hallucination, copyright, privacy leakage, bias, and cost trade-offs), then practise guardrails: specify role, audience and format; require citations; and use a retrieval step to ground outputs in provided materials.

Each circuit includes timeboxes, roles (scribe, checker, privacy lead), and a visible exit ticket aligned with the competence descriptors. Italian and Spanish cohorts tested these flows in youth clubs and workshops, iterating based on learner feedback and the practical limits of free vs licensed tools.



CHAPTER 3

Reflexions

Gym Comp works because it treats EU frameworks as means, not ends. The materials start from real youth-work frictions—privacy fatigue, tool access limits, “AI knows everything” myths—and translate DigComp/LifeComp into repeatable routines that learners can actually do under time pressure. That is the decisive shift: competences are not lists on a wall but behaviours embedded in short circuits—check the source, name the risk, set the control, reflect as a team. This framing mirrors LifeComp’s awareness–understanding–action arc and makes the “relational layer” visible rather than ornamental.

A second takeaway is the centrality of safety-by-default. When privacy and security appear only as an add-on, they lose to convenience; when they are baked into every task (cookies, consent, passwords, messaging settings), learners start to narrate their own privacy stories and make concrete changes (e.g., enabling MFA, rotating passwords, choosing E2E defaults). The Italian privacy deck helps by turning abstract rules (lawful basis, purpose limitation, minimisation, storage limits) into short, memorizable prompts that participants can reuse across platforms. In practice, teaching the why of GDPR without the how of settings and habits is ineffective; Gym Comp keeps them coupled.

The sessions also surface an equity issue often ignored in AI trainings: access and licensing. Partners document how free tiers shrink and upload limits change, pushing learners toward paid plans. That matters in youth work, where the promise of “AI for everyone” collapses if activities depend on gated features. The honest response is not to lament but to design tool-agnostic exercises (verify, attribute, protect) and plan for institutional accounts or open alternatives when a licensed tool is pedagogically necessary. This keeps inclusion non-negotiable, not aspirational.

On the ethics and trust front, the ALTAI lens proves practical when collapsed into a few recurring questions: Who is affected? Where are the data from? Where is the human in the loop? What can go wrong, and how will we notice? In workshops, these prompts helped move from “AI is cool/scary” to auditable practice—traceable outputs, explicit attribution, and an agreed human review step. Rather than policing language, the checklists scaffold judgement and allow youth workers to justify choices to peers, funders, and participants.

Still, AI risk literacy must be taught as technique and mindset. Slides on “modern AI hype” make a useful distinction: models can dazzle on unstructured data and still hallucinate confidently; learners need both prompting discipline and external grounding to resist that pull. In our view, the most robust habit taught here is “verify first, then create”: start from sources, constrain the model with them, and cite. This counters magical thinking without dampening creativity.

The civic participation strand is where facilitation is most tested. Spanish discussions show how participatory platforms can drift into popularity contests and rivalry without guardrails. That is not a reason to abandon them; it is an argument for explicit norms, transparent data use, and bias-aware moderation designed with young people, not for them. Gym Comp’s choice to prototype participation rules inside the session is the right move: it treats youth as co-governors of the digital spaces they use.



5) Ethics, rights and trustworthy-by-design

The materials adopt the EU's ALTAI checklist to keep creation and participation “trustworthy”: respect fundamental rights (including minors), maintain human oversight, ensure technical robustness and safety, apply privacy-by-design/default, guarantee traceability and transparency, promote diversity/non-discrimination and consider social-environmental impacts. **We convert these into checklists embedded in the circuits (e.g., “Who is affected?”, “Where are the data from?”, “Where is the human in the loop?”).**

Partners repeatedly note that **learners must see how systems work—contrasting black-box with interpretable models**, experimenting with simple training tools—to avoid “magical thinking” about AI.

Chapter 3 - Appendices

1

Introdction,
definition and
competence
construct

2

DigiComp -
Information and
data literacy

3

Digicomp 2.3. -
Participainting
citizenship
through digital
technologies

4

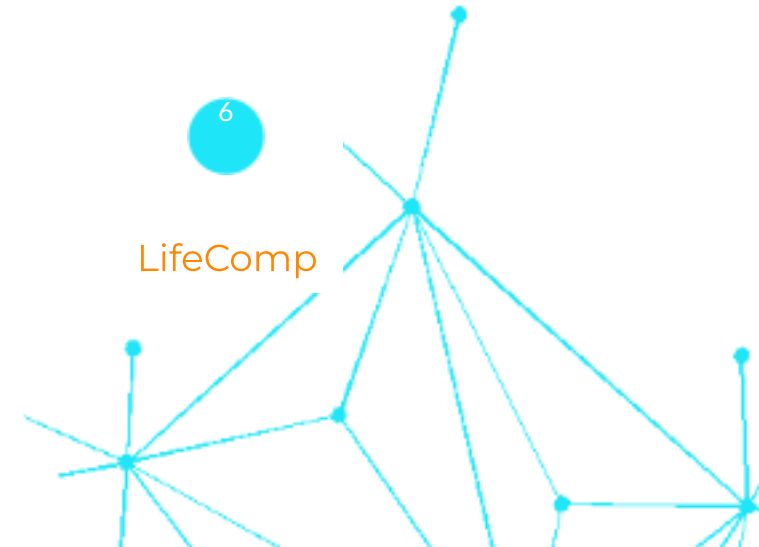
DigiComp 3.1. -
Digital Content
Creation

