GoStudent Future of Education Report 2025

GoStudent

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Some images in this report have been made with AI

A note from Felix Ohswald

CEO and co-founder of GoStudent

Education in 2025 is at a critical juncture with AI rewriting the rules. It's clear that the traditional methods of teaching and assessment are no longer sufficient to prepare students for the challenges and opportunities of tomorrow's world.

Our Future of Education Report surveyed 5,859 parents and their children across Europe, along with insights from 300 teachers. It dives into the urgent need for change, exploring how technology, personalisation, and future-proof skills can reshape learning for the better.

Our research highlights a shared appetite for transformation among parents, teachers, and students. From calls to replace outdated exams and essays with simulation-based assessments, to demands for a curriculum that prioritises AI literacy, cybersecurity, and critical thinking. It's evident that education must evolve to meet the realities of a tech-driven future.

Yet, despite AI being so fundamental in 2025, progress remains slow: three-quarters of teachers still lack AI training, and disparities in access to learning technologies threaten to leave many students behind.

At GoStudent, we believe technology is not a threat but an enabler. AI tools hold immense promise for personalising education, including supporting students with special needs, and empowering teachers to focus on meaningful interactions rather than administrative tasks.

In a future where people work alongside AI, most parents believe that there will be a huge need for 'soft skills' with two-thirds of parents believing that skills such as communication and stress management will grow in importance.

Technology alone is not enough. The human touch remains vital, teachers are role models who inspire creativity, critical thinking, and emotional intelligence in ways machines cannot currently replicate.

This report also addresses the challenges posed by an always-online generation.

While concerns about screen time persist, smartphones and digital tools are essential for preparing children for the future. The key lies in teaching young people how to use these technologies responsibly and effectively while combating misinformation and fostering emotional resilience in an age of rapid change.

Education is not just about adapting to technology; it's about leveraging it to create a system that nurtures every child's full potential. Together, with governments, educators, parents, and private sector partners, we can build a future where learning is inclusive, personalised, and equipped to tackle the complexities of our modern world.

Research Methodology

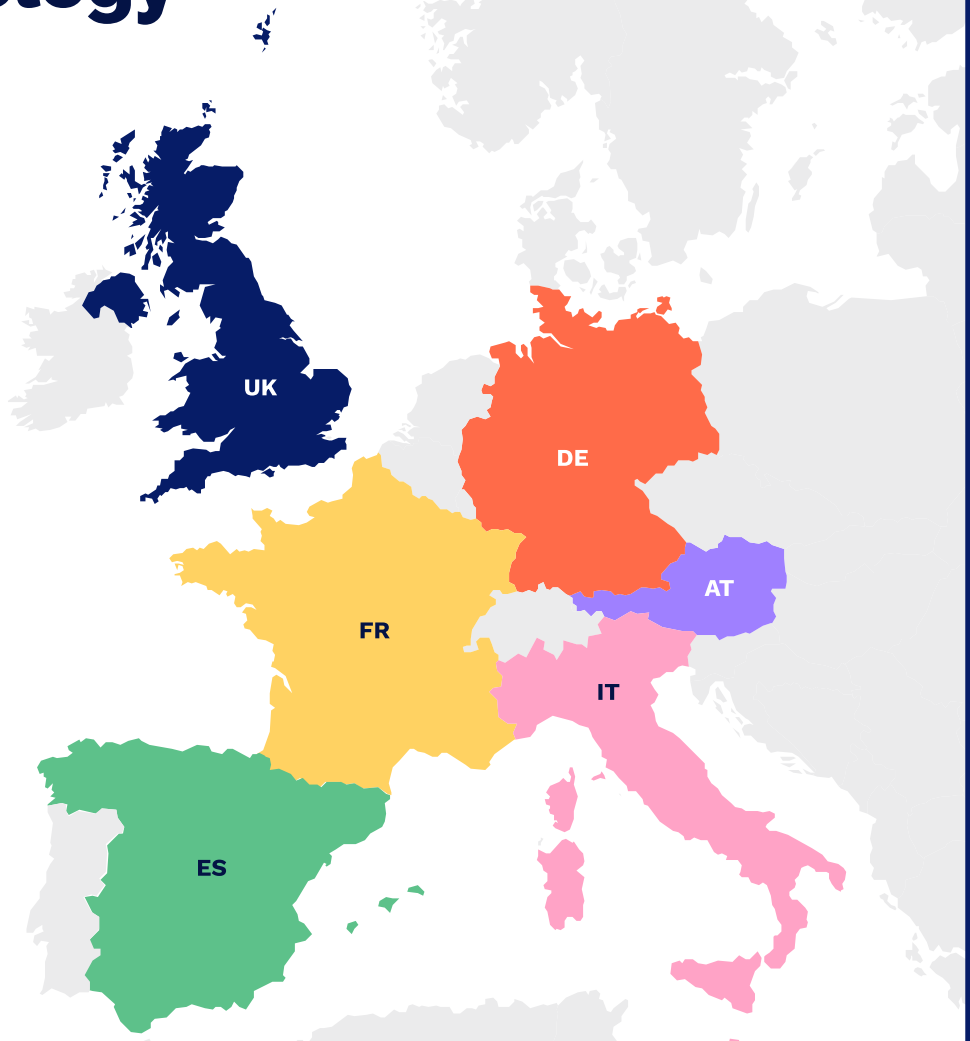
The GoStudent Future of Education Report 2025 presents insights from 5,859 parents or guardians, and their 5,859 children, aged 10 to 16 at the time of the survey. The perspectives of 300 teachers are also included.

