



ALEX in Action

FIELD-BASED INSIGHTS AND PRACTICAL RECOMMENDATIONS



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Introduction

Creating an effective educational chatbot requires more than just planning and technical setup - it must also be practical and user-focused. This guide shares lessons from developing and testing ALEX, a chatbot designed to deliver reliable, inclusive sexual education to young people. Regardless of how innovative a tool may be, it only fulfils its purpose when it meets users' needs in practice. What seems excellent during planning may prove ineffective later, and features initially seen as less useful may become essential.

Adjustments and fine-tuning are key parts of development. That is why it is vital to test the tool, explore its limits, identify any deficiencies, and experience its first successes. Feedback also helps us answer: Is the chatbot delivering information effectively? Do users enjoy it? What needs improvement? ALEX was tested in numerous scenarios to assess its effectiveness and ensure it provides both reliable information and a positive learning experience.

The following chapters provide practical recommendations that resulted from testing. The first reports on pilot events and user feedback. The second offers advice from professionals: best practices, inclusive dialogue, and real-life examples of ALEX in use, including technical and content-related tips. The third explores ALEX's inclusive approach and adaptability for different age groups and marginalised users, including strategies for overcoming stereotypes and supporting learners with difficulties. The fourth gathers inspiring examples from testing to show how chatbots can be powerful tools not only for education but also for awareness, group learning, and fostering healthy self-image and relationships.

As the digital landscape evolves, the potential of chatbots in education grows. ALEX proves how technology can make learning more accessible, engaging, and impactful. By continuously refining and adapting based on user needs and feedback, ALEX can remain a valuable resource for young people seeking inclusive sexual and reproductive health education.



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Piloting ALEX Across Europe



Overview of the piloting events per country

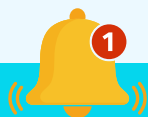
Belgium

In Belgium, the piloting phase of the ALEX chatbot was implemented entirely online, with outreach focused on youth workers and young people through distributed sessions. This decentralised, informal approach allowed participants to engage with ALEX in familiar environments and at their own pace.

To reach youth workers, we mobilised our professional network in the Wallonia region, especially around Mons, where practitioners were invited to test ALEX either individually or alongside colleagues or the youth they mentor. Some chose to explore ALEX on their own, while others facilitated small sessions with groups of young people to observe reactions and gather informal feedback.

In parallel, we involved young people from our extended networks, including university students at UMon and youth affiliated with local youth centres. While most accessed ALEX via Instagram Messenger, we also promoted the availability of support materials and guidance through the project website. Participants provided written feedback after exploring different topics and interactions within the chatbot.

The informal nature of the piloting allowed for natural, unmediated use of the chatbot, simulating how youth might realistically encounter and use ALEX in daily life. In total, 13 youth workers and 20 young people took part in the testing over the course of several weeks.



Feedback from both groups was highly positive. Youth workers praised ALEX's intuitive navigation, engaging format, and its potential to spark discussions on sensitive but important topics like consent, contraception, gender identity, and sexual orientation. They highlighted its usefulness as a safe, structured, and accessible resource. The clear answers, predefined topic menus, and interactive elements like quizzes were frequently mentioned as standout features.

Young participants, meanwhile, responded enthusiastically to ALEX's friendly tone, non-judgmental approach, and the inclusion of GIFs and emojis, which made the chatbot feel relatable and less clinical. Many said the chatbot helped them better understand complex issues in a way that felt easy, informal, and private. Some users noted difficulties when asking open-ended questions or navigating beyond the set structure of the bot. Suggestions for improvement included more flexibility in inputs, more scientific details, and additional content depth on specific topics like male contraception and sexual pressure.

It is important to frame this feedback within the intentional design choices behind ALEX. The Instagram chatbot is rule-based, not AI-generated; it does not produce spontaneous answers but instead delivers expert-reviewed, predefined content in response to user selections. This format was selected specifically to ensure that all shared information is accurate, safe, and free from misinformation, which is a key priority when addressing sensitive issues like sexual and reproductive health.

Overall, the testing phase in Belgium confirmed the value and relevance of ALEX for both young people and youth professionals. Despite being a rule-based tool, ALEX succeeded in promoting open engagement with sexual health topics in a safe, playful, and informative manner. The combination of thoughtful design, accessibility, and inclusive content was met with enthusiasm and trust. It demonstrates strong potential for wider use in educational and youth work contexts.

Slovenia



During the piloting phase, efforts were made to introduce the ALEX chatbot to both identified target groups - young people and youth workers - through a range of structured activities, including workshops, live presentations, event participation, and outreach at a local health festival.

For young people, a workshop was conducted at a local primary school involving students aged 13-14 years. The session, lasting one school hour, aimed to demonstrate how smartphones can be utilised not solely for recreational purposes, but also effective educational tools.

Students were invited to bring their mobile phones to the session, which they embraced with enthusiasm. They were introduced to the ALEX chatbot and, for those who did not possess Instagram accounts, alternative access was provided via the project website and the associated educational materials. This approach underscored the importance of offering multiple access routes to ensure inclusivity across diverse user needs. Initially, students engaged with ALEX individually, subsequently discussing their experiences in small groups. The workshop facilitator provided guidance throughout the session, particularly during the initial stages, where some students encountered minor difficulties navigating the chatbot interface due to the density of information and interface structure. However, after a brief period of familiarisation, users reported greater ease of use. The session concluded with a short group discussion on their experiences and the relevance of the content, followed by the completion of a feedback questionnaire.

ALEX was also presented at the local Health Festival, where an information stall was organised. Leaflets containing QR codes linking directly to ALEX were distributed. The QR codes attracted considerable interest from young people, who readily engaged with the chatbot and subsequently provided feedback via questionnaires. Youth workers from various professional backgrounds — including health prevention services, youth organisations, and local youth centres — were also introduced to ALEX at the festival.



In parallel, awareness of ALEX was extended through targeted email communications. More than ten local youth organisations working with young people across diverse sectors were contacted, provided with access to ALEX, and invited to distribute feedback questionnaires among their networks. Additionally, previous participants from local youth projects were approached and encouraged to explore the chatbot.

Further live presentations of the ALEX project were held specifically for youth workers in the form of focus groups. These sessions proved highly valuable in gathering qualitative feedback regarding the needs identified for youth sexual and reproductive health education. Youth workers also provided recommendations concerning the most effective contexts and delivery methods for the dissemination of such information. During these presentations, promotional materials, including leaflets and infographics featuring QR codes, were shared to facilitate easier access for young users.