5

DigiComp 4.2. -
personal data
proteccion and
privacy

6

LifeComp





DigiCompt 3.1. - Digital content creation

ITALIAN MATERIALS	SPANISH MATERIALS
GimComp presentation	GimComp presentation
GimComp session	GimComp session



DigiComp 2.3. - Participating in citizenship through digital technologies

ITALIAN MATERIALS	SPANISH MATERIALS
GimComp presentation 	GimComp presentation 
GimComp session 	GimComp session 



LifeComp

ITALIAN MATERIALS	SPANISH MATERIALS
GimComp presentation	GimComp presentation
GimComp session	GimComp session



Introduction, definition and competence construct

ITALIAN MATERIALS	SPANISH MATERIALS
GimComp presentation 	GimComp presentation 
GimComp session 	GimComp session 



Introduction, definition and competence construct

ITALIAN MATERIALS	SPANISH MATERIALS
GimComp presentation	GimComp presentation
GimComp session	GimComp session



DigiComp 4.2. - Personal data protection and privacy

ITALIAN MATERIALS	SPANISH MATERIALS
GimComp presentation 	GimComp presentation 
GimComp session 	GimComp session 

Chapter 4 - Ethics of AI Systems



The **ethical dimension** is one of the **most relevant aspects of the impact of information technologies on social organization**. The ethical aspect was little considered in the past, as people believed in the paradigm of 'self-regulation' of IT products, services, and activities, promoted for decades by the major tech giants.

The scenario began to change thanks to two key factors:

- **Social awareness** of the unforeseen negative effects of digital technology (e.g., information manipulation, loss of privacy, inequalities in access).
- **The global expansion of AI** and, above all, of generative AI, which made evident the risks of a technology capable of making decisions or generating content with social, legal, and economic impacts.

This changing scenario has made it necessary to raise ethical questions about the use of AI, even in fields outside of technology where AI has expanded and become essential in daily life, such as education (formal and non-formal).

Key content/discussion



Reflexion



Conclusion



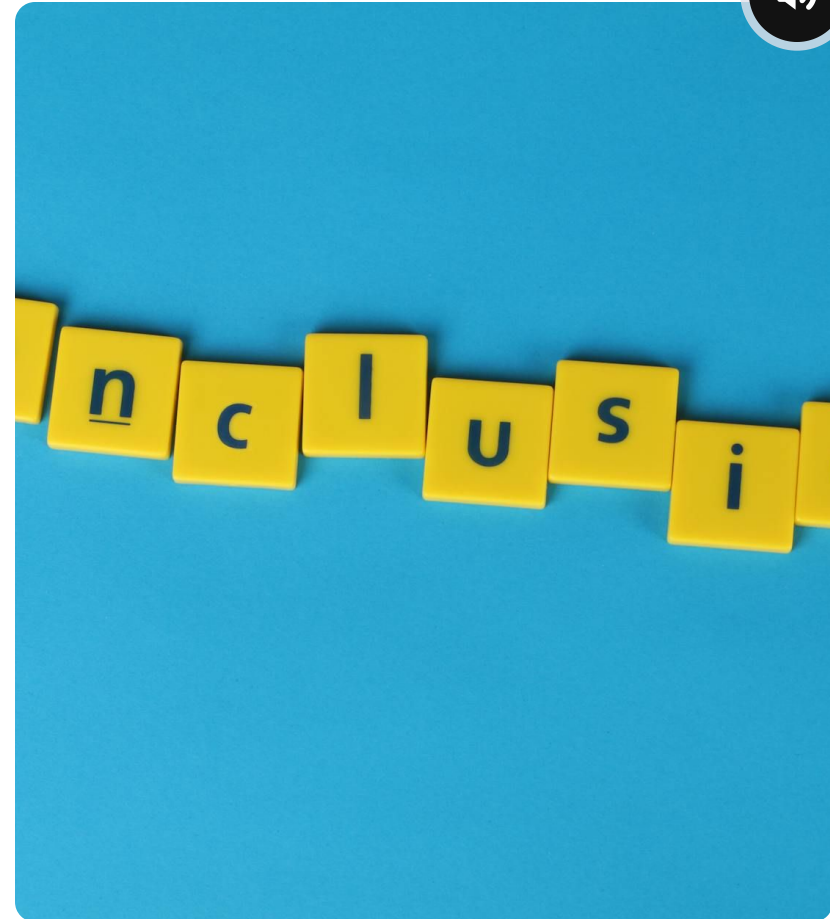
CHAPTER 3

Conclusions

Building ethical AI requires multidisciplinary collaboration between:

- **Developers and engineers**, who understand the logic of models;
- **Lawyers and legislators**, who define the regulatory framework;
- **Sociologists and ethicists**, who assess social and cultural impact;
- **End users**, who provide real feedback on the use of technologies.

Ethics does not limit innovation: it makes it reliable and socially acceptable, creating trust and 'responsible competitiveness.' The ethical aspect must be incorporated into every phase of the AI system life cycle according to the principle of 'Ethics by Design.'





CHAPTER 3

Reflexions



In recent years, the debate on Artificial Intelligence regulation has become central. AI is not a neutral technology: its decisions and uses can profoundly affect people's lives, the market, and society.

Why is regulation needed?

- Protection of fundamental rights – AI manages large amounts of personal data and can affect fundamental freedoms such as privacy, equality, and non-discrimination.
- Legal responsibility – Who is accountable if an AI system causes harm? It is necessary to define clear chains of responsibility, including developers, providers, and users.
- Promotion of trust and innovation – Clear regulation increases citizens' trust and encourages safer investments by companies.

