



MEDIAI General Report

AI Integration in Multimedia VET and Creative Professions

(Germany & Italy)

Content:

1. *Introduction: AI as a Structural Transformation in VET and Media*
2. *Methodology and data sources*
3. *Context: Germany and Italy in the transformation of VET and multimedia professions*
4. *Key findings: AI adoption vs competence gap*
 - 4.1 *Adoption: AI as a daily working tool*
 - 4.2 *The illusion of competence: high usage, limited competence*
 - 4.3 *Fragmentation of AI use*
 - 4.4 *Challenges*
 - 4.5 *From adoption to professionalization*
5. *AI in multimedia integration*
6. *Main barriers to AI integration*
7. *Skills demand and competence development*
8. *Learning needs and training formats*
9. *Comparative analysis: Germany vs. Italy*
10. *Impact on the labour market*
11. *MEDIAI project contribution*
12. *European Added Value*

1. Introduction: AI as a Structural Transformation in VET and Media

Artificial Intelligence is no longer an emerging trend but a structural driver of transformation in both vocational education and multimedia professions. Across Europe, the demand for **hybrid skill profiles**—combining creativity, technical expertise, and AI literacy—is rapidly increasing, fundamentally reshaping how content is produced, distributed, and consumed.

According to the European Commission’s Digital Education Action Plan (2021–2027), over 90% of future jobs will require at least basic digital skills, while advanced digital competencies are becoming a prerequisite in high-value sectors such as media, design, and communication. At the same time, CEDEFOP estimates that up to 44% of core skills in creative professions will be significantly transformed or partially automated by AI technologies within the next five years, particularly in areas such as content generation, editing, and data-driven marketing.

Further data from the European Skills Agenda and Eurostat indicate that:

- only around 54% of EU citizens currently possess basic digital skills, highlighting a significant skills gap
- SMEs and creative industries face increasing pressure to adopt AI tools, yet often lack structured training pathways
- demand for AI-related skills in job postings has grown exponentially (LinkedIn data shows growth rates above 60% in digital and creative sectors)

In multimedia professions specifically, AI is already embedded in daily workflows, including:

- automated content generation (text, image, video)
- real-time data analysis and audience targeting
- workflow automation (editing, transcription, localization)

However, this rapid technological adoption is not matched by equivalent developments in vocational education and training (VET). Many VET systems across Europe still lack:

- structured curricula integrating AI competences
- didactic frameworks for teaching AI in applied contexts
- access to up-to-date tools and infrastructure

This creates a systemic gap between labour market demands and training provision, particularly visible when comparing different national contexts such as:

- Germany (strong VET system, slower implementation)
- Italy (high practical adoption, weaker training structures).

The MEDIAI project directly addresses this gap by analysing real needs in both countries and translating them into practical, scalable, and transferable training solutions. By combining research, stakeholder input, and applied testing, the project contributes to:

- modernising VET systems
- strengthening the alignment between education and labour market needs
- supporting lifelong learning in AI-driven professions

Ultimately, MEDIAI positions itself within a broader European effort to ensure that digital transformation is not only technological, but also educational and inclusive, enabling both educators and professionals to actively shape the future of work in multimedia sectors.

2. Methodology and data sources

The report is based on a mixed-method research approach, combining empirical data collection with comparative analysis across two national contexts, Germany and Italy. This approach ensures both depth of insight and cross-context relevance, allowing for a comprehensive understanding of how Artificial Intelligence is influencing multimedia professions and vocational education.

The data was collected through national surveys conducted in Germany targeting VET trainers and Italy targeting creative and multimedia professionals. This dual perspective enables the report to capture both the educational dimension (training systems, curricula, and didactics) and the labour market dimension (professional practice, workflows, and industry needs).

The research is grounded in:

- **Qualitative and quantitative questionnaire data**, ensuring a balanced analysis of measurable trends and individual experiences
- A **comparative framework**, which highlights similarities and differences between education systems and professional environments

The questionnaires were designed to address key aspects of AI integration and covered the following areas:

- AI competence levels and self-assessment of skills
- Current use of AI tools in professional and educational contexts
- Barriers to adoption, including technical, institutional, and pedagogical constraints
- Training needs and preferred learning formats

This structure allowed for the identification of both current practices and existing gaps, providing a solid basis for the development of targeted training solutions.

