

Digital Catalogue of AI Learning Experiences for Youth Workers

Piloting Cycles Report

AI FOR YOUTH WORK

Project No. 2023-2-IT03-KA220-YOU-000170929

Enhancing Youth Work Through AI

ai4youthwork.eu

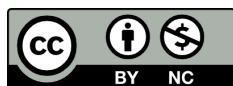


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1. INTRODUCTION

The **Artificial Intelligence for Youth Work (AI4YouthWork)** project is a Cooperation Partnership co-funded by the Erasmus+ programme of the European Union, dedicated to enhancing the youth sector across Europe through the integration of Artificial Intelligence (AI).

It aims to support youth work professionals in understanding, engaging with, and leveraging Artificial Intelligence (AI) in their practice. Through the development of a comprehensive catalogue of Open Educational Resources (OERs), the project aims to foster digital upskilling, critical thinking, and ethical awareness among youth workers throughout Europe.

This report presents the results of the project's piloting phase, which was designed to test and evaluate the OERs with a diverse group of youth work professionals. The primary goals of the piloting cycles were to:

- Assess the relevance, usability, and accessibility of the OERs in real youth work settings.
- Gather feedback to improve the educational resources based on the needs and experiences of youth workers.
- Evaluate the inclusiveness, equity, and pedagogical effectiveness of the digital learning offer.

This document outlines the methodology used to realise the pilots, describes the profile of participants involved, and presents both quantitative and qualitative findings. The report concludes with key recommendations for the completion of the resources and their future use in the youth work field.

2. METHODOLOGY

The piloting phase of the AI4YouthWork project was designed as a formative evaluation process to assess the quality, accessibility, and pedagogical effectiveness of the Open Educational Resources developed for youth workers. The evaluation aimed to generate actionable insights to support the refinement of the digital learning catalogue prior to its final release.

The piloting adopted a mixed-methods approach, integrating quantitative and qualitative data collection techniques. This approach ensured a comprehensive understanding of user engagement, learning outcomes, and user satisfaction across a diverse sample of participants.

2.1 Objectives

The pilot had four main objectives:

- To evaluate the quality, relevance, and usability of the OERs from the perspective of youth workers;
- To assess the accessibility and inclusivity of the digital learning platform across diverse user profiles;
- To measure the perceived learning impact among users with differing levels of digital competence;
- To identify strengths and areas for improvement in both content and delivery mechanisms prior to final deployment.

2.2 Participants and Recruitment

Participants were recruited from a diverse pool of youth workers and youth work organisations across the project's partner countries - Greece, Italy, Portugal, and Romania - as well as from non-partner regions. An open invitation to participate in the pilot was disseminated through official project communication channels, including newsletters, websites, and social media platforms. In addition, the call was shared via external European networks such as the SALTO Youth Resource Centres, in order to extend outreach across the wider European youth work community.

To further enhance participation and representation, partners also undertook targeted outreach activities, including direct presentations and personalised invitations addressed to individual professionals and youth work organisations. These efforts aimed to promote active engagement and ensure a diverse and inclusive group of participants in the piloting phase.

2.3 Piloting Activities

The pilot was conducted between **May and June 2025**. During this period, participants were invited to:

- Access the digital catalogue and independently complete at least three OER modules of their choice;
- Engage with interactive learning materials, complete embedded quizzes, and earn digital badges upon successful completion;
- Provide structured feedback via an online survey upon completion of their learning experience.

Engagement with the platform was asynchronous, allowing participants to proceed at their own pace.

2.4 Data Collection Tools

Three main tools were used to collect data throughout the pilot:

- **Online Evaluation Survey:** A structured questionnaire administered via Google Forms at the conclusion of participants' learning experience. The survey collected data on satisfaction with content and platform functionality, perceived relevance and applicability of the OERs, accessibility and user experience, and suggestions for improvement.
- **Platform Analytics:** Automated data from the e-learning platform, including user registration and login activity, number of modules accessed and completed, badge acquisition rates and time-on-task and progress tracking.
- **Qualitative Feedback:** Open-ended responses within the survey provided insights into participant experiences, perceived challenges, and contextual factors affecting learning engagement.

2.5 Data Analysis

A mixed-methods analysis strategy was adopted:

- Quantitative data from the survey were analysed using descriptive statistical techniques, including frequency distributions, percentages, and averages. This enabled the identification of dominant trends and general sentiment across key evaluation dimensions.
- Platform analytics were used to complement self-reported data with behavioural indicators of engagement and learning outcomes.
- Qualitative data from open-ended responses were analysed using a thematic analysis approach, allowing the research team to categorise and interpret recurring themes, outliers, and notable user insights.

3. PARTICIPANTS PROFILE

The piloting phase was designed to be as inclusive and representative as possible, reflecting the diversity of the youth work sector across Europe. The opportunity to participate was open to diverse professionals in the youth work field, including **youth workers (64%)**, **representatives of youth organisations (23%)**, **providers of Continuous Professional Development for youth workers (9%)** and **policy-/decision-makers in the youth field (4%)**.

Recruitment strategies were developed to ensure representation across multiple demographic and professional dimensions, including:

- **Geographical distribution:** Outreach efforts aimed to engage participants from both urban and rural areas across the project's partner countries, with additional invitations extended to youth workers in non-partner regions to encourage broader geographical representation.
- **Gender identity:** Recruitment efforts sought to promote balanced participation across the gender spectrum, ensuring that the evaluation process considered the inclusivity of the resources with respect to gender-sensitive and inclusive practices. As a result, the majority of participants identified as female (60%), with male participants comprising 39% of the group, and 1% choosing not to specify their gender.
- **Age and professional experience:** The pilot included youth workers at varying stages of their careers, from early-career professionals to those with extensive field experience, allowing for a multidimensional evaluation of the resources' relevance and adaptability.
- **Socioeconomic and educational background:** Recruitment aimed to engage participants from a range of educational and socioeconomic contexts, including individuals working in low-resource or marginalised communities.
- **Cultural and ethnic diversity:** Outreach activities aimed to include youth workers from a variety of cultural backgrounds, particularly those with experience in intercultural, minority, or migration-related youth work.

This recruitment strategy was intended to ensure that the evaluation of the OERs was informed by a broad spectrum of lived experiences, perspectives, and professional realities within the youth work sector.

3.1 Geographical distribution, age, and experience

The graph below presents the geographical distribution of participants along with their age and professional experience in youth work. The data represents contributions from partner countries, as well as contributions from other EU countries and non-EU regions. Most participants were between the ages of 26 and 45, with a notable presence of both early-career professionals (less than 5 years of experience) and more seasoned youth workers (10+ years of experience). This mix

ensured that the piloting feedback reflected a wide range of generational and professional perspectives, strengthening the relevance and adaptability of the OERs across contexts.

Cross-Country Age Representation

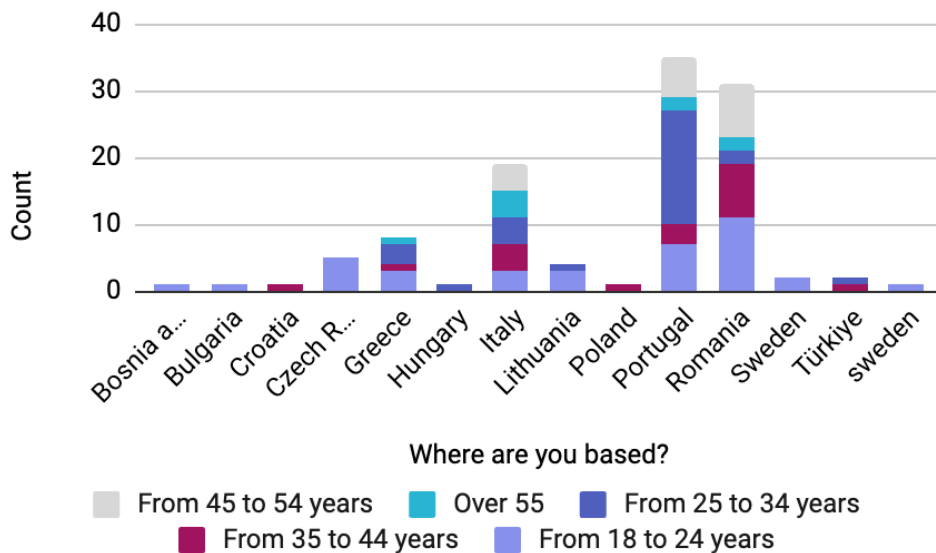


Figure 1. Cross- country age representation

3.2 Digital Skills and AI Readiness

Participants also varied in their level of digital competence and familiarity with AI-related topics. The piloting engaged:

- Digitally skilled and AI-enthusiastic youth workers, interested in deepening their understanding and applying AI tools in their practice;
- Youth workers with limited digital skills or low interest in technology, whose feedback was crucial in assessing the accessibility, clarity, and usability of the OERs.

As shown by Figure 2, the educational background of participants reflects a predominantly highly educated group. According to ISCED 2011 classifications, 63.4% of participants held a tertiary education qualification (levels 5–8), such as a university degree or equivalent. A further 25.9% had completed upper secondary or post-secondary non-tertiary education (levels 3–4), while 10.7% reported lower secondary education or less (levels 0–2). This range of educational profiles ensured that the OERs were tested across different levels of academic and professional preparation.

