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YOUTH GOVAI
AI Is Powerful. So Are You.

NATIONAL CENTRE FOR SCIENTIFIC RESEARCH "DEMOKRITOS"

Shaping AI

YOUTH PERSPECTIVES, STAKEHOLDER INSIGHTS, AND POLICY TRENDS IN GREECE

ERASMUS+ PROJECT
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Shaping AI: Youth Perspectives, Stakeholder Insights, and Policy Trends in Greece
Regional White Paper

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Introduction

This report, developed by the Institute of Informatics and Telecommunications of the **National Centre for Scientific Research 'Demokritos' (NCSRD)** within the framework of the **Erasmus+ YouthGovAI project**, offers a comprehensive overview of the current landscape of Artificial Intelligence (AI) regulation, education, and governance in Greece, with a particular focus on youth engagement and participatory strategies. The **NCSR 'Demokritos'** (NCSRD) is the largest interdisciplinary Research Centre in Greece consisting of six independent institutes that focus their research on different scientific fields, one of which is the **Institute of Informatics & Telecommunications (IIT)**. **II&T** focuses on research and development in the areas of Telecommunications, Networks, Web Technologies and Intelligent Systems. The Institute pursues both long-term basic research as well as applied research by implementing well defined R&D projects. At the same time, it plays an active role in training new research personnel providing scholarships at graduate and post-doctoral level and their employment in research projects. Particular emphasis is given to the exploitation of research results and its dissemination to the public.

Since 2023**, the Institute of Informatics & Telecommunications** (IIT) has started to build a strategic plan by strengthening IIT' s leadership in AI and Telecommunications, by participating in collaborative breakthroughs, high-impact initiatives, and the continued transformation of IIT into dynamic ecosystem for science, innovation, and inclusion. The field of education, as well as the opening up of science to society, are two of the pillars of the NCSRD, resulting in actions related to the AI education and training of various stakeholders being included in the organization's new educational activities.

Recently, the significant and rapid progress in the field of Artificial Intelligence has attracted the interest of the scientific community, as well as being a topic of discussion and reflection for society as a whole. Beyond the challenges and risks that lie ahead, the opportunities it offers in different areas are vast, a fact that cannot be overlooked and, by extension, its use cannot be avoided. This led to the publication of the EU AI Act (August 2024), the first-ever legal framework on AI, which addresses the risks of AI and positions Europe to play a leading role globally. This report, as part of the YouthGovAI project, aims to explore Greek's alignment with EU AI Act principles, as part of each Member State's need to design its national strategy in order to leverage this enormous potential for transformative all aspects of human activity, with

positive impacts on society in numerous ways. In addition, a particular interest is focused on young people's attitudes and experiences towards the use of Artificial Intelligence as part of their daily lives, as well as the need for active participation in the discussions surrounding and relating to it. To investigate this dimension, a questionnaire was designed and distributed to young people, and Focus Groups and co-creation workshops were designed and implemented with the participation of various stakeholders mainly from the field of education in order to explore the possibility of empowering youth to actively shape European AI Governance.

The report is divided into different sections, each focusing on a different approach:

- The first section of the report is dedicated to the **National Regulatory Framework on AI**, wherein the Greek approach to Artificial Intelligence is reconstructed through the lens of legislative initiatives, strategic planning, and institutional configurations. Particular attention is devoted to the '***Blueprint for Greece's AI Transformation***'[1] published by the Greek High-Level Advisory Committee on Artificial Intelligence (AI) under the Prime Minister as an effort to outline the national AI strategy. The report introduces the principles and methodologies that are the foundation of our AI strategy as well as half a dozen flagship programs which offer large transformational potential for Greece in the AI space. In parallel, the document outlines **examples of good practices in AI education**, drawing upon recent national initiatives aimed at embedding AI literacy and digital competence in formal education.
- The next section aims to overview a **stakeholder analysis**, structured according to a **power-interest matrix**. This section maps a constellation of actors according to their relative influence and engagement in AI-related policies. This analysis tries also to illuminate potential opportunities for collaboration between various involved stakeholders.
- Third section tries to present the results of the **YouthGovAI Survey**, conducted in Greece between March and May 2025 with a sample of 56 young respondents. The survey aims to provide an understanding of Greek youths' knowledge and attitude toward AI and its use in their daily lives.
- The last two sections reflect on the **National Focus Groups** and the **National co-creation Workshops** organised within April and May 2025, with the participation of

[1] https://foresight.gov.gr/en/studies/A-Blueprint-for-Greece-s-AI-Transformation/

various stakeholders active in the field of technology and education. The aim of the discussion was to explore youth's knowledge and attitude towards AI and its use as well as to highlight potential gaps in the field of AI Literacy and the structural exclusion of young people from formal decision-making processes with a focus no AI Governance.

Concluding, this report aims to highlight the importance of improving AI Literacy as part of the national strategy's aim to offer large transformational potential for Greece in the AI space as well as to encourage youth's participation in AI policy and Governance. In order for this to be achieved, young people should acquire the appropriate knowledge and cultivate the appropriate attitudes, skills and values that enable them to think critically about every challenge and, at the same time, to be able to choose and evaluate.

National Regulatory Framework on AI

Regulatory Framework: The AI Act and National Adaptation

In recent years, Greece has undertaken a structured approach to address Artificial Intelligence (AI) not only as a technological lever, but as a social and cultural phenomenon that requires active governance. Recently, the national policy has developed on multiple levels in alignment with the European Union Artificial Intelligence Act (EU AI Act)[2] with the aim to shape an ecosystem able to leverage the enormous potential AI offers to the benefit of the Greek nation, its people, economy, and global standing.

Below, an attempt is made to summarise the actions and initiatives relating to AI and its use in a national context.

The National Policy for AI

The High-Level Advisory Committee on Artificial Intelligence (AI) under the Prime Minister was established in November 2023 and coordinated by the Special Secretariat of Foresight, undertaking the mission of formulating a national policy for leveraging the potential of AI. This policy proposal aims to foster the development of Greece's economy and society as well as to safeguard against the risks posed by the unregulated use of AI. The Advisory Committee undertakes the study to examine the exponential progress made in the field of AI, creating unique opportunities for the transformation of various aspects of human activity, with positive implications for society and the economy, both nationally and internationally.

On the 25th November 2024, we have the publication of '***A Blueprint for Greece's AI Transformation***'[3]. A study developed through a collaborative approach, involving government officials, researchers, entrepreneurs and international experts, that analyses the principles that should govern a national strategy, the methodology adopted, as well as six flagship projects that have the potential to transform Greece in the field of AI. At the same time, international strategies and best practices were examined, such as those presented in reports by the OECD

[2] The AI Act (Regulation (EU) 2024/1689 laying down harmonised rules on Artificial Intelligence) is the first-ever comprehensive legal framework on AI worldwide, which addresses the risks of AI and positions and aims to foster trustworthy AI in Europe.
[3] https://foresight.gov.gr/en/studies/A-Blueprint-for-Greece-s-AI-Transformation/

and other bodies. This approach ensured that the Committee's proposals are in line with international trends, while considering national needs and specificities.

The research highlights Greece's intention to be aligned with the European reference framework (AI Act), while at the same time attempting to define its own national rules, while focusing on four key areas: *i. innovation and entrepreneurship, ii. education and research, iii. the regulatory framework, and iv. AI applications in the public sector*.

Specifically:

i. ***innovation and entrepreneurship***: how AI can promote innovation and strengthen the business ecosystem, positioning Greece as an attractive hub for startups and investments. This can be achieved by establishing AI Research Centers and Incubators and offering incentives for startups to adopt AI technologies.

ii. ***education and research***: it is important to strengthen education and research in the AI sector aiming to develop skills and promote knowledge. The aim is to introduce AI curricula in schools and Universities and create a Center of Excellence of AI to foster cutting-edge research.

iii. ***regulatory framework:*** in this area the study focuses on the importance of highlighting the need for responsible and safe use of AI and ensuring it, in the public interest and for the common good of all citizens living in Greece. Aligning with the EU AI Act while developing national guidelines, the proposals, among others, in this direction focus on: i. the establishment of the AI National Supervisory Authority AI; ii. the transformation of the Data Protection Authority into a Data Protection and Access Authority to ensure a balance between the protection of personal data and access to information; iii. Introduction of two strategic structures: Chief AI Strategy Officer and Data and AI Office; iv. AI Regulation and use for the protection and strengthening of democracy.

iv. ***public sector integration:*** there is a need to propose ways to apply technology (AI applications) in the public sector, with the aim of improving efficiency and transparency. Some of the proposals focus on deploying AI in healthcare, defense, climate crisis management, and smart city planning.