The methodology combines:

- **Quantitative data**, such as usage rates, frequency of tool application, and preferences for training formats, enabling statistical insights into trends and patterns
- **Qualitative insights**, derived from open-ended responses, which provide deeper understanding of expectations, challenges, and perceptions regarding AI integration

In addition, the analysis incorporates a contextual interpretation of regional and national differences, particularly between the German VET system and the Italian creative sector. This comparative perspective is essential for identifying transferable solutions and ensuring that the project outcomes are adaptable across different European contexts.

Overall, this methodology ensures that the Report is evidence-based, practice-oriented, and aligned with real-world needs, forming a reliable foundation for the development of the AI Multimedia VET Toolkit and subsequent project activities.

3. Context: Germany and Italy in the transformation of VET and multimedia professions

Germany and Italy represent two complementary but structurally different contexts within the European landscape of vocational education, creative industries, and digital transformation. Their comparison provides valuable insights into the challenges and opportunities of integrating Artificial Intelligence into both education systems and professional practice.

Germany: strong VET system with emerging AI integration

Germany, in contrast, has one of the largest and most well-established VET systems in Europe, with over 1.2 million apprentices enrolled. The system is built on the dual education model, combining theoretical instruction in vocational schools with practical training in companies. This structure ensures a strong alignment between education and labour market needs and provides a stable framework for skills development.

Within the context of digital transformation, Germany is increasingly adapting its VET system through initiatives such as the Digital Strategy 2030, which emphasises the integration of digital and AI-related competencies into training programmes.

However, despite this strong institutional framework, the integration of AI into multimedia VET remains incomplete and uneven. Key challenges include:

- limited availability of AI-specific curricula and teaching materials
- insufficient didactic frameworks for applied AI learning
- structural barriers such as infrastructure and institutional support

Regional perspective: Chemnitz as a transition region

The regional context of Chemnitz illustrates these challenges at a more granular level. With a population of approximately 251,000 inhabitants and an unemployment rate of around 9%, the city reflects a transitioning economic landscape.

Traditionally shaped by industries such as:

- mechanical engineering
- electrical engineering
- media production

Chemnitz is undergoing a shift toward a more digital and innovation-driven economy. Institutions such as the Technical University of Chemnitz play a key role as drivers of digitalisation and applied research.

At the same time, the region faces structural constraints:

- uneven access to advanced digital training
- limited infrastructure for emerging technologies
- fewer opportunities for specialised AI-related education

VET providers in Chemnitz therefore face a dual challenge:

- strong technical foundations and openness to innovation
- but a clear need to modernise training structures, particularly in AI-related fields

This positions Chemnitz as a transition region, where successful integration of AI into VET is critical for regional competitiveness and economic development.

Italy: flexible creative sector with high AI adoption

Italy is characterised by a strong creative and freelance-based multimedia sector, where professionals often work in small enterprises, project-based environments, or as independent contractors. This structure fosters high flexibility and rapid adoption of digital tools, including AI technologies, as professionals must continuously adapt to market demands, client expectations, and technological change.

As a result, AI is already widely integrated into everyday workflows, particularly in areas such as content creation, design, video production, and social media communication.

However, this flexibility comes with structural limitations. The Italian system is marked by:

- less structured training pathways, particularly in vocational education
- a strong reliance on informal, self-directed learning and peer-based knowledge exchange
- limited access to standardised, profession-oriented AI training

This leads to a situation where adoption is high, but systematic competence development remains fragmented, creating a gap between usage and professional mastery.

Comparative interpretation: two systems, one structural gap

The comparison between Germany and Italy reveals a broader European pattern:

- **Germany** provides strong institutional frameworks, but shows slower implementation and adaptation to AI
- **Italy** demonstrates high flexibility and rapid technological adoption, but lacks structured training systems

☞ This leads to a shared challenge:

Across both contexts, there is a systemic gap between technological development and structured competence building.