Overall, feedback from youth workers was overwhelmingly positive. They welcomed the comprehensive and accessible content offered by ALEX and praised the innovative approach of providing an anonymous, always-available educational resource. The availability of information through both Instagram and web-based platforms was particularly appreciated, ensuring accessibility for users without social media accounts. Youth workers highlighted the potential of ALEX to empower young people to access information independently, without the necessity for adult mediation. While some concerns were raised regarding the potential for increased screen time, many recognised the added value of promoting the responsible and educational use of digital technologies among young people.

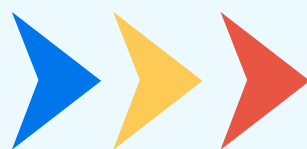
Poland

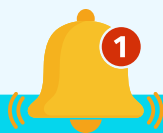
In Poland, 64 people participated in the testing phase, including 38 young people aged 13 to 25 and 26 youth workers, both in formal and non-formal education. In the case of formal education, they were teachers of various subjects in high schools; in non-formal education, we invited employees of youth centres, sports coaches, guardians of young soldiers, guardians of young people with disorders, and creators of entertainment events for young people. Such a diverse group of testers also gave us a broad overview of opinions on Alex's functionality in different contexts in relation to its use by young people.

As for the youth audience, we wanted to test the bot within a diverse age and gender range to obtain reliable reflections due to the rather wide scope of people defined as Generation Z.

We reached out to our testers on an individual basis, through closer and further acquaintances, especially in the case of young people. Due to formal issues, in Poland we were not able to test Alex through schools, organised festivals, workshops, etc. If we pursued that path, we would have had to obtain parental consent, mainly in the case of minors. Nevertheless, an adequate number of testers for helping us assess the bot was reached and we can share the corresponding feedback.

The testing phase itself went quite smoothly after the potential testers were explained their task: we used face-to-face and telephone messages, as well as professionally worded emails with relevant links and information about the project.





The barriers we encountered mainly concerned young people who felt a kind of embarrassment about the subject they were invited to address. We want to emphasise that this was not the norm, but in a few cases it was felt. In this regard, we gave full freedom in choosing whether or not a young person wanted to take up a chat conversation with Alex. Those who chose to, often gave us positive personal feedback. We were pleased that the testers were also able to respond critically regarding features they would add to Alex or those they felt could have been different. One of the most important conclusions we came to is that such a wide age diversity (from 13 to 25 years old) also resulted in different perceptions of the bot's individual elements: text, multimedia, images, emoticons, etc.

We evaluate the cooperation with the parents of the young people as very satisfactory, due to the fact that many of them were able to encourage their adolescent children to participate in the testing of the project, which demonstrated the qualities of an open relationship and the presence of freedom to talk about sensitive topics.

In the case of people working with youth, we found it easier to reach teachers rather than youth workers. The openness of both to the invitation to test was high, although some of them said right away that the topic of sexual-reproductive health was not a leading one in their profession. Nevertheless, they acknowledged that they saw value in it and the possibility of using the bot in emergency, unexpected situations not necessarily directly related to the tasks they perform with young people on a daily basis. Our educators, youth workers and teachers took getting acquainted with the app as an extension of their knowledge and competence.

In conclusion, we would like to point out that despite the peculiarities of Polish reality and the state of education on sexuality, an issue that still often causes consternation and embarrassment, we can speak of the success of Alex testing and express satisfaction with the results achieved.

Hungary



Our organisation, Együttható Association, engages in community-building and youth work, which provided multiple opportunities to try out the chatbot, and we made use of these opportunities through careful preparation. The first testers of the chatbot were the organisation's staff and volunteers. Despite already being familiar with the project,, Alex still made a positive first impression on us as soon as we saw it in action. Including the Association's team, a total of 13 youth professionals completed the feedback questionnaire. They typically work with 12–18-year-olds, although some also engage with younger children or young adults over 20. On a scale of 1 to 5, we rated how useful we found the chatbot in our youth work. The average score indicated a high level of satisfaction: 4.46.

Professionally, the chatbot's friendly tone and interactive nature were considered the most beneficial features, and the wide range of credible content, especially the sections on sexuality, relationships, and online safety, was highly appreciated. Several respondents noted that the chatbot's non-judgmental and inclusive communication style is particularly valuable when discussing sensitive topics with young people. They also positively highlighted that the chatbot is easy to use and allows youth to move through it at their own pace.

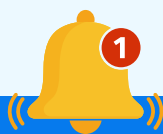
As constructive feedback, several people mentioned that the chatbot uses too many GIFs and that navigation could be made smoother, for instance, with clearer feedback on where the user is within the conversation. Some recommended the option to tailor the chatbot to different age groups by using age-appropriate language and examples. Others suggested expanding the content with more concrete examples, interactive elements, or shorter answers to frequently asked questions.

Overall, professionals received the Alex chatbot very positively, both in terms of content quality and usability.

Testing with the target youth audience occurred in various formats: through targeted, themed workshops and informally with local youth visiting the Association's community center.

In the workshops, we began with facilitated discussions about sexual education with both Hungarian and international youth involved in the Association's programs. Participants discussed their own experiences with sexual and reproductive health education in small groups and then shared their insights in a larger circle. Many topics emerged that are typically outside the scope of traditional school programs (such as STIs, sexual orientation and gender, relationship health, etc.). Participants also listed the values that they believe sexual education should represent, such as acceptance, self-awareness, and mindfulness. After this, we introduced the Alex chatbot, which the groups could easily access and began using quickly on Instagram. The workshop participants also enjoyed chatting with Alex (and each other simultaneously).

The other group of young testers consisted of local district youth who casually dropped by the community center, or took part in one of the programmes held there. They were also happy to try Alex and provided important feedback on the clarity and accessibility of the Hungarian version.



A total of 57 young people completed the feedback questionnaire and the average satisfaction score was 3.84, on the 1–5 scale. In their written feedback, they highlighted positives such as fast communication, representation of diversity, and thorough treatment of the topics. The questionnaire also asked for suggestions for improvement. Most respondents said they wouldn't change anything, but if they could expand the chatbot, they'd like more refined GIFs and the option to write free-text questions instead of choosing from pre-set options.

In summary, while a few development suggestions were made, the overall satisfaction level was high. The testing itself turned out to be a positive experience and motivates us to consider future programs where Alex could continue to support our work.