In terms of prior knowledge of Artificial Intelligence, 50.9% of participants identified themselves as beginners, reported having basic knowledge, followed by 28.6% with intermediate understanding and 10.7% with advanced expertise. Notably, 9.8% of participants indicated no

prior knowledge of AI. This distribution highlights the importance of providing accessible, layered learning pathways within the OERs to accommodate both newcomers and more experienced users.

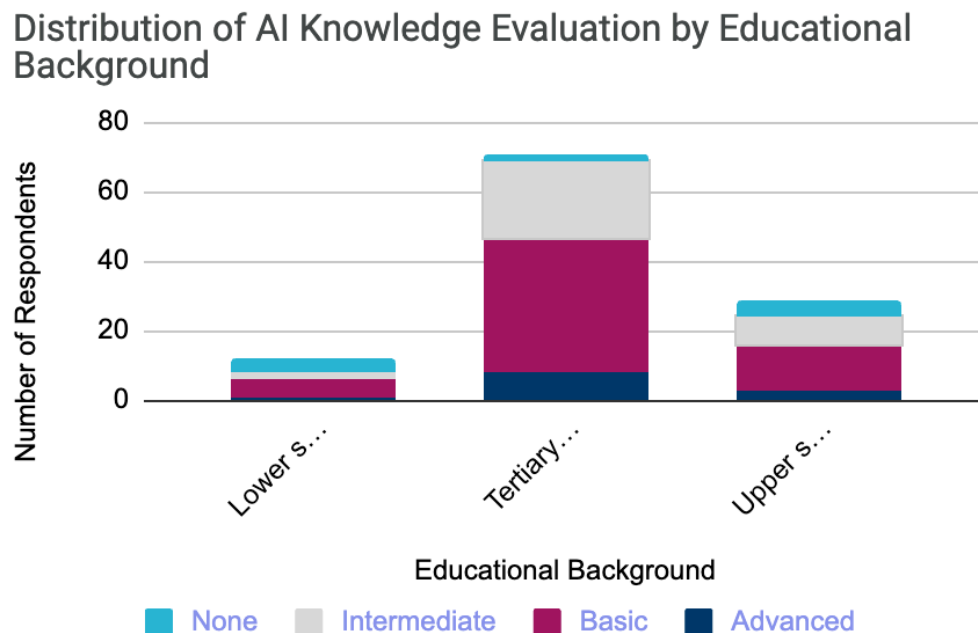


Figure 2. Distribution of AI knowledge evaluation by educational background

4. MAIN RESULTS

The following section presents the key results emerging from the piloting phase of the AI4YouthWork project, based on both **quantitative and qualitative data** collected through surveys and platform analytics. The analysis offers insight into the effectiveness, accessibility, and relevance of the developed Open Educational Resources (OERs), as well as the overall user experience of the e-learning platform. Quantitative indicators — including participation rates, completion data, and self-assessed learning outcomes — are complemented by qualitative reflections on content quality, practical usefulness, and areas for improvement. Together, these findings provide a comprehensive understanding of how the resources were received and used by a diverse group of youth workers.

41. Perceived relevance of the OERs

Q1. Indicate your level of agreement/disagreement with the following statement:
The OERs are relevant to my professional role.

Participants were asked to indicate their level of agreement with the statement: “*The OERs are relevant to my professional role,*” using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The results show a strongly positive perception of the OERs' relevance:

- The vast majority of respondents (86 out of 112, or 77%) selected values in the higher range (between 3.7 and 5.05), indicating agreement or strong agreement with the statement.
- A smaller group (16 participants, or 14%) provided more neutral responses (2.8–3.25), while only 10 participants (9%) expressed disagreement or low agreement, with scores below 2.35.

These results suggest that the OERs were perceived as highly relevant and aligned with the professional needs of most youth workers involved in the piloting.

The OERs are relevant to my professional role.

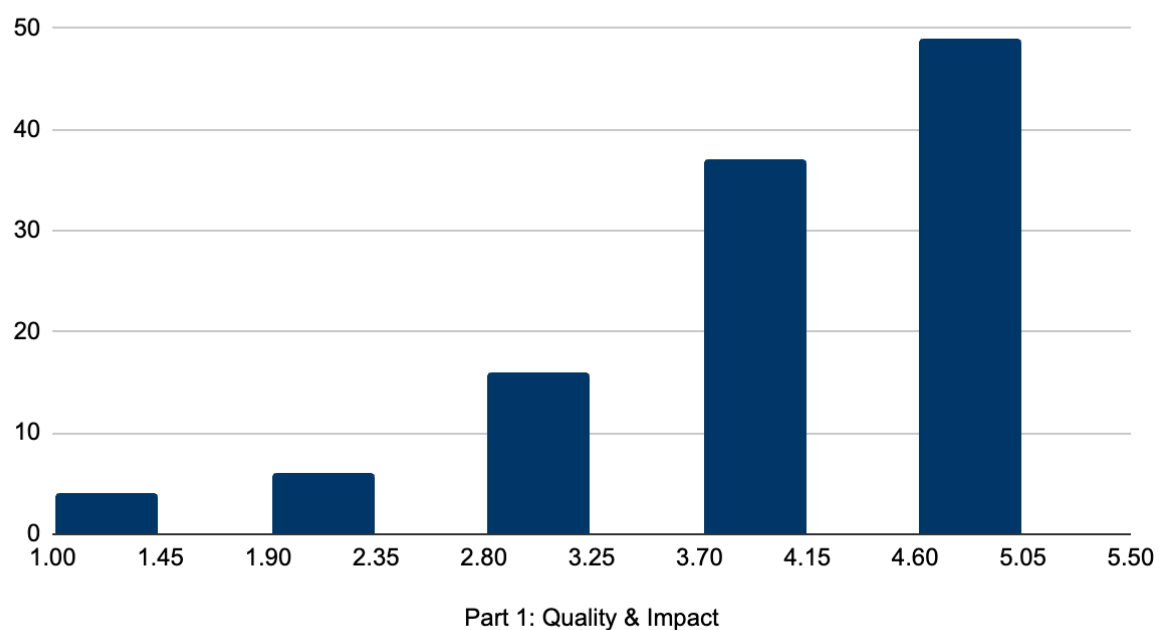


Figure 3. Perceived relevance of the OERs

4.2 Perceived effectiveness of the resources for AI integration in youth work practice

Q2. Indicate your level of agreement/disagreement with the following statement:
 The resources effectively support the integration of AI in youth work practice.

The results indicate a strong positive perception. A large majority (90 out of 112 participants, or 80.4%) gave high scores (between 3.7 and 5.05), suggesting they agree or strongly agree that the resources support AI integration in youth work. A smaller portion (14 participants, or 13%) selected neutral scores (2.8–3.25). Only 8 participants (7%) indicated disagreement, with ratings below 2.35.

These results confirm that the majority of participants found the OERs effective in helping them understand and apply AI tools and concepts in their professional context.

The resources effectively support the integration of AI in youth work practice.

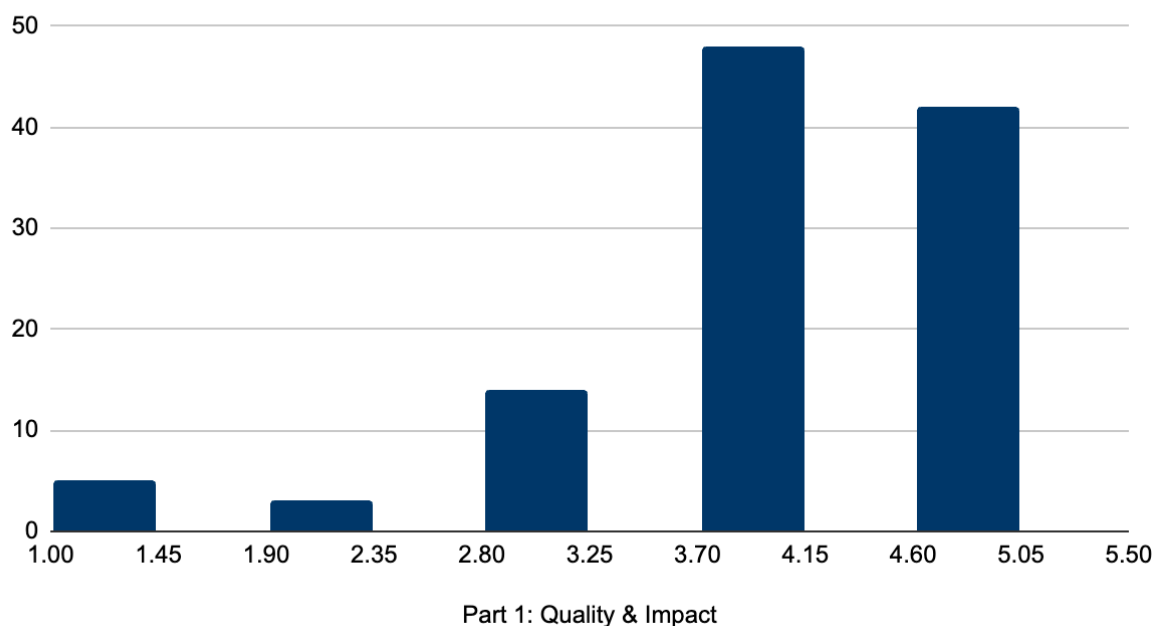


Figure 4. Perceived effectiveness of the resources for AI integration in youth work practice

4.3 Perceived real-life applicability of the content

Q3. Indicate your level of agreement/disagreement with the following statement:
 I found the content applicable to real-life situations in youth work.