Good Practices – AI for Education in Greece

The Institute of Educational Policy (IEP) is an executive scientific and research body that supports the Greek Ministry of Education, Religious Affairs and Sports and its supervisory bodies on issues, among others, relating to primary and secondary education and teacher training with the aim of ensuring the right of all children to quality and inclusive education. Recognizing the influence of AI on education, the aim of the IEP is to encourage the educational community to explore the application of AI in the classroom and to study the possibilities it offers, while bearing in mind that the transformative potential of AI must be guided by the principles of equal opportunities and human-centered values.

So far, IEP, in close collaboration with the Greek Ministry of Education, Religious Affairs and Sports, has already taken the following steps:

- Development of new textbooks in Informatics for secondary schools (2024 edition), with sections on AI in collaboration with educational experts in the field;
- Training for teachers with an emphasis on ethical, social and pedagogical issues in AI;
- Translation and distribution in Greek of important UNESCO and European Commission guides (e.g. Guidance for generative AI in education and research, UNESCO);
- Participation in national committees and monitoring of developments in educational AI;
- Monitoring of projects related to AI in education: formative assessment, digital assistants, learning communities, micro-training and badges;
- Implementation of a digital education projects: development of thousands of open learning resources and teaching scenarios with integrated AI;
- development of a new curriculum for the subject of ‘Digital Literacy’ for primary and secondary education, which is currently being implemented in pilot schools.

In addition, the National Bioethics and Techno ethics Commission[4] published a new Opinion[5] on Artificial Intelligence applications in Greek schools. The Commission addressed the issue of introducing Artificial Intelligence applications in Greek schools, with the aim of analysing the ethical and social implications of these applications, which are either already in use in educational systems or are in the process of being introduced into the educational process, and of formulating relevant proposals to the State.

Stakeholder Analysis

In this Section, there is a reference to various stakeholders that play an essential and often decisive role in harmonising with new trends in the AI use, where potential collaboration within the framework of the YouthGovAI project would yield significant benefits.

Policy-Making Institutions

Greek Ministry of Education, Religious Affairs and Sports

Institute of Educational Policy (IEP)

As already mentioned above, the Institute of Educational Policy (IEP), supported and closely collaborated with the Greek Ministry of Education, Religious Affairs and Sports, implemented a series of actions in the field of the gradual inclusion of AI in the sector of education, highlighting perhaps the most significant of these actions, namely the development of new textbooks in Informatics for secondary schools with sections on AI and the training of teachers.

Presidency of the Government

Under the Presidency of the Government and the coordination of the Special Secretariat of Foresight, as already mentioned, the High-Level Advisory Committee on Artificial Intelligence (AI) was established in November 2023, in order to undertake the mission of formulating a national policy for leveraging the potential of AI aligned with the EU AI Act. The Committee's

[4] The National Commission for Bioethics and Technoethics is an independent advisory body of the State in the fields of life sciences and new technologies in general, established on 28 February 2021 with founding law 4780/2021.
[5] https://bioethics.gr/opinions%20reports-13/nea-gnwmh-gia-tis-efarmoges-texnhths-nohmosynhs-sto-ellhniko-sxoleio-18-martioy-2025-3219

tasks led a year later to the publication of ***'A Blueprint for Greece's AI Transformation'*** (November 2025).

In addition, Greece participates in the European Artificial Intelligence Board (AI Board) through the involvement of the Director of the Institute of Informatics and Telecommunications of NCSRD, Mr Vangelis Karkaletsis. The AI Board[6] aims to coordinate and ensure cooperation between EU Member States in order to ensure the consistent implementation and application of the AI Act across the EU.

Ministry of Digital Governance

The Ministry of Digital Governance has started methodically to bring AI into the citizens' daily lives with applications that make their lives easier as well as by shaping a tradition of citizen-centric utilization by the state. It has already launched the mAigov Digital Assistant, an application to provide answers to citizens' questions on public administration issues and it has created the mAiGreece application, which offers every visitor to the country personalised information based on their preferences and place of residence. In addition, it has piloted AI in MyCoast, an application for faster and more accurate detection of violations on beaches.

The Ministry of Digital Governance submitted a proposal for the project "Pharos – The Greek AI Factory for accelerating AI innovation[7]", which has been approved under the EU's EuroHPC Joint Undertaking AI Factories initiative. Thus, Greece will host one of the first Artificial Intelligence (AI) Factories in Europe and NCSR 'Demokritos' is one of the main actors of this initiative. The "Pharos" project will serve as a hub for academia, research, the public sector, and private enterprises, aiming to develop innovative AI-driven services. Its focus will span the sectors of Health, Culture and Language and Sustainability (energy, environment, climate). This initiative aims to democratize AI by providing resources and tools accessible to various end-users, focusing on startups and SMEs.

[6] https://digital-strategy.ec.europa.eu/en/policies/ai-board
[7] https://www.iit.demokritos.gr/el/projects/ai-factories-pharos/

Civil Society Organizations

Hellenic Artificial Intelligence Society (EETN)

Founded in 1988, the Hellenic Artificial Intelligence Society (EETN) is a non-profit scientific organization devoted to organizing and promoting AI (Artificial Intelligence) research in Greece and abroad. Since its establishment, EETN has participated in the organization of various national and international events related to AI and its subfields and it is member of the European Association for Artificial Intelligence (**EurAI**) and participated in EurAI, as an equal society member. EETN is also interested in promoting AI in higher education and in exploiting AI research results by commercial organizations.

Homo Digitalis

Homo Digitalis (HD) is a Greek Civil Non-Profit Organization that focuses on the protection of Human Rights in the digital age and the only Greek member of the European Digital Rights (EDRi) network. HD has three pillars of actions; i. awareness raising, ii. advocacy, and iii. strategic litigation. Over the past 6 years, it has accomplished impressive results, placing itself as the leading CSO in the digital rights field in Greece and one of the most prominent at EU level when it comes to the interplay between the protection of human rights and the deployment of AI technologies.

SciFY: Science for You

SciFY is an NGO that brings scientific discoveries to everyone's life using IT, scientific knowledge and cooperativeness. In the field of AI, SciFY i. provides training to business and citizens; ii. supports businesses to their digital transformation with the use of AI; iii. creates AI solutions (applications and games) and offers them publicly for free, and iv. uses research results to create solutions that are being actually used.

Technology Companies

The Greek technology companies have a strong stake in AI rules, which often leads to objections and non-compliance with the regulations imposed by national and European institutions. Focusing primarily on profit, their own interests' conflict with the protection of citizens and the safe introduction of AI into various areas of everyday life. Major tech and industrial companies in Greece, like Netcompany- Intrasoft, Quest-UniSystems, OTE Group/COSMOTE - Deutsche

Telekom, Accenture Greece, Pfizer Digital R&D Hub, etc., view AI as crucial for future competitiveness trying to be part of new developments and scientific achievements.

Youth Organizations

Hellenic National Youth Council (H.N.Y.C.)

H.N.Y.C. is the official body representing Greek youth in Greece and abroad and continues its intensive efforts to inform and raise awareness on issues concerning Greek youth. It is the official representative of young Greeks in Greece and abroad and it associates with the Greek government concerning domestic matters.

Child and Youth Advisory Board of the UNICEF Greece Country Office

The Child & Youth Advisory Board (CYAB) functions as an advisory body to the UNICEF Greece Country Office, aiming primarily at strengthening the voices and the effective participation of children and young people in decision-making processes. It consists of 18 core and 10 alternate members, from all regions of Greece, including refugees and persons with disabilities. Through group meetings and events, and with the support of UNICEF, members will contribute to the planning and implementation of UNICEF's programmes, representing their communities.

YouthSpeak Forum

YouthSpeak Forum is a dynamic platform that brings together young people, thought leaders, and experts to inspire and engage in meaningful dialogue. The aim is to empower youth by transforming ideas into actions that contribute to solving pressing global challenges. Through interactive discussions, workshops, and keynote sessions, participants are encouraged to explore new perspectives and find innovative solutions, all aligned with the United Nations' Sustainable Development Goals (SDGs). In addition, YouthSpeak Forum serves as a bridge, connecting the enthusiasm and creativity of the youth with the experience and insight of industry and academic leaders.

EU Youth Hub

The EU Youth Hub is a voluntary group of young Europeans that acts as a consultation centre for European issues and the European Union (EU), with the aim of familiarising young people

with consultation processes and strengthening their participation in public dialogue. The group was created in September 2021 as part of ELIAMEP's European programme 'Ariane Condellis'.