European relevance

These findings reflect a wider European reality:

- AI adoption is progressing faster than educational reform
- VET systems struggle to keep pace with rapidly evolving skill requirements
- professionals increasingly rely on continuous, informal upskilling

At the same time, the demand for:

- hybrid skills (creative + technical + AI)
- practice-oriented training formats
- flexible and scalable learning solutions

is growing across all sectors.

Conclusion

Germany and Italy, while structurally different, highlight the same fundamental issue:

☞ the challenge is not adopting AI, but systematically integrating it into education and professional development.

This shared gap provides the foundation for the MEDIAI project, which aims to bridge the divide between:

- education and labour market
- theory and practice
- technology and competence

4. Key findings: AI adoption vs competence gap

4.1 Adoption: AI as a daily working tool

The evidence from both Germany and Italy confirms that Artificial Intelligence has already moved beyond the experimental phase and is now a standard component of professional and educational environments. However, the way AI is used differs significantly between the two contexts.

In Italy, AI is deeply embedded in daily production workflows. Multimedia professionals actively integrate AI into almost every stage of their work process from initial concept development to final content delivery.

AI is not perceived as a separate tool, but rather as an extension of professional capability, enabling:

- faster ideation and content generation
- automation of repetitive tasks
- increased efficiency in editing and post-production
- improved responsiveness to client demands

This leads to a production-oriented use of AI, where the focus lies on speed, flexibility, and output quality. Professionals combine multiple tools depending on the task, creating highly adaptive and personalised workflows.

In contrast, Germany shows a more cautious and structured approach. AI is increasingly present in the daily work of VET educators, but its use remains largely supportive rather than transformative.

Typical applications include:

- preparation of teaching materials
- simplification of complex content
- support in administrative tasks
- initial experimentation with AI-assisted learning

While this demonstrates openness to innovation, AI is rarely used as a core element of teaching methodology. Instead, it remains an auxiliary tool that supports existing processes rather than fundamentally changing them.

4.2 The illusion of competence: high usage, limited competence

Despite the high level of adoption, both contexts reveal a critical paradox: frequent use of AI does not automatically lead to professional competence.

In Italy, although AI is widely used, most professionals classify their skills as beginner or intermediate, and a clear majority explicitly state the need for further training.

Similarly, in Germany, educators demonstrate strong interest and willingness to use AI, yet lack:

- structured training opportunities
- pedagogical frameworks
- institutional guidance

This creates a situation in which AI is present, but not fully understood, controlled, or strategically applied.

4.3 Fragmentation of AI use

A deeper analysis reveals that the use of Artificial Intelligence is often fragmented and inconsistent, lacking integration into coherent systems of work or structured learning processes. In many cases, AI is applied primarily to isolated tasks rather than being embedded within comprehensive workflows. Typical applications include generating texts, editing images, or summarising information. While these uses demonstrate the practical utility of AI, they remain limited in scope. AI is rarely integrated into end-to-end processes in which inputs are systematically structured, outputs are critically evaluated and refined, and workflows are designed to be repeatable and scalable. As a result, the full efficiency potential of AI remains underutilised.

This fragmentation is closely linked to the absence of clear methodological frameworks. Many users rely on trial-and-error approaches when interacting with AI tools, without established prompting strategies, structured workflows, or defined quality standards. Consequently, the quality of outputs can vary significantly, and the expected gains in efficiency are not consistently realised. In professional and educational contexts alike, this lack of structure makes it difficult to ensure reliable results and maintain consistent standards, ultimately limiting the effective and sustainable integration of AI.

The comparison between Germany and Italy reveals that, despite different starting points, both systems face a similar structural challenge:

- Germany offers strong institutional frameworks, but struggles with practical implementation
- Italy demonstrates advanced practical use, but lacks structured competence development

☞ In both cases, the result is the same: **a gap between technological capability and human competence**

4.4 Challenges: The identified “usage vs. competence gap” can be understood as a broader European challenge, reflecting a structural imbalance between rapid technological adoption and slower adaptation within education and training systems. Across Europe, the uptake of AI is largely driven by market dynamics, accessibility of digital tools, and competitive pressure within industries.

In contrast, vocational education and training systems, as well as institutional learning structures, tend to adapt at a slower pace due to regulatory frameworks, curriculum cycles, and limited resources.