Participants were asked whether they found the content of the OERs applicable to real-life situations in youth work. The responses indicate a strong positive trend, with the vast majority agreeing or strongly agreeing with the statement: 94 participants (84%) showed a high level of agreement regarding its real-world applicability.

Only 12 participants (11%) remain neutral, suggesting moderate relevance or dependency on the context. Only 6 participants (5%) expressed low agreement.

I found the content applicable to real-life situations in youth work.

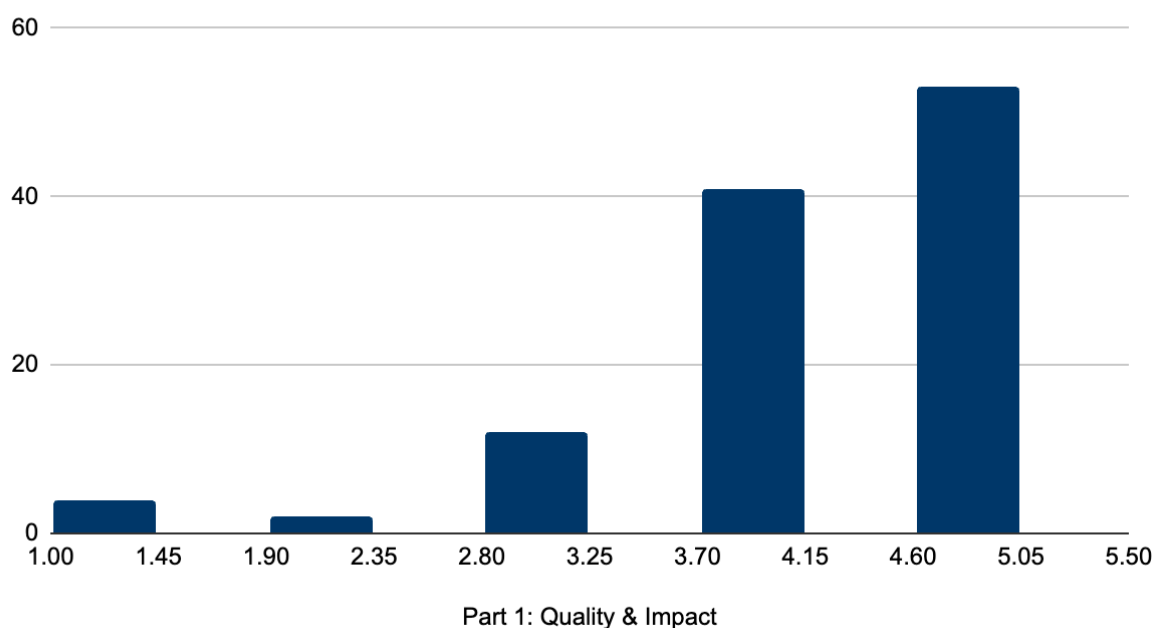


Figure 5. Perceived real-life applicability of the content

4.4 Clarity, accuracy of the OER content

Q4. Indicate your level of agreement/disagreement with the following statement:
 The content of the OERs is clear, accurate, and up-to-date.

Participants were asked to assess the clarity, accuracy, and up-to-dateness of the OER content. Figure 6 highlights that the majority of youth workers found the materials to be clear, reliable, and aligned with current developments in the field, which is essential for fostering trust and engagement in online learning. A total of 91 participants (81%) indicate strong agreement. A number of 14 participants (13%) rated the content in the neutral range (2.8–3.25). Only 7 participants (6%) expressed disagreement or low satisfaction.

The learning materials are well-structured and easy to follow.

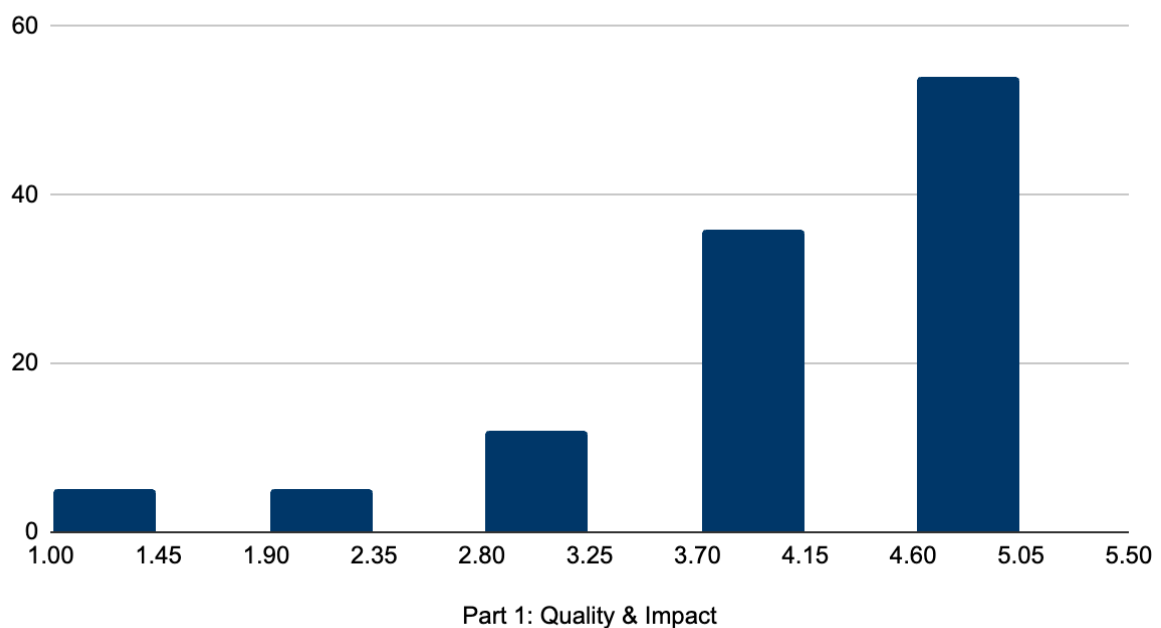


Figure 6. Clarity and accuracy of OER content

4.5 Structure and usability of the learning materials

Q5. Indicate your level of agreement/disagreement with the following statement:
The learning materials are well-structured and easy to follow.

Figure 7 confirms that the majority of users found the materials logically organised, intuitive, and easy to navigate, supporting independent and self-paced learning. 90 participants (80%) agreed or strongly agreed that the learning materials were well-structured and easy to follow. 12 participants (11%) rated them as neutral. A small number (9%) expressed some level of disagreement.

The learning materials are well-structured and easy to follow.

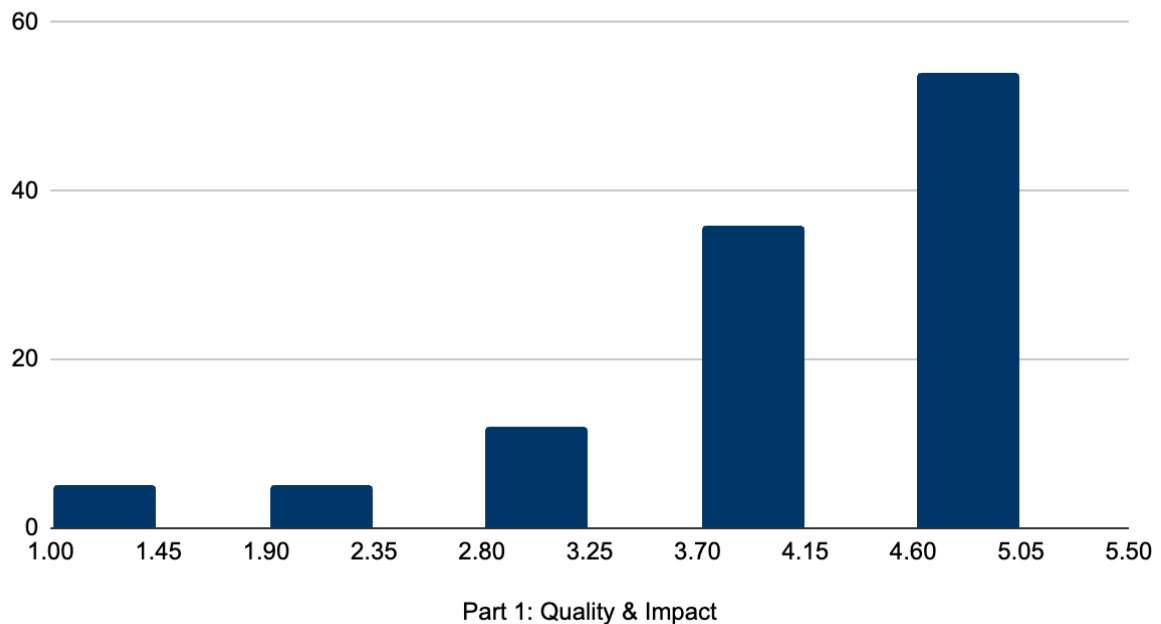


Figure 7. Structure and usability of the learning material

4.6 User experience: design and platform usability

Q6. Indicate your level of agreement/disagreement with the following statement:

The design of the OERs made the learning experience engaging.

