AI4 Youth Media

Artificial Intelligence for Youth Media

WP2 Report

AI in Media Framework Development

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1. Executive Summary

AI4YOUTH MEDIA is an Erasmus+ KA220-YOU cooperation partnership that aims to empower young people and youth workers by improving AI literacy and digital skills, promoting the ethical use of AI, and fostering media innovation through hands-on learning and community engagement.
Work Package 2 (WP2) focuses on identifying current needs through a comparative methodology combining desk research, professional focus groups (or structured professional interviews), youth questionnaires, and national case studies. The WP2 outputs provide the evidence base for the AI in Media Framework and the subsequent learning, training, and dissemination activities.
This Overall Report synthesises the national reports submitted by partner organisations in Germany, Malta, Serbia, Türkiye, and Czechia. It consolidates quantitative signals (questionnaire patterns) with qualitative insights (professional discussions and open-ended reflections) and translates them into practical implications for framework design, training architecture, and implementation planning.

Key cross-country messages

- AI adoption among youth and early-career professionals is already widespread, with conversational AI (e.g., ChatGPT-class tools) acting as a default entry point. Use cases cluster around writing support, idea generation, translation, summarisation, social media content, and basic visual design.
- Confidence in everyday use is relatively high, but conceptual understanding of how systems work (bias, training data, limitations, provenance) remains uneven and often intuitive rather than methodical.
- Ethical risks converge across countries: misinformation and deepfakes; bias and discrimination; privacy and personal data; intellectual property and authorship; transparency and accountability in professional and educational contexts.
- Training demand is practical and role-based: participants request concrete workflows, examples, templates, and ‘do-and-review’ exercises aligned with real media tasks. A strong preference emerged for guidance that is operational (what to do), not only normative (what is good).

- Access remains a structural barrier in multiple contexts, especially where paid subscriptions, hardware, or stable connectivity are required. Cost and unequal institutional capacity risk widening existing digital divides.
- The Czechia findings further confirm that young people and youth workers already use AI tools in everyday learning, communication and creative media tasks, but their use is often practical and intuitive rather than systematic. This reinforces the need for safe prompting guidance, verification routines, AI disclosure rules, copyright awareness and accessible low-cost tool options.

High-priority implications for the AI in Media Framework

- Define minimum ethical-operational standards (transparency, privacy-by-design, bias checks, attribution and copyright hygiene) that can be implemented by youth workers and media educators without specialist legal/technical support.
- Build modular training pathways differentiated by role (youth, youth workers, educators, media professionals) and by task (text, audio, video, design, verification).
- Embed misinformation resilience as a cross-cutting competency: verification routines, synthetic media detection literacy, and 'trust calibration' in AI outputs.
- Provide a living resource hub model: recommended tool landscape, prompt patterns, checklists, and update procedures to keep materials current.
- Include Czechia-informed practical safeguards for responsible youth media production, especially safe prompting, source-checking, AI disclosure, copyright and attribution rules, privacy protection, and responsible use of AI-generated images, videos and voices.

2. Project Background and Rationale

The rapid diffusion of generative AI has changed how information is created, distributed, and consumed. For young people, AI tools are increasingly integrated into everyday learning, communication, and creative expression. In media contexts, the same tools accelerate content production and enable

novel forms of storytelling, while simultaneously lowering the threshold for misinformation, manipulation, and synthetic media abuse.
AI4YOUTH MEDIA responds to this dual-use reality by combining media literacy traditions with practical AI skills development. The project is positioned to support young people and those who work with them (youth workers, educators, media mentors) to adopt AI in a responsible, human-centred manner.
According to the project application, AI4YOUTH MEDIA runs from 01/02/2025 to 31/01/2027 (24 months) and pursues outcomes that include an ethical framework for AI use in media, hands-on training, and community-facing dissemination designed to reach large online audiences and local ecosystems.

Consortium and roles (WP2 perspective)

Country	Partner organisation	WP2 contribution (primary)	Data sources submitted
Germany	ZiB e.V.	Professional interviews/focus group, youth questionnaire, national case studies	National report (PDF draft)
Malta	PBS	Professional discussion + youth questionnaire, national case studies, literature scan	National report (PDF)
Serbia	RTS	Professional focus group, youth questionnaire, national case studies, literature scan	National report (PDF)
Türkiye	Medya-İş	Professional focus group, youth questionnaire, national case studies, literature review	National report (DOCX)

Czechia	Eduheart	Professional focus group / structured input, youth questionnaire, national case studies, national analysis	National report (DOCX)

WP2 in the project logic

WP2 is the evidence-generating work package. Its purpose is to (i) map the current baseline of AI use in youth media contexts, (ii) identify concrete risks and capability gaps, (iii) document promising practices through case studies, and (iv) translate these inputs into a structured AI in Media Framework that is actionable for practitioners.

3. WP2 Objectives, Research Design and Methodology

3.1 WP2 objectives

- Identify how young people and practitioners currently use AI tools in media-related tasks and learning contexts.
- Assess perceived benefits and risks, including ethical and legal concerns relevant to youth media work.
- Determine training needs and priorities for different roles (youth workers, educators, media mentors, youth).
- Capture and analyse national-level context factors (access, institutional readiness, local discourse).
- Provide a comparative synthesis that directly informs the design of the AI in Media Framework and subsequent training resources.

3.2 Data sources and instruments

Partners applied a common WP2 instrument set: (i) a national focus group or structured professional interviews, (ii) a youth questionnaire (Likert + open-ended components), (iii) at least two national case studies documenting innovative practice, and (iv) a short literature review. In several countries, focus group and questionnaire data were collected in close succession and interpreted together to triangulate quantitative patterns with qualitative

explanations. The Czechia national report follows the same overall logic by combining professional input from youth workers, educators and media-related professionals with a youth questionnaire, national analysis and two national case studies.

3.3 Comparative overview of samples

This section consolidates the reported sample characteristics across partner countries, based on the national WP2 reports. Figures are presented as reported by partners for transparency and for supporting cross-country interpretation.
The table is used as a quick reference for WP2-to-WP3 continuity (training design), and for interpreting the consolidated findings in Sections 4–7.

Country (Partner)	Focus Group (date; N; profile)	Questionnaire (N; age range/profile)	Key quantitative signals (selected)	Case-study quantitative outputs (where reported)
Türkiye (Medya-İş)	2025 (reported); N=10; Semi-structured online focus group (media ecosystem professionals)	N=10; 15–29	• AI usage: 9/10 frequent; 1/10 sometimes • Tool usage: ChatGPT 10/10; Gemini 6/10; Canva AI 5/10; multimodal tools 5/10; video/audio tools 3/10 • Barriers: cost 7/10; ethical risks 2/10; complexity 2/10; other 1/10; responsible use avg 4.4/5	Curriculum analysis across 72 universities; national workshop with 30+ experts (reported).
Malta (PBS)	28.10.2025; N=12; Media students/workers, aspiring	N=12; Primarily 20–29 (table includes 15–	• AI usage: 66.7% frequent; 25.0% sometimes; 8.3% never	No consistent numeric outputs reported for

	journalists, content creators, creatives	19 and one 30–37 respondent)	• Barriers: cost 58.3%; access limitations 33.3%; ethical concerns 33.3% • Attitudes: 91.7% agree AI should be used responsibly; 66.7% agree AI supports creativity; 50.0% agree they understand bias risks	the two case studies; emphasis is on workflow relevance.
Serbia (RTS)	13.11.2025; N=12; Media professionals, university professors, artists working with youth via NGOs	N=11 (implied); 24–37 (reported)	• Bias understanding: 54.55% rate 5; 36.36% rate 4; 9.09% rate 3 • Creativity statement: 36.36% rate 3; 27.27% rate 2; 27.27% rate 4; 9.09% rate 1 • Responsible use: 100% rate 5	Two-day training for 20 rural educators; production of 10 educational videos (reported).
Germany (ZiB e.V.)	15.10.2025; N=10; Social workers, teachers, AI-using professionals	N=10; 16–28 (reported)	• ~80% report using AI frequently/occasionally; 1 participant reports rare use • Confidence: over half rate confidence 5/5; most others 4/5 • Tools mentioned: ChatGPT, Canva	Not systematically quantified in the national report draft.

			AI, CapCut, Gamma AI, Gemini, ElevenLabs, NotebookLM; also Sora AI and Pixiverse	
Czechia	Date not specified; N=11; youth workers / educators / media-related professionals working with young people in digital, creative or educational contexts	N=12; young people involved in media, creative, educational or digital activities	AI usage: 7/12 frequent; 4/12 sometimes; 1/12 rare/no regular use. Tools: ChatGPT 11/12; Canva AI 6/12; Gemini or similar tools 5/12; video/audio AI tools 4/12. Confidence: level 5 = 2/12; level 4 = 4/12; level 3 = 5/12; level 2 = 1/12. Barriers: cost 7/12; ethical concerns 5/12; complexity 4/12; access limitations 3/12.	No systematic numeric outputs reported for the two case studies; emphasis is on AI literacy workshops and responsible youth digital creativity.