This discrepancy results in a growing misalignment between innovation and qualification. While AI tools are widely available and increasingly used, the corresponding competencies required to apply them effectively are not being developed at the same speed. Consequently, technology is often used inefficiently, its full productivity potential remains untapped, and both professionals and educators face increased uncertainty when integrating AI into their workflows or teaching practices.

The findings therefore suggest that the next phase of AI integration must move beyond simple adoption toward a process of professionalization. The focus is no longer, on whether AI is used, but on how it is used in a structured, reliable, and context-appropriate manner.

This transition requires a fundamental shift in learning and application approaches: from tool-based learning toward workflow-based learning, where AI is embedded into complete processes; from experimentation toward structured and methodical application; from isolated and ad hoc use toward integrated systems of practice; and from basic output generation toward quality-controlled processes that meet professional and educational standards.

4.5 From adoption to professionalization

The findings clearly indicate that the next phase of AI integration is no longer centred on increasing access to or frequency of use, but rather on deepening competence, strengthening system integration, and ensuring sustainable application. While AI tools are already widely available and actively used across both professional and educational contexts, their impact remains limited as long as they are not embedded within structured processes and supported by clear methodological frameworks.

Professionalization, in this context, means moving from an exploratory and often intuitive use of AI toward a deliberate, systematic, and context-aware

application. It requires not only technical familiarity with tools, but also the ability to integrate AI into complete workflows, evaluate outputs critically, and align their use with professional standards and learning objectives.

This transition demands a fundamental shift in both training approaches and practical implementation:

- from tool-based learning toward workflow-based learning, where AI is understood as part of a broader process rather than as a standalone solution
- from experimentation toward structured and repeatable application, ensuring consistency and efficiency in outcomes
- from isolated use toward integrated systems, where AI is embedded into organisational, educational, and production processes
- from output generation toward quality-controlled processes, including verification, validation, and critical assessment of AI-generated results

In addition, professionalization requires the development of meta-competencies, such as:

- the ability to select appropriate tools for specific tasks
- critical thinking and evaluation of AI outputs
- understanding of ethical, legal, and copyright implications
- adaptability to rapid evolving technologies

For vocational education and training (VET), this implies a shift from teaching isolated digital skills to fostering holistic AI competencies that reflect real-world practices. Learning environments must therefore become more practice-oriented, project-based, and aligned with actual professional workflows.

Ultimately, the transition from adoption to professionalization is essential to fully unlock the potential of AI. Only through structured integration and competence development can AI move from being a supportive tool to becoming a reliable and strategic component of both professional practice and vocational education systems.

Conclusion

AI is already widely used across both professional and educational contexts, but its potential remains only partially realised. The core challenge is not access to technology, but the ability to use it strategically, critically, and professionally.

Bridging the gap between usage and mastery is therefore essential—not only for individual competence development, but also for ensuring that vocational education systems remain relevant in an increasingly AI-driven labour market.

5. AI in multimedia integration

AI is already integrated across key professional workflows:

Main use cases

- Research & ideation
- Content creation (text, image, video)
- Automation (subtitles, transcription)
- Data analysis & optimization

☞ Professionals use **ecosystems, not single tools** (e.g. ChatGPT, Adobe AI, Canva)

6. Main barriers to AI integration

The analysis of both national contexts reveals that the barriers to Artificial Intelligence integration are not primarily related to resistance or rejection, but rather to structural, economic, and pedagogical limitations that hinder effective and sustainable implementation.

Germany (VET perspective)

In Germany, the barriers are less related to individual access and more to systemic and institutional factors within the VET system.

- The lack of didactic materials limits the ability of educators to integrate AI meaningfully into teaching. Without structured content, lesson plans, and pedagogical guidance, AI remains an optional add-on rather than a core component of learning.
- Insufficient infrastructure, including access to appropriate hardware, software, and licensed tools, restricts practical implementation, particularly in regional or less-resourced contexts.
- A lack of institutional support further slows integration. In many cases, AI is not yet embedded in curricula, strategic frameworks, or teacher training programmes, leaving educators without clear direction or long-term support mechanisms.

These findings show that, in Germany, the main challenge lies in translating a strong educational system into effective and up-to-date digital practice.