Q7. Indicate your level of agreement/disagreement with the following statement:

I found the platform/interface intuitive and user-friendly.

The overall user experience, encompassing both the design of the OERs and the usability of the platform, received highly positive feedback from participants. When asked whether “*the design of the OERs made the learning experience engaging*,” 83 participants (74%) agreed or strongly agreed (scores between 3.7 and 5.05), while 19 participants (17%) gave a neutral response, and only 10 (9%) expressed some level of disagreement. This suggests that the visual and pedagogical design of the materials played a significant role in maintaining interest and supporting engagement throughout the learning process.

The design of the OERs made the learning experience engaging.

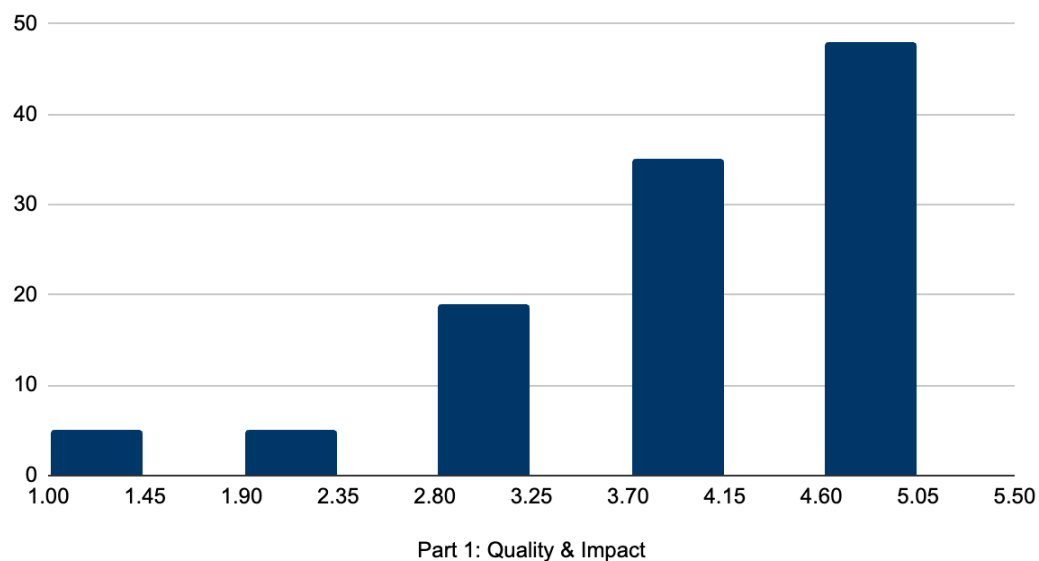


Figure 8. User experience: design

Similarly, responses to the statement “I found the platform/interface intuitive and user-friendly” reinforced this trend: 89 participants (80%) rated the platform positively, while 14 (13%) were neutral, and 9 participants (8%) indicated disagreement. These findings confirm that the technical environment was perceived as accessible, easy to navigate, and supportive of independent learning.

I found the platform/interface intuitive and user-friendly.

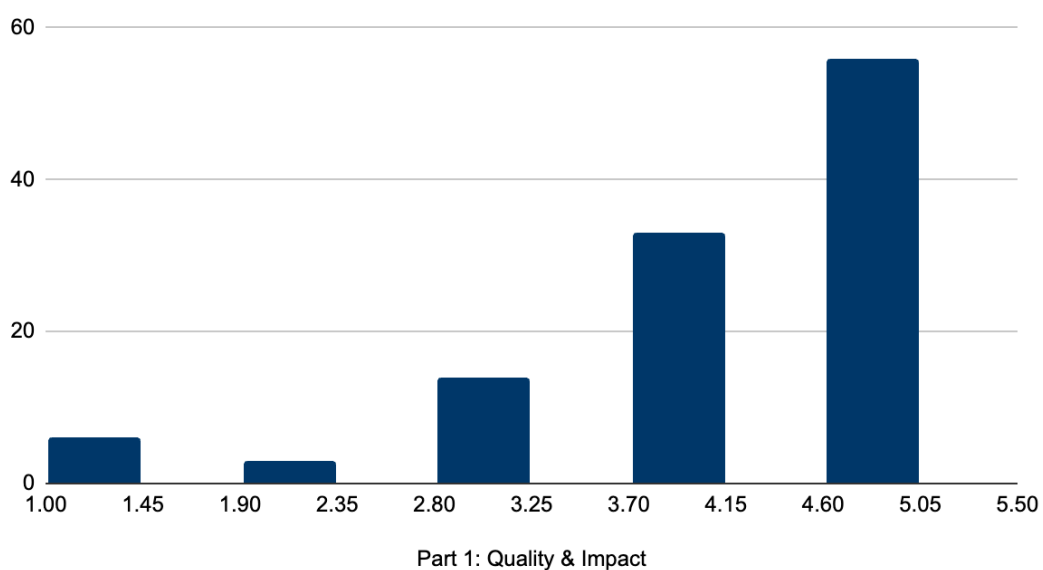


Figure 9. Platform usability

Together, these results indicate that both content design and digital infrastructure were key enablers of a straightforward and engaging learning experience, an essential condition for the successful implementation and scalability of the AI4YouthWork OERs.

4.7 Knowledge and skills for AI integration

Q8. Indicate your level of agreement/disagreement with the following statement:
My knowledge of AI and its applications in youth work improved thanks to the OERs.

Q9. Indicate your level of agreement/disagreement with the following statement:
I developed new skills that will help me apply AI in my professional practice.

Participants overwhelmingly reported that the OERs contributed to both their understanding of AI and their ability to apply it in professional youth work settings. In response to the statement “My knowledge of AI and its applications in youth work improved thanks to the OERs,” 86 participants (77%) selected values in the higher range (3.7–5.05), reflecting a strong perceived increase in knowledge. An additional 17 participants (15%) gave a neutral rating, while only 9 (8%) indicated limited or no improvement.

My knowledge of AI and its applications in youth work improved thanks to the OERs.

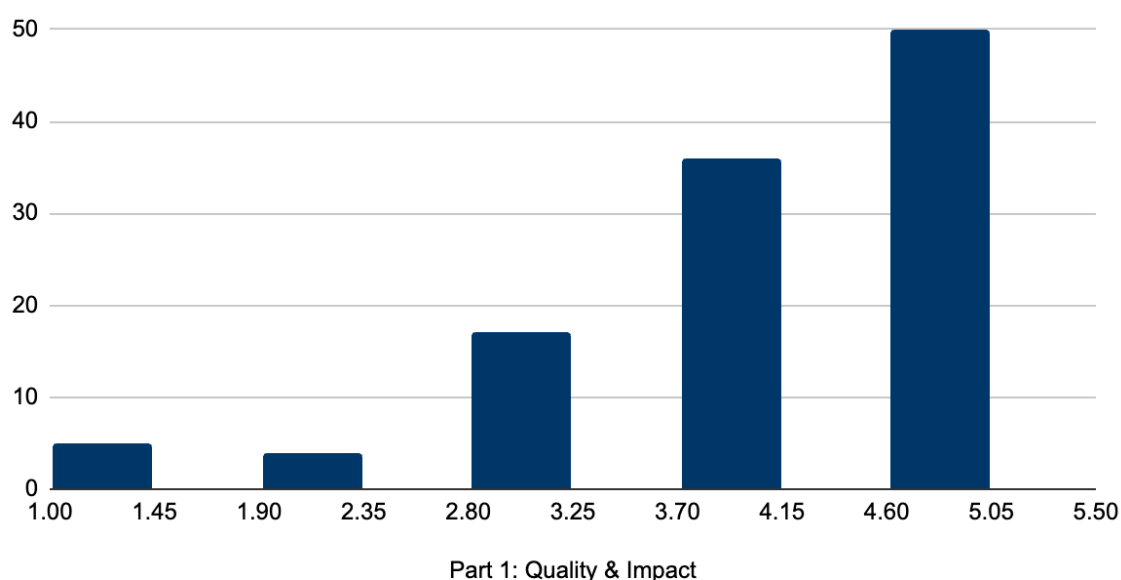


Figure 10. Knowledge for AI integration

When asked whether they “developed new skills that will help apply AI in professional practice,”

responses showed a similar pattern: 87 participants (78%) agreed or strongly agreed, whilst 15 (13%) were neutral, and 10 (9%) disagreed to some extent.