Note: Response shares and counts are reproduced as stated in the national reports. Where a national report provides qualitative descriptors (e.g., “several”, “multiple”) rather than counts, the synthesis retains the original wording and avoids estimation.

Country	Professional session (date, format, N, profiles)	Youth questionnaire (N, age range, notes)	Data quality notes
Germany	ZiB e.V.	Professional interviews/focus group, youth questionnaire, national case studies	National report (PDF draft)
Malta	PBS	Professional discussion + youth questionnaire, national case studies, literature scan	National report (PDF)
Serbia	RTS	Professional focus group, youth questionnaire, national case studies, literature scan	National report (PDF)
Türkiye	Medya-İş	Professional focus group, youth questionnaire, national case studies, literature review	National report (DOCX)
Czechia	Eduheart	Professional focus group / structured input, youth questionnaire, national analysis, two case studies	Clear N values are provided for the professional group and youth questionnaire. The report includes usable quantitative questionnaire extracts, but the age range of the

			youth group and systematic quantitative outputs for case studies are not specified.

3.4 Analytical approach

National teams applied a thematic synthesis approach. Quantitative questionnaire results were summarised descriptively (counts and percentages where available). Qualitative material from professional sessions and open-ended questionnaire items was coded into a shared set of themes: current use cases, opportunities, risks and ethical issues, barriers to access and adoption, training needs, and recommendations for the AI in Media Framework. At the overall level, findings were compared across countries to identify robust commonalities and meaningful divergences linked to context (for example: institutional readiness, labour market conditions, media ecosystems, and access constraints).

4. Consolidated Findings (Cross-country Synthesis)

4.1 Current AI usage patterns

Across countries, AI use is most established in text-centric tasks and entry-level creative work. Conversational assistants are used as a general-purpose interface for writing, summarising, translating, brainstorming, and planning. Where youth are engaged in media production, AI is also used for design, social-media assets, and (increasingly) audio/video assistance through platform-embedded AI features.

The Czechia findings are consistent with this pattern. Young respondents reported using AI mainly for writing support, idea generation, translation, visual design, social media content and learning support. ChatGPT-type tools were the dominant entry point, with 11 out of 12 Czech respondents reporting ChatGPT use. Canva AI, Gemini or similar tools, and video/audio AI tools were also mentioned, showing that AI use extends from text-based assistance into visual and audiovisual media production.

Common tool clusters reported

- Conversational AI: ChatGPT-class tools used as the primary interface for ideation, drafting, learning support, and workflow organisation.
- Design and social media: Canva AI, CapCut, Gamma AI and similar tools for quick asset production, templated content, and presentation outputs.
- Audio/video assistance: platform or suite features (e.g., Adobe AI tools) and emerging generators (e.g., Sora-class tools) used by participants involved in production or experimentation.
- Knowledge and research augmentation: tools oriented to note-taking and retrieval (e.g., NotebookLM-class tools) appear in more digitally advanced or exploratory user groups.

4.2 Perceived opportunities

- Creativity and rapid prototyping: AI lowers the effort required to generate first drafts and variations, supporting experimentation and learning-by-making.
- Efficiency and accessibility: AI reduces time spent on repetitive tasks and can support inclusion through translation, simplification, and assistive writing.
- Media innovation: participants identify opportunities in archival work, digital storytelling, virtual production, and data-supported journalism, provided authenticity and attribution are safeguarded.
- Learning support: youth and educators see AI as an accelerator for understanding and for bridging gaps where mentoring capacity is limited.

4.3 Ethical risks and governance needs

Ethical concerns are not abstract for participants; they are connected to concrete media realities: synthetic media manipulation, blurred authorship, and pressure to produce content faster. The reports converge on the need for practical safeguards that can be applied by non-experts. Czechia adds further evidence that ethical risks are directly connected to everyday youth media practice. Respondents raised concerns about misinformation, deepfakes, unclear sources, privacy, plagiarism, copyright, authorship, loss of authenticity and over-reliance on AI-generated answers. They also specifically mentioned the risk of AI-generated images, videos and voices being used without consent.

These findings reinforce the need for practical rules on disclosure, consent, attribution, privacy protection and human editorial responsibility.

Risk categories repeatedly highlighted

- Misinformation and deepfakes: the potential to scale manipulated content and undermine trust in public information.
- Bias and discrimination: awareness that AI outputs can reflect and amplify societal biases; uncertainty about how to detect and mitigate them.
- Privacy and personal data: risks linked to uploading personal data, youth data, or sensitive materials into third-party systems.
- Intellectual property and authorship: confusion over ownership of AI-generated outputs, use of copyrighted training data, and appropriate attribution practices.
- Transparency and accountability: need to disclose AI assistance in educational and professional contexts and maintain editorial responsibility.

4.4 Barriers to access and adoption

- Cost of subscriptions and premium features; unequal access to devices and stable connectivity.
- Institutional constraints: limited organisational capacity to experiment, lack of policies, and low confidence among trainers.
- Skill gaps: uneven understanding of verification routines, prompt strategies, and safe data practices.
- Cultural and labour-market concerns: anxiety about job displacement and deskilling, particularly in traditional media environments.
- The Czechia questionnaire confirms access barriers in quantified form. Cost was the most frequently mentioned barrier, reported by 7 out of 12 young respondents, followed by ethical concerns reported by 5 respondents, complexity by 4 respondents and access limitations by 3 respondents. This supports the inclusion of free or low-cost tool alternatives, institutional access strategies and simple step-by-step guidance in future training materials.

4.5 Training needs and preferred formats

Training demand is consistently framed as applied capacity building. Participants ask for modular learning paths, scenario-based exercises, checklists, and examples that map directly onto roles and tasks. They prefer blended formats: short inputs, guided practice, peer review, and follow-up support through a resource hub.

Training priorities emerging across reports

- Practical workflows for media tasks (text-to-content pipelines, editing support, planning and scripting, visual asset creation).
- Verification and trust routines (source evaluation, cross-checking, provenance, synthetic media detection basics).
- Ethical-operational rules (privacy-by-design, attribution, bias checks, disclosure, safe prompting and data handling).
- Tool landscape literacy (what tools exist, what they are good at, cost/free alternatives, and update strategies).
- Facilitation skills for youth workers and educators (how to teach AI use without normalising cheating or over-reliance).
- Responsible youth media production routines, including safe prompting, human review, AI disclosure, copyright and attribution, consent for image/audio/video use, and practical checklists for young creators.

5. Country Chapters

This section summarises each national report in a consistent structure: context, professional session insights, youth questionnaire signals, case studies, and literature highlights. Country chapters are intentionally detailed to preserve nuance that may be lost in the cross-country synthesis.

5.1 Türkiye (Medya-İş)

Country profile: quantitative highlights and implementable requests (WP2 addendum)

This addendum expands the country chapter with concrete, report-based signals and a set of implementable requests designed to be directly

operationalised in WP3–WP5 (training design, resource hub, dissemination, and sustainability).

Country fact box (reported data)

Partner organisation	Medya-İş
Focus group (date; N; profile)	2025 (reported); N=10; Semi-structured online focus group (media ecosystem professionals)
Questionnaire (N; age range/profile)	N=10; 15–29
Key quantitative signals	• AI usage: 9/10 frequent; 1/10 sometimes • Tool usage: ChatGPT 10/10; Gemini 6/10; Canva AI 5/10; multimodal tools 5/10; video/audio tools 3/10 • Barriers: cost 7/10; ethical risks 2/10; complexity 2/10; other 1/10; responsible use avg 4.4/5
Case studies (quantitative outputs)	Curriculum analysis across 72 universities; national workshop with 30+ experts (reported).
Priority implementation focus (WP3–WP5)	See actionable request list below.

Implementable requests (prioritised)

Cost-reduction pathways (institutional access + open alternatives) to address the main barrier.
Practice-heavy verification and credibility modules for youth creators and young journalists.
Deepen technical understanding beyond intuitive use (models, data traces, bias).
Multimodal creation workflows (text-image-video-audio) with ethical guardrails.
Integration pathways with universities and vocational centres (drawing on curricula analysis).
Trainer network and ToT model.
Rapid update cycle for tools and policy changes.
Stakeholder co-design routines (building on 30+ expert workshop model).