Ethical and social dimension of AI for critical and conscious use

- AI must be anthropocentric, serving human well-being and the common good.
- It must support democratic processes, fundamental rights, and the rule of law, avoiding risks such as mass surveillance or discriminatory bias.

Continuous and participatory reflection between developers, policymakers, and civil society is necessary to address ethical dilemmas and tensions between principles (e.g., security vs. individual freedom).



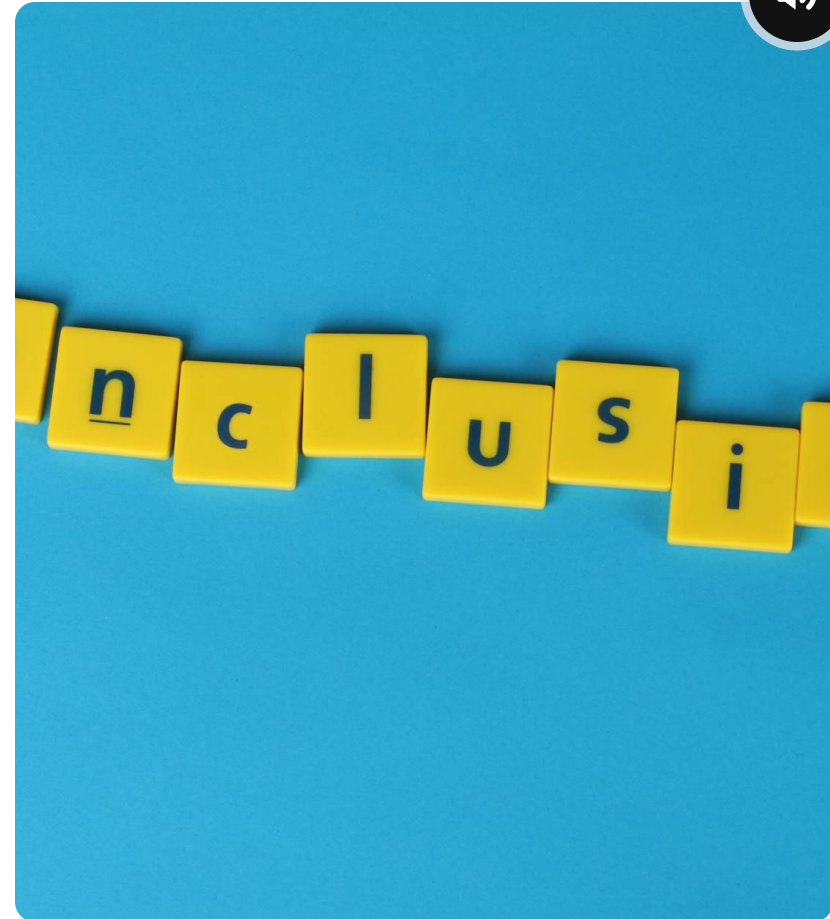
CHAPTER 3

Conclusions

Building ethical AI requires multidisciplinary collaboration between:

- **Developers and engineers**, who understand the logic of models;
- **Lawyers and legislators**, who define the regulatory framework;
- **Sociologists and ethicists**, who assess social and cultural impact;
- **End users**, who provide real feedback on the use of technologies.

Ethics does not limit innovation: it makes it reliable and socially acceptable, creating trust and 'responsible competitiveness.' The ethical aspect must be incorporated into every phase of the AI system life cycle according to the principle of 'Ethics by Design.'





Emerging competences in ethical use of AI and data

Youth Workers (YWs) play a key role in the conscious and safe adoption of artificial intelligence (AI) and data use in non-formal education.

Within the overall DigCompEdu framework, there are specific competence indicators that can be useful in developing a digital and ethical culture in non-formal education for YWs.

For further information on the system of skills useful for YWs in the use of AI in non-formal education, **please refer to the table in the appendix.**



CHAPTER 3

Reflexions



In recent years, the debate on Artificial Intelligence regulation has become central. AI is not a neutral technology: its decisions and uses can profoundly affect people's lives, the market, and society.

Why is regulation needed?

- Protection of fundamental rights – AI manages large amounts of personal data and can affect fundamental freedoms such as privacy, equality, and non-discrimination.
- Legal responsibility – Who is accountable if an AI system causes harm? It is necessary to define clear chains of responsibility, including developers, providers, and users.
- Promotion of trust and innovation – Clear regulation increases citizens' trust and encourages safer investments by companies.

Ethical and social dimension of AI for critical and conscious use

- AI must be anthropocentric, serving human well-being and the common good.
- It must support democratic processes, fundamental rights, and the rule of law, avoiding risks such as mass surveillance or discriminatory bias.

Continuous and participatory reflection between developers, policymakers, and civil society is necessary to address ethical dilemmas and tensions between principles (e.g., security vs. individual freedom).



Transparency, fairness, and reliability



Three pillars are essential to ensure an AI system is ethical:

Transparency

- Users and authorities must know how and why a system makes certain decisions.
- Opaque systems (black boxes) must be accompanied by explainable AI (XAI) tools.
- This aspect is fundamental for trust and the exercise of rights.

Fairness

- Algorithms must not generate discrimination or reinforce bias.
- It is crucial to test models on diverse datasets and to constantly update evaluation criteria.