Spain

In Spain, more than 80 people took part in the testing process, including people from formal, non-formal and informal contexts. We organised sessions in vocational training schools of "TASOCT" (youth work) so we reached a lot of future youth workers. As part of our daily activities with non-formal education, we conducted workshops and presentations with teenagers and young adults on different spaces where we work. We also tested ALEX with our European volunteers from the European Solidarity Corps, who are generally working with young people and kids during their months here in Spain. We had a space to participate in an open doors EU event from the Spanish organisation Tyris Wrestling, where we talked about our project, showed and tested how ALEX works.



In general, we shared and collaborated with youth professionals active in various organisations and we manage to gather a wide spectrum of opinions on how Alex performs in different real-life situations involving young people. We have been working with the young participants, mainly in the rural area of Agres, we made sure to involve a group diverse in age and gender, aiming to capture a range of perspectives and background situations.



Overall, all the activities and events had a nice reception from everyone involved. We gave information about the project and instructions on how to use ALEX and participants became actively engaged from the onset, and interacted with the bot very quickly. All sessions went exceptionally well. Many young participants appreciated the opportunity to have a chat with ALEX, sharing their honest and enthusiastic feedback. Some pointed out areas for improvement, related to content or design features, depending on their individual preferences and backgrounds.

We were particularly pleased with the involvement of professionals working with youth, who viewed the project as a useful addition to their toolkit. Even when the topic of sexual and reproductive health was not central to their daily work, they recognised the importance of having resources like Alex available for unexpected or sensitive situations.

In conclusion, despite the sensitive nature of the topics addressed, the testing phase of Alex in Spain proved highly successful. We are truly pleased with the level of engagement and participation, and we are grateful for the open-mindedness and support shown by everyone involved.



Feedback and testimonies from target groups

Feedback from youth workers

Following a general overview of testing conditions and satisfaction levels, we also collected detailed feedback on the strengths and developmental potential of ALEX, drawn from over 100 youth workers across Belgium, Hungary, Poland, Slovenia, and Spain. In sum, youth workers across the partnership affirmed that ALEX meets a pressing need for accessible, engaging, and accurate SRH education. Their insights will be invaluable for future improvements and for ensuring that ALEX continues to bridge gaps in SRH education with empathy, clarity, and innovation.

EASE OF USE AND INTERFACE EXPERIENCE

One of the most widely appreciated aspects of ALEX was its ease of use, particularly among youth workers in Spain and Belgium, where it received navigation scores averaging **1.2 and 1.9 out of 5 respectively** (with 1 being easiest).

Although Hungarian, Polish and Slovenian testers expressed a need for minor improvements in fluidity, **with Slovenia averaging 2.7 and Hungary 2.86 on navigation** and a few Polish users reporting minor technical interruptions, the general consensus across all five countries leaned towards appreciation of ALEX's accessible format. Slovenian participants also commented positively on the interface, noting that ALEX was "easy to reach and use" and valuable for transforming smartphones from entertainment devices into tools for learning.

Some feedback suggested that future iterations could benefit from streamlined design, such as fewer GIFs or more natural transitions between questions.



CONTENT QUALITY AND RELEVANCE

Youth workers recognised ALEX's diverse and relevant content. Spanish participants were especially impressed, giving engagement **an average of 4.3 out of 5 and confirming content relevance in 84.6% of cases**. In Belgium and Slovenia, **all respondents found the content either fully or partly relevant to their youth work** contexts, describing ALEX's responses as "precise," "playful," and well-adapted for structured discussions. Several cited its quizzes and thematic flow as particularly engaging for young people.

Even in contexts where **total relevance score was slightly lower, Hungary (52%) and Poland (38.5%)**, many youth workers still acknowledged ALEX's clear value. Their comments reflected a desire for even greater tailoring to specific audiences, such as young people with disabilities or culturally nuanced user needs. In these cases, the tool's strong foundation was recognised, with encouragement to go further in inclusivity and adaptability.



UTILITY IN PRACTICE

Across all countries, ALEX was recognised as a useful tool for conversations on sensitive issues. In Spain, **84.6% of youth workers reported it helped facilitate complex discussions, and this finding was also echoed in Poland (80.8%) and Belgium (92%). In Hungary, 65% affirmed its discussion value, while Slovenians responded with 69%, highlighting ALEX's usefulness in reducing stigma.**

Moreover, the likelihood of integrating ALEX into regular youth work was generally positive. Spanish and Polish youth workers reported strong intent to use it (with a majority scoring 4 or 5), and while Belgium and Hungary registered slightly more moderate scores, qualitative feedback revealed that **ALEX was appreciated as a resource that could complement classroom discussions on the topic.**



OVERALL SATISFACTION AND STRENGTHS

Overall satisfaction scores were high, with **Spain (4.4)**, **Poland (4.1)**, **Hungary (3.86)**, **Belgium (4.0)**, and **Slovenia (3.9)**, all reflecting favourable impressions.

Several strengths were highlighted:

- Interactive structure that encourages autonomy and reduces barriers to SRH education.
- Privacy and 24/7 access, creating safe learning environments.
- Diversity of topics including gender, consent, contraception, and STIs.
- Playful features like quizzes, emojis and visual assets that resonate with digital-native youth.



SUGGESTIONS FOR FUTURE DEVELOPMENT

While the overall tone of the feedback was positive, youth workers provided thoughtful suggestions to enhance ALEX's effectiveness further:

- Broaden platform accessibility: Several Slovenian and Belgian respondents suggested offering access outside of Instagram (such as desktop or website versions).
- Enhance conversational freedom: Polish, Hungarian, and Belgian testers recommended more flexible input options, such as allowing typed questions or offering deeper dives into specific topics.
- Refine digital aesthetics: A recurring theme, especially from Hungary and Poland, was to limit or refine the use of GIFs to avoid distractions or infantilisation.
- Add expert-linked features: Requests were made for features like emergency contact resources or optional links to certified professionals such as sexologists or psychologists.



Feedback from youth

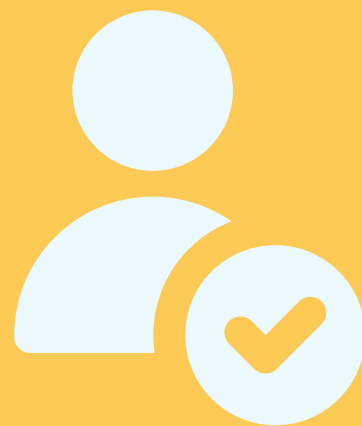
In addition, we also collected detailed insights into how young people perceived ALEX in terms of usability, comfort, content relevance, inclusivity, and educational value.