Request-to-framework mapping (operational view)

Implementable request	Framework pillar / module	WP3/outputs to integrate	Operationalisation (what to produce)
Cost-reduction pathways (institutional access + open alternatives) to address the main barrier	Access & inclusion	Tool guidance + partnership model	Licence options, open-source shortlist, and budgeting guidance
Practice-heavy verification and credibility modules for youth creators and young journalists	Verification & media integrity	WP3 training + labs	Verification drills, platform-specific checklists, provenance exercises
Deepen technical understanding beyond intuitive use (models, data traces, bias)	AI fundamentals & critical thinking	Core module + micro-learning	Short units with quizzes and “common errors” examples
Multimodal creation workflows (text-image-video-audio) with ethical guardrails	Creative production workflows	Project-based modules	End-to-end project kits and assessment rubrics
Integration pathways with universities and vocational centres (drawing on curricula analysis)	Institutional integration	Stakeholder engagement plan	MoUs, micro-credential outline, alignment with curricula
Trainer network and ToT model	Capacity building & pedagogy	ToT package + peer learning	Trainer handbook, community sessions, and QA

			checklists
Rapid update cycle for tools and policy changes	Sustainability & maintenance	Hub governance model	Quarterly update protocol and change logs
Stakeholder co-design routines (building on 30+ expert workshop model)	Participation & governance	Co-design toolkit	Workshop scripts, facilitation tools, and decision records

Türkiye – Fact Box

Item	Detail
Professional session	2025 (date not specified in report) | Online, semi-structured | N=10
Youth questionnaire	N=10 | age range 15–29
Data types	Professional focus group; youth questionnaire; 2 case studies; literature review

Context and baseline

The Türkiye national report is strongly aligned to the WP2 template and provides quantified findings. It highlights high levels of AI tool adoption among youth (15–29) and identifies economic accessibility as a primary barrier, alongside ethics and complexity concerns.

Professional focus group insights

- Participants include youth workers, media educators, creative industry professionals, and field reporters, indicating a strong linkage between youth work and real-world media practice.
- Ethical issues are articulated in operational terms: misinformation and bias; privacy and data risks; professional responsibility and legal exposure; and the need for clear disclosure and verification routines.
- Training needs prioritise hands-on, scenario-based learning and practical guidelines that can be applied in newsroom, classroom, and youth centre settings.

Youth questionnaire signals

The youth questionnaire (N=10, age 15–29) indicates intensive interaction with AI tools: 9 respondents report frequent use and 1 sometimes. ChatGPT is used by all respondents (10/10), while other tools such as Gemini are also used by a majority (6/10).

Barriers and attitudes (selected quantified results)

- Main barrier: cost (7 respondents), suggesting that premium access is a key driver of inequality.
- Other barriers: ethical risks (2), complexity (2), other (1).
- Respondents recognise bias and rate bias awareness mostly between 3–5 on a 1–5 scale, but understanding remains intuitive and requires structured training.

Case studies

Case Study 1: Artificial Intelligence and Digital Media Workshop

A structured workshop initiative introducing youth to AI and digital media creation through hands-on activities. The case demonstrates an applied approach that can be converted into reusable training modules, including exercises for safe prompting, content verification, and ethical disclosure.

Case Study 2: AI Stars (Yapay Zeka Yıldızları)

A nationwide initiative that builds AI capacity through training-of-trainers, mobile training components, and school/youth-centre outreach. The case is particularly relevant as a scaling model and offers practical lessons for outreach logistics, resource design, and ensuring inclusion beyond major cities.

Literature review highlights

The Türkiye literature review provides a structured theoretical frame and connects academic trends with journalism curricula and sector needs. It supports the view that AI literacy in media contexts must integrate technical understanding (at an appropriate level), ethics, and task-based competence, and that curricula require regular updating to keep pace with AI tool evolution.

- A lightweight implementation checklist for organisations (devices, accounts, data protection basics, and safe classroom setup).

- Trainer enablement: facilitator notes, troubleshooting tips, and “common failure modes” (hallucination, overconfidence, stereotype reinforcement).
- Reusable assessment tools: pre/post self-efficacy scales, reflective journaling prompts, and rubric templates for AI-supported media outputs.
- A short safeguarding addendum for work with minors (privacy, consent, identity protection, and responsible publishing).
- Tool selection guidance by task and risk tier (low-risk brainstorming vs. high-risk factual claims).
- A “human-in-the-loop” editorial workflow for youth productions (roles, review gates, and quality assurance checklists).
- Prompting patterns for media tasks (headline drafting, script outlines, interview preparation, summarisation) with bias/quality checkpoints.
- Copyright and licensing guidance for generative outputs (image/audio/video), including a risk matrix and safe-use heuristics for non-commercial youth projects.
- A verification workflow pack: source-check steps, reverse search guidance, deepfake red flags, and an escalation route for high-risk items.
- A concise “AI disclosure and labelling” kit for youth media outputs (templates + examples + do/don’t rules).

The Türkiye findings point to high day-to-day AI adoption, paired with a clear demand for structured, ethics-led workflows. The following support requests are practical, implementable within WP3–WP5, and directly usable by youth workers, media educators and young creators:

Preferred support requests (practical)

- A set of micro-credentials / badges for AI media literacy (e.g., Verification, Ethical Creation, Prompting for Media, Rights & Licensing).
- A modular template library for youth productions (podcast, short video, social media campaign) with integrated AI checkpoints.
- A practical toolkit for misinformation and synthetic media awareness: scenario cards, role-play scripts, and classroom-ready activities.
- A “responsible creation” checklist that combines: (i) intent, (ii) data sensitivity, (iii) disclosure, (iv) verification, and (v) rights management.

- A bilingual (TR/EN) “AI in Media Quick Guide” for youth workers and trainers, aligned with the project’s competency model.

To ensure the framework is actionable for the Türkiye ecosystem, the following deliverables are recommended as part of WP3 outputs. These are framed as transferable assets that can also benefit other partner countries:

Türkiye-specific deliverables to strengthen the AI in Media Framework

A practical pilot packaging option (indicative) is 12–16 training hours delivered over 2–4 sessions, culminating in a verified media output (e.g., podcast episode or short video) and a reflective learning log. The above packaging is proposed as a WP4 delivery model (not a replacement of national report data).

- Track B – Integrity and verification: hands-on exercises on misinformation detection, deepfake awareness, and verification routines, designed for rapid transfer to everyday youth media consumption.
- Track A – Responsible AI-supported creation: short media production cycles where AI is used for ideation, scripting and post-production support, combined with disclosure and quality gates.

Türkiye is well-positioned for pilot delivery that combines high AI tool familiarity with structured responsibility safeguards. Based on the national focus group and questionnaire signals, a dual-track pilot approach is recommended:

5.2 Malta (PBS)

Country profile: quantitative highlights and implementable requests (WP2 addendum)

This addendum expands the country chapter with concrete, report-based signals and a set of implementable requests designed to be directly operationalised in WP3–WP5 (training design, resource hub, dissemination, and sustainability).

Country fact box (reported data)

Partner organisation	PBS
Focus group (date; N; profile)	28.10.2025; N=12; Media students/workers, aspiring journalists, content creators, creatives
Questionnaire (N; age range/profile)	N=12; Primarily 20–29 (table includes 15–19 and one 30–37 respondent)
Key quantitative signals	• AI usage: 66.7% frequent; 25.0% sometimes; 8.3% never • Barriers: cost 58.3%; access limitations 33.3%; ethical concerns 33.3% • Attitudes: 91.7% agree AI should be used responsibly; 66.7% agree AI supports creativity; 50.0% agree they understand bias risks
Case studies (quantitative outputs)	No consistent numeric outputs reported for the two case studies; emphasis is on workflow relevance.
Priority implementation focus (WP3–WP5)	See actionable request list below.

Implementable requests (prioritised)

Additional Malta-specific operational requests (practice-oriented):

- A cost-aware tool access plan (free/low-cost alternatives, account hygiene guidance, and shared device workflows for youth centres).
- A structured creator workflow for small teams (roles: producer, verifier, editor) to reduce over-reliance on AI outputs.
- A short ethics and rights module focused on IP, attribution, and platform rules for youth-made content.
- A micro-module on AI bias in representation, using localised examples and reflective discussion prompts.

Institutional access to core AI tools or supported free-tier pathways to reduce cost barrier.
Synthetic media literacy training (deepfakes, manipulated media, platform dynamics).

Privacy-by-design checklists for creators (face/voice/likeness, consent, storage).
Ethical decision aids (plagiarism avoidance, authenticity, attribution).
Production workflows with guardrails (ideation to publishing) in youth media settings.
Bias awareness practicals (bias in datasets, stereotypes, framing).
Trainer enablement (youth workers/media educators) for scalable delivery.
Community feedback loop for continuous improvement.