Italy (professional perspective)

From the perspective of multimedia professionals in Italy, the main barriers are closely linked to the realities of a freelance-driven and project-based labour market.

- Cost of tools (52.9%) represents a significant constraint, particularly for freelancers and small enterprises who must balance innovation with limited financial resources. Subscription-based AI tools and unclear licensing conditions create additional uncertainty, limiting broader adoption and long-term use.
- Lack of training (52.9%) highlights a critical competence gap. While professionals are willing to use AI, they often lack structured opportunities to develop advanced, workflow-oriented skills that go beyond basic experimentation.
- Ethical and legal concerns (29.4%) further complicate adoption, especially in client-based work environments. Questions related to copyright, authorship, data protection, and responsibility for AI-generated outputs remain insufficiently clarified in practice.

These barriers indicate that, in Italy, the challenge is not access to technology itself, but the ability to use it professionally, responsibly, and economically within real working conditions.

Comparative interpretation

While the nature of barriers differs between the two countries, a common pattern emerges:

- Italy faces market-driven constraints (costs, access, professional uncertainty)
- Germany faces system-driven constraints (structures, curricula, institutional frameworks)

☞ Both lead to the same outcome: **a limited and inconsistent integration of AI into professional and educational processes.**

Conclusion

A key insight from the analysis is that the main issue is not resistance to AI. On the contrary, both educators and professionals show a high level of openness, curiosity, and willingness to engage with new technologies.

The real challenges are structural:

- a lack of adequate infrastructure, limiting access and practical application
- a lack of didactic integration, preventing meaningful use in education
- a lack of structured training pathways, hindering systematic competence development

These factors create a situation in which AI is present but not fully operationalised, leading to fragmented use and underutilisation of its potential.

Implications

Addressing these barriers requires a coordinated approach that goes beyond simply providing tools. Effective AI integration must include:

- investment in accessible and scalable infrastructure
- development of practice-oriented teaching materials and frameworks
- creation of structured, modular training pathways aligned with real-world needs
- inclusion of ethical and legal guidance as an integral part of training

Only by addressing these systemic barriers can AI move from being an experimental or supportive tool to becoming a reliable and fully integrated component of multimedia professions and vocational education.

7. Skills demand and competence development

The analysis of both national contexts highlights a clear shift in the types of skills required in multimedia professions, driven by the increasing integration of Artificial Intelligence into creative and production processes. The most demanded competences are no longer limited to traditional creative abilities, but extend toward a broader set of AI-related and data-oriented skills.

Key competences identified include AI-assisted creativity, particularly in areas such as design, content creation, and visual production, where AI tools are used to support ideation and accelerate creative workflows. In addition, there is a growing need for data-driven communication and analytics, enabling

professionals to interpret user behaviour, optimise content strategies, and make informed decisions based on performance data.

Another important area is automated media production, including the use of AI for video editing, transcription, and content optimisation, which significantly increases efficiency in production processes. Furthermore, prompt engineering is emerging as a core competence, as the ability to interact effectively with AI systems directly influences the quality and relevance of outputs. Closely linked to this is the need for quality control of AI-generated outputs, ensuring reliability, accuracy, and alignment with professional standards.

Key insight

These developments indicate a fundamental transformation of skill profiles within multimedia professions. Rather than specialising in isolated competencies, professionals are increasingly required to combine multiple domains of expertise.

☞ Skills are shifting toward **hybrid profiles**, which integrate:

- **creative competences**, such as design thinking and content development
- **technical skills**, including the use and understanding of digital and AI tools
- **analytical abilities**, particularly in interpreting data and evaluating outputs
- **AI-based decision-making**, enabling professionals to select appropriate tools, optimise workflows, and critically assess results

This evolution reflects a broader transition from traditional role-based professions toward more flexible, interdisciplinary profiles, where the ability to adapt and continuously learn becomes as important as technical expertise itself.

8. Learning needs and training formats

The findings from both Germany and Italy clearly indicate that the effectiveness of AI integration depends not only on access to tools, but primarily on the availability of appropriate learning formats and training approaches. Across both contexts, there is a strong preference for practical, application-oriented learning that directly reflects real professional and educational scenarios.