Reliability

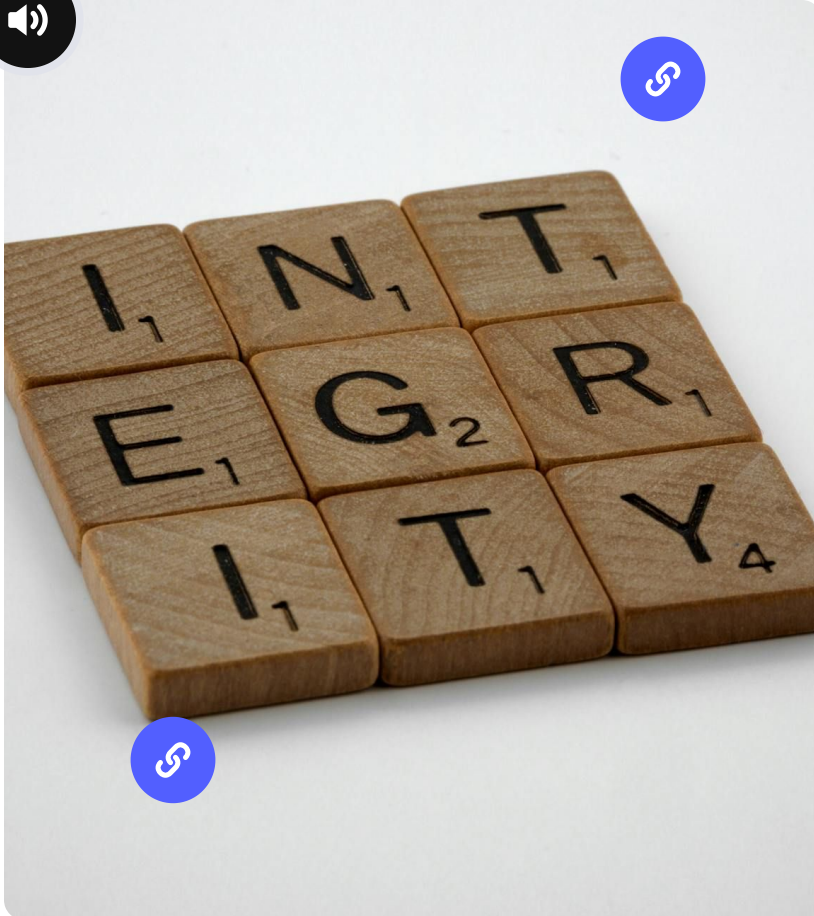


- An AI system must function safely and consistently over time.
- Risk mitigation plans, regular updates, and independent audits must be provided.

In addition, further key aspects are necessary to ensure AI is reliable and safe:

- **Respect for human autonomy** – All systems must allow for human oversight, especially in decisions affecting minors and young people.
- **Social and environmental well-being** – Avoiding social harm, promoting cohesion and sustainability.
- **Data privacy and governance** – Protection of personal data, quality and integrity of data, controlled access.
- **Accountability** – Clear responsibilities must exist for monitoring, negative impacts, and appeals.





Why AI ethics is crucial

AI is not just powerful software: it is a system capable of **influencing decisions** that once belonged exclusively to human beings. This implies direct consequences on fundamental rights such as:

- **Privacy**, since AI processes enormous amounts of personal data;
- **Equal treatment**, because uncontrolled algorithms can replicate or amplify social biases;
- **Safety**, as errors or manipulations in AI systems can generate material or moral harm on a large scale.

In recent years, it has become clear that 'relying on the common sense of technology creators' is not enough. What is needed are:

- **Clear regulatory frameworks**, defining limits and responsibilities;
- **Shared ethical standards**, guiding design, development, and implementation;
- **Transparency and audit mechanisms**, enabling verification by independent entities.

Chapter 4 - Appendices

1

Emerging
competences in
ethical use of AI
and data for YWs

2

Guiding
Questions for
Youth Workers
on the Ethical
Use of AI

3

Ted Talks 1

4

Ted Talks 2



Chapter 5 - Privacy and AI



The introduction and growing spread of artificial intelligence systems within today's economic and social context have produced a significant **change in the ways personal data are collected, processed, and used**, raising regulatory issues of considerable complexity. The European legislator has chosen to respond to these challenges with a multi-level regulatory model, based on the interaction between the General Data Protection Regulation (GDPR) and the new Artificial Intelligence Regulation (AI Act), recently approved by the European Parliament as part of a broader EU digital strategy. **Privacy protection exists only if it is guaranteed by laws, regulations, and directives that establish which data can be collected and in what ways.**

Key content/discussion



Reflections



Conclusion



CHAPTER 5

Key content/discussion

Currently, the EU adopts a multi-level approach, in which the GDPR and the AI Act are combined with the DGA, the Data Act, the DSA, and the DMA, with the aim of **ensuring substantial complementarity between the various regulatory instruments introduced over time.**

This strategy, based on the intention to foster technological innovation without neglecting the protection of European citizens' fundamental rights, takes shape through an articulated set of **interconnected rules that include**, in addition to the regulations already mentioned, the Data Governance Act, the Data Act, the Digital Services Act, and the Digital Markets Act.

In this complex regulatory framework, the relationship between the GDPR and the AI Act plays a leading role, since the use of artificial intelligence systems is closely linked to the management of large amounts of personal data, essential both for training algorithms and for their practical operation.