Stakeholders within the Power-Interest-Matrix

1. *High Power / High Interest – Manage Closely*

These actors shape and implement AI policy and regulation at both national and EU level. They are key decision-makers or powerful advocates directly involved in designing or enforcing rules.

- **Presidency of the Government:** Primary driver in decision-making of Greece' AI and digital policy, shaping the national strategy and co-designing the European strategy.
- **Greek Ministries (Ministry of Education, Religious Affairs and Sports// Ministry of Digital Governance):** Core architects of Greek policy on AI and digital sector, planning the actions in line with the national strategy.
- **Greek technology companies:** Strong lobbying power and vested economic interests in regulatory outcomes.

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2. *High Power / Low Interest – Keep Satisfied*

These institutions have regulatory power or formal roles, but are not as directly focused on AI as their primary concern.

- **Institute of Educational Policy (IEP):** Key actor in cooperation with the Ministry of Education, Religious Affairs and Sports implements the AI actions in the educational sector as part of their mission to provide a quality and inclusive education for all.
- **Academia and Research Institutions:** Actors who could have an influence on the AI decision-making process and the designing of relevant actions.
- **Hellenic Data Protection Authority:** It acts as a guardian of personal data protection, ensuring the rights of individuals are upheld.

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3. *Low Power / High Interest – Keep Informed*

These stakeholders care deeply about AI's societal impact and frequently engage in public discourse, though they hold less formal decision-making power.

- **Hellenic Artificial Intelligence Society (EETN):** a non-profit scientific organization devoted to organizing and promoting AI (Artificial Intelligence) research in Greece and abroad.
- **NGOs/Civil Society Organizations:**
  - **Homo Digitalis**: it focuses on the protection of Human Rights in the digital age.
  - **SciFY: Science for You**: it aims to bring scientific discoveries to everyone's life using IT, scientific knowledge and cooperativeness.
- **Youth Organizations:**
  - **Hellenic National Youth Council (H.N.Y.C.):** it makes intensive efforts to inform and raise awareness on issues concerning Greek youth.
  - **Child and Youth Advisory Board of the UNICEF Greece Country Office**: an advisory body to the UNICEF Greece Country Office, aiming primarily at strengthening the voices and the effective participation of children and young people in decision-making processes.
  - **YouthSpeak Forum:** it aims to bring together young people, thought leaders, and experts to inspire and engage in meaningful dialogue.
  - **EU Youth Hub:** it acts as a consultation centre for European issues and the European Union (EU), with the aim of familiarising young people with consultation processes and strengthening their participation in public dialogue.
- **National Bioethics and Techno ethics Commission:** It investigates the ethical, social and legal dimensions and implications in various fields, among which new technologies such as artificial intelligence, advanced algorithms and robotics and it issues opinions and recommendations on these matters.

4. *Low Power / Low Interest – Monitor*

These stakeholders are marginally affected by or involved in AI regulation but may become more relevant as deployment expands.

- **General public / non-engaged citizens:** Often unaware or uninvolved unless personally affected.
- **Non-tech local companies:** May use AI tools without actively shaping regulatory frameworks.
- **Non-digital-focused unions or associations:** Have minimal involvement unless specific sectoral impacts arise.

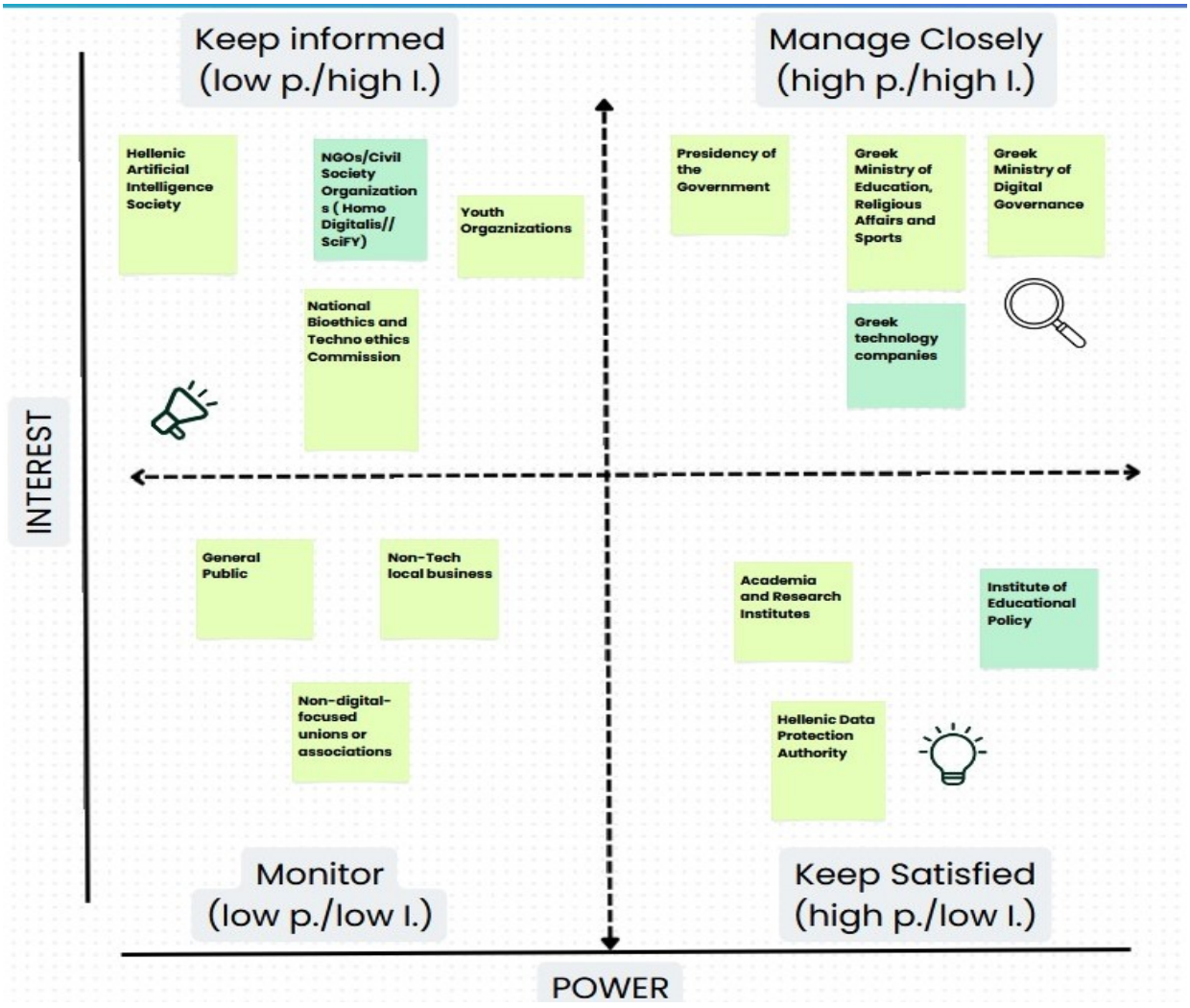

Figure 1: Power-Interest Matrix (QUELLE, 2025)

YouthGovAI Survey Report – Greece (March–May 2025)

Demographic Overview

The YouthGovAI survey addressed to youth in Greece collected 56 responses in the period March and May 2025. The majority of respondents (51.8%) were aged above 21 years old, while 26.8% belonged to the age group 19–21 years old. A smaller segment, comprising 19.6% of the sample, were aged between 16 and 18 years old, and just a 1.8% referred to youth aged between 13-15 years old. This distribution is consistent with the project's strategic focus on secondary school students and youth approaching higher education or early employment.