I developed new skills that will help me apply AI in my professional practice

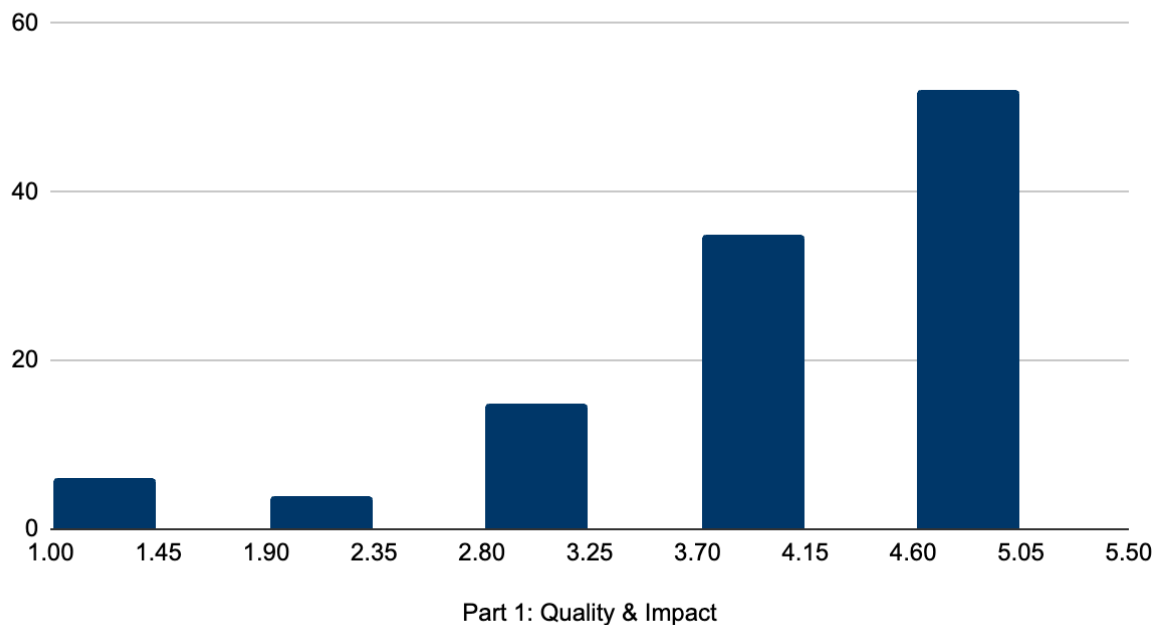


Figure 11. Skills for AI integration

Taken together, these results suggest that the OERs not only conveyed relevant theoretical knowledge but also supported the development of practical competencies. The resources proved useful in bridging the gap between conceptual understanding and hands-on application, empowering youth workers to integrate AI into their daily practice with confidence and competence.

4.8 Impact and satisfaction: quality, recommendation and future use

Q9. Indicate your level of agreement/disagreement with the following statement:

I am satisfied with the overall quality of the OERs.

Q10. Indicate your level of agreement/disagreement with the following statement:

I would recommend these resources to other youth work professionals.

Q11. Indicate your level of agreement/disagreement with the following statement:

I am likely to apply AI-powered tools or approaches in my future work as a result of this project.

The feedback collected demonstrates a high level of satisfaction with the OERs and a strong intention among participants to apply what they've learned. Regarding the statement "*I am satisfied with the overall quality of the OERs*," 89 participants (79 %) expressed agreement or strong agreement. However, 14 participants (12%) gave neutral responses, and 9 participants (8%) reported dissatisfaction. This suggests that whilst most found the resources well-designed and fit for purpose, there remains room for improvement in terms of clarity, depth or alignment with specific needs.

I am satisfied with the overall quality of the OERs.

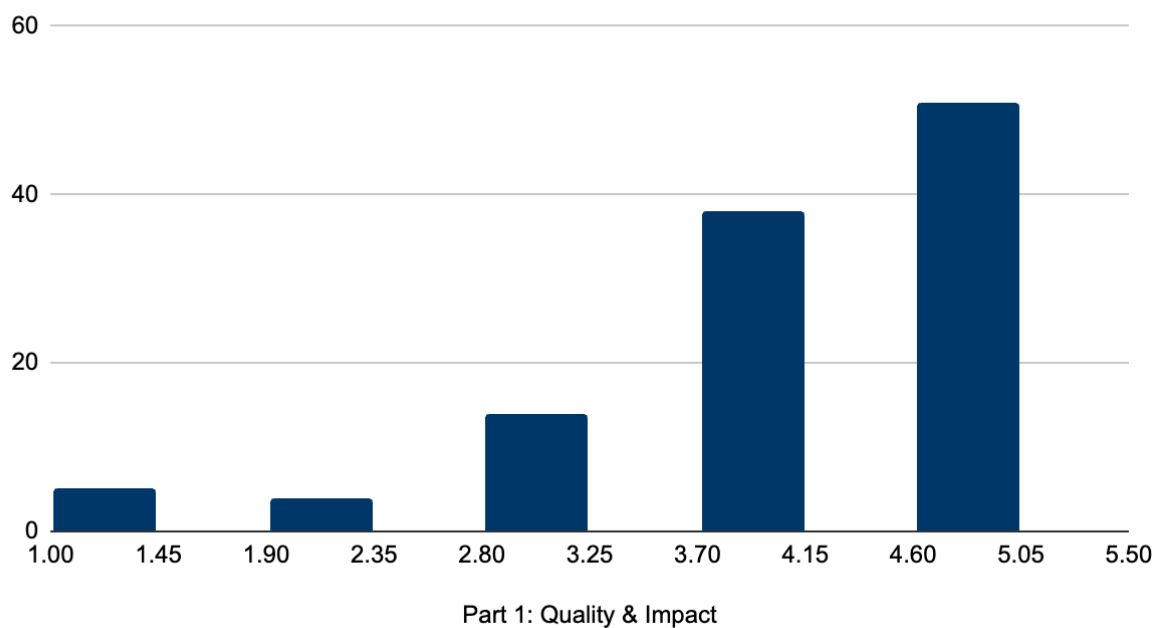


Figure 12. OER satisfaction

Participants were also asked whether they "*would recommend these resources to other youth work professionals*." Here, 94 participants (84%) responded positively, which indicates a strong endorsement of the materials. Still, 9 participants (8%) remained neutral, and 8 (8%) did not feel confident recommending the resources, highlighting that not all user expectations or contexts may have been fully met.

I would recommend these resources to other youth work professionals.

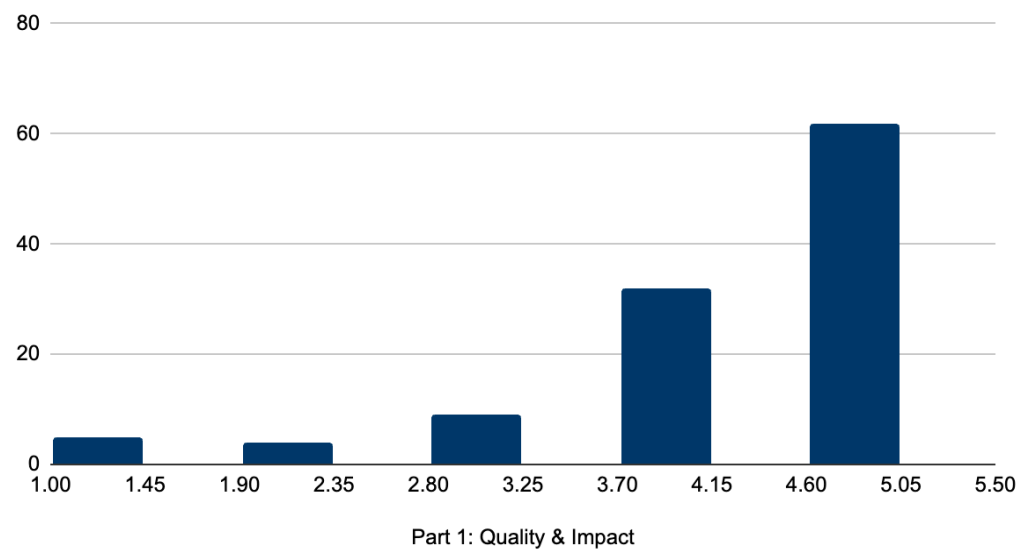


Figure 13. Recommendation rate

Finally, in response to the statement “I am likely to apply AI-powered tools or approaches in my future work as a result of this project,” 87 participants (78%) reported high likelihood, with 15 (13%) neutral and only 10 (9%) expressing reluctance.

I am likely to apply AI-powered tools or approaches in my future work as a result of this project.

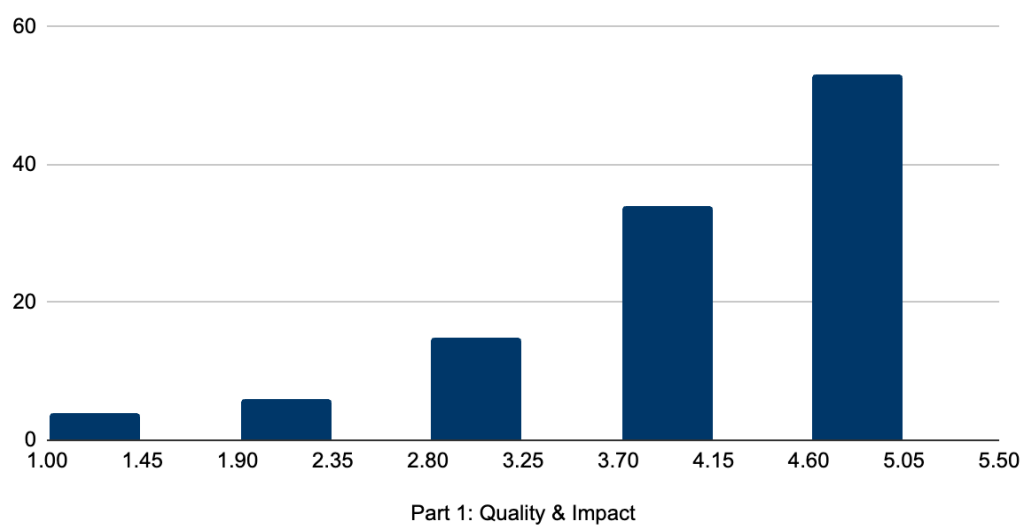


Figure 14. Future use

These findings indicate that the OERs were generally well received and sparked both interest and motivation to employ AI in youth work. At the same time, they also underscore the importance of ongoing refinement and contextual adaptation to reach those who may still feel unsure or underserved by the current resources.