Request-to-framework mapping (operational view)

Implementable request	Framework pillar / module	WP3/outputs to integrate	Operationalisation (what to produce)
Institutional access to core AI tools or supported free-tier pathways to reduce cost barrier	Access & inclusion	Tool guidance + sustainability planning	Procurement options, free-tier alternatives, and usage policy templates
Synthetic media literacy training (deepfakes, manipulated media, platform dynamics)	Verification & media integrity	WP3 module + practical labs	Hands-on labs with real-world examples; detection steps; reporting pathways
Privacy-by-design checklists for creators (face/voice/likeness, consent, storage)	Data protection & safeguarding	Ethical guidelines + creator toolkit	Consent templates, disclosure statements, and safe storage guidance
Ethical decision aids (plagiarism avoidance, authenticity, attribution)	Ethics & transparency	Guidelines + quick-reference cards	One-page decision trees and “red flag” scenarios
Production workflows with guardrails	Creative production workflows	Training modules + example projects	Project-based learning packs with deliverables

(ideation to publishing) in youth media settings			and evaluation rubrics
Bias awareness practicals (bias in datasets, stereotypes, framing)	AI fundamentals & critical thinking	Core module + case tasks	Bias spotting exercises and reflective prompts
Trainer enablement (youth workers/media educators) for scalable delivery	Capacity building & pedagogy	ToT package	Trainer handbook, observation checklists, and peer-learning routines
Community feedback loop for continuous improvement	Sustainability & participation	M&E framework	Feedback forms, quarterly review process, and partner learning sessions

Malta – Fact Box

Item	Detail
Professional session	28.10.2025 | Valletta, in-person | N=12 (note: narrative also refers to questionnaire respondents; see limitations)
Youth questionnaire	N=12 (inferred from age table and percentages) | age range 15–37 (table) / 19–32 (narrative)
Data types	Professional discussion; youth questionnaire; 2 case studies; literature review

Context and baseline

Malta's report situates AI adoption within a small-country media ecosystem where innovation and regulatory responsiveness are often comparatively fast. Respondents highlight both the opportunity to modernise creative industries and the risk of authenticity loss, job displacement, and misinformation in a highly networked information environment.

Professional and youth perspectives

The Malta report triangulates professional reflections with questionnaire responses from young participants engaged in media and creative pathways. Participants report frequent AI use and a pragmatic interest in applying AI to content creation, archiving, and idea generation, while simultaneously expressing concern about manipulation and the erosion of trust.

Key signals captured in the report

- Strong agreement that AI should be used responsibly; a clear appetite for practical guidance rather than abstract principles.
- Moderate understanding of bias and the need for targeted training on how bias manifests in media outputs and recommendation systems.
- Interest in AI for creative work (e.g., story development, visual asset creation) and for institutional contexts such as archive restoration, provided provenance and copyright safeguards are applied.

Case studies

Case Study 1: DigiVision – Digital Media and Applications for Young Broadcasters

An Erasmus+ cooperation partnership model that supports youth and youth workers to develop modern broadcasting skills, including AI-assisted production. The case is relevant as it connects youth learning with real production environments and highlights the importance of structured mentorship and workflow-based learning.

Case Study 2: University of Malta – Media & Misinformation Workshops

A workshop model focused on misinformation awareness and critical thinking. While not exclusively AI-focused, it provides an evidence-based structure for

strengthening media literacy and can be enhanced with explicit synthetic media modules within AI4YOUTH MEDIA.

Literature review highlights

The Malta literature review foregrounds education and digital literacy debates, especially around equitable access and ethical governance. For the AI in Media Framework, the most actionable takeaway is the call for clear, practical rules that protect trust while enabling innovation.

5.3 Serbia (RTS)

Country profile: quantitative highlights and implementable requests (WP2 addendum)

This addendum expands the country chapter with concrete, report-based signals and a set of implementable requests designed to be directly operationalised in WP3–WP5 (training design, resource hub, dissemination, and sustainability).

Country fact box (reported data)

Partner organisation	**RTS**
Focus group (date; N; profile)	13.11.2025; N=12; Media professionals, university professors, artists working with youth via NGOs
Questionnaire (N; age range/profile)	N=11 (implied); 24–37 (reported)
Key quantitative signals	• Bias understanding: 54.55% rate 5; 36.36% rate 4; 9.09% rate 3 • Creativity statement: 36.36% rate 3; 27.27% rate 2; 27.27% rate 4; 9.09% rate 1 • Responsible use: 100% rate 5
Case studies (quantitative outputs)	Two-day training for 20 rural educators; production of 10 educational videos (reported).
Priority implementation focus (WP3–WP5)	See actionable request list below.

Implementable requests (prioritised)

Additional Serbia-specific operational requests (practice-oriented):

- A transparency and disclosure standard for AI-assisted youth media outputs (simple labels + examples).
- A verification mini-kit designed for mixed audiences (youth + professionals), with short, repeatable routines.
- Guidance on safe use of AI in creative industries: task-based tool selection, data sensitivity checks, and quality review gates.
- Facilitator guidance for handling polarising content and misinformation narratives in group settings.
- Profession-specific modules for media and youth ecosystems (journalism, NGO youth work, creative production).
- Living resource hub with templates and examples.
- Transparency practices: labelling AI assistance, source disclosure, accuracy checks.
- Inclusion for rural/under-resourced contexts (offline/low-bandwidth options).
- Local trainer support (capacity building).
- Bias and risk awareness consolidation (high existing awareness).
- AI tool use policies within organisations.
- Replication packages based on reported case study outputs.

Request-to-framework mapping (operational view)

Implementable request	Framework pillar / module	WP3/outputs to integrate	Operationalisation (what to produce)
Profession-specific modules for media and youth ecosystems (journalism, NGO youth work, creative production)	Role-based pathways	WP3 modular curriculum	Track-based learning paths (beginner/intermediate)
Living resource hub with	Sustainability & maintenance	Hub build + governance	Repository structure,

templates and examples			contribution guidelines, periodic updates
Transparency practices: labelling AI assistance, source disclosure, accuracy checks	Ethics & transparency	Guideline + templates	Disclosure labels, newsroom-style checklists, and sample policies
Inclusion for rural/under-resourced contexts (offline/low-bandwidth options)	Access & inclusion	Adapted materials	Printable handouts, offline activities, and light-tech alternatives
Local trainer support (capacity building)	Capacity building & pedagogy	ToT and trainer network	Mentoring plan, communities of practice, and refresher sessions
Bias and risk awareness consolidation (high existing awareness)	AI fundamentals & critical thinking	Advanced case exercises	Scenario packs focusing on misinformation and reliability
AI tool use policies within organisations	Governance & operations	Policy templates	Model policy with roles/responsibilities
Replication packages based on reported case study outputs	Implementation & scaling	Project kits	Two-day training agenda template; video production brief

Serbia – Fact Box

Item	Detail
Professional session	13.11.2025 | Belgrade, in-person | N=12 (note: narrative mentions 11 participants)
Youth questionnaire	N=11 | age range 23–37
Data types	Professional focus group; youth questionnaire; 2 case studies; literature review

Context and baseline

The Serbia report highlights a sector in transition: AI tools are being adopted unevenly across media, education, and civil society. Participants observe both rapid experimentation among digitally active professionals and hesitancy or avoidance among those concerned about ethics, authenticity, or institutional readiness.

Professional focus group insights

- AI is perceived as transformative for production workflows, problem-solving, and creative processes, but trust, authorship, and learning integrity are central concerns.
- Participants emphasise that age alone does not predict adoption; professional environment and motivation are stronger drivers.
- Professionals call for clear ethical/editorial/pedagogical guidelines and for profession-specific training modules with concrete workflows.

Priorities articulated by the professional group

- Establish a clear set of ethical, editorial and pedagogical guidelines.
- Provide profession-specific training modules with concrete workflows.
- Support local trainers who can teach colleagues and maintain knowledge internally.
- Create a living, regularly updated resource hub with examples, templates and recommended tools.
- Ensure accessibility and inclusion across rural areas, underfunded institutions and youth organisations.

- Build a culture of transparency in AI use, especially regarding sources, accuracy and authorship.

Youth questionnaire signals

The questionnaire sample (N=11, age 23–37) captures young professionals shaping youth culture and media practice. All AI users reported ChatGPT-class tools; design tools (Canva AI) and production tools (Adobe AI features, Sora-class and Gemini-class systems) were also mentioned. Confidence is moderate-to-high but not uniform; many respondents report 'moderate confidence' and request further training.