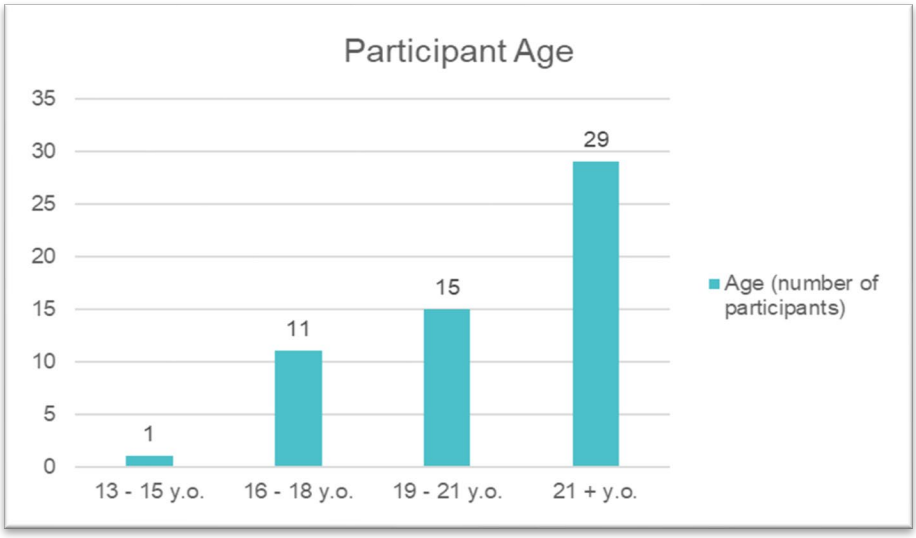

Figure 2: Age (distribution)

Regarding gender identity, 67.9% of respondents identified as female and 28.6% as male. Additionally, 3.5% identified as non-binary, preferred not to disclose their gender, or selected an alternative option. Although we were unable to ensure a balance between the gender representation, we believe that the voice of young people is adequately represented.

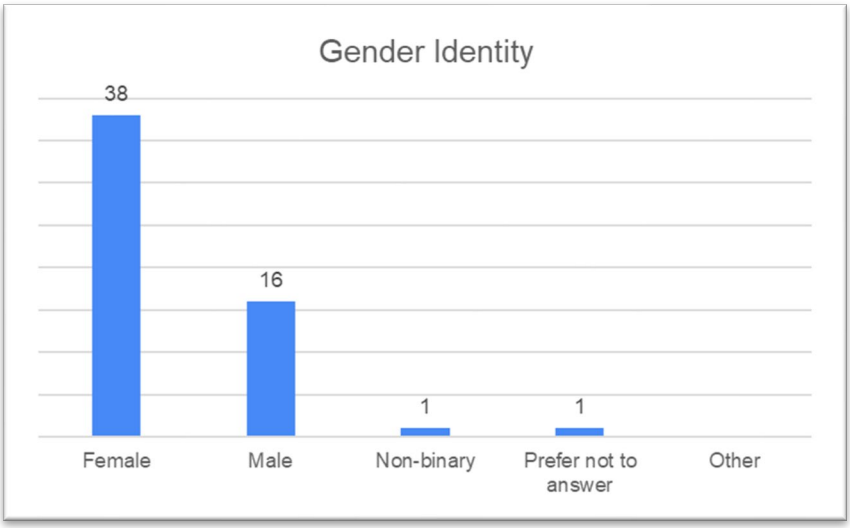

Figure 3: Gender identity (distribution)

From an educational standpoint, the majority of the respondents (over 78.5%) had completed upper secondary education or were pursuing tertiary education, such as bachelor's or master's degrees. While a smaller percentage (21.5%) were still enrolled in secondary school or in technical or vocational programs. By including more advanced learners whose perspectives and familiarity of AI had the capacity to enrich our analysis, important insights were collected and documented. The demographic diversity of the sample provides a meaningful base for interpreting the results with regard to AI literacy, awareness, and ethical sensitivity among Greek youth.

Analysis of Survey Responses by Item

When asked whether they were familiar with the term 'Artificial Intelligence' (AI), 75% of the respondents reported that they had heard the term and were able to explain what it meant. An additional 23.2% stated that they had encountered the term without fully understanding it, while a very small minority (1.7%) had either never heard of AI or had no idea of its meaning. These figures highlight the near-universal awareness of AI among youth in Greece, even if depth of understanding varies significantly.

In response to an open question about what first comes to mind when thinking about AI, the most common responses included: ChatGPT (about ⅓ of the respondents), robots, technology, computer, automation, algorithms, data, and technological progress, respect, education, tik tok.

While many respondents used terms that expressed curiosity, a noteworthy minority evoked ambiguity or even concern, using phrases like 'the end of human reasoning' or 'late stage capitalism'. This mix of enthusiasm and skepticism is reflective of the current public discourse surrounding AI and suggests that youth are engaging with both the promises and risks of the technology.

Concerning their self-assessed confidence about knowledge of AI and understanding how it works, according to Figure 4, the majority (42.9%) described themselves as 'moderately confident,' while an almost equal percentage described themselves as confident/very confident or slightly confident/not at all. These figures underscore a widespread perception of familiarity, yet reveal significant room for improvement in building technical and conceptual understanding of AI.

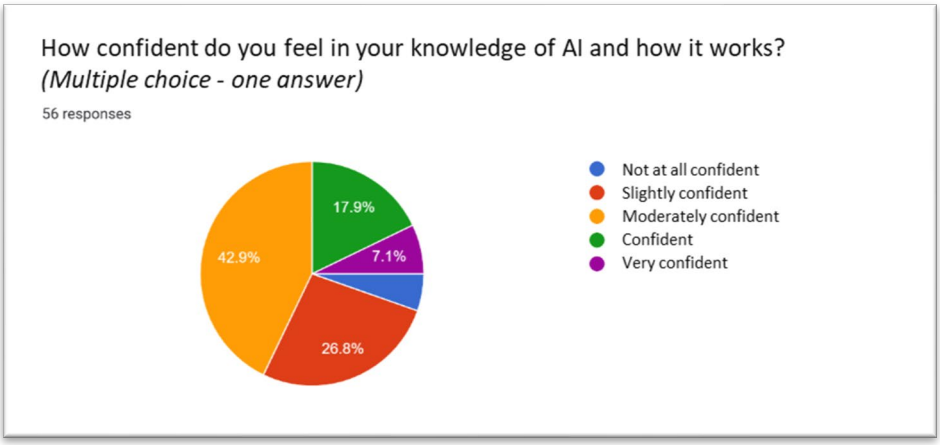

Figure 4: Knowledge of AI

Participants' ability to identify AI technologies was also assessed with most reporting difficulty (Fig. 4). This data mirrors the previous item and reinforces the idea that while exposure to AI is widespread, the ability to critically identify and analyze such tools remains uneven.

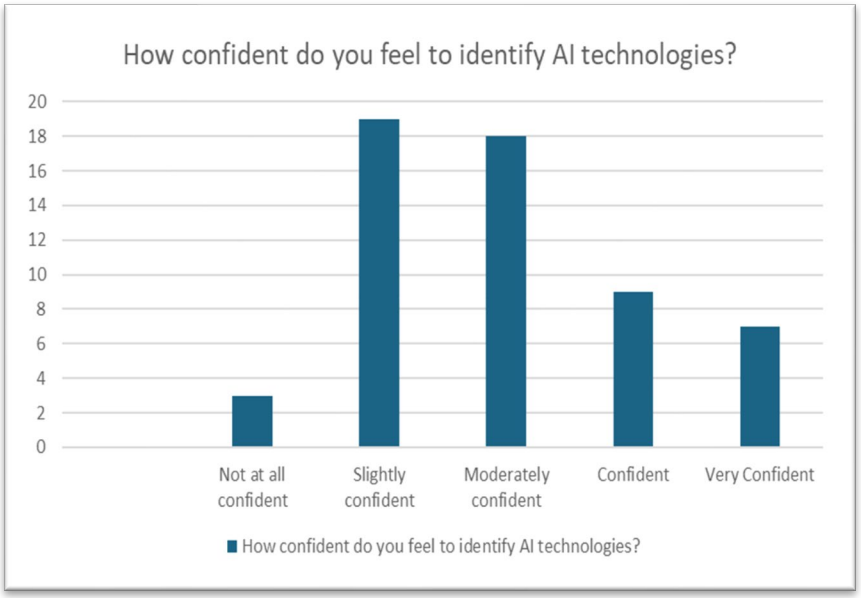

Figure 5: Identify AI Technologies

In terms of daily interaction with AI, 28.6% of respondents said they used AI technologies two to four times per week, while 33.9% reported using them on a daily basis. These findings confirm the high degree of integration of AI in the everyday digital routines of young people, whether through chatbots, recommendation engines, or voice assistants, but potentially leave a degree of uncertainty regarding the youth's awareness when it comes to the integration of AI technologies in everyday apps (i.e. mobile phones, gaming, etc.).