5. DIVERSITY & INCLUSION

A key objective of the AI4YouthWork project was to ensure that the developed resources are accessible, inclusive, and applicable across diverse professional, educational, and cultural contexts. The OERs were intentionally designed to support youth workers from a wide range of backgrounds, including those with limited digital skills or limited prior experience with Artificial Intelligence. This section presents participant feedback related to the clarity and accessibility of the resources, which are crucial indicators of their ability to reach and empower youth professionals equitably

5.1 Content accessibility and clarity across diverse backgrounds

Q1. Indicate your level of agreement/disagreement with the following statement:

I believe the resources are designed to be easily understood and applied by youth workers from different backgrounds.

Q2. Indicate your level of agreement/disagreement with the following statement:

The content is presented clearly and understandably.

Participants were asked whether they felt the resources were designed to be easily understood and applied by youth workers from different backgrounds. 84 participants (75%) agreed or strongly agreed with this statement, while 21 participants (19%) responded neutrally, and 7 (6%) expressed disagreement.

I believe the resources are designed to be easily understood and applied by youth workers from different backgrounds.

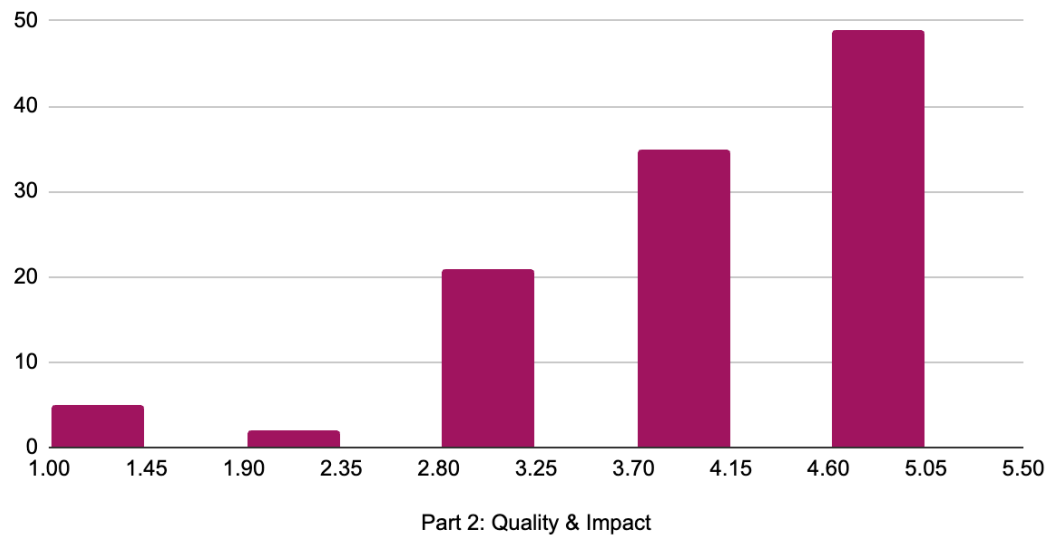


Figure 15. Content accessibility

Similarly, when asked whether “The content is presented in a clear and understandable way,” 92 participants (82%) gave positive responses, 13 (12%) were neutral, and only 6 (5%) expressed some level of disagreement.

The content is presented in a clear and understandable way.

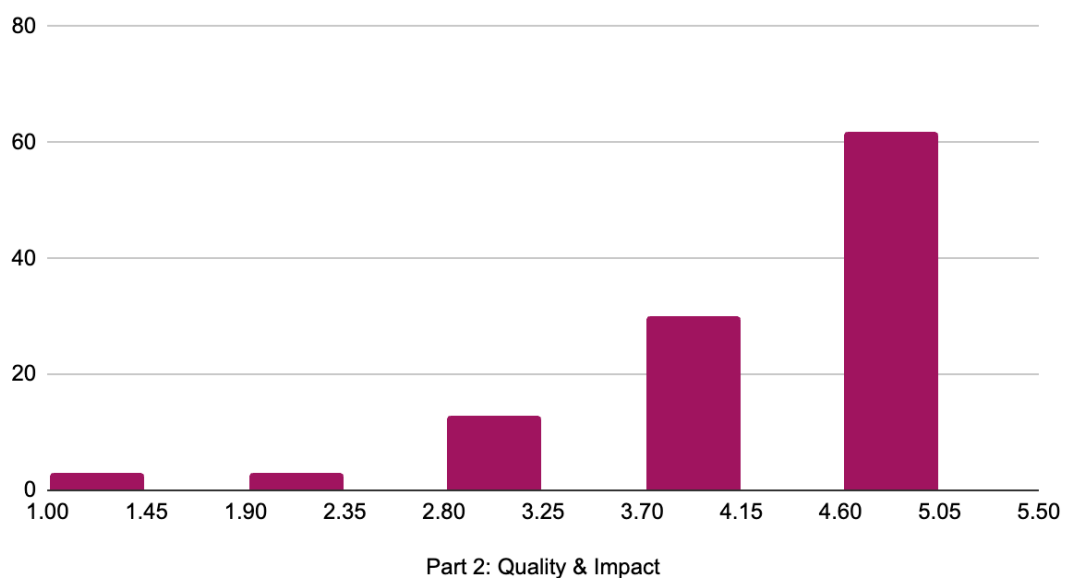


Figure 16. Content clarity

These results indicate a strong overall perception that the OERs are clear, user-friendly, and accessible, even for those without a technical background. However, the presence of neutral or disagreeing responses also signals that not all participants found the content equally intuitive or inclusive. This highlights the importance of continuing to refine language, structure, and examples to better represent a broader and more diverse community of youth workers, especially those with different learning styles, literacy levels, or digital confidence.

5.2 Accessibility and cultural sensitivity of the resources

Q3. Indicate your level of agreement/disagreement with the following statement:
The materials/resources presented were accessible

Q4. Indicate your level of agreement/disagreement with the following statement:
The resources are culturally sensitive

Participants were also invited to reflect on the accessibility and cultural sensitivity of the resources. When asked whether “*The materials/resources presented were accessible*,” a strong majority – 90 participants (80%) – agreed or strongly agreed, while 17 (15%) were neutral and 6 (5%) expressed disagreement. This suggests that most respondents found the content easy to access and engage with.

The materials/resources presented were accessible.

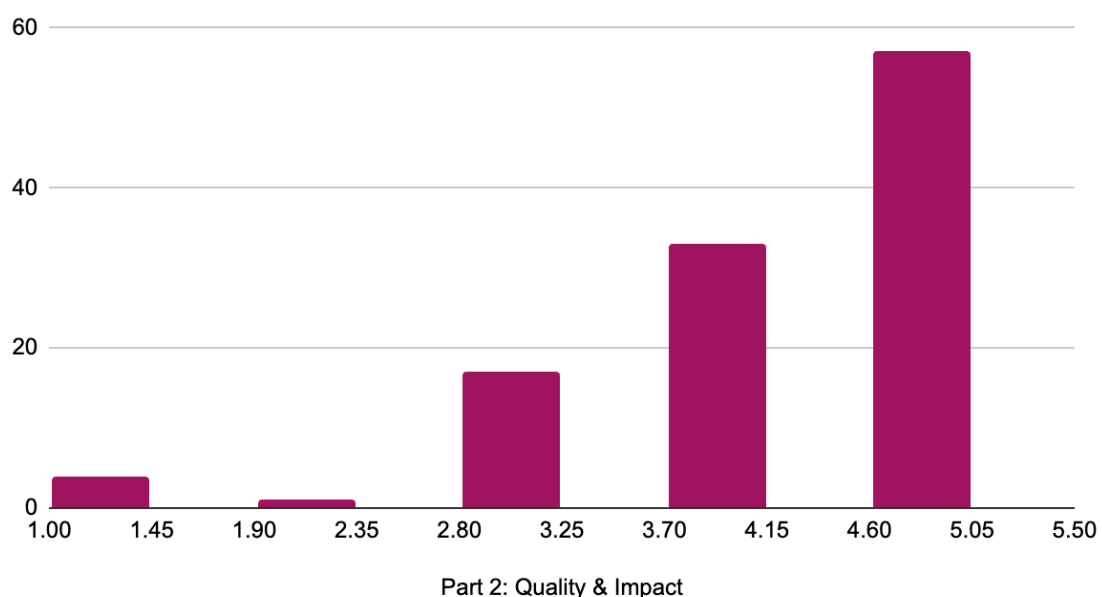


Figure 17. Accessibility of the resources

Feedback on cultural sensitivity — in response to the statement “*The resources are culturally sensitive*” — also leaned positive, with 80 participants (71%) indicating agreement or strong agreement. However, 25 participants (22%) responded neutrally, and 7 (6%) disagreed to some extent. Whereas the overall perception is encouraging, the relatively high number of neutral responses may reflect uncertainty or difficulty in evaluating cultural representation, especially across a diverse international audience.