Quantitative indicators included in the report

- Confidence distribution (1–5): 54.55% at level 3; 18.18% at 4; 18.18% at 5; 9.09% at 2.
- AI usage appears correlated with work context rather than age.
- Barriers include unequal access to paid tools and stable infrastructure, particularly outside major urban hubs.

Case studies

Case Study 1: DigiVision – Digital Media and Applications for Young Broadcasters

The DigiVision case is framed as a rare model in which public service media collaborates with youth organisations to deliver industry-level competencies. In Serbia, activities were implemented in cooperation with RTS, using newsroom and production environments. The case demonstrates how training can be anchored in real workflows while introducing AI-assisted production responsibly.

Case Study 2: Media Minds Academy (ruSTEM / U.S. Embassy support)

An educational initiative targeting vulnerable rural communities to improve cyber-security awareness, digital literacy, and media literacy. Its emphasis on teacher multipliers, lesson plans, and community involvement offers a replicable model for outreach and inclusion—particularly relevant for ensuring that AI literacy efforts do not remain concentrated in privileged urban settings.

Literature review highlights

The Serbia literature section reinforces the need to link AI competence to media integrity and democratic resilience. It underscores the importance of transparent standards, professional accountability, and training that explicitly addresses synthetic media risks.

5.4 Germany (ZiB e.V.)

Country profile: quantitative highlights and implementable requests (WP2 addendum)

This addendum expands the country chapter with concrete, report-based signals and a set of implementable requests designed to be directly operationalised in WP3–WP5 (training design, resource hub, dissemination, and sustainability).

Country fact box (reported data)

Partner organisation	**ZiB e.V.**
Focus group (date; N; profile)	15.10.2025; N=10; Social workers, teachers, AI-using professionals
Questionnaire (N; age range/profile)	N=10; 16–28 (reported)
Key quantitative signals	• ~80% report using AI frequently/occasionally; 1 participant reports rare use • Confidence: over half rate confidence 5/5; most others 4/5 • Tools mentioned: ChatGPT, Canva AI, CapCut, Gamma AI, Gemini, ElevenLabs, NotebookLM; also Sora AI and Pixiverse
Case studies (quantitative outputs)	Not systematically quantified in the national report draft.
Priority implementation focus (WP3–WP5)	See actionable request list below.

Implementable requests (prioritised)

Practice-oriented AI workflows for youth media production (ideation, scripting, editing, publishing).

Verification routines for AI-assisted content (source checks, provenance, citations).
Guidance on authorship, disclosure, and copyright in youth outputs.
Training-of-trainers approach for teachers/youth workers.
Low-cost tool pathways and institutional access models.
Critical AI literacy for youth (how models work; bias; limitations).
Safeguards for youth privacy in media projects.
Ongoing update model for fast-changing tool landscape.

Request-to-framework mapping (operational view)

Implementable request	Framework pillar / module	WP3/outputs to integrate	Operationalisation (what to produce)
Practice-oriented AI workflows for youth media production (ideation, scripting, editing, publishing)	Creative production workflows	WP3 training modules + facilitation guides	Step-by-step exercises with example prompts, expected outputs, and reflection questions
Verification routines for AI-assisted content (source checks, provenance, citations)	Verification & media integrity	WP3 module on verification + tool list	Checklist, classroom activities, and “verification drills”
Guidance on authorship, disclosure, and copyright in youth outputs	Ethics, law & transparency	Ethical guideline integration + templates	Disclosure statements, consent forms, licensing tips, and case examples
Training-of-trainers approach for teachers/youth workers	Capacity building & pedagogy	ToT package + trainer handbook	Session plans (60–90 min), slide decks, and evaluation forms
Low-cost tool pathways and institutional	Access & inclusion	Resource hub / tool guidance	Decision tree for tool selection (free, freemium,

access models			open-source) and procurement guidance
Critical AI literacy for youth (how models work; bias; limitations)	AI fundamentals & critical thinking	Core module	Short explanatory units + micro-quizzes + examples of common failure modes
Safeguards for youth privacy in media projects	Data protection & safeguarding	Guidelines + templates	Data minimisation checklist and safeguarding protocol
Ongoing update model for fast-changing tool landscape	Sustainability & maintenance	Hub governance model	Update cadence, roles, and "what changed" logs

Context and baseline

Germany's contribution reflects a digitally mature environment with high baseline exposure to AI-enabled consumer products and a growing public debate about synthetic media, bias, and data protection. Professionals working with youth express both optimism about learning and creativity and concern about trust erosion and unequal access to quality tools.

Professional perspectives

- Professionals describe AI as expanding creative and learning opportunities, but emphasise that young people need structured reflection to avoid uncritical adoption.
- Top ethical concerns include misinformation, privacy, bias, intellectual property, and transparency in media and educational settings.
- Practitioners request clear guidelines and continuous professional development rather than one-off trainings.

Youth questionnaire signals

The questionnaire sample (N=10) indicates frequent use of AI tools among youth respondents, with ChatGPT-class systems as the dominant entry point. Participants also reported using design and media tools such as Canva AI, CapCut, Gamma AI, Gemini, ElevenLabs, NotebookLM, and experimenting with emerging video/image generators.

Notable observations

- High self-reported confidence in using AI tools; younger respondents also report being comfortable navigating tools.
- Strong interest in using AI to organise and enhance creativity, while maintaining a distinction between assistance and authorship.
- Ethical awareness is present, but practical verification routines require reinforcement.

Case studies

Case Study 1: GENius AI Workshop "AI & Art: Creativity Redefined" (ARIC Hamburg)

A youth-focused, hands-on workshop format (approx. 3 hours) combining creative generation tasks with facilitated reflection on ethical issues such as deepfakes, bias, and authorship. The case illustrates an effective 'learn-by-doing' pedagogy that can be integrated into the project's training design.

Case Study 2: "Back to School 2025 – Learn how to deal with AI and deepfakes" (klicksafe / Better Internet for Kids)

A national awareness campaign targeting students, teachers, parents, and educational professionals through an online livestream and free resources (workbooks, quizzes, handbooks). The case provides a scalable model for dissemination and for structured classroom discussion on synthetic media and trust.

Literature and contextual notes

The Germany report emphasises the importance of integrating ethical literacy into practical tool use. It also points to the need for accessible, multilingual resources and for educator-facing materials that can be adopted quickly without specialist infrastructure.

5.5 Czechia (Eduheart)

Country profile: quantitative highlights and implementable requests (WP2 addendum)

The Czechia national report provides a mixed needs-analysis perspective based on professional input and youth questionnaire data. The national research reached 23 participants in total: 11 youth workers, educators or media-related professionals, and 12 young people involved in media, creative, educational or digital activities.The findings show that AI tools are already used in Czechia for writing support, idea generation, translation, visual design, social media content, learning support and basic audiovisual production. However, both professional and youth respondents emphasised that AI use is often practical and intuitive rather than systematic. The Czechia contribution therefore points to a clear need for structured guidance on verification, safe prompting, ethical decision-making, copyright, privacy, AI disclosure and responsible publishing.

Country fact box (reported data)

Focus group / professional input:
Date not specified; N=11; youth workers, educators and media-related professionals working with young people in digital, creative or educational contexts.
Questionnaire:
N=12; young people involved in media, creative, educational or digital activities.
Key quantitative signals:
AI usage: 7/12 frequent; 4/12 sometimes; 1/12 rare/no regular use.
Tool usage: ChatGPT 11/12; Canva AI 6/12; Gemini or similar tools 5/12; video/audio AI tools 4/12.
Confidence in AI use for creative/media tasks: level 5 = 2/12; level 4 = 4/12; level 3 = 5/12; level 2 = 1/12; level 1 = 0/12.
Barriers: cost 7/12; ethical concerns 5/12; complexity 4/12; access limitations 3/12.
Ethical awareness: 10/12 respondents agreed strongly or very strongly that AI should be used responsibly.
Bias awareness: level 5 = 5/12; level 4 = 5/12; level 3 = 2/12.

Case studies

- AI Literacy and Media Education Workshops in Czechia
- Youth Digital Creativity and Responsible Content Creation.

Priority implementation focus

Practical AI literacy, safe prompting, verification routines, human oversight, copyright and attribution, privacy protection, AI disclosure, responsible visual/audio production and accessible alternatives to paid tools.

Context and baseline

Artificial intelligence has become increasingly visible in education, youth work, media production and creative communication in Czechia. Young people and youth workers already use AI-supported tools for writing, translation, idea generation, image design, social media content, learning support and basic audiovisual production.

At the same time, the Czechia report shows that the rapid development of AI creates practical concerns related to misinformation, deepfakes, privacy, copyright, authorship, algorithmic bias and over-reliance on automated outputs. The Czechia findings therefore support a framework that combines practical AI skills with critical media literacy, ethical safeguards and accessible training materials.