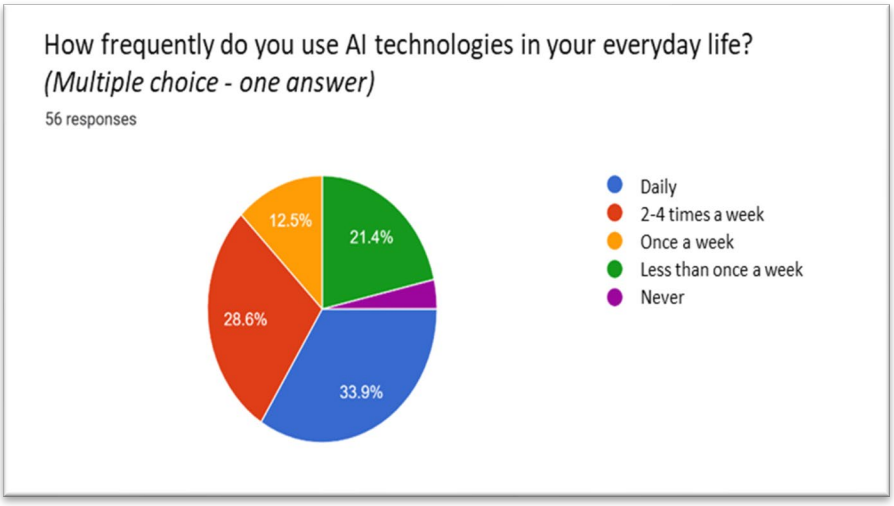

Figure 6: AI technologies use in everyday life

When asked about the use of AI tools in education (e.g. for school or academic work), τhe confirmation of its frequent use was highlighted once again (Figure 7). Data that clearly illustrates the growing reliance on AI-powered educational support tools, but also suggests a digital divide in terms of access or confidence in applying such technologies within formal learning contexts.

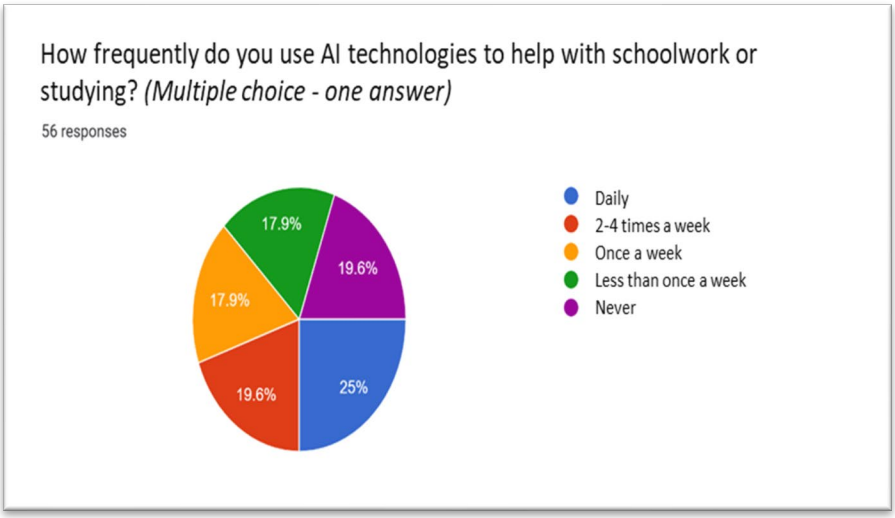

Figure 7: Use of AI technologies in Education

Moreover, the majority of the participants demonstrated a moderate or low level of confidence (46.2% and 28.8% respectively) when asked about how they feel regarding the quality and accuracy of information they receive when interacting with LLM-powered apps/chatbots like ChatGPT. Only a relatively small number of individuals (9 out of 52) stated that they feel 'confident' or 'very confident' about the information they are presented with when using said apps, while 4 people (7.7%) reported that they have no confidence whatsoever. This clearly indicates that, despite the widespread use of LLM-powered chatbots, significant concerns regarding their trustworthiness, the quality and accuracy of data/information persist.

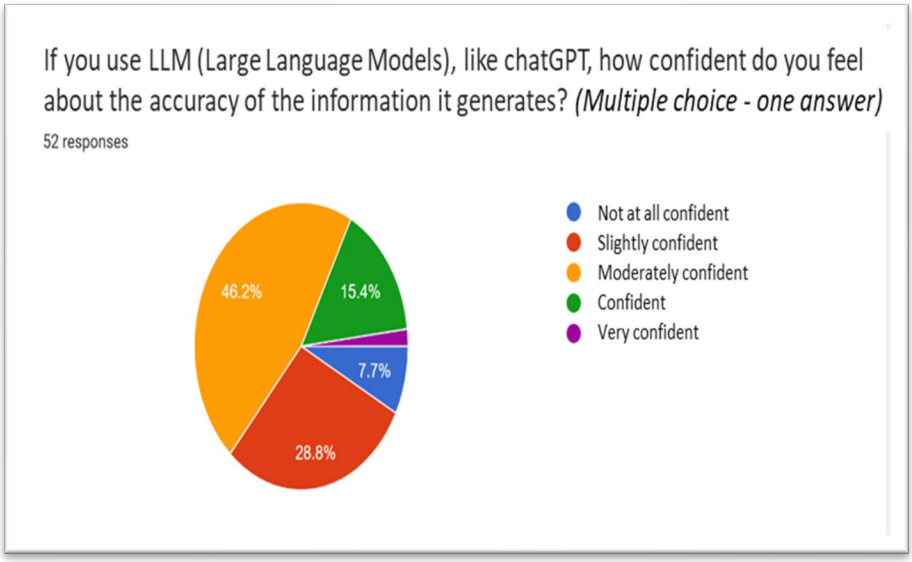

Figure 8: Confidence about the LLM accuracy of the information

The discussion then included the phenomenon of disinformation and how confident they feel in recognizing AI-generated disinformation or/and fake news. In that question, most of the participants appeared to be moderately (33.9%) or relatively (25%) confident in spotting fake news and manipulative content, while 16 questioned (28.5%) reported 'confidence' or 'great confidence' in identifying potential disinformation and/or fake news.

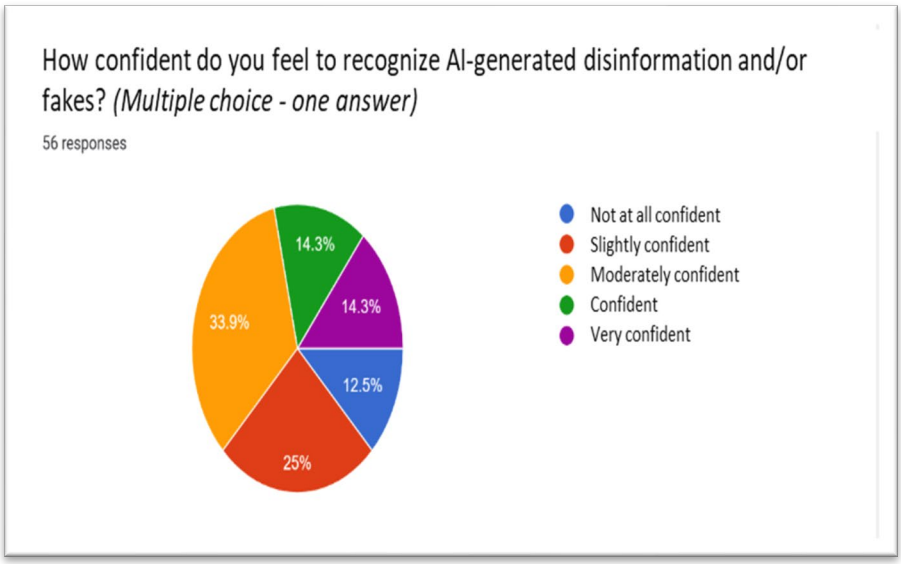

Figure 9: Confidence to recognize AI-generated disinformation and/or fake news

Finally, when asked if AI decides in the interests of its users, the sample appeared divided with 27 participants (48.2%) answering positively and another 29 (51.7%) reporting negatively. At the same time, the majority (58,9%) expressed concern that it may AI eludes human control and, in the worst case, can act against the will of its developers. These responses raise multiple questions regarding the sense of agency and trust users place in AI applications as well as about the general uncertainty and fear surrounding the use of trustworthy and ethical AI.

Open questions – further analysis

Part of the questionnaire consisted of open-ended questions, allowing respondents to express their opinions regarding AI and its use. Below are some representative responses.

Associations with AI

When you think of AI, what is the first thing that comes to your mind?

