

AI Tools Booklet for Youth Work

Practical, responsible use of Artificial Intelligence in non-formal education and Erasmus+ projects

A hands-on resource for youth workers, trainers, project managers and youth organisations.

Developed and published by **Youth Horizons Armenia** as an open educational resource for youth workers, trainers and youth organisations.

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Why this booklet

Artificial Intelligence has quietly entered the daily work of youth organisations. Youth workers use it to draft calls, design sessions, translate materials, summarise reports and make graphics. Used well, AI can save time, widen access and free youth workers to do the human part of the job. Used carelessly, it can leak participants' personal data, spread errors, exclude people and replace the very relationships youth work is built on.

This booklet is the practitioner companion to the youth-facing *Youth Guide to Responsible AI* (also published by Youth Horizons Armenia). It is written for the people who run youth work: how to use AI tools **responsibly, inclusively and effectively** across the youth-work and project cycle. It is deliberately tool-agnostic — specific apps change every few months, so we focus on **tasks, methods and principles** that last.

Who it is for: youth workers, trainers, facilitators, project coordinators, EVS/ESC mentors and volunteers, and youth organisations building their first AI practice.

Six principles for responsible AI in youth work

Before any tool, agree these principles in your team and write them into your organisation's practice.

1. **Human-in-charge.** AI drafts; a youth worker decides. Never let a system make a decision about a young person (selection, assessment, support) on its own. You are always accountable for the output.
2. **Data protection first (GDPR).** Never paste participants' personal data — names, contact details, health or safeguarding information, photos, application texts — into public AI tools. Assume anything you enter may be stored and reused. Anonymise before you prompt.
3. **Transparency.** Be open with colleagues, partners and young people about when and how you used AI. In Erasmus+ applications, the intellectual content must be genuinely yours; AI can support drafting, not replace authorship.
4. **Inclusion and accessibility.** Use AI to *widen* access (translation, plain-language versions, alt-text, captions), and check that it does not exclude. Watch for bias, and make sure young people with low digital confidence or without devices are supported, not left behind.
5. **Quality and truth.** AI outputs can be wrong or invented. Fact-check everything, especially figures, sources and quotes. Never publish an AI draft you have not verified and edited.
6. **Sustainability and proportionality.** AI has an environmental cost (energy and water). Use it deliberately, not reflexively — not every task needs a large model.

AI by task: a practical toolkit

Match the tool to the task. For each area below: what AI is good for, and the responsible-use note.

1. Content and material creation *Good for:* first drafts of session outlines, energisers, info-pack text, social posts, newsletters; generating example scenarios and role-play cards; drafting quiz and reflection questions. *Responsible note:* always adapt to your real group and context; check facts; keep your organisation's voice.

2. Project design and management *Good for:* brainstorming project ideas and objectives; structuring a work plan or timeline; drafting risk registers; turning messy notes into clear meeting minutes; summarising long documents (guides, reports). *Responsible note:* the core intellectual work and the specifics of your partnership must be yours; use AI to organise, not to invent your project.

3. Communication, dissemination and design *Good for:* drafting and repurposing dissemination content across channels; generating image concepts and simple graphics; writing captions, alt-text and hashtags; creating first-draft press releases. *Responsible note:* never create misleading images of real people or events; label AI-generated visuals where relevant; keep accessibility (alt-text, captions) in every output.

4. Facilitation and learning *Good for:* generating discussion prompts and case studies; adapting an activity for different ages or abilities; creating differentiated versions of a handout; preparing debrief questions. *Responsible note:* AI does not facilitate — you do. Use it to prepare, then read the room and respond to the humans in front of you.

5. Translation and accessibility *Good for:* first-draft translations; plain-language and easy-read versions; captions and transcripts; summarising in a participant's stronger language. *Responsible note:* machine translation makes mistakes, especially with nuance and culture; have a human check anything important, and never rely on it for safeguarding or consent information.

6. Evaluation and reporting *Good for:* turning survey text and feedback into themes; drafting report sections from your own notes and data; generating first-draft indicators. *Responsible note:* anonymise all participant feedback first; verify every number; the reflection and judgement must be yours.

Prompting for youth workers: the C-R-A-F-T framework

The quality of what you get from an AI tool depends on the quality of your request. Use **CRAFT**:

- **C — Context:** who you are and the situation. *“I am a youth worker preparing a 90-minute non-formal session for 20 young people aged 16–19 from four countries.”*
- **R — Role:** ask the AI to take a role. *“Act as an experienced non-formal education trainer.”*
- **A — Action:** what you want. *“Draft a session outline on media literacy using experiential methods.”*
- **F — Format:** how you want it. *“Give a timed run-of-show as a table, with aims for each block.”*
- **T — Tune:** refine. Add constraints, ask for a more inclusive version, request a plain-language handout, iterate.

Golden rules of prompting in youth work: anonymise (no real participant data); iterate (your second and third prompt are where the quality is); and always edit the output into your own voice and your real context. The AI gives you a lump of clay, not a finished sculpture.

Example (safe): *“Act as a non-formal education trainer. I run a youth exchange on responsible AI for 24 participants aged 18–25, six per country, half with fewer opportunities. Draft three 60-minute session outlines on: spotting AI-generated content; a five-step source check; and algorithmic bias. Use experiential (Kolb) methods, include a daily reflection, and note accessibility adaptations. Format as tables.”*

Using AI across the Erasmus+ project cycle

- **Idea and design:** brainstorm concepts aligned to priorities; structure your logic (needs → objectives → activities → outcomes → impact); draft a first timeline. *Keep the concept genuinely yours.*
- **Application writing:** organise your arguments, tighten language, check readability, generate a first draft of a section from your own bullet points. *Do not let AI invent facts, partners or data; the authorship must be real (Erasmus+ requires it).*
- **Preparation:** draft participant info-packs, learning agreements, risk assessments and preparation-session outlines. *Anonymise; adapt to your real groups.*
- **Implementation:** prepare session materials, differentiated handouts, translations and daily reflection tools. *AI prepares; you facilitate.*
- **Youthpass and recognition:** generate prompts and examples that help young people describe their competences. *The young person writes their own Youthpass; AI only scaffolds.*
- **Dissemination:** repurpose results across channels, draft captions and alt-text, produce visual concepts. *Verify, label, keep it accessible.*
- **Evaluation and reporting:** theme anonymised feedback, draft report sections from your data. *Verify every figure; the judgement is yours.*

Red lines: where not to use AI

Some things AI must not do in youth work. Agree these as firm limits:

- **No decisions about young people** made by AI (selection, safeguarding, assessment, support).
- **No participant personal data** in public AI tools — ever.
- **No fabricated content** presented as real: no fake quotes, fake images of real people, invented data or invented sources.
- **No replacement of the relationship.** AI does not mentor, listen to, or support a young person in crisis. Signpost to humans and professional help.
- **No unverified publishing.** Nothing goes out under your organisation's name that a human has not checked and edited.
- **No over-reliance that deskills your team.** Keep building the human competences AI cannot replace.

A starter plan for your organisation

1. **Agree your principles** (use the six above) and write a short one-page AI policy.
2. **Pick two or three tasks** to try first (for example: drafting dissemination, translating materials, summarising notes).
3. **Set your data rule:** anonymise before prompting; name what is never entered.
4. **Train your team** with one hands-on session using the CRAFT framework.
5. **Involve young people:** use our *Youth Guide to Responsible AI* to build their critical skills, and let them shape how your organisation uses AI.
6. **Review** after three months: what saved time, what created risk, what to change.

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