Responses were gathered from approximately 220 youth across Belgium, Hungary, Poland, Slovenia, and Spain, with participants aged 13 to 25. Testing formats varied by country, ranging from structured workshops in schools to interactive sessions at public events, so as to ensure diverse usage contexts and user experiences.

EASE OF USE AND INTERFACE EXPERIENCE

Across all countries, ALEX was generally perceived as intuitive and user-friendly. **Navigation scores (1 = very easy, 5 = very difficult) ranged from an excellent 1.8 in Spain to 2.4 in Hungary**, showing a positive consensus regarding ease of use. Participants also expressed high satisfaction with the amount of information provided, with Slovenia, Spain, and Poland leading in satisfaction, closely followed by Belgium (average ~4.0) and Hungary (3.8) on a scale of 1 (not satisfied at all) to 5 (very satisfied). These scores indicate that **ALEX was successful in offering sufficient and accessible content in an engaging format.**

Youth in several countries highlighted the design as a core asset. The chatbot's mobile-first interface, proactive question prompts, and private nature made it especially approachable. **Spain and Hungary, in particular, reported high comfort and engagement levels, with Spain averaging 4.3 on both, and Hungary scoring 3.8 on comfort and 3.7 on engagement.** Slovenian participants, primarily aged 13–15, offered slightly lower engagement scores (3.2), perhaps reflecting differences in digital expectations or content maturity levels for younger users.



CONTENT QUALITY AND RELEVANCE

Youth across the five countries recognised the relevance and quality of ALEX's content, although cultural and age-related differences influenced individual responses. Spain led in full content relevance (75%), followed by Belgium and Slovenia (65% each). Hungary had the lowest full relevance score (45%), but also the highest rate of partial relevance (50%), indicating general approval with suggestions for improvement. Belgium notably received no "No" responses, while Slovenia had the highest share of such responses (10%), potentially linked to the younger age group involved in the testing.

Participants particularly appreciated the clear, friendly tone and straightforward language of ALEX. Many described the chatbot as "easy to talk to," citing **the use of emojis, GIFs, and a quiz-style format as elements that made sexual and reproductive health feel approachable and even fun.**



INCLUSIVENESS AND LEARNING IMPACT

Inclusivity scores were favourable across the board, with Spain and Hungary again leading at 4.1, followed by Poland (4.0) and Belgium (3.9). While Slovenia reported a slightly lower score of 3.6, **overall feedback showed that young people felt seen and heard when interacting with ALEX.**

Perceived learning outcomes also reflected positively on the tool's educational value. In Spain, Belgium, and Slovenia, around 65% of testers affirmed that they had learned something new, with another 25–30% saying they learned in part. Poland and Hungary reported slightly lower "Yes" responses (45–57%) but still showed strong partial learning outcomes. The average score for clarification of previously unclear topics ranged from 3.6 to 3.8 across all partner countries.



OVERALL SATISFACTION AND STRENGTHS

Overall satisfaction among youth was high, with average scores between 4.0 and 4.2. The following strengths emerged consistently across countries:

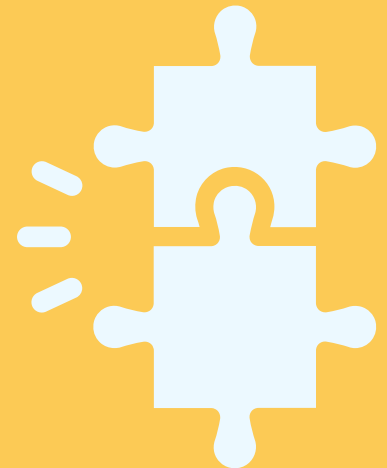
- Friendly, non-judgmental tone making sex education topics less intimidating.
- Engaging, mobile-first format with quizzes and visuals.
- Proactive design that encourages participation without requiring users to initiate potentially awkward questions.
- High perceived value in fostering private, stigma-free learning environments.



SUGGESTIONS FOR FUTURE DEVELOPMENT

While most young users responded positively, several provided valuable suggestions to enhance ALEX's effectiveness:

- Greater conversational flexibility: Many expressed a desire to type their own questions and receive more personalised answers.
- Enhanced professionalism for advanced queries: Some found the playful tone and visual elements (such as the GIFs) too light when seeking serious or complex information.
- More concise design: Shorter text blocks and refined use of visuals could help avoid distractions and better support accessibility.
- Broader language and cultural adaptations: Users requested more localisation and professional tone variation to better match diverse linguistic and cultural needs.



3

Practical advice from youth workers and professionals



How to introduce ALEX to youth

Introducing AlexBot successfully requires a youth-centred approach that respects young people's digital behaviours, encourages open dialogue, and integrates the chatbot seamlessly into their existing learning environments. By positioning AlexBot as a trusted, interactive, and engaging educational tool, youth workers can enhance Sexual and Reproductive Health education in a way that is both effective and youth-friendly. These are the 6 key ideas that you need to consider to succeed in engaging youth with AlexBot.



UNDERSTANDING YOUTH NEEDS AND DIGITAL HABITS

Before introducing AlexBot, it is crucial to understand the digital behaviours of Generation Z and young Millennials. These youth groups rely heavily on instant messaging, social media, and digital platforms for learning and social interaction. They seek accessible, confidential, and non-judgmental sources of information on sensitive topics like sexual and reproductive health (SRH). Therefore, professionals working with youth should highlight how the chatbot offers a safe, confidential, and reliable space for discussions about SRH.



CREATE A COMFORTABLE AND OPEN ATMOSPHERE

When introducing AlexBot, ensure that young people feel comfortable and empowered to engage with the tool. Don't push them if they feel uncomfortable. Some best practices include normalising conversations on SRH by integrating AlexBot into broader discussions on youth well-being, relationships, and health, and using non-judgmental language to reassure youth that all questions and experiences are valid.



MAKING USE OF FAMILIAR DIGITAL SPACES

Youth workers should highlight that AlexBot is accessed through a platform where youth are already engaged (Instagram). Effective strategies also include presenting AlexBot during workshops, counselling sessions, or programs related to sex education or biology.



INTEGRATING ALEX INTO YOUTH WORK ACTIVITIES

To maximise impact, AlexBot should be embedded within youth-focused programs, workshops, and peer education initiatives. Consider these approaches:

- Peer-led Demonstrations: Train youth ambassadors to introduce AlexBot to their peers, making adoption more organic.
- Gamification: Design small challenges, quizzes, or interactive learning sessions using the chatbot.