As already mentioned above, when asked to reflect on their first associations with AI, the majority of Greek young respondents demonstrated a clear and recurring orientation toward contemporary digital tools. A striking number of answers referred directly to ChatGPT suggesting that, for a substantial portion of youth, the concept of AI is not an abstract notion but a tangible and frequently used tool embedded in their daily routines. Interestingly enough, alongside this pragmatic connection to AI chatbots and generative models, answers which tend to be frequently associated with more traditional representations of AI (i.e. robots, the human brain, etc.) were observed (i.e. individuals who stated "robots" or "neural networks", etc.). Nevertheless, references to robotic imagery and speculative scenarios (such as humanoid machines or hyper-intelligent systems) were far less common than references to current, practical applications—an indication that young people's mental models of AI are more grounded in experience than in science fiction.

Participants also associated AI with concepts such as "*technological evolution*" or "*future*", indicating that a number of young people perceive AI not only as a utility, but also as a symbol of broader societal transformation and advancement. In addition, many participants directly associated AI with "*code", "algorithms*" and "*computational systems*" underlining AI's technical/technological background.

Moreover, reference is also made to the concept of *education, inclusion, and respect,* while *TikTok and social media* were mentioned. Data that confirms the trends across Europe regarding the association between AI and platforms, like ChatGPT, etc. as well as the use of AI-based tools for studying or content creation (Eurobarometer survey, 2023). This convergence between perceived AI and tools designed for productivity or knowledge access reinforces the idea that for youth (Generation Z), AI is primarily associated with efficiency, access to information, and accelerated learning. This highlights the need to create a framework about AI use in education and governance, creating the space for dialogue between children/youth and decision-makers and strengthening their participation in AI Governance.

Advantages of AI

In your opinion, what are the advantages of Artificial Intelligence?

The responses provided by young people in Greece to the question concerning the advantages of Artificial Intelligence reveal a prevailing perception of AI as a facilitator of daily life, closely associated with *speed* and *convenience*/usability. By far, the most frequently cited benefits was the ability of AI to provide rapid access to information, often described through expressions such as; t*ime-saving*, *easy/quick access*, and *quick search*. This reflects a strong recognition of AI as an enabler of knowledge acquisition and problem-solving, particularly in educational and informational contexts. A substantial portion of participants also identified AI's capacity to simplify routine tasks and assist with complex or time-consuming activities, including schoolwork, data analysis, and decision-making processes. In this sense, it is tempting to argue that AI is not exclusively viewed as a replacement for human intelligence, but rather as an assistant tool that enhances productivity and reduces the mental and temporal load associated with specific activities.

Another prominent theme emerging from the data is the practical use of AI in everyday life and education/learning, with respondents emphasizing some advantages in healthcare, *counselling/psychotherapy* -albeit potentially dangerous-, and/or *bureaucratic procedures*. A number of participants stated that AI can be helpful in *fast/quick learning* and *education* indicating its educational potential. The concept of AI as a *personal assistant* capable of offering concrete assistance in both professional and domestic spheres suggests a relatively high level of familiarity with AI-integrated systems and a pragmatic view of its application. Interestingly,

this utilitarian vision is often expressed in terms of *saving time for more creative activities* and cost, where AI is described as a resource that enables users to accomplish more with less effort in the execution of everyday boring tasks, while promising more time for creative activities. Few participants ventured into highly technical or speculative advantages, reinforcing the interpretation that most youth engage with AI primarily through user-facing applications rather than abstract principles or infrastructural innovations.

This aligns with current international literature on youth perceptions of AI, which indicates that young users often value Artificial Intelligence primarily for its capacity to simplify their lives, provide customized learning experiences, and offer adaptive technological environments (UNESCO, 2021). In this context, it is significant to note that the perception of AI's benefits is largely centered around enhancement rather than substitution: the machine is not replacing the individual, but augmenting their capabilities. This framing of AI as an enabler rather than a competitor could provide fertile ground for building trust-based educational interventions. Moreover, it suggests that young people might be more receptive to regulatory discourses that ensure reliability, accessibility, and fairness if these are framed in a way that reflect and protect the functional benefits they already experience.

AI Risks

In your opinion, what are the risks of Artificial Intelligence?

When invited to reflect on the potential risks of Artificial Intelligence, Greek youth provided responses that reveal a complex and nuanced understanding of the ethical, psychological, and socio-economic implications tied to its rapid expansion. A dominant theme emerging from the dataset is that AI may lead people to *lose the ability to think critically* and the risk of *brain inertia/inactivity*. Indicating that young people are acutely aware of the subtle and cumulative cognitive risks posed by constant interaction with predictive and generative technologies. Most of the participants warned against the excessive reliance on AI for information retrieval and decision-making, expressing concern that such dependency could lead to a deterioration of individual cognitive skills, particularly in terms of judgment, reflection, and problem-solving. Thoughts relative to **"***risk of receiving false information***", "***risk of making mistakes/responding wrong*", and "*dissemination of unreliable and non-scientifically verified information*" were very

frequent, indicating that young people are acutely aware of the fact that AI should not be used uncritically and that there is always need to (re)evaluate and validate information.

Equally prominent were fears related to stereotypes that **"***humans being replaced by machines", increase of unemployment* due to AI and ''*extinction of certain professions/loss of jobs*''. Many respondents cited the risk that AI could *replace humans* or render specific professions obsolete, especially in sectors where tasks can be easily automated. This echoes broader global concerns regarding technological unemployment and the restructuring of labor markets due to AI integration (OECD, 2024). For the young participants of the YouthGovAI survey, this economic anxiety is not abstract: it directly intersects with their life trajectories, educational paths, and professional aspirations.

In addition, several participants articulated risks pertaining to *loss of control*, lack of *security* and danger/fear about *personal information/privacy*. The ability of AI systems to generate persuasive yet inaccurate content, such as fake news or manipulated media, was also mentioned, as well as the fear that these tools could lead to *loss of control* or operate in ways beyond human comprehension and oversight. Moreover, serious concerns regarding privacy breaches and personal data were raised by many participants, indicating the urgent need for *transparency, regulation and explainability in AI systems*.This anxiety about autonomy and control was often translated into moral and philosophical concerns, such as the fear that AI might eventually become so advanced that it would surpass human ethical reasoning or escape regulatory containment. Moreover, a number practical, as well as theoretical issues pertaining to security were reported, such as the *unsupervised use by minors* and/or *the danger of knowledge becoming dogmatic*. Although relatively few respondents used technical terms, their intuitive grasp of phenomena like "hallucinations," "bias," or "opacity" in AI systems suggests a high level of informal literacy and a strong disposition toward precautionary thinking.

Taken as a whole, these reflections underscore the need to involve young people more systematically in AI governance processes—not only as end-users but as critical stakeholders whose lived experiences, anxieties, and ethical intuitions can meaningfully shape the future of AI development and regulation. These responses offer a powerful counter-narrative to the deterministic or techno-solutionist views often found in public discourse, and instead call for a human-centered approach that prioritizes *transparency and inclusion*.

Key Insights and Comparative Analysis

The YouthGovAI survey highlights several significant trends regarding how Greek youth relate to Artificial Intelligence, revealing not only a widespread awareness of AI technologies, but also the need for deeper critical engagement and educational support. First and foremost, the survey confirms that AI is a familiar concept among young Greeks: 75% reported being confident to explain what Artificial Intelligence is, a figure slightly higher than the 2024 Eurobarometer average of 63% for Greek youth regarding the usage of AI based applications. This elevated baseline may be attributed to the growing integration of AI in digital services such as ChatGPT, Spotify, and TikTok, all of which are embedded in daily youth experience.

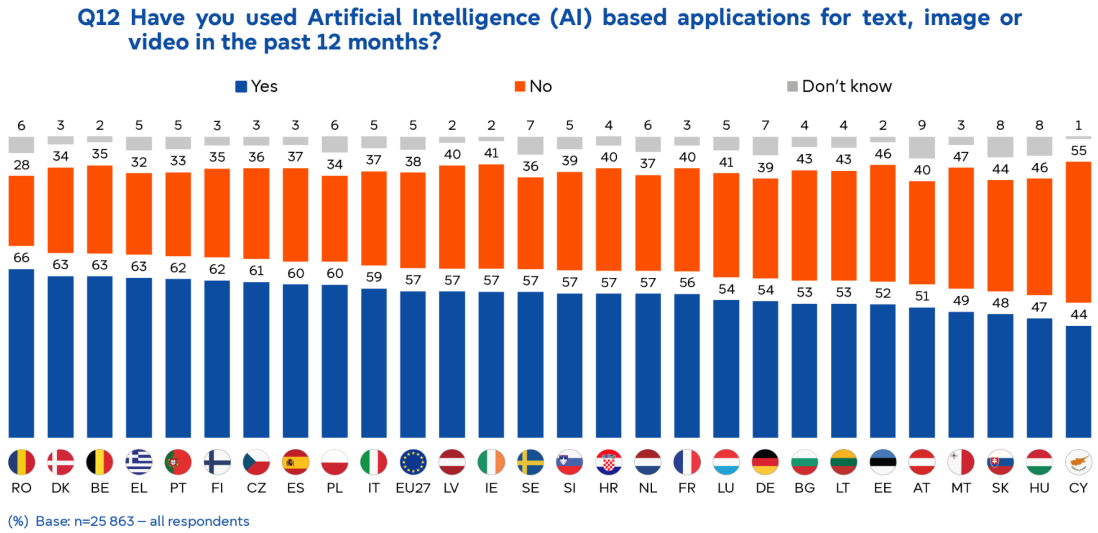

Figure 10: Interaction in EU with AI digital platforms (EU, 2024)

The survey also reveals an interesting tension between familiarity and understanding. While nearly all respondents were familiar with the term AI, only 17.9% declared themselves *confident* and 7.1% *very confident* in their knowledge of how AI functions. A similar pattern was evident in the responses regarding recognition of AI systems (see Figure 5). These figures align with OECD (2023) and UNESCO (2021) concerns that digital natives are often high-frequency users of AI without adequate critical or technical knowledge.