The most preferred training format is hands-on workshops, selected by 88.2% of participants, highlighting a clear demand for interactive and guided learning environments.

These workshops allow participants to actively engage with AI tools, test their functionality, and apply them to concrete tasks. In contrast, formats such as

tutorials, mentoring, and self-guided learning are seen as complementary, supporting continuous development but not replacing practical training experiences.

From the German VET perspective, the demand is particularly focused on the need for:

- practical tools that can be directly implemented in teaching and training contexts
- ready-to-use templates, reducing preparation time and enabling immediate application
- real-world, project-based learning approaches, which connect AI use to authentic professional tasks

These findings underline a significant shift in training expectations. Educators and professionals are not primarily seeking theoretical knowledge about AI, but rather usable solutions, concrete examples, and structured guidance that can be transferred into practice.

The results clearly demonstrate that **theoretical understanding alone is not sufficient** to support effective AI integration.

☞ Practice-oriented learning is essential.

This implies that training approaches must:

- focus on hands-on application rather than abstract concepts
- be structured around real workflows and tasks
- provide immediate usability and relevance
- support continuous learning through modular and flexible formats

Only through such practice-based approaches can AI competencies be developed in a way that is both sustainable and aligned with the needs of modern multimedia professions and vocational education systems.

9. Comparative analysis: Germany vs. Italy

The comparison between Germany and Italy highlights two distinct yet complementary approaches to the integration of Artificial Intelligence in multimedia professions and vocational education and training (VET). While both countries demonstrate engagement with AI, they differ significantly in terms of system structure, practical application, and competence development.

In Germany, AI adoption within the VET context can be described as moderate. Educators are increasingly experimenting with AI tools, particularly for supportive tasks such as content preparation and administrative work. However, the level of practical integration into teaching processes remains limited. At the same time, Germany benefits from a strong and well-structured VET system, which provides a solid institutional foundation for future development. Despite this, the main challenge lies in implementation, as AI is not yet systematically embedded into curricula, teaching methods, or institutional strategies.

In contrast, **Italy** shows a very high level of AI adoption among multimedia professionals. AI is widely used in daily workflows, particularly in creative production, content generation, and digital communication. This reflects a highly flexible and practice-oriented environment. However, the competence level remains predominantly beginner to intermediate, and the system lacks structured training pathways. As a result, the Italian context is characterised by strong practical use but weaker formal structures, with the main gap being the lack of organised and accessible training opportunities.

Interpretation

The comparison reveals a clear structural contrast:

- **Germany** can be described as a system-driven environment with strong institutional frameworks but relatively slow practical implementation of AI
- **Italy** represents a practice-driven environment with high levels of real-world application but limited structural support for competence development

☞ In simplified terms:

- Germany = **strong system, weak implementation**
- Italy = **strong practice, weak structure**

Overall insight

Despite these differences, both contexts point to the same fundamental issue: a misalignment between technological development and structured competence building.

This complementary dynamic also represents an opportunity. By combining the strengths of both systems, Germany's structured VET framework and Italy's

practical, workflow-based use of AI - it is possible to develop more effective, transferable, and balanced approaches to AI integration across Europe.

10. Impact on the labour market

The integration of Artificial Intelligence is significantly reshaping the labour market, particularly within multimedia and creative professions. The findings indicate a clear shift in how work is organised, executed, and valued.

Firstly, there is an increasing demand for AI-integrated roles, where professionals are expected not only to possess creative or technical skills, but also the ability to effectively use AI tools within their workflows. Job profiles are evolving toward hybrid roles that combine content creation, data analysis, and technological competence.

At the same time, there is a gradual decline of purely manual creative tasks. Activities such as basic image editing, text generation, or routine production processes are increasingly being automated or supported by AI systems. This does not eliminate creative professions, but it changes their nature, shifting the focus from execution to concept development, supervision, and quality control.

In parallel, there is a strong growth of AI-assisted production workflows, where human and machine collaboration becomes the standard. Professionals are expected to manage AI tools, refine outputs, and ensure alignment with professional and client expectations.