The resources are culturally sensitive.

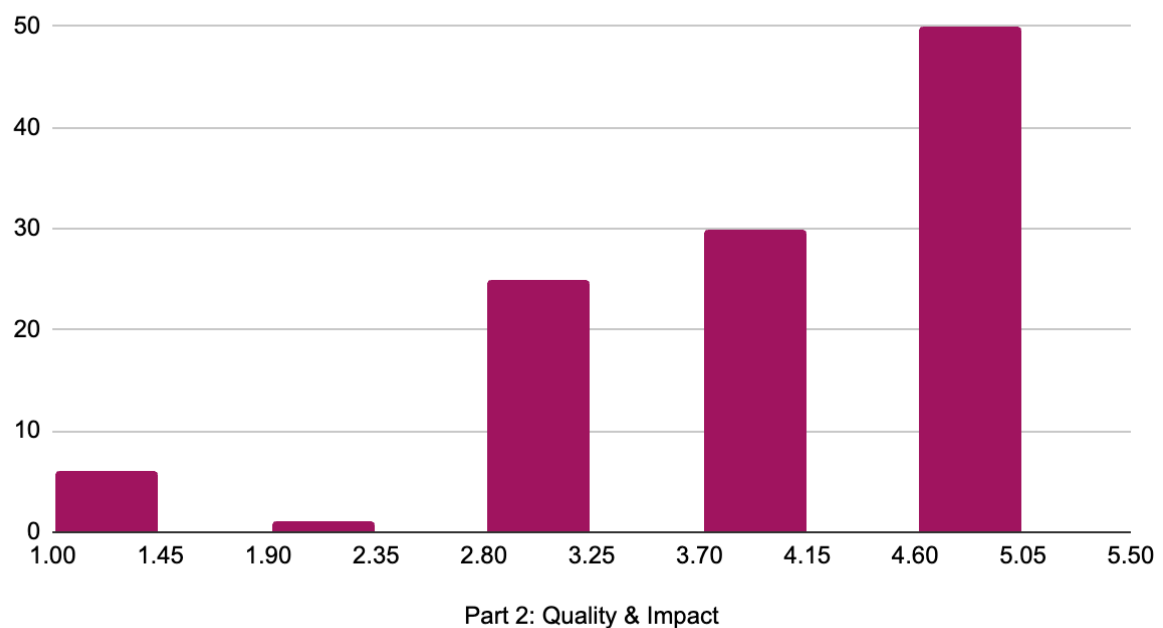


Figure 18. Cultural sensitivity of the resources

5.3 Recognising and challenging bias in AI

Q5. Indicate your level of agreement/disagreement with the following statement:
The resources help youth workers recognise and challenge biases in AI systems.

Participants were asked to reflect on the extent to which the resources helped them *recognise and challenge biases in AI systems* — a key aspect of ethical and inclusive practice. Overall, 87 participants (78%) responded positively, indicating that the majority found the content effective in raising awareness about bias and discrimination within AI technologies.

However, 29 participants (26%) gave neutral scores, and a small group (5%) expressed disagreement, suggesting the resources did not address this topic for everyone.

The resources help youth workers recognise and challenge biases in AI systems.

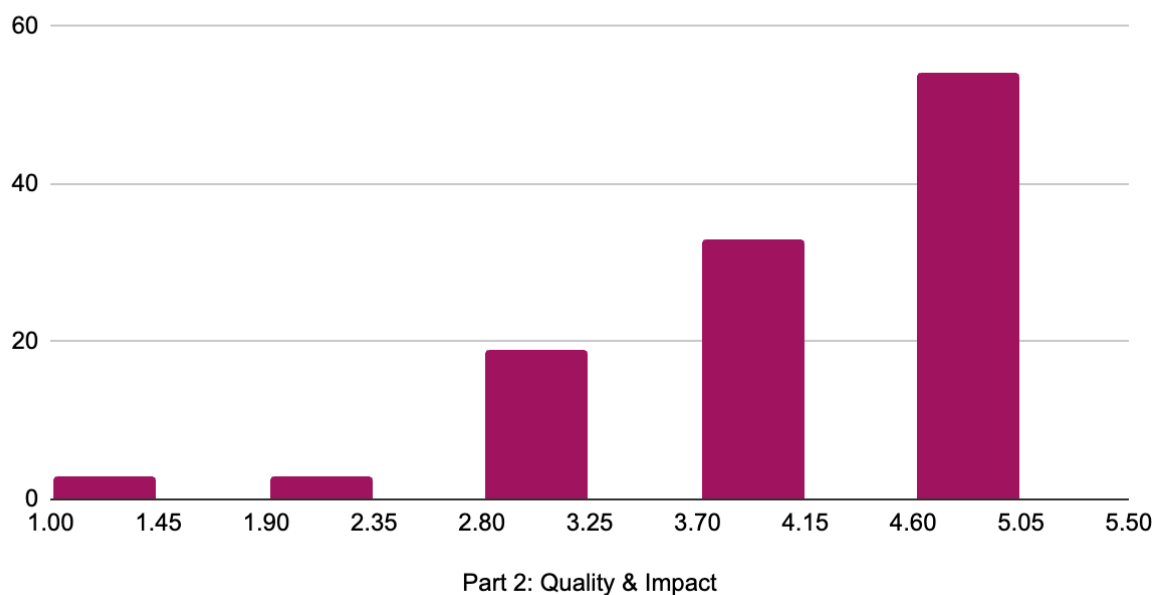


Figure 19. Recognising and challenging bias in AI

5.4 Ethics and responsible use of AI

- Q6.** Indicate your level of agreement/disagreement with the following statement:
 The resources provide youth workers with guidance on how to use AI responsibly and ethically.
- Q7.** Indicate your level of agreement/disagreement with the following statement:
 The resources provide guidance on fostering fair and ethical AI use among young people

The survey explored whether the OERs supported youth workers in adopting and promoting responsible and ethical approaches to AI. In response to the statement “*The resources provide youth workers with guidance on how to use AI responsibly and ethically,*” 87 participants (78%) expressed agreement or strong agreement. 19 respondents (17%) were neutral, and 6 (5%) expressed disagreement.

The resources provide youth workers with guidance on how to use AI responsibly and ethically.

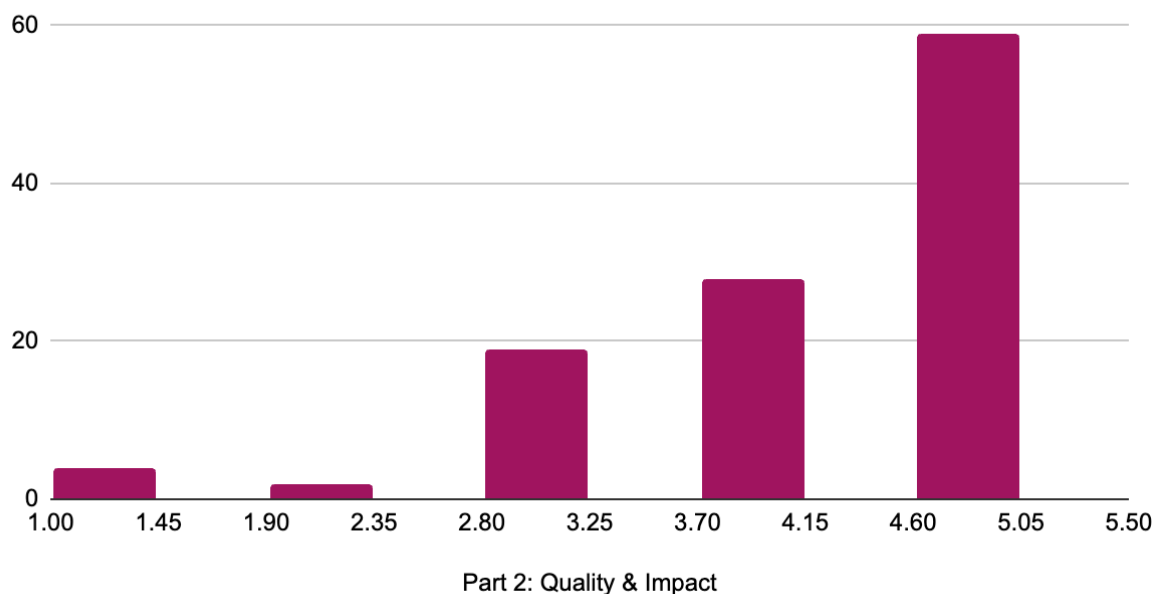


Figure 20. Ethics and responsible use of AI

A related item — “*The resources provide guidance on fostering fair and ethical AI use among young people*” — received similarly positive feedback, with 87 participants (78%) again indicating agreement or strong agreement, 20 (18%) choosing a neutral response, and 5 (4%) expressing disagreement.

The resources provide guidance on fostering fair and ethical AI use among young people.