The regulatory methodology envisaged both by the GDPR and by the AI Act is based on a risk-based approach which, while sharing common traits, takes different forms within their respective regulatory contexts. The GDPR, in fact, introduces a system of obligations that are graded according to the level of risk connected to processing, assigning the data controller the responsibility of assessing in advance the impact of operations on the rights and freedoms of data subjects through the instrument of the Data Protection Impact Assessment (DPIA).

The AI Act, on the other hand, defines a classification mechanism for artificial intelligence systems articulated into four categories of risk (unacceptable, high, limited, and minimal), each of which entails a different framework of obligations and responsibilities.

This orientation emerges particularly clearly with the introduction, by the AI Act, of the Fundamental Rights Impact Assessment (FRIA), a preventive assessment tool that, while presenting points of contact with the DPIA under the GDPR, differs in scope and objectives. **The DPIA, in fact, is specifically focused on risks related to the processing of personal data, whereas the FRIA adopts a broader perspective, taking into consideration the impact that artificial intelligence systems may have on the full range of fundamental rights guaranteed by the European legal order.**

While the DPIA focuses precisely on the privacy effects deriving from personal data processing, the FRIA broadens the perspective by considering a wider range of fundamental rights that may be affected by artificial intelligence systems, including the principle of non-discrimination, freedom of expression, human dignity, and the protection of minors.

The two types of assessment make it possible to identify different risks that might escape an analysis focused exclusively on a single aspect: an AI system, for example, could prove compliant with data protection requirements while at the same time generating discriminatory effects, or it could respect fundamental rights without, however, ensuring adequate data security.

To this end, the European legislator has introduced specific coordination mechanisms between the two tools: in cases where a high-risk AI system involves the processing of personal data, **the FRIA can complement the elements already present in the DPIA, thus avoiding unnecessary overlaps.**

CHAPTER 5

Reflections

The concrete implementation of **the provisions established by the GDPR and the AI Act raises significant technical and operational challenges**, requiring the development of innovative solutions and the adoption of integrated approaches to regulatory compliance. Ensuring both compliance with data protection principles and adherence to the specific requirements established for artificial intelligence systems, in fact, entails **designing technological architectures and organizational frameworks capable of jointly meeting the needs imposed by both sets of regulations.**



CHAPTER 5

Conclusions

The examination of the relationships between the GDPR and the AI Act highlights concrete challenges that organizations will be required to face in the coming years. **This entails the need to establish interdisciplinary teams with integrated expertise in privacy, AI, and regulatory compliance.**

Existing models and procedures will need to be updated to take into account not only data protection aspects, but also the specific features of AI, such as algorithm robustness or the possible presence of bias. **Moreover, continuous monitoring systems will need to be implemented to verify the maintenance of compliance** over time, since both sets of regulations require dynamic risk management.

Only a pragmatic approach will be able to turn these regulatory challenges into opportunities for responsible innovation.



CHAPTER 5

Key content/discussion

Currently, the EU adopts a multi-level approach, in which the GDPR and the AI Act are combined with the DGA, the Data Act, the DSA, and the DMA, with the aim of **ensuring substantial complementarity between the various regulatory instruments introduced over time.**

This strategy, based on the intention to foster technological innovation without neglecting the protection of European citizens' fundamental rights, takes shape through an articulated set of **interconnected rules that include**, in addition to the regulations already mentioned, the Data Governance Act, the Data Act, the Digital Services Act, and the Digital Markets Act.

In this complex regulatory framework, the relationship between the GDPR and the AI Act plays a leading role, since the use of artificial intelligence systems is closely linked to the management of large amounts of personal data, essential both for training algorithms and for their practical operation.

The regulatory methodology envisaged both by the GDPR and by the AI Act is based on a risk-based approach which, while sharing common traits, takes different forms within their respective regulatory contexts. The GDPR, in fact, introduces a system of obligations that are graded according to the level of risk connected to processing, assigning the data controller the responsibility of assessing in advance the impact of operations on the rights and freedoms of data subjects through the instrument of the Data Protection Impact Assessment (DPIA).

The AI Act, on the other hand, defines a classification mechanism for artificial intelligence systems articulated into four categories of risk (unacceptable, high, limited, and minimal), each of which entails a different framework of obligations and responsibilities.

This orientation emerges particularly clearly with the introduction, by the AI Act, of the Fundamental Rights Impact Assessment (FRIA), a preventive assessment tool that, while presenting points of contact with the DPIA under the GDPR, differs in scope and objectives. **The DPIA, in fact, is specifically focused on risks related to the processing of personal data, whereas the FRIA adopts a broader perspective, taking into consideration the impact that artificial intelligence systems may have on the full range of fundamental rights guaranteed by the European legal order.**

While the DPIA focuses precisely on the privacy effects deriving from personal data processing, the FRIA broadens the perspective by considering a wider range of fundamental rights that may be affected by artificial intelligence systems, including the principle of non-discrimination, freedom of expression, human dignity, and the protection of minors.

The two types of assessment make it possible to identify different risks that might escape an analysis focused exclusively on a single aspect: an AI system, for example, could prove compliant with data protection requirements while at the same time generating discriminatory effects, or it could respect fundamental rights without, however, ensuring adequate data security.

To this end, the European legislator has introduced specific coordination mechanisms between the two tools: in cases where a high-risk AI system involves the processing of personal data, **the FRIA can complement the elements already present in the DPIA, thus avoiding unnecessary overlaps.**

CHAPTER 5

Conclusions

The examination of the relationships between the GDPR and the AI Act highlights concrete challenges that organizations will be required to face in the coming years. **This entails the need to establish interdisciplinary teams with integrated expertise in privacy, AI, and regulatory compliance.**

Existing models and procedures will need to be updated to take into account not only data protection aspects, but also the specific features of AI, such as algorithm robustness or the possible presence of bias. **Moreover, continuous monitoring systems will need to be implemented to verify the maintenance of compliance** over time, since both sets of regulations require dynamic risk management.