One of the most salient findings is the degree of engagement with AI tools in daily life where 33.9% of participants reported daily use, and an additional 28.6% used AI two to four times per week. This high rate of interaction is likely driven by both explicit tools (such as generative

language models) and implicit systems (such as recommender algorithms). Moreover, the majority of respondents said they used AI tools in their academic work on a weekly basis.

When it comes to attitudes, the data reflect a nuanced and ambivalent relationship with AI. Open responses included both optimistic terms such as *progress, facilitation and assistance*, as well as more cautious or critical descriptors such as *doubt or falsehoods*. This ambivalence was further echoed in conceptual questions; 51.7% of respondents were uncertain whether AI always acts in users' interests (or certain that it isn't), and 58.9% were unsure whether AI could elude human control (or were sure that it could). These responses underscore the need to pair technical knowledge with ethical reflection, especially as young people are increasingly exposed to misleading content or overtrust in automation.

These results point clearly to one of the most urgent educational challenges of our time: *how to equip young people not only to use AI, but to critically evaluate its functions, intentions, and societal consequences*. The findings reinforce the objectives of YouthGovAI, which aims to move beyond mere awareness and facilitate structured, participatory learning processes that empower youth to shape future governance frameworks. If European society intends to include youth in AI policy discussions, it must first support them in acquiring the tools, language, and spaces necessary to act as informed and engaged stakeholders.

Conclusions

The YouthGovAI survey conducted between *March and May 2025* among 56 Greek youths reveals a generation that is deeply immersed in Artificial Intelligence technologies yet still navigating its complexities. The results provide compelling evidence that AI is no longer an abstract or distant subject for young people. Instead, it permeates their everyday digital experiences—from schoolwork to entertainment and social interaction. Yet this familiarity does not always translate into critical literacy or conceptual clarity.

The data show that although 75% of youth are able to define AI (figure 11), only 42.9% (see figure 4) consider themselves moderately confident in their understanding, and a smaller portion report feeling confident or very confident. This discrepancy is mirrored in the identification of AI systems and understanding of AI-generated misinformation, suggesting a persistent gap between usage and comprehension. Moreover, the high rate of interaction with AI for academic purposes (with 80.3% using AI weekly or more often) raises pedagogical

questions about guidance, critical evaluation, and ethical use of such technologies in educational settings.

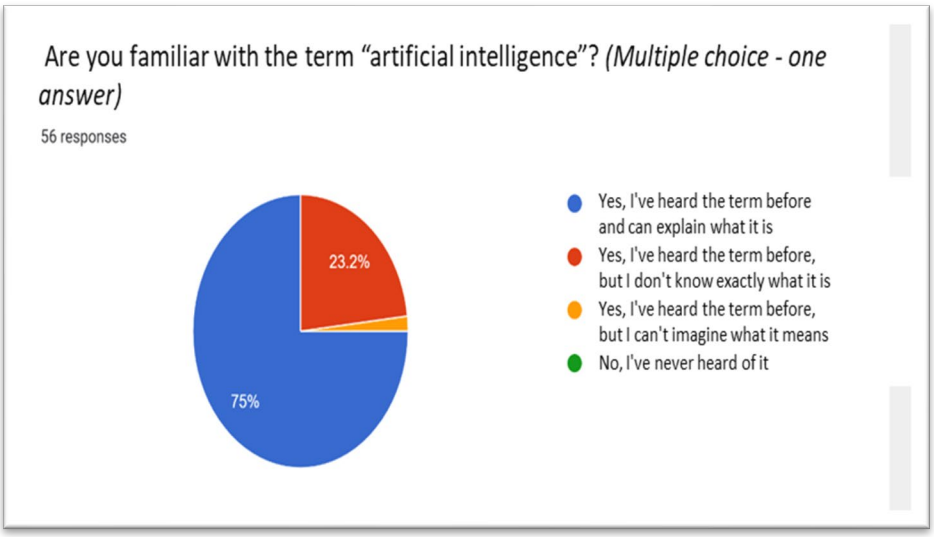

Figure 11: Familiarity with AI

The mixed emotional tone emerging from open-ended responses—ranging from enthusiasm to skepticism—indicates that Greek youth are not only technologically aware but also sensitive to broader implications such as data privacy, bias, and social impact. Young participants described AI as both a practical assistant and a potential threat to their autonomy and intellectual independence. Several respondents highlighted risks such as the erosion of critical thinking, disinformation, and labor market disruption. The articulation of concerns around job displacement and loss of control over AI systems suggests that Greek youth are acutely aware of the structural and long-term transformations AI may entail. Importantly, the ethical dimension of these concerns emerged strongly, even in non-technical language, confirming a desire among youth to be not just users, but moral agents in shaping AI development. Simultaneously, the recognition of AI's advantages—speed, convenience, support in learning, and decision-making—points to a generation that is already integrating these tools into their personal and academic ecosystems. This dual perception—of AI as both empowering and dangerous—frames a critical opportunity for AI governance to be co-designed with youth. Their capacity to articulate both risks and benefits illustrates a maturity that should be harnessed rather than underestimated.

The YouthGovAI project thus emerges as a timely and necessary initiative. The survey findings validate its aim to empower young people to become not passive consumers but active participants in shaping AI governance. To do so, structured and inclusive learning opportunities must be scaled up to ensure that digital fluency is accompanied by democratic agency. Only through this comprehensive approach can we ensure that the next generation contributes meaningfully to the ethical, social, and political features of Artificial Intelligence. Their voice is already resonant—it is now our responsibility to amplify it in policy-making, education, and innovation.

Focus Group with national Stakeholders

Two national Focus Groups that took place in Greece brought together youth and future professionals in the field of education and social science and experts in the fields of formal and non-formal education and citizenship. One focus group took place on line and the other one on site, where the structure of both of them had the form of a plenary discussion, where all participants were encouraged to actively participate. At the beginning the discussion focused on their knowledge regarding AI, as well as their attitudes towards AI use. Then, they were asked regarding youth's participation in discussions/decisions regarding the use of AI, as well as the benefits of such a participation. The discussion was also focused on the content of an inclusive AI Literacy platform, as well as suggestions from their side regarding access to relevant information for young people and educators, as well as suggestions for encouragement for active participation on their and youth's part.

Identifying Learning Needs and Gaps

To identify learning needs and gaps about AI Literacy, it was highlighted that while there is interest nowadays, especially from teachers/educators, in the use and understanding of AI, in practice there is distrust and lack of information. However, almost all participants have already started experimenting with the use of AI applications in the classroom in order to make the lesson more attractive and to support themselves (e.g. applications for generator tools for images, designing micro-lessons, chatbots, etc). At the same time, they often experiment with the apps with the students themselves in order to make them feel more familiar.

At the same time, we are currently witnessing the following paradox: teachers/educators, who are often technologically unprepared in terms of their knowledge of how to use IT tools, are called upon to educate young people who often have greater knowledge than they do in this field. This was particularly evident during the pandemic, when teachers were called upon to create digital communities through various applications and, due to their lack of knowledge, it was the students who helped them to do it. At the same time, as the young people themselves admitted, even if they are born into a world driven by AI and feel familiar with technology as part of their everyday life, they do not feel that they have a high awareness level regarding how AI functions.