Professional focus group insights

The professional group included 11 youth workers, educators and media-related professionals working with young people in digital, creative or educational contexts. Their input shows that AI is already present in youth work and media education, but its use remains uneven.

Some professionals use AI for lesson preparation, content drafting, translation, research, brainstorming and visual support, while others use it more cautiously because of ethical and practical concerns. Participants described AI as a useful support tool for youth media work, particularly for generating ideas, structuring stories, preparing social media content, designing visual materials and overcoming technical barriers.

However, professionals also stressed that AI should not replace human creativity, critical thinking, mentoring or editorial responsibility. The most important risks identified were misinformation, deepfakes, privacy, copyright, authorship, over-reliance on AI outputs and unequal access to paid tools. The professional group recommended clear ethical rules, source-checking routines, AI disclosure guidance, copyright and attribution rules, safe prompting principles and practical examples for youth work settings.

Youth questionnaire signals

The youth questionnaire reached 12 young people involved in media, creative, educational or digital activities. The results show that AI use is already common among young respondents in Czechia. Among the 12 respondents, 7 stated that they use AI tools

frequently, 4 stated that they use them sometimes, and 1 respondent reported rare or no regular use.

The most commonly used tool was ChatGPT, mentioned by 11 out of 12 respondents. Other tools included Canva AI by 6 respondents, Gemini or similar tools by 5 respondents, and video/audio AI tools by 4 respondents.

Regarding confidence in using AI for creative or media-related tasks, 2 respondents rated themselves at level 5, 4 respondents at level 4, 5 respondents at level 3, and 1 respondent at level 2. This indicates that most young participants already use AI in practice, but still need structured guidance to move from basic use to confident and responsible application.

Barriers and attitudes (selected quantified results)

The main barriers identified by young respondents were cost, mentioned by 7 respondents; ethical concerns, mentioned by 5 respondents; complexity, mentioned by 4 respondents; and access limitations, mentioned by 3 respondents. These findings show that access to paid tools, uncertainty about responsible use and lack of clear practical guidance remain relevant obstacles in Czechia.

On ethical awareness, 10 out of 12 respondents agreed strongly or very strongly that AI should be used responsibly. For understanding bias in AI, 5 respondents rated their awareness at level 5, 5 at level 4, and 2 at level 3. This indicates a good awareness base, but also confirms the need for practical exercises on bias, misinformation, privacy and verification.

Case Study 1: AI Literacy and Media Education Workshops in Czechia

This case study focuses on workshop-based AI and media literacy activities implemented or promoted in Czech educational and youth work contexts. Such activities usually target young people, students, teachers and youth workers and aim to explain how AI tools work, how they can be used for learning and communication, and what risks they create for information reliability and privacy.

The initiative is relevant for AI4YOUTH MEDIA because it combines practical AI use with critical media literacy. Participants work with examples of AI-generated text, images or online information and discuss how to verify outputs, recognise manipulation and maintain human responsibility.

This model can be adapted into project training modules and youth media activities. The expected outcomes include improved AI awareness, better understanding of misinformation risks, stronger verification habits and increased confidence among educators and youth workers in facilitating AI-related discussions.

Case Study 2: Youth Digital Creativity and Responsible Content Creation

The second case study concerns youth-oriented digital creativity activities in which young people use digital tools to create videos, posters, social media content, podcasts or campaign materials. AI can support such activities through idea generation, editing assistance, translation, captioning, visual design and content planning.

This case was selected because it demonstrates how AI can be integrated into youth media production without replacing human creativity. The key principle is that young participants remain the authors of their work, while AI is used only as a support tool.

The process should include disclosure of AI use, copyright awareness, privacy protection and source verification. The case is directly linked to the AI in Media Framework because it shows the need for practical checklists, role-based workflows and ethical safeguards. It also provides a basis for future pilot media projects under WP4.

6. Comparative Analysis and Implications for the AI in Media Framework

6.1 Convergences and divergences

Despite differences in sample composition and national context, the reports converge strongly on a small number of practical priorities. Where divergences appear, they are primarily explained by access conditions, institutional readiness, and the professional composition of the focus groups.

Convergences (high confidence)

- ChatGPT-class tools as the default starting point for AI adoption.
- Demand for operational guidance and role-based workflows, not only awareness raising.
- Misinformation/deepfake resilience as an urgent competence area.
- Need for privacy, copyright, and attribution hygiene in youth media production.
- Preference for blended learning formats and a living resource hub.
- Czechia reinforces the cross-country convergence around practical AI use, especially ChatGPT-class tools, design tools and emerging audiovisual support tools. It also confirms shared concerns about misinformation, deepfakes, privacy, copyright, attribution, AI disclosure and unequal access to paid tools.

Divergences (context-driven)

- Economic barriers are most strongly evidenced in Türkiye but are present as a background issue elsewhere (subscriptions, hardware, connectivity).
- Professional focus groups in Serbia and Türkiye include strong media-sector representation; Germany's report emphasises social and educational professions; Malta's data is more mixed and requires methodological clarification.
- Age ranges in youth questionnaires differ across countries; this affects direct numerical comparability but does not undermine thematic convergence.
- Czechia shows relatively high practical uptake among young respondents, but the report emphasises that use remains mostly intuitive rather than systematic. This creates a specific training need: moving users from everyday experimentation toward structured, responsible and verifiable media workflows.

6.2 Proposed structure for the AI in Media Framework

Based on the synthesis, the framework should be designed as a practical operating system for youth media work with AI. It should specify competencies, minimum standards, workflows, and implementation guidance that partners can translate into training modules and community outputs.

Framework pillars

- Pillar 1: Ethical and Responsible AI Use
  - Transparency and disclosure rules (when and how to disclose AI assistance).
  - Privacy-by-design practices (data minimisation, consent, safe storage and sharing).
  - Bias awareness and mitigation steps suitable for youth contexts.
  - Copyright and attribution guidelines; plagiarism prevention; authorship boundaries.
  - The Czechia findings support the inclusion of clear rules on disclosure, copyright, authorship, attribution, privacy and consent, especially when young people work with AI-generated images, voices and videos.

- Pillar 2: Media Integrity and Verification
  - Verification routines for AI-supported research and content creation.
  - Synthetic media literacy: deepfakes, manipulated content, provenance, and trust calibration.
  - Fact-checking workflows and source evaluation checklists.
  - Editorial accountability: human oversight and escalation procedures.
  - Czechia further confirms that verification routines must be practical and repeatable, including source-checking steps, cross-checking, synthetic media red flags and human review before publication.
- Pillar 3: AI-enabled Media Production Workflows
  - Text workflows: ideation, scripting, drafting, editing, translation, accessibility (plain language).
  - Visual workflows: design assistance, image generation, storyboard creation, brand consistency.
  - Audio/video workflows: transcription, captioning, rough cuts, metadata, and responsible use of generators.
  - Project management workflows: planning, task decomposition, audience segmentation, distribution planning.
  - The Czechia case on youth digital creativity shows that AI can support scripts, captions, visual design, translation, editing and content planning, provided that young people remain the authors and AI remains a support tool.
- Pillar 4: Pedagogy and Youth Facilitation
  - How to teach AI use without normalising shortcut culture or academic dishonesty.
  - Facilitation patterns: challenge-based learning, peer review, reflection prompts, and safeguarding.
  - Guidance for inclusive participation and working with disadvantaged youth.
  - Trainer competence model and supervision support.
- Pillar 5: Accessibility, Inclusion, and Sustainability

- Low-cost toolkits and free alternatives; offline/low-bandwidth strategies.
- Organisational readiness steps: policies, roles, and minimal infrastructure.
- Continuous update model: monitoring tool changes, updating resources, and sharing lessons learned.
- The Czechia questionnaire identifies cost as the main barrier, which supports the need for free or low-cost tool alternatives and accessible implementation pathways for youth organisations.

6.3 Competency matrix (draft)

The competency matrix below provides a draft mapping of competencies to user roles. It is intended as a starting point for WP2.3 framework finalisation and WP3 training design.