Only a pragmatic approach will be able to turn these regulatory challenges into opportunities for responsible innovation.



CHAPTER 5

Reflections

The concrete implementation of **the provisions established by the GDPR and the AI Act raises significant technical and operational challenges**, requiring the development of innovative solutions and the adoption of integrated approaches to regulatory compliance. Ensuring both compliance with data protection principles and adherence to the specific requirements established for artificial intelligence systems, in fact, entails **designing technological architectures and organizational frameworks capable of jointly meeting the needs imposed by both sets of regulations.**



Chapter 6 - Netiquette and Artificial Intelligence



Netiquette is an English word that combines the English term network and the French word etiquette (good manners). It is a **set of informal rules that regulate good user behavior on the web**, especially in interacting with other users through resources such as newsgroups, mailing lists, forums, blogs, social networks, or email in general.

Following the guidelines for acceptable behavior makes the internet a more pleasant place for all users. **The way we interact with AI – and the way AI interacts with us – requires a new set of good manners**

Key content/discussion



- 1
- 2
- 3
- 4
- 5
- 6

Conclusion





CHAPTER 6

Conclusions

AI netiquette is not just a set of rules, but a way to build a **harmonious relationship between humans and machines.**

- **Transparency** builds trust.
- **Respect** for privacy ensures security.
- **Fairness** promotes equality.
- **Responsibility** and continuous improvement keep AI effective and ethical.
- **The human touch** ensures empathy and understanding.

As AI grows, these principles will guide us to use it responsibly and ethically. **Welcoming AI with awareness means making it a partner, not just a tool.** It is a way to build a future where AI benefits everyone.





CHAPTER 6

Conclusions

AI netiquette is not just a set of rules, but a way to build a **harmonious relationship between humans and machines.**

- **Transparency** builds trust.
- **Respect** for privacy ensures security.
- **Fairness** promotes equality.
- **Responsibility** and continuous improvement keep AI effective and ethical.
- **The human touch** ensures empathy and understanding.

As AI grows, these principles will guide us to use it responsibly and ethically. **Welcoming AI with awareness means making it a partner, not just a tool.** It is a way to build a future where AI benefits everyone.



Chapter 7 - Tools and Practical Examples



This chapter presents a curated selection of **tools, practice sheets, and tutorials** that stem from the collaborative work of the AIS4YW project partnership. Developed in the context of non-formal education, the materials aim to support youth educators, trainers, and facilitators in **integrating Artificial Intelligence (AI)** into their educational practices in a thoughtful, inclusive, and ethically grounded way.

The resources collected here reflect the core themes explored throughout the project, including the impact of AI on youth work, the development of digital and transversal competences (inspired by frameworks such as DigComp and LIFEComp), and the ethical and responsible use of digital technologies. **The tools are aligned with these dimensions and were either co-created or selected by the project partners** based on real needs identified during workshops, collaborative sessions, and local experimentation.

Rather than offering an exhaustive inventory, this chapter highlights practical, ready-to-use resources — including AI-based tools, educational platforms, and examples of real-life applications — that can inspire educators in non-formal settings. **The selected materials are adaptable to different contexts and learning environments** and are designed to foster critical thinking, creativity, and learner empowerment.

The chapter is structured in two sections: **an overview of different toolkits and a collection of practice sheets on how to explore the use of AI with youth work**. These sections aim to provide both conceptual clarity and hands-on guidance to those seeking to integrate AI in educational experiences beyond a non-formal context.

Chapter 7 - Toolkit overview

1

AI Tools for
content creation

2

AI Tools for
Collaboration
and
Communication

3

Educational
Platforms
Integrating AI

4

AI Tools for
Assessment and
Feedback

5

AI Tools for
Ethical
Reflection and
Critical Thinking





Tools for Ethical Reflection and Critical Thinking

In line with the project’s emphasis on responsibility and ethics, this sub-section highlights tools that support critical engagement with AI.

NAME	USE	ACCES
AI Dilemma Cards (by Mozilla Foundation)	Printable or digital cards presenting ethical dilemmas related to AI use.	https://foundation.mozilla.org 
DoNotPay	An AI-based chatbot designed to assist users with legal and bureaucratic tasks; can be used to explore digital rights.	https://donotpay.com 



Educational Platforms Integrating AI

Some platforms combine learning management with AI features to personalize learning or provide adaptive feedback.

NAME	USE	ACCES
Khan Academy (Khanmigo)	Self-paced learning, tutoring, STEM subjects.	https://www.khanacademy.org 
Edpuzzle	Media literacy, flipped learning, video-based workshops.	https://edpuzzle.com 



Tools for Assessment and Feedback

AI can support formative assessment by analyzing learners' input, suggesting feedback, or providing personalised learning recommendations

NAME	USE	ACCES
Quizlet	Vocabulary building, gamified assessment.	https://quizlet.com 
Formative	Interactive exercises, reflective questions.	https://www.formative.com/ 



AI Tools for Content Creation

AI-powered tools can assist educators and learners in creating content such as text, images, presentations, or videos. These tools can support creative expression, language learning, and digital storytelling.