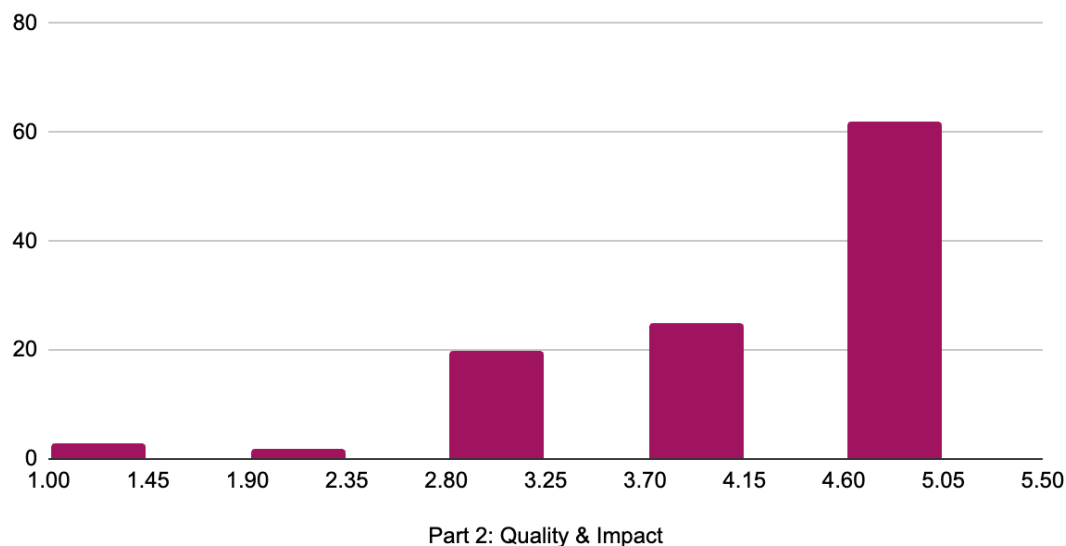


Figure 21. Fostering fair and ethical AI use among young people

All in all, these results suggest that the OERs were largely effective in introducing ethical considerations and in offering practical guidance for applying ethical principles in youth work. At the same time, the share of neutral responses highlights a need to deepen and clarify ethical content, especially regarding how youth workers can translate responsible AI use into meaningful discussions and activities with young people.

5.5 Confidence and inclusion in AI engagement

Q8. Indicate your level of agreement/disagreement with the following statement:

The resources provide youth workers with guidance on how to use AI responsibly and ethically.

Participants were asked to assess the extent to which the resources *encourage youth workers from diverse backgrounds to engage with AI confidently*. A majority — 88 participants (79%) responded positively, indicating that the OERs were generally perceived as empowering and welcoming for professionals with different experiences and identities.

At the same time, 17 participants (15%) selected neutral responses, and a small group of 6 participants (5%) expressed disagreement. This suggests that while the materials were successful in promoting confidence and approachability for many, some participants may still have felt hesitant, possibly due to gaps in digital literacy, unfamiliar terminology, or limited representation within the content.

The resources encourage youth workers from diverse backgrounds to engage with AI confidently.

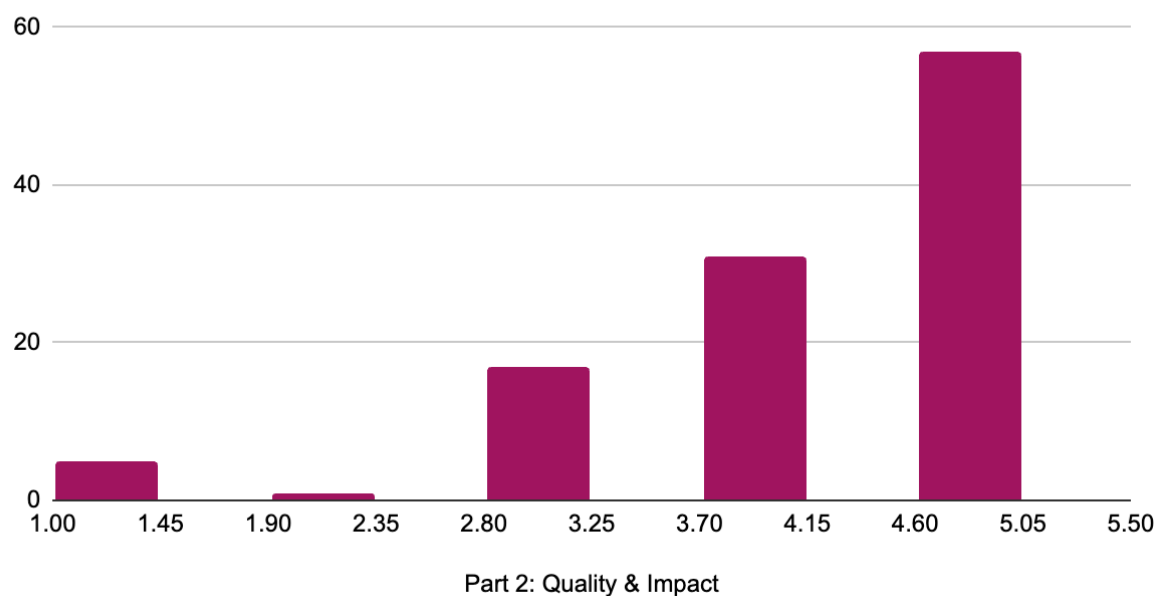


Figure 22. Confidence and inclusion in AI engagement

6. RECOMMENDATIONS

The results of the piloting phase of the AI4YouthWork project confirm the overall quality, accessibility, and relevance of the Open Educational Resources for youth workers. Participants widely reported improved understanding of AI, development of relevant skills, and increased motivation to integrate AI into their professional contexts. The high levels of satisfaction and recommendation rates indicate that the digital catalogue meets the core objectives of the project.

Nonetheless, several areas emerged where further support could enhance the user experience and maximise the educational impact of the resources - particularly for youth workers with limited digital skills, lower levels of confidence, or those working in culturally diverse settings. The findings suggest that small-scale adjustments and continued engagement with users can strengthen the overall effectiveness and inclusivity of the learning offer.

The following recommendations aim to support the continued use and impact of the OERs:

1. Encourage Peer Learning and Informal Exchange

Feedback from the piloting phase highlights the value of opportunities for collaborative learning and reflection. Supporting informal peer learning - such as small group discussions, reflective practice sessions, or knowledge exchange within organisations and local networks - can strengthen user engagement and deepen understanding. Such interactions allow youth workers to contextualise the content, share implementation experiences, and explore challenges in a supportive environment.

2. Promote Self-Directed Learning Pathways

Participants demonstrated varying levels of digital competence and prior exposure to AI-related topics. To accommodate this diversity, the promotion of flexible and self-directed learning pathways is recommended. Encouraging users to follow a progressive sequence - starting with foundational modules and advancing to more complex topics - can help individuals structure their learning according to their needs, confidence level, and professional objectives.

3. Highlight Real-World Applications

A recurring theme in participant feedback was the desire to connect learning with real-world practice. To address this, users should be encouraged to reflect on the practical applications of the content in their own youth work contexts. Prompts or guidance highlighting how AI tools might be used to address local challenges or support young people's engagement can enhance the relevance of the materials and support their integration into professional routines.

4. Encourage Continued User Feedback

User feedback has proven essential in ensuring the inclusivity and quality of the learning experience. Maintaining open communication channels for feedback will allow for continuous

improvement and user-centred development. Periodic invitations to share insights or suggestions, as well as ongoing dialogue with platform users, can support the identification of evolving needs and guide future enhancements.

5. Support Confidence Building through Recognition

The use of digital badges was positively received by most participants. Continuing to promote badges as a recognition tool, and encouraging users to share them within their professional networks (e.g. on LinkedIn or organisational websites), can reinforce confidence, increase visibility, and motivate further engagement with the platform.

In addition, it is recommended to establish dialogue with training providers and youth work organisations to explore potential recognition strategies beyond the platform. This could include validation of badge-based learning in staff development processes, acknowledgment during internal training sessions, or integration into continuing professional development (CPD) frameworks where applicable. Engaging training providers in this conversation can enhance the legitimacy of the learning outcomes and support the broader integration of AI competencies within the youth work profession.

7. CONCLUSIONS

The piloting phase of the AI4YouthWork project has provided meaningful confirmation of the quality, relevance, and usability of the Open Educational Resources (OERs) developed to support youth workers in understanding and engaging with Artificial Intelligence. The feedback gathered reflects a strong level of engagement and a generally positive reception among participants from diverse professional, educational, and cultural backgrounds.

Participants reported improvements in their knowledge and skills related to AI, with many indicating a greater willingness and confidence to explore AI-driven tools and practices within their professional contexts. The structure of the learning materials, combined with the intuitive design of the digital platform, contributed to a user-friendly and engaging learning experience. Ethical awareness and inclusivity, which were embedded throughout the content, were also acknowledged as key strengths.

While the findings suggest the OERs are aligned with the needs of the youth work sector, they also point to opportunities to further enhance support for learners and strengthen real-world application. These insights will inform the continued development and promotion of the resources.

Overall, the pilot phase has reinforced the strategic value of the AI4YouthWork initiative and its potential to contribute meaningfully to digital upskilling and innovation in youth work. The project is well positioned to support ongoing professional development and to foster responsible, informed, and inclusive engagement with AI across the sector.