Competency area	Youth (15–29)	Youth workers	Media educators/teachers	Media professionals/mentors
Responsible use & disclosure	Understand when AI assistance must be disclosed; reflect on authorship	Facilitate disclosure norms; model ethical practice	Integrate into assessment and classroom rules	Apply editorial standards; document AI use
Privacy & data safety	Avoid sharing personal/sensitive data; consent basics	Safeguarding protocols; safe tool selection	Policy alignment; secure handling of student data	Professional data governance; client confidentiality
Bias awareness	Recognise bias patterns; test prompts; diversify sources	Guide youth reflection; basic mitigation steps	Teach bias in media; structured exercises	Apply bias checks in production and reporting
Verification & integrity	Cross-check outputs; use	Embed verification	Teach verification	Use professional verification;

	fact-check routines	in activities; coach skepticism	methodologies; assessment design	provenance documentation
Workflow competence	Use AI to draft, edit, translate; basic media assets	Design activities and toolkits; support project planning	Integrate AI into curricula; monitor learning outcomes	Advanced workflows; quality control; compliance

7. Recommendations for WP3–WP5 Delivery and Sustainability

7.1 Training architecture recommendations

- Adopt a modular curriculum structure with short units (60–120 minutes) that can be combined into longer courses depending on partner context.
- Provide role-specific tracks: (i) youth workers/educators as facilitators, (ii) youth as creators, (iii) media professionals as mentors.
- Design each module around a concrete output (e.g., short video, podcast segment, social media campaign, fact-check exercise) and include reflection and ethics checkpoints.
- Embed a baseline 'AI safety and integrity' module as mandatory for all tracks.
- Create facilitator packs: lesson plans, slide decks, checklists, and assessment rubrics aligned with the AI in Media Framework pillars.

7.2 Resource hub and update model

Given the pace of AI tool evolution, the project should treat resources as living assets rather than static outputs. Partners should operationalise an update cycle that maintains relevance without constant re-authoring.

- Maintain a 'recommended tools' catalogue with: purpose, cost/free options, age suitability, privacy notes, and example workflows.
- Create templates: disclosure statement examples, consent forms, bias-check questions, verification checklists, and prompt patterns.
- Adopt an editorial governance model for updates: responsible editor per partner, quarterly review meeting, versioning, and change log.

- Provide low-cost alternatives for each workflow to reduce exclusion driven by subscriptions.

7.3 Dissemination and engagement recommendations

- Use case-study narratives as dissemination anchors; translate them into short videos, social posts, and local workshops.
- Partner with trusted institutions (schools, libraries, public broadcasters, youth centres) to reach audiences beyond early adopters.
- Prioritise messaging that combines opportunity with responsibility; avoid overly technical language for general audiences.
- Collect and publish 'before/after' stories of youth projects to demonstrate tangible impact and build legitimacy.

7.4 Monitoring and evaluation suggestions (WP2–WP3 continuity)

- Define baseline and endline indicators for AI literacy, verification competence, and ethical practice; use short self-assessments and practical tasks.
- Track participation by demographic and access factors to monitor inclusion (e.g., rural/urban, socio-economic barriers, device access).
- Integrate continuous feedback loops: after each training module, collect 'what worked / what was confusing / what is risky' inputs and feed them into the resource hub updates.
- Document incidents and near-misses (e.g., misinformation spread, privacy concerns) as learning cases with anonymised notes.

8. Limitations and Quality Considerations

WP2 data provides a strong directional baseline, but it is not a statistically representative study. Samples are intentionally small and exploratory, suitable for needs assessment and framework design. Nevertheless, to ensure credible synthesis, limitations must be transparent.

Primary limitations observed in the national reports

- Small sample sizes and non-random recruitment; results should be interpreted as indicative rather than generalisable.

- Age ranges differ across countries; some questionnaire samples extend beyond the 15–29 target, affecting strict comparability.
- At least one report contains internal inconsistencies in N and demographic presentation; this should be corrected in the final national version or clearly noted.
- Terminology and instrument use vary slightly (focus group vs. professional interviews); future rounds should standardise session documentation fields (date, N, profiles, duration, consent).
- The Czechia report provides clear participant numbers and usable questionnaire counts, but it does not specify a detailed youth age range or systematic quantitative outputs for the two case studies.

Quality assurance actions recommended

- Create a consortium-level 'WP2 QA checklist' for finalising national reports (N consistency, age groups, tool names, anonymisation, case-study evidence).
- Maintain a consolidated data sheet for all countries capturing: session metadata, participant profiles, top tools, top risks, top training needs, and case-study summaries.
- Use a standard narrative structure in the final overall report to reduce drift and improve cross-country readability.
- For Czechia, confirm the partner organisation name, youth age range, professional session date and any available case-study output indicators before final publication.

Annex A. Consolidated Recommendation Log

This annex consolidates recommendations from all national reports into a single operational log that can be used during WP2.3 framework finalisation and WP3 module design.

Theme	Recommendation (consolidated)	Primary evidence countries	WP3/WP4 usage
Ethical standards	Create clear ethical/editorial guidelines covering disclosure, privacy, bias, and IP/copyright hygiene.	DE, RS, TR, MT, CZ	Framework Pillar 1; facilitator packs
Verification	Embed verification routines and synthetic media resilience as mandatory modules.	DE, RS, TR, MT, CZ	Framework Pillar 2; youth modules
Role-based training	Develop profession-specific modules with concrete workflows and examples.	RS, TR, DE, CZ	Training architecture
Resource hub	Maintain a living hub with templates, tools, and updates; assign editors and versioning.	RS, DE, TR, CZ	Sustainability model
Inclusion	Provide low-cost alternatives and outreach models for rural/underfunded contexts.	RS, TR, CZ	Inclusion strategy

Transparency culture	Normalise transparent AI use and authorship accountability.	RS, DE, MT, CZ	Disclosure templates; dissemination messaging

Annex B. Case Study Matrix

Country	Case study	Primary focus	Target group	Framework linkage
Türkiye	AI and Digital Media Workshop	Hands-on AI + media creation training	Youth	Pillars 3 & 4
Türkiye	AI Stars (Yapay Zeka Yıldızları)	Scaling model; training-of-trainers; mobile outreach	Schools/youth centres/trainers	Pillar 5; sustainability
Malta	DigiVision	AI-assisted broadcasting skills and workflows	Youth 18–30; youth workers	Pillar 3; workflow modules
Malta	Media & Misinformation Workshops (University of Malta)	Media literacy and misinformation resilience	Students/young adults	Pillar 2; pedagogy
Serbia	DigiVision (RTS context)	Workflow-based training in newsroom/production settings	Youth/youth workers/early-career broadcaster staff	Pillar 3; mentorship
Serbia	Media Minds Academy (ruSTEM)	Digital resilience for vulnerable rural groups	Rural educators/students/parents	Pillar 5; inclusion
Germany	GENius AI Workshop (ARIC Hamburg)	Generative AI + creativity + ethics reflection	Youth 13–16	Pillars 3 & 4; ethics checkpoints
Germany	Back to School 2025 (klicksafe/BiK)	Deepfake/misinformation awareness campaign	Students/teachers/parents	Pillar 2; dissemination model
Czechia	AI Literacy and Media Education Workshops	Practical AI use combined with critical media literacy, verification	Young people, students, teachers and youth workers	Pillars 2, 3 & 4

	in Czechia	and responsibility		
Czechia	Youth Digital Creativity and Responsible Content Creation	Responsible AI-supported videos, posters, social media content, podcasts and campaign materials	Young creators and youth media groups	Pillars 1, 3 & 5

Annex C. Country Fact Sheets (quick reference)

The fact sheets below summarise the most actionable points from each country in a compact form for internal planning.

Türkiye

Top opportunities highlighted

- High engagement with AI tools among youth; strong appetite for applied media creation.
- Scalable capacity building via training-of-trainers and mobile training models.

Top risks/concerns highlighted

- Economic barrier (subscription cost) as the dominant divide factor.
- Ethical risks and complexity concerns require structured guidance.

Top training needs highlighted

- Hands-on, scenario-based training; ethical-operational checklists.
- Low-cost tool alternatives and inclusion-oriented implementation guidance.

Malta

Top opportunities highlighted

- AI to support content creation and archiving/heritage work.
- Efficiency gains for small media ecosystems and creative sectors.

Top risks/concerns highlighted

- Authenticity loss and manipulation; job displacement anxiety.
- Need for clearer rules on AI-generated content and attribution.

Top training needs highlighted

- Responsible use guidelines; bias literacy; verification routines.
- Practical use cases aligned to creative industries and broadcasting.

Serbia

Top opportunities highlighted

- AI as a transformative addition to production workflows and problem-solving.
- Replicable inclusion models for rural communities (Media Minds Academy).

Top risks/concerns highlighted

- Unequal access to tools and infrastructure; uneven organisational readiness.
- Concerns about authorship, truth, learning integrity.

Top training needs highlighted

- Profession-specific modules with concrete workflows.
- Resource hub with templates and recommended tools; trainer-of-trainers approach.

Germany

Top opportunities highlighted

- Creative prototyping and learning support through accessible AI tools.
- Scalable awareness models (campaign + workshop formats).

Top risks/concerns highlighted

- Misinformation and trust erosion through synthetic media.
- Privacy and IP concerns in youth contexts.