So, both groups of stakeholders mentioned that young people and educators need to be informed regarding what is behind AI (i.e. explainability, open 'black boxes', learn how it functions, be aware of AI's environmental imprint, ethical issues, 'invisible' labor behind AI, etc.), while they agreed that excessive use should not be encouraged. The limitations of AI should be clearly understood by young people and all need to be aware of the regulatory framework regarding AI. At the end, they mentioned the need to cultivate critical thinking in order youth be well prepared to face new challenges that may arise due to the rapid evolution of technology and the rapid dissemination of information.

AI & Ethical Aspects

At the same time, talking about AI and Ethical aspects, it highlighted the ethical responsibility of teachers/educators to impart knowledge to young people about the use of AI and cultivate the necessary skills for them. AI is not always trustworthy, young people need to recognize that and learn how to assess its reliability and learn to cross-check/reference using additional sources.

It is also particularly important that young people are actively involved in decision-making and planning regarding the use of AI in education, as it is something that concerns them. Young people often feel that adults (teachers/educators, parents, policy makers, etc.) are not interested in listening to them either, while at the same time it is not clear to them how much this issue concerns them. Young people highlighted the need for joint AI Governance between different stakeholders, such as youth, parents, teachers/educators, politicians, policy makers, mental health professionals and counsellors, where all voices would be heard and decisions would be made based on different needs.

Finally, reference was made to the need for inclusion and equal participation, stating that young people from remote areas have limited access to technology. So, the use of AI can contribute towards their inclusion, but at the same time can also isolate them.

Challenges to AI literacy & engagement

Talking about challenges, youth were mainly focused in the lack or incompleteness of information, the often-inaccessible way in which knowledge is provided, the phenomena of disinformation and manipulation, the digital illiteracy that is often encountered, especially among older people, as well as the lack of trustworthy information and/or the media and AI bias. On the other side, experts focused on the low awareness level of educators/teachers. So, the challenge is how to encourage and prepare them to learn how to creatively use AI apps. AI literacy courses and general use of AI apps need to be integrated (i.e. teaching methods, awareness campaigns, etc.).

It was mentioned, that some teachers/educators are more resistant to change and sceptical towards AI, so they choose more 'traditional' teaching methods. Teachers/educators have the freedom to choose and act within the classroom. However, in order to have that freedom, you need to have knowledge. Therefore, all teachers/educators must be trained systematically and effectively in order to understand the needs of the modern era and to exploit the possibilities offered by AI. The need for combination between traditional and modern teaching methods and approaches, through the resolution of accessibility issues (necessary equipment, etc.) and the update of the existing education/national policies (integration of AI literacy courses) seems important. Fact which can be achieved through a holistic review of the educational process, the Ministry of Education, Religious Affairs and Sports is the competent body for such a coordinated action.

Co-creation sessions main takeaways

Parallel to the two Focus Groups, two co-creation Workshops took place as well encouraging participants to focus more on decision-making regarding the design of an effective AI Literacy Course as well as the active engagement of young people in AI Governance. Professionals mainly highlighted the need to make the course more attractive by demonstrating creative uses of AI apps as well integrating games. They mentioned that group activities with the use of AI apps can be more engaging and attractive for youth as well as the integration of games as part of the teaching process is always appealing to them and it is a way to keep their interest alive while passing on the knowledge. At the same time, AI apps can be used as mediators, for example, by

encouraging activities such as visualisation of written text, turning your poem/story into an animation, etc. and exploring the potential of AI to recreate (i.e. a historical debate, debate with important historical figures, etc.).

At the same time, youth mainly highlighted the need for information and awareness-raising about AI and its use through seminars/workshops, training courses and discussions with experts. They also agreed on the need to create AI courses as well as the integration of user-friendly AI systems and apps, in order to make the educational process more attractive and interesting.

Agreeing with the need for AI Literacy creation, participants were encouraged to take part in co-creation by suggesting topics that they believe should be part of it. There was an agreement on the need for introductory courses on what AI is and how it is used, as well as highlighting any challenges and risks that should be considered when using it. The teachers/educators then focused on the need to create micro lessons linked to the various subjects in the curriculum (e.g. use of AI tools in literacy, mathematics, etc.), as well as focusing on practical applications and examples rather than simply a theoretical approach.

On the other hand, young people seem to focus on the need to understand how AI affects their daily lives and seek this connection through the creation of micro-lessons related to the contribution of AI to solving social phenomena and/or problems they have to deal with in education. The need for material with detailed references to the use of AI applications was also highlighted, as well as the use of them in supporting students with specific learning difficulties and/or some form of disability. Some other suggestions concerned the need to create educational material on the ethical dimension of AI use, as well as the criteria for evaluating various AI systems and the trustworthiness of the information given by them.

Concluding, we could briefly mention some key take-aways and learnings for the project through this co-creation process:

- **Awareness campaigns and AI literacy courses.** Young people appear to be extremely interested in learning things about AI and how it functions, how it affects our societies, and how it affects their lives. However, they often do not find the space and the way to express themselves. Through campaigns and awareness-raising activities, young people

better understand the frame of reference and are given the space and the way to express themselves.

- **Official institutions** (i.e. ministry of education) should promote educational activities/awareness campaigns for young people and educators as well. There is a need for a holistic review of the educational process, which should be done in a systematic and substantial way by the competent body (Ministry of Education) in order to have a massive and substantial impact.
- **AI literacy courses** should be included in the curriculum at all educational levels, starting from kindergarten and ending at university, adapted respectively according to the educational needs and perceptual abilities of students at each level.
- **AI policies and regulations** (i.e. EU AI Act) must be shared with the public (i.e. via campaigns, newsletters, other activities), but with clarity and simplicity, not as legislative texts. Citizens are often not aware of these legal documents and even if they are, the documents are not offered in a simple and understandable way for citizens.
- The creation of an **AI Literacy platform** should be designed in a friendly and attractive way for users, mainly for young people, where the interaction with it is an easy and interesting experience. It should offer:
  i. multimodal materials (e.g. video, games, exercises, hands on activities, research activities, etc.);
  ii. relevant literature;
  iii. suggested micro-lessons tailored to each individual course (e.g. including AI apps and frameworks for teaching literacy, mathematics, etc).

At the same time, it is important for this platform to be a meeting and dialogue space among users.

Conclusions

The comprehensive analysis presented in this report, as part of the YouthGovAI project, seeks, on the one hand, to reflect on the current status of AI regulations and good practices in Greece and, on the other, to explore youth's attitude and experience towards AI use. As already presented, Greece in compliance with the EU AI Act presented its AI National Strategy through the '*Blueprint for Greece's AI Transformation'*; a report that presents the analysis of the principles that should guide a national strategy, the adopted methodology, and six flagship projects with the potential to transform Greece in the AI sector in order to be achieved the positive impacts on society in numerous ways.

In addition, the survey results as well as the key findings from Focus Groups and Co-creation Workshops provide invaluable insights about the perceptions and experiences of Greek youth about the use of AI applications and provide evidence that AI seems to be part of their daily lives. As highlighted above, while the majority feel confident to define AI, only a small percentage consider themselves confident in their understanding. Finding that confirms a persistent gap between usage and comprehension. Moreover, considering the high rate of interaction with AI for academic purposes it raises pedagogical questions about guidance, critical evaluation, and ethical use of such technologies in educational settings.

Moreover, the Focus Groups and the Co-creation Workshops discussions with various stakeholders from the fields of education and technology further amplify these concerns, highlighting the importance of encouraging youth participation in AI Governance discussions. Identifying learning needs and gaps in the field of AI Literacy and highlighting ethical aspects of AI and challenges, agreed on the need for different stakeholders, including young people, to participate in the decision-making processes about AI. This can be achieved through constant information and awareness, as well as knowledge gained through access to AI literacy as part of the curriculum at all educational levels.

In Conclusion, in order to design an AI regulation in Greece that ensures its ethical and trustworthy AI use for the common good, it would be important to consider different parameters, focusing on the knowledge and information of each citizen, so that they are able to critically reflect and make informed choices. The democratization of AI must therefore be a priority for decision-makers, which can be achieved to a large extent through education. Therefore, improving AI literacy as part of the national strategy aims to offer large

transformational potential for Greece in the AI space. However, it is important to take into consideration that digital citizenship education, part of which can be considered AI and media literacy, aims not only at acquiring knowledge but also at cultivating values, skills and attitudes in order for the citizen to approach knowledge critically, evaluate and make decisions. At the same time, the participation of different stakeholders in the decision-making process contributes to the ethical by design approach of the reference framework and systems, where the participation of young people as potential users and shapers of this framework should have a prominent place.

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