NAME	USE	ACCES
ChatGPT	Creative writing, drafting workshop content, language support.	https://chat.openai.com 
Canva	Visual storytelling, poster-making, presentation design.	https://www.canva.com 
Synthesia	Tutorial creation, multilingual communication, explainer videos.	https://www.synthesia.io 



AI Tools for Collaboration and Communication

These tools support group work, online facilitation, and interactive learning environments, with features enhanced by AI for organization or communication.

NAME	USE	ACCES
Miro	Workshop planning, remote team collaboration.	https://miro.com 
Notion AI	Co-creating learning paths, reflective journaling, content curation.	https://www.notion.so 

Chapter 7 - Practice sheets

1

Exploring AI in
Daily Life

2

My Digital
Competence
Self-Assessment
(Based on
GymComp)

3

Ethical
Dilemmas and
AI

4

AI Tools in
Practice: A
Critical Test

5

Designing an AI-
Enhanced
Workshop





Designing an AI-Enhanced Workshop

OBJETIVE	MATERIALS	ACTIVITY	OUTCOME
To encourage participants to co-create a learning activity that integrates AI meaningfully.	Workshop design canvas, example templates, markers.	In teams, participants design a 45-60 minute workshop for a youth group using at least one AI-based tool. They define learning goals, methods, and ethical considerations.	Applied understanding of how AI can support (but not replace) educational goals.



AI Tools in Practice: A Critical Test

OBJETIVE	MATERIALS	ACTIVITY	OUTCOME
To experiment with selected AI tools and reflect on their usefulness and limitations in educational settings.	Devices with internet access, selected tools (e.g., ChatGPT, Canva, Quizlet).	Participants try one tool, document what it does well, what it doesn't, and how it could be used in their learning or teaching.	Increased digital literacy and critical thinking around tool selection and use.



Ethical Dilemmas and AI

OBJETIVE	MATERIALS	ACTIVITY	OUTCOME
To develop ethical reasoning skills through group dialogue and scenario-based reflection	Printed dilemma cards (inspired by Mozilla’s AI Dilemma Deck), discussion guide. 	In small groups, participants discuss scenarios such as: “Should AI decide who gets a job interview?” or “Can an AI chatbot give mental health advice?”	Participants practice taking different perspectives and articulating ethical concerns related to AI. Ç



Exploring AI in Daily Life

OBJETIVE	MATERIALS	ACTIVITY	OUTCOME
To help learners identify and reflect on how AI is already present in their everyday experiences.	Worksheet template, pens, optional devices with internet access.	Participants map out where they encounter AI (e.g., social media, streaming platforms, GPS, online shopping). They reflect on the benefits, risks, and emotions associated with each use.	Increased awareness of the invisible presence of AI and its influence on personal choices.



My Digital Competence Self-Assessment (Based on GymComp)

OBJETIVE	MATERIALS	ACTIVITY	OUTCOME
To support learners in self-evaluating their digital competences using simplified descriptors from the GymComp framework.	Self-assessment cards based on DigComp 2.2 (selected a ).	Participants rate themselves in key areas (e.g., safety, communication, content creation), then set goals for improvement.	Individual learning paths can be created; trainers can adapt sessions based on group needs.

References

» Chapter 2

- UNESCO. (2023). Guidance for generative AI in education and research. UNESCO. unesco.org+1
- Carretero, S., Vuorikari, R., & Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use (JRC Technical Report). European Commission. IDEAS/RePEc
- European Commission / Joint Research Centre. (n.d.). LifeComp: The European framework for personal, social and learning to learn key competence. JRC / European Commission. joint-research-centre.ec.europa.eu
- Kechagias, K. (2025). Artificial intelligence competence needs for youth workers. Journal of Non-formal Education. journals.team4excellence.ro
- Ghimire, A., & Edwards, J. (2024). From Guidelines to Governance: A Study of AI Policies in Education. arXiv preprint. arxiv.org
- Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2023). The AI Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. arXiv preprint. arxiv.org
- Bura, C., & Myakala, P. K. (2024). Advancing Transformative Education: Generative AI as a Catalyst for Equity and Innovation. arXiv preprint. arxiv.org

» Chapter 3

- European Commission, Joint Research Centre. (2022). *DigComp 2.2: The Digital Competence Framework for Citizens (JRC128415).
- Sala, A., Punie, Y., Gualtieri, M., et al. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn.
- High-Level Expert Group on AI. (2019). *Ethics Guidelines for Trustworthy AI. European Commission.
- European Commission. (2020). Assessment List for Trustworthy Artificial Intelligence (ALTAI) – Self-assessment. Publications Office / Digital Strategy. ([Publications Office of the EU][5], [Strategia Digitale Europea][6])
- European Commission. (2022). Ethical guidelines on the use of AI and data in teaching and learning for educators.
- European Union. (2016). Regulation (EU) 2016/679 (General Data Protection Regulation).
- European Union. (2002/2009). Directive 2002/58/EC (ePrivacy Directive)
- European Union. (2022). Regulation (EU) 2022/868 (Data Governance Act). Official Journal; see also Commission explainer.