Top training needs highlighted

- Workflow-based modules + ethical reflection integrated into practice.
- Resources for educators and social workers to facilitate youth safely.

Czechia

Top opportunities highlighted

- AI supports writing, translation, brainstorming, storytelling, visual design, social media content, learning support and basic audiovisual production.

- AI can help young people develop first drafts, scripts, captions, campaign concepts and media materials.
- AI literacy and media education workshops can be adapted into WP3 training modules and WP4 youth media activities.
- Youth digital creativity activities show that AI can support production without replacing human authorship.

Top risks/concerns highlighted

- Misinformation, deepfakes and unclear sources.
- Privacy, copyright, authorship, plagiarism and attribution concerns.
- Loss of authenticity and over-reliance on AI-generated answers.
- Non-consensual use of AI-generated images, videos and voices.
- Unequal access caused by paid tools, premium subscriptions and device limitations.

Top training needs highlighted

- Practical AI literacy for young people, youth workers and educators.
- Safe prompting and responsible publishing.
- Source-checking, verification and synthetic media awareness.
- Copyright, authorship, attribution and AI disclosure guidance.
- Privacy and consent safeguards for visual and audiovisual media.
- Low-cost/free tool alternatives and accessible implementation examples.

Annex D. Quantitative Extracts by Country (WP2)

This annex consolidates the quantitative values explicitly stated in the national reports. The intention is to support WP3 curriculum design, to inform monitoring indicators, and to enable transparent cross-country interpretation without introducing additional assumptions or re-calculation.

D.1 Türkiye (Medya-İş) – Questionnaire extracts (counts)

Reported questionnaire responses: N=10; age range 15–29. Counts and averages are reproduced below.

Indicator	Value	Notes
AI usage frequency	Frequently: 9; Sometimes: 1	Self-report
Tools: ChatGPT	10/10	Most common tool
Tools: Gemini	6/10	
Tools: Canva AI	5/10	
Tools: Multimodal tools	5/10	
Tools: Video/Audio tools	3/10	
Confidence (1–5)	Average 3.5; distribution: 5=2, 4=4, 3=3, 2=1	
Barriers	Cost=7; Ethical risks=2; Complexity=2; Other=1	

D.2 Malta (PBS) – Questionnaire extracts

Reported questionnaire responses: N=12. Selected distribution and response shares are reproduced below.

Indicator	Value	Notes
Questionnaire N	12	As reported
AI usage frequency	66.7% frequent; 25.0% sometimes; 8.3% never	Self-reported frequency
Top barriers	Cost 58.3%; Access limitations 33.3%; Ethical concerns 33.3%	Multiple selections possible depending on question format
Confidence (creative/media projects)	58.3% rated 4–5	Higher confidence cluster
Attitude: responsible use	91.7% agree/strongly agree	Likert aggregate
Attitude: creativity support	66.7% agree/strongly agree	Likert aggregate

D.3 Serbia (RTS) – Questionnaire attitude distributions

Questionnaire response shares imply N=11 (9.09% increments). Age profile reported as 24–37. The distributions below are stated in the national report.

Statement/Indicator	Distribution	Interpretation cue for WP3
Understanding bias in AI (1–5)	54.55% rated 5; 36.36% rated 4; 9.09% rated 3	Strong baseline awareness; build advanced practice
AI can help me be more creative (1–5)	36.36% rated 3; 27.27% rated 2; 27.27% rated 4; 9.09% rated 1	Mixed perception; address creative authenticity via examples
AI should be used responsibly (1–5)	100% rated 5	High readiness for ethics-first modules
Tool pattern	ChatGPT reported as universally used among AI users	Use as baseline tool in training demonstrations

D.4 Germany (ZiB e.V.) – Questionnaire extracts

Reported questionnaire responses: N=10. Age distribution: 15–19 (7; 70%), 25–29 (3; 30%). Narrative indicates participants ranged 16–28. Approx. 80% report using AI frequently or occasionally; one participant reports rare use. Confidence: over half report 5/5; most others 4/5.

Indicator	Value	Notes
Questionnaire N	10	As reported
Age distribution	15–19: 7 (70%); 25–29: 3 (30%)	20–24: 0 (0%)
AI usage frequency	~80% frequent/occasional; 1 rare	Approximate statement in report

Annex E. Country Implementation Roadmaps (WP3–WP5)

The roadmaps below translate WP2 evidence into actionable sequences. They are intentionally pragmatic: each roadmap is designed to be feasible within typical partner capacity constraints and to align with the established WP logic (curriculum design, piloting, dissemination, sustainability).

E.1 Türkiye – 12-week delivery roadmap (practical)

Weeks 1–2: Finalise country-relevant learning outcomes and select baseline tools and examples for demonstrations.
Weeks 3–4: Produce session plans and learner worksheets; pilot 1–2 micro-activities with a small group and collect structured feedback.
Weeks 5–6: Integrate verification, transparency, and ethics checklists; align these with local safeguarding and institutional requirements.
Weeks 7–8: Deliver two full modules (beginner and intermediate tracks) and measure participation, learning outcomes, and confidence shifts.
Weeks 9–10: Train multipliers (ToT); establish a community-of-practice routine (monthly peer exchange, shared repository contributions).
Weeks 11–12: Consolidate local dissemination assets (short case story, tool list, templates) and submit update requests to the central hub.

E.2 Malta – 12-week delivery roadmap (practical)

Weeks 1–2: Finalise country-relevant learning outcomes and select baseline tools and examples for demonstrations.
Weeks 3–4: Produce session plans and learner worksheets; pilot 1–2 micro-activities with a small group and collect structured feedback.
Weeks 5–6: Integrate verification, transparency, and ethics checklists; align these with local safeguarding and institutional requirements.
Weeks 7–8: Deliver two full modules (beginner and intermediate tracks) and measure participation, learning outcomes, and confidence shifts.
Weeks 9–10: Train multipliers (ToT); establish a community-of-practice routine (monthly peer exchange, shared repository contributions).
Weeks 11–12: Consolidate local dissemination assets (short case story, tool list, templates) and submit update requests to the central hub.

E.3 Serbia – 12-week delivery roadmap (practical)

Weeks 1–2: Finalise country-relevant learning outcomes and select baseline tools and examples for demonstrations.

Weeks 3–4: Produce session plans and learner worksheets; pilot 1–2 micro-activities with a small group and collect structured feedback.
Weeks 5–6: Integrate verification, transparency, and ethics checklists; align these with local safeguarding and institutional requirements.
Weeks 7–8: Deliver two full modules (beginner and intermediate tracks) and measure participation, learning outcomes, and confidence shifts.
Weeks 9–10: Train multipliers (ToT); establish a community-of-practice routine (monthly peer exchange, shared repository contributions).
Weeks 11–12: Consolidate local dissemination assets (short case story, tool list, templates) and submit update requests to the central hub.

E.4 Germany – 12-week delivery roadmap (practical)

Weeks 1–2: Finalise country-relevant learning outcomes and select baseline tools and examples for demonstrations.
Weeks 3–4: Produce session plans and learner worksheets; pilot 1–2 micro-activities with a small group and collect structured feedback.
Weeks 5–6: Integrate verification, transparency, and ethics checklists; align these with local safeguarding and institutional requirements.
Weeks 7–8: Deliver two full modules (beginner and intermediate tracks) and measure participation, learning outcomes, and confidence shifts.
Weeks 9–10: Train multipliers (ToT); establish a community-of-practice routine (monthly peer exchange, shared repository contributions).
Weeks 11–12: Consolidate local dissemination assets (short case story, tool list, templates) and submit update requests to the central hub.

E.5 Czechia– 12-week delivery roadmap (practical)

Weeks 1–2: Confirm Czechia-specific learning outcomes, target groups and partner responsibilities. Select AI tools for demonstration, including free or low-cost alternatives suitable for youth media tasks.
Weeks 3–4: Develop short activities on safe prompting, source-checking, misinformation risks, AI disclosure, copyright and privacy protection. Prepare simple checklists for young creators and youth workers.
Weeks 5–6: Pilot an AI literacy and media education workshop with youth workers, educators or young people. Include examples of AI-generated text, images and online information, followed by verification and reflection exercises.
Weeks 7–8: Deliver a youth digital creativity activity where participants produce a short media output such as a poster, social media campaign, short video, podcast concept or educational material using AI as support.

Weeks 9–10: Integrate ethical safeguards into the production process, including copyright and attribution checks, consent rules for images/voices/videos, privacy protection and human editorial review.
Weeks 11–12: Collect feedback, document good practices, finalise reusable checklists and prepare Czechia examples for the WP4 resource hub and dissemination activities.

AI4 Youth Media

Artificial Intelligence for Youth Media

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