ADDRESSING TRUST AND CONFIDENTIALITY CONCERNS

Since SRH topics can be sensitive, emphasise AlexBot's data privacy measures. Many young people hesitate to ask questions due to fear of judgment or exposure. Clearly communicate that conversations with AlexBot are private and confidential.



ENCOURAGING CONTINUOUS USE AND FEEDBACK

Engagement should not stop after the first interaction. Encourage young people to:

- Explore ALEX at their own pace and return whenever they have questions.
- Share feedback on the chatbot using the contact form on the website
- Recommend ALEX to peers, ensuring organic growth through youth networks.

Where and when can ALEX help in practice?

Here are some ways in which ALEX can be a valuable resource in various settings where young people seek reliable, private, and engaging sexual and reproductive health.

Formal and non-formal education

Teachers and youth workers can integrate Alex into sex education classes or workshops. For example, during a lesson on contraception, they can engage with it to explore different birth control methods at their own pace. A teacher or youth worker can guide discussions based on common questions youth ask the chatbot.

Youth centres and peer education

Youth centers can set up “Ask Alex” sessions where youth explore topics with the chatbot before group discussions. Peer educators can encourage engagement by showing how Alex provides scientifically accurate, stigma-free answers. This approach works well for topics like consent, healthy relationships, and LGBTQ+ issues.

Online support for private learning

Many young people prefer private learning, especially when asking about sensitive topics. Alex can be promoted through social media campaigns, websites, physical posters, workshops and youth forums, allowing individuals to access SRH education on their own terms.

Counselling and helpline support

Youth workers providing one-on-one support can use Alex as a conversation starter. If a young person is hesitant to ask questions, they can first interact with Alex to gain information, then discuss further with a trusted adult.



What kind of content does ALEX provide?

The content provided by Alex is based on previous research done by the project partners. All resources were expertly developed and validated to provide users with reliable and credible knowledge. This approach was driven by the concern of the authors of this content for the main target group, which is young people. It was also dictated by the need to provide youth workers, educators and teachers with a good basis for sharing knowledge with their young target groups.

When constructing the bot, we wanted to ensure that its content was plentiful, varied and visually interesting so that it could appeal to a fairly wide target group of 13 to 25-year-olds. Therefore, in addition to text content, the chatbot interaction features symbolic emoticons, GIFs, images and infographics.

Alex offers content in 6 languages: English, French, Spanish, Polish, Slovenian and Hungarian. It guides you through 8 topics on various themes related to sexuality and reproductive health. Topics covered include healthy romantic relationships, contraception and pregnancy, inclusivity and online safety, puberty, sexual orientation and gender, sexual thoughts and behaviours, and sexually transmitted diseases.

MYTHS VS FACTS
UNDERSTANDING YOUR GENITALIA

IF YOU ARE A YOUNG WOMAN, YOU MAY BE WONDERING...


- ✗ Myth**
"All vulvas look the same"
- ✓ Fact**
Vulvas look different, just like noses and lips and eyes! Differences can be seen in the size of the labia majora (outer lips) and labia minora (inner lips). Colours can vary from pink to brownish, and symmetry is not common; one side can be longer than the other.
- ✗ Myth**
"You are a virgin if your hymen is intact"
- ✓ Fact**
The hymen is a thin, elastic piece of tissue located just inside the vaginal opening. Some women are born with very little hymenal tissue, while others have more. Activities like biking, gymnastics, or even using tampons can stretch or tear the hymen, and some women may not have noticeable changes in their hymen even after sexual intercourse.
- ✗ Myth**
"You will have a tighter vagina if you are a virgin"
- ✓ Fact**
Vaginal tightness is influenced by genetics, hormone levels, age, and overall muscle tone. The vagina is indeed a muscle that can expand and contract! Therefore, its tightness can increase or decrease during physiological changes, such as when you are 'turned on' or childbirth. Regular physical activities and exercises, particularly pelvic floor exercises, can affect this tightness. But, most importantly, changes in vaginal tightness are not indicators of sexual history or morality: the vagina is designed to return to its normal state after sex!

IF YOU ARE A YOUNG MAN, YOU MAY BE WONDERING...


- ✗ Myth**
"If I don't have an erection in the morning, something is wrong with me"
- ✓ Fact**
Morning erections, also known as nocturnal penile tumescence, are influenced by several factors, including the quality of your sleep, hormonal changes such as being more stressed, and natural aging. Not experiencing them frequently does not automatically indicate erectile dysfunction or a medical problem.
- ✗ Myth**
"Circumcised penises are cleaner and healthier"
- ✓ Fact**
Whether a penis is circumcised or not, proper hygiene practices are what determine its cleanliness and health. For uncircumcised penises, this involves gently pulling back the foreskin and washing underneath with water to remove any built-up sweat, oils, and dead skin cells. For circumcised penises, regular washing is also necessary to maintain cleanliness. While some studies suggest circumcision can reduce the risk of certain infections, good hygiene and safe sexual practices are key factors in preventing these health issues for both circumcised and uncircumcised men.
- ✗ Myth**
"I should always be ready to have sex as a man"
- ✓ Fact**
It's normal for erections to vary in strength and duration based on factors including stress levels, emotional state, and physical well-being. Sometimes you may not be in the mood, and that's okay! Experiencing a lack of desire is normal and does not necessarily point to a chronic condition or a lack of masculinity.

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The bot offers a friendly conversation, with tips and different options for approaching a topic of interest to the user. It does not lock itself into a single solution - it shows a range of possibilities and multiple perspectives. The advice it addresses to the user is also varied and provides a spectrum of knowledge and information. The definitions of terms are written in clear, understandable and inclusive language, while still providing a full dose of information.



Alex's content has been refined to provide the user with an engaging and interesting learning experience on a life journey in which sex is a very important element. Despite the fact that we are talking about a sensitive topic, we wanted to share reliable and truthful information with young people, but at the same time we were very careful and cautious about how such content was conveyed.




What are the technical requirements to use ALEX?



To access ALEX The Sexbot on Instagram, you first need to have an active Instagram account. This is essential, as all interactions with the chatbot happen through Instagram's Direct Messages (DM) feature over mobile phone. Once logged into your account, you can visit ALEX's profile by searching for @alexbot.eu or going directly to the link.