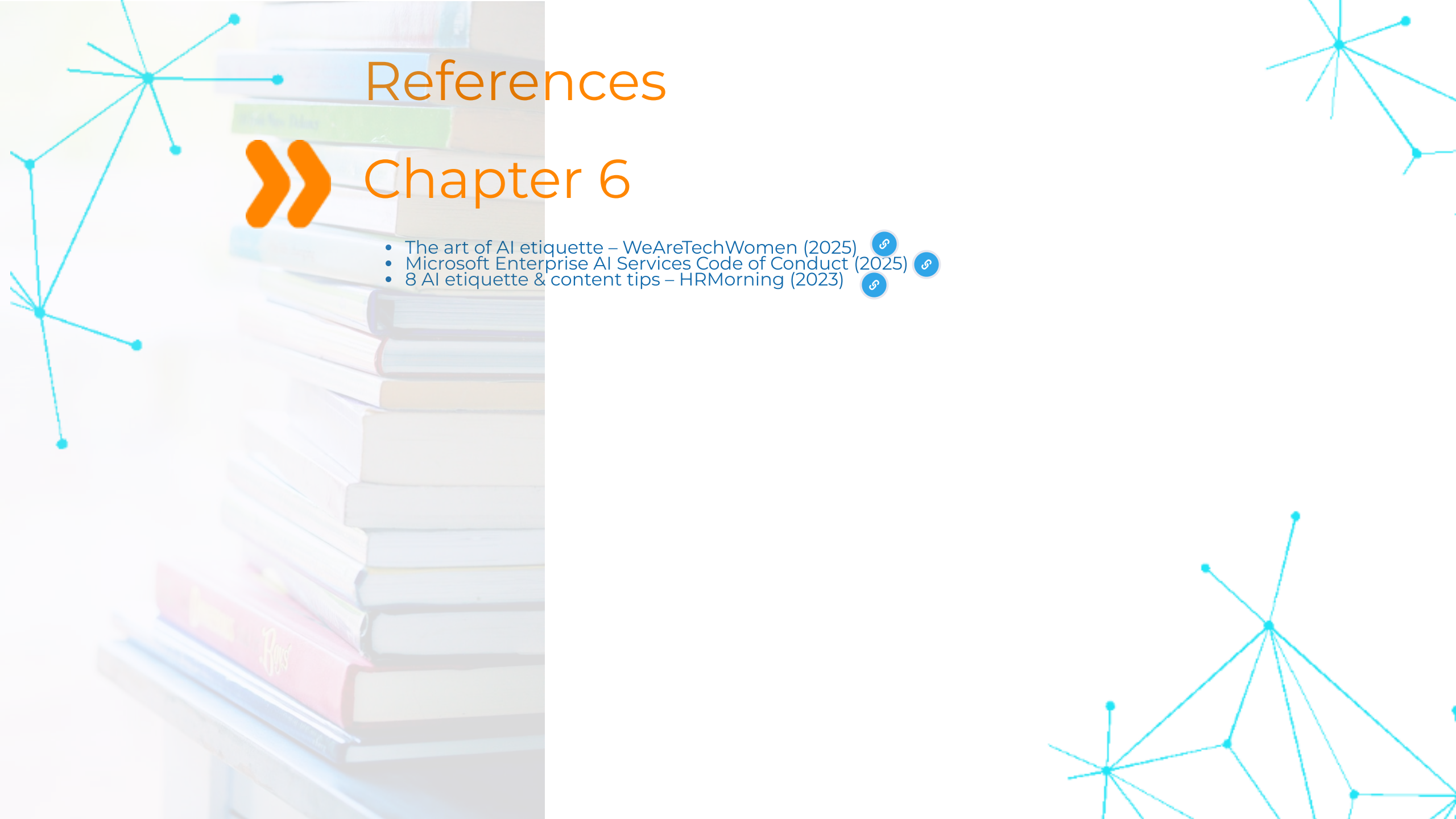
References

» Chapter 4

- Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators (2022)
- GUÍA BÁSICA DE LA IA, de los textos, Aguilar, I.; Alepuz, V.; Alfaro, J.; Bañón, J.J.; Botti, V.; Despujol, I.; Giménez, J.; Linares, J.; Linares, J.M.; Majadas, V.; Martínez, J.; Monsoriu, M.; Montesa, E.; Morillas, C.; Muñoz, J.M.; Ortega, J.; Ortuño, A.; Peñarrubia, J.P.; Plasencia, A.; Rieta, J.; Sales, M.; Segarra, R. (2024).
- Edita Smart Digital.Data Strategy: A Blueprint for an EU data modelJRC (2022).
- DigComp 2.2: The European Digital Competence Framework for CitizensOECD (2021).
- Recommendation of the Council on Artificial IntelligenceUNESCO (2021).
- Recommendation on the Ethics of Artificial IntelligenceUNESCO (2019).
- Artificial Intelligence in Education: Challenges and Opportunities for Sustainable DevelopmentUNICEF (2021).

» Chapter 5

- "A. Augostini, G. Minucci, J. Giussani, G. Lombardi, The Relationship between Artificial Intelligence and Personal Data Protection, Lexia, 20/11/2024,
- An Introduction to the Code of Practice for General-Purpose AI
- EU AI Act: first regulation on artificial intelligence



References



Chapter 6

- The art of AI etiquette – WeAreTechWomen (2025)
- Microsoft Enterprise AI Services Code of Conduct (2025)
- 8 AI etiquette & content tips – HRMorning (2023)

Get in touch with the project managers in each country:

Italy -Arcipelago

info@associazionearcipelago.com

Spain - Fundación Esplai

gporres@fundacionesplai.org



Co-funded by the
Erasmus+ Programme
of the European Union



 **ARCIPELAGO**
associazione di promozione sociale

 **fundación esplai**
ciudadanía comprometida