Result

These developments have important implications for both individuals and education systems:

- Professionals must engage in continuous upskilling, adapting to rapidly changing technologies and developing new competencies throughout their careers
- VET systems must transition toward lifelong learning models, offering flexible, modular, and practice-oriented training that can respond to evolving labour market demands

11. MEDIAI project contribution

The MEDIAI project directly addresses the identified gaps between AI adoption and structured competence development by providing

practical,

scalable,

transferable solutions

for vocational education and multimedia professions. Its contribution lies not only in the development of resources, but also in introducing new approaches to learning, teaching, and collaboration between education and industry.

A central outcome of the project is the **AI Multimedia VET Toolkit**, which is designed as a practice-oriented learning resource. Instead of focusing on isolated tools, the toolkit promotes workflow-based learning, enabling users to understand how AI can be integrated into complete professional processes. The modules are structured to reflect real-world scenarios, allowing both educators and professionals to apply the content directly in their daily work. This ensures a high level of relevance and usability across different contexts.

In addition to the toolkit, the project introduces an innovative training approach that prioritises hands-on experience and flexibility. Training activities are based on interactive workshops, where participants actively engage with AI tools and apply them to concrete tasks. The learning content is organised in a modular format, making it adaptable to different levels of expertise and allowing for continuous, step-by-step competence development. This approach also supports scalability, enabling the materials to be used across various institutions and professional environments.

Furthermore, the MEDIAI project contributes to innovation in vocational education and training by promoting the systematic integration of AI into learning processes. It moves beyond theoretical discussions and provides concrete methods for embedding AI into curricula and teaching practices. At the same time, the project strengthens the connection between education and the labour market by actively involving industry professionals in the development and validation of the training materials. This ensures that the outcomes are aligned with real professional needs and future skill demands.

Overall, the MEDIAI project plays a key role in bridging the gap between technological advancement and educational practice. By combining practical tools, innovative training methods, and cross-sector collaboration, it provides a sustainable model for integrating AI into VET systems across Europe.

12. European Added Value

The MEDIAI project generates clear European added value by addressing shared challenges across Member States and contributing directly to key European Union priorities in education, skills development, and digital transformation. By combining perspectives from Germany and Italy, the project creates transferable solutions that can be adapted to different national and regional contexts within Europe.

Digital transformation

The project supports the EU priority of digital transformation by strengthening AI readiness and digital competence development in both vocational education and professional practice. It equips trainers and multimedia professionals with the skills required to effectively use AI tools, moving beyond basic digital literacy toward applied, task-oriented AI competences. In doing so, it contributes to the objectives of the Digital Education Action Plan (2021–2027) and the broader European digital strategy.

VET modernisation

MEDIAI contributes to the modernisation of vocational education and training by aligning learning content with current and emerging labour market needs. The project bridges the gap between education and industry by integrating real-world practices into training materials and methodologies. This supports the EU's goal of making VET systems more flexible and future-oriented, particularly in rapidly evolving sectors such as multimedia and digital communication.

Innovation in education

The project introduces innovative learning approaches and methodologies, particularly through its focus on workflow-based learning, modular training structures, and hands-on application. By shifting from theoretical instruction to practice-oriented, experience-based learning, MEDIAI contributes to the development of more effective and engaging educational models. These approaches are designed to be scalable and transferable, supporting wider adoption across different institutions and countries.

Transnational cooperation and transferability

A key aspect of the European added value lies in the transnational cooperation between partners. The combination of Germany's structured VET system and Italy's practice-driven multimedia sector enables a comparative perspective that

enriches the project outcomes. This collaboration ensures that the developed tools and approaches are not limited to a single context, but are adaptable and relevant across Europe.

Overall contribution

Overall, the MEDIAI project contributes to a more coherent and future-oriented European approach to AI in education and professional development. It supports the transition toward a digital, knowledge-based economy by providing practical solutions that enhance skills, foster innovation, and strengthen the connection between education systems and labour market demands.

*This report was elaborated in the Project 2024-2-DE02-KA210-VET-000295591
Based on the National Reports issued by*

TPS Telekommunikations-, Planungs- und Schulungs Chemnitz GmbH

UN-LAB S.N.C. di Broncolo Luca e Bussotti Antonella

MEDIAI General Report © 2025 by Project MEDIAI is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>

(CC BY-NC-SA 4.0)

Disclaimer:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**