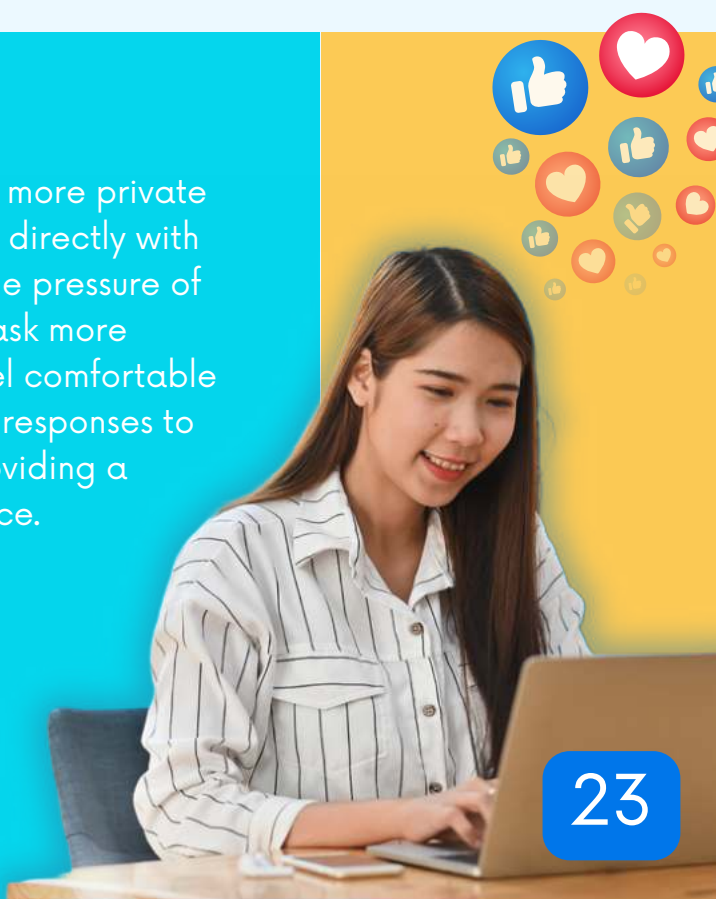
From there, you can initiate a conversation by simply sending a message. ALEX is designed to respond to specific keywords or commands to start the interaction. For example, clicking "Start," will lead you to the first step: Choosing your language.



When ALEX is used for group learning, the focus shifts to fostering discussion, collaboration, and collective understanding. In this setting, ALEX can act as a facilitator by presenting prompts, quizzes, or discussion topics related to affective and sexual education. The chatbot might introduce scenarios or dilemmas that encourage critical thinking and group problem-solving.

However, in group settings, responses might lack the personalisation that an individual user might receive. It's also essential to ensure that group discussions remain respectful and inclusive, as the subject matter can be sensitive. For this, using a shared screen or a projector might be crucial to success.

There are notable differences between using ALEX The Sexbot for **group learning and individual learning**, as the interaction dynamics, user engagement, and educational outcomes vary depending on the setting.



In contrast, individual learning with ALEX offers a more private and personalised experience. Users can engage directly with the chatbot, through their smartphone, without the pressure of group dynamics, which may encourage them to ask more personal or sensitive questions they might not feel comfortable addressing in a group. The chatbot can tailor its responses to the user's specific needs, pace, and interests, providing a deeper and more focused educational experience.

This one-on-one interaction using the smartphone, allows ALEX to address personal concerns or misconceptions more effectively, making the learning experience highly customized and supportive.

4

ALEX as an inclusive and adjustable chatbot



Adapting to different age groups

The European Union Youth Strategy generally defines young people as those aged 15–29, though some of its programs and initiatives may differ from this definition. ALEX primarily targets individuals aged 13 to 25, covering a diverse audience ranging from adolescents to young adults, each with significantly different interests, needs, and expectations. Therefore, it's crucial that each age group finds information suited to their specific needs when using the chatbot. The choice of tone and visual content is also essential in making the learning experience both engaging and comprehensible. ALEX is enriched with multimedia elements, including expressive emojis, GIFs, and easily accessible educational infographics that enhance the learning experience.

Beyond interactivity, content segmentation plays a key role in adapting ALEX for different age groups. For adolescents aged 13–17, the chatbot focuses on the basics of sexual health and body awareness, delivering information in a simple, understandable, and judgment-free manner. At this stage, ALEX primarily addresses puberty, emotional and physical changes, and the fundamentals of healthy relationships. For older users, aged 18–25, ALEX provides more in-depth discussions on topics such as contraceptive options, the importance of consent, and information on sexually transmitted infections.

Another key element of inclusion is the language and format of responses. For younger users, a more straightforward and direct communication style, incorporating commonly used slang, can help create a comfortable learning environment. For young adults, clear yet scientifically grounded explanations are preferable. ALEX contains both, ensuring that everyone receives responses appropriate to their level of maturity. With this approach, the chatbot effectively supports sexual education and helps young people make informed, health-conscious decisions.

Reaching diverse social backgrounds and marginalised groups

In developing ALEX, we followed the principle that sexual and reproductive health education should be accessible to all young people, regardless of background or ability. Socioeconomic status must not limit access to information. Disadvantaged and marginalised youth, including those from low-income backgrounds, with disabilities, or LGBTQI+ identities, are often excluded from formal education and face key challenges in accessing reliable resources. An effective tool must be designed to reach these groups meaningfully.

ALEX was built with inclusiveness and respect for diversity at its core. This is reflected in its tone, language, and multimedia elements. Topics such as sexual orientation and gender identity are not sidelined but addressed directly and are a vital part of the learning process.

Despite its thoughtful design, ALEX remains a low-threshold tool in terms of accessibility. Its intuitive, mobile-friendly interface offers an engaging and playful experience, particularly beneficial for young people who primarily use smartphones as their main access to information. For those with limited access to other resources, ALEX helps fill an important gap and provides an alternative to potentially harmful or misleading online content.



Beyond sharing information, ALEX also supports connection. It can be integrated into group activities during educational sessions, offering a shared experience that enhances engagement and builds trust between youth and educators, especially in outreach with marginalised groups.



Ensuring the overcoming of stereotypes and prejudices

In constructing ALEX, we focused strongly on confronting stereotypes, which often stem from ignorance, misinformation, or rigid social environments. By offering credible data backed by expert knowledge, we aimed to open the minds of young people, youth workers, and educational professionals to new, inclusive ways of discussing sexuality—as an important, multifaceted part of life. Debunking harmful and simplistic views has a meaningful impact on both physical and mental well-being.

This is the core value of ALEX: it offers access to knowledge on sexual and reproductive health in a friendly, non-invasive manner. Its inclusive responses allow users of all sexual identities, cultural backgrounds, or abilities to feel safe and respected. ALEX does not criticise but encourages users to reflect and revise answers, especially during quizzes, when responses diverge from reliable studies.

Conversations with ALEX clearly address the harm caused by homophobia and transphobia, challenge gender stereotypes, and provide accurate, stigma-free information about STDs. When discussing sexual violence, the bot identifies perpetrators and victims unambiguously, removes blame from survivors, and empowers users to seek support—helping to combat shame, fear, and prejudice.





ALEX's accessibility and inclusiveness make it a modern tool that does not judge, moralise, or sugar-coat reality. It presents facts while respecting individual choices and avoids promoting a single 'right' solution. Rather than reinforcing stereotypes, it dismantles them using evidence and empathy.

Each interaction reinforces the normality of behaviours often misjudged in traditional sex education. ALEX treats its young users with seriousness and care, offering space for curiosity, respectful questioning, and safe exploration. It affirms the right to not know, and supports users on their journey to learn more.

In conclusion, ALEX reflects a modern mindset—one with less space for stigma and more room for respect and diversity. It presents sexuality as a natural, joyful part of life, a way to express affection and build meaningful bonds.

Ensuring accessibility for youth with SLD

As we have repeatedly emphasised during our work on the project, we are keen on the accessibility of materials, including Alex's functionality, for all young people, including those from marginalised backgrounds overlooked in traditional education, as well as young people with various impairments.

One of the groups in the context of which we worked on the accessibility of the bot is people with specific learning disabilities. Adapting the content and other resources offered by the app was one of our priorities.

How does Alex adapt to the requirements of people with specific learning disabilities?



The educational material is divided into smaller parts (topics, sections, subsections). Relatedly, Alex's statements are also divided into short sentences, and this makes reading significantly more enjoyable and easier



The time of conversation with the bot depends on the user's needs - there are no time limits. In addition, individual parts of the conversation appear slowly enough that the time needed to read them is sufficient



In case of problems with understanding the content being read, Alex provides an opportunity for a more thorough explanation and makes sure everything is clear before continuing with the dialogue



Users with learning difficulties may need reference to specifics, and Alex provides very clear and precise answers supported by facts. In addition, the chatbot offers additional teaching resources through references to infographics



The bot enables multi-sensory cognition thanks to the introduced multimedia (gifs, photos); and Alex further enriches the understanding of the content through symbolic emojis



The variety of activities (e.g. quizzes, redirects to the next topic) provided by Alex makes the learning process more straightforward and guided



Users with learning difficulties learn better through elements of play, and Alex provides such an opportunity with its tone and content

In conclusion, since learning difficulties often occur in hard-working, intelligent and motivated individuals, Alex offers such content that can meet their developmental needs. The chosen method of teaching about sexual and reproductive health is therefore tailored to the needs of today's young people, without excluding those with special learning needs.

5

Ideas for inspiration:

How can you learn with ALEX?



If you're still wondering how ALEX can complement your work with young people, here are 15 practical examples of how to use the chatbot to explore concepts related to sexual and relational health. These ideas show how ALEX can support youth of diverse needs and backgrounds in understanding topics that matter to them.

.....

Psychological and educational counselling centres offer young people much-needed help with school difficulties, mental health challenges, stressful situations, and the development of their sexuality.

ALEX can be introduced in one-on-one counselling sessions, allowing young people to explore SRH topics in a private, trusted environment with the support of a professional. In this setting, the chatbot becomes a base for personal reflection and a trigger for deeper discussions. In group workshops, ALEX can also be used to prompt peer discussion. If participants are selected based on common interests, the bot provides a neutral starting point for shared exploration and group learning.

In addition to the benefits it brings to youth, ALEX is a helpful tool for educators, therapists, and specialists, offering a flexible, inclusive way to initiate or support SRH conversations.



Supporting
youth in
counseling
centres

2



Training sex educators to facilitate digital SRH discussions

Sex educators (whether based in schools or counselling centres) need practical tools to help guide young people through complex SRH topics. ALEX provides an innovative way to facilitate these discussions. To use it effectively, educators can participate in dedicated training workshops.

These workshops should cover: Technical operation of the app, data security and user privacy, the scope of content available, accessibility and inclusivity features, and educational and expert-supported value of ALEX.

Equipping professionals with the knowledge and confidence to use ALEX reduces ambiguity, supports open dialogue, and helps integrate the chatbot into their daily practice.

3



Fostering gender identity exploration in youth centres

Youth centres provide a non-formal, relaxed environment where young people often feel more at ease than in school settings. These spaces are especially beneficial for those navigating questions around gender identity, as they reduce the social pressure often found in larger, more formal groups.

Organising smaller workshops around ALEX allows participants to explore the chatbot's content privately or with peers who share similar questions and experiences. Such targeted sessions foster openness, build mutual understanding, and encourage peer support in a safe, non-judgmental setting. The chatbot thus becomes both a learning tool and a conversation starter on topics of identity, orientation, and relationships.

4



Empowering youth with communication disabilities

For youth who face challenges with oral or written communication, ALEX is particularly well-suited as they can interact with the chatbot by selecting pre-written prompts, keywords, or multiple-choice options. This reduces the pressure to write long texts or speak aloud. The friendly and inclusive language used by ALEX supports diverse learning needs and reinforces a positive self-image.

Educators can design sessions where users explore ALEX independently or as part of a guided group, allowing time for personal reflection and joint discussion. Used regularly, ALEX becomes a confidence-building tool for youth with disabilities, giving them equal access to inclusive SRH education.

5



Promoting online safety in digital literacy programmes

In digital education, the themes of online safety and sexual health often intersect. When discussing safe internet use, it is vital to also address topics like consent, privacy, grooming, and sextortion. ALEX can be used in sessions that explore digital behaviours, risks, and personal responsibility. Youth can explore the chatbot's library on internet safety and sexual health and educators can facilitate role play exercises based on common online scenarios (such as being pressured to share personal photos).

This activity helps youth develop digital literacy and resilience, demonstrating that some digital tools, like ALEX, can be trusted allies in building safe and informed online habits.

6



Equipping ESC volunteers to support peer learning

ESC volunteers regularly support youth activities and community events. Because they are often close in age to participants, they can act as approachable role models. Training them to use ALEX expands their toolkit for engaging with young people on SRH topics.

Since English may not be everyone's first language, ALEX's multilingual capabilities help bridge communication gaps. Volunteers can use it during workshops on inclusion, body image, internet safety, or diversity. This collaborative use of the chatbot enhances dialogue, reduces stigma, and empowers both volunteers and youth to engage more openly on sensitive issues.

7



Challenging taboos through collective brainstorming

Although society is becoming more open to discussing topics related to sexuality, many taboos still remain. To challenge these, youth need creative spaces where they can explore difficult or uncomfortable subjects safely and collectively.

In this activity, youth begin with an anonymous brainstorming session to identify taboo subjects or questions they hesitate to voice. A shared "taboo bank" is created, and participants then use ALEX to explore these issues privately, collecting helpful or surprising chatbot responses. These responses can then be discussed in a group or shared, anonymously if desired, on a school blog, youth centre bulletin board, or social media platform.

8



Engaging parents in school settings

Parents play a central role in shaping young people's understanding of sexual health. However, many struggle to start or sustain open conversations about SRH topics at home. Introducing ALEX during parent-teacher meetings can help bridge this gap. Educators can present the chatbot, demonstrate its features, and explain its use as a reliable, science-based support tool for teens.

This experience can help demystify SRH education, reassure hesitant parents, and inspire them to initiate conversations at home. ALEX becomes not just a youth tool, but a shared family resource that helps normalise sexuality-related discussions and encourages trust-based communication between generations.

9



Inspiring theatrical explorations of sexual health in schools

Drama-based activities can be an engaging way to explore sensitive issues. This example invites teachers and youth workers to create a play that integrates ALEX as a character or supportive presence in the storyline. Students can portray different backgrounds and experiences around sexual health, with ALEX offering advice, clarification, or emotional support. This can take the form of role play, scripted theatre, or improvisation. The narrative should reflect real-life challenges faced by teenagers, such as relationship struggles, body image, or identity issues.

The final play can be performed for classmates, used as a springboard for discussion, or adapted for classroom exercises. Through this process, young people and educators explore how digital tools like ALEX can support emotional well-being and personal development while fostering empathy, inclusion, and media literacy.

10



Enhancing sexual health workshops in clinical settings

ALEX can enhance sexual health workshops run by nurses or medical staff. These workshops often focus on contraception, STI prevention, and anatomy, but may miss broader topics such as emotional well-being, self-confidence, or relationship dynamics. Facilitators can present a specific topic (such as pregnancy, menstruation, birth control) and demonstrate how ALEX offers bite-sized content and interactive chats. If students are allowed to use smartphones, they can explore ALEX independently. If not, the chatbot can be projected and navigated by the facilitator.

The session concludes with a Q&A, reflection, and suggestions for continued use of ALEX at home. This blended learning approach increases engagement and personalises learning.



Reinforcing gynaecological care with follow-up resources

Young patients may hesitate to ask sensitive questions during gynaecological consultations. ALEX helps bridge this gap by offering a private and science-based source of SRH information that young people can access before or after their appointments. Professionals can recommend ALEX directly during consultations or display posters with QR codes in waiting rooms. To ensure confidence in the tool, gynaecologists are encouraged to test it themselves.

This approach supports young patients in asking informed questions, reviewing key concepts at their own pace, and extending their learning beyond the medical setting.



Teaching students to critically evaluate SRH information online

Young people increasingly rely on the internet for sexual health advice. However, much of the information they encounter is misleading or inaccurate. This workshop invites students to critically assess SRH sources by comparing online content with ALEX's verified information. Students explore a topic with ALEX, then contrast its responses with YouTube videos, TikTok content, or anonymous blogs.

Facilitators lead a discussion on reliability, scientific credibility, and authorship. Through this process, youth gain skills in spotting misinformation and learn to turn to ALEX and other evidence-based resources for future questions.



Building healthy relationship toolkits with youth

Relationships are a major part of growing up, but many young people enter them without clear expectations or vocabulary to express boundaries. Using ALEX, participants explore topics such as trust, respect, jealousy, and consent. They then build a personal relationship toolkit that includes red flags, communication tips, and conflict resolution strategies.

In follow-up sessions, youth role-play relationship scenarios and share their toolkits with peers. ALEX helps make abstract values practical by offering scripts and advice that can be directly applied to real life.

14



Addressing digital risks in online relationships and sexuality

Online interactions are a central part of modern relationships. However, they come with risks: sextortion, grooming, non-consensual sharing of images, and manipulation.

This activity begins with discussions about online behaviour. Youth then explore ALEX's sections on internet safety and digital consent. They analyse real-world scenarios and use the chatbot to brainstorm healthy, assertive responses.

Groups then develop digital safety guidelines to protect themselves and others, after which they can be encouraged to turn their insights into posters, infographics, or social campaigns.

15



Debunking myths about sex and pornography

Many young people turn to pornography to learn about sex, unaware of how distorted and unrealistic these portrayals can be.

In this activity, students select myths (such as, "Porn is a good way to learn about sex") and investigate them using ALEX. They compare what they find with what's commonly seen in media and develop myth-busting statements.

Discussions follow on how these misconceptions affect their body image, expectations, and relationships. ALEX helps them reframe their thinking based on facts, not fantasy, and encourages them to seek healthier, more respectful ways of learning about intimacy.

7

Conclusion



This guide, developed by the Alex: The SexEdBot consortium, summarises the testing experience of the chatbot with Gen-Z youth and the educators who support them. It addresses key questions: What features did users find helpful and engaging? Which aspects require further refinement, especially concerning inclusivity and combatting misinformation?

During the testing phase, project partners engaged diverse communities across their networks, yielding reliable and insightful results. Testers across all partner countries responded positively, showing strong enthusiasm for this engaging, interactive format. Surveys revealed a shared appreciation for Alex's playful and approachable tone. This demonstrates that one of modern pedagogy's core goals was met: making learning both enjoyable and meaningful. Among youth workers, one of the most valued aspects was Alex's usefulness in facilitating conversations around sensitive topics. Among youth, the most appreciated feature of Alex was its friendly, non-judgmental tone, which made it easier to explore complex subjects in a safe, accessible way.

This guide also includes practical chapters for future users: when and where to introduce the bot, and how to integrate it into educational settings. It's important to note that Alex was created based on thorough, evidence-based research conducted by the project partners. For this reason, we strongly recommend using the chatbot and accompanying resources both individually and in group contexts aimed at strengthening sexual health education.

In designing Alex, we took into account the diversity of the target audience, not only the wide age range within Generation Z, but also users who may be marginalised due to their gender identity or learning needs. Our aim was to create a tool suitable for both formal and non-formal educational environments. Despite this broad scope, we are confident that everyone who interacts with Alex will find relevant, supportive content.



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