Conducted in partnership with Opinium, our research spanned six European countries: Austria, Germany, Spain, France, Italy and the United Kingdom. The 20 minute online survey was conducted between 6th November and 3rd December 2024.

Our representative sample included:

- A mix of age and gender for both parents, children and teachers
- Children with a spectrum of confidence levels and academic achievements
- Children and teachers from selective, non-selective and fee-paying schools

To provide a more holistic view on education, we also ensured the survey included teachers who teach a broad range of subjects for all school levels. This 15 minute survey was completed between 4th November and 18th November 2024.



Legend

Parents

Teachers

Children

Europe
5,859 parents / guardians
5,859 children
300 teachers

Austria
859 parents / guardians
859 children
50 teachers

Germany
1,000 parents / guardians
1,000 children
50 teachers

Spain
1,000 parents / guardians
1,000 children
50 teachers

France
1,000 parents / guardians
1,000 children
50 teachers

Italy
1,000 parents / guardians
1,000 children
50 teachers

United Kingdom
1,000 parents / guardians
1,000 children
50 teachers

Chapter 1

Parents, students and teachers demand change

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It's time for education to change

A strong theme emerging from our research was the need for widespread change in everything - from how education is delivered, to how children are assessed.

This appetite for change unites parents, children and teachers.

From our perspective at GoStudent it's clear that while everyone involved in the education system wants change - as it stands, this change is coming too slowly.

If educators and policy makers fail to take action, children will leave the education system unprepared for the coming hi-tech future.

But if the education sector listens to the desires of parents and teachers, the curriculums and schools of tomorrow will look very different indeed - with new assessment methods such as simulation-based assessments (already widely used in the healthcare sector), new subjects and new skills taking centre stage.

How can this change be delivered? **One credible option would be through public-private partnerships** allowing schools to access the right technology and methodologies to modernise.

As it stands, the way children are educated dates back to the last century, and our research showed that parents, teachers and students find both essays and exams binary: measuring a moment in time, vs. actual progress.

In terms of exams, 62% of parents say that new ways to assess children might be needed, with 16% of children admitting to using AI to write essays, rising to 22% in Austria. But while 21% of students admit to using AI to pass exams, 28% argue that they use AI to improve coursework, not to cheat.

Amid widespread fears around children 'cheating', or becoming over-reliant on AI, both parents and teachers are hopeful of new ways to assess children.

Two subjects emerged as 'problematic' among the subjects taught in school today, being seen as **no longer fit for purpose by many teachers: computer science and mathematics**, with educators expressing concern that the subjects are taught in a way that is divorced from the reality of our connected world.

Two other subjects emerged as potential additions to the curriculum: **artificial intelligence and cybersecurity.**

But two-thirds of parents (64%) also believe that **'soft' skills such as communication and critical thinking will grow in importance** in an AI-centred world of work.

Parents, students and teachers are united in the hope that life skills such as health education and financial literacy could be taught in the classroom. But, with discussions around anxiety in young people sparked by books such as Jonathan Haidt's The Anxious Generation, stress management came out a clear winner as the soft skill to be taught schools.

Our education needs to change, this much is clear.

Education cannot afford to evolve 'against' technology, but rather must move with it. We should not ban AI tools, but educate children on how to use them, alongside a wholesale reassessment of how children are assessed: **rather than worrying that children might use AI to cheat, we should focus on how they can use AI to prosper.**

Exams are dead: 62% of parents want new assessments

Essays and exams have been a cornerstone of education around the world for more than a century, **but the rise of AI is leading to a call from both teachers and parents for new ways to assess children's progress.**

The controversy over AI comes as part of a broader discussion around whether assessments are fit for purpose, or whether new, more true-to-life tasks would be more accurate.

Research by Stanford suggests that while AI might offer new ways to cheat, the actual level of cheating has remained relatively constant for years - with 60-70% admitting to cheating at least once in the preceding month. Put simply: children who are determined to cheat will do so, regardless of whether AI is involved.

Broadly speaking, teachers and parents still maintain faith in essays and exams: 80% of parents and 83% of teachers think essays are an effective way to assess children, and 77% of parents and 72% of teachers think exams are effective.[1,2]

But both groups can see growing problems with exams and essays, which are only being exacerbated by the increasing importance of AI.

Three out of five parents (62%) say that new ways to assess children will be needed, with 16% of students admitting to using AI to write essays, and 21% admitting to using AI to help pass exams, rising to 26% in France.[3]

> **"I'm worried that students rely on AI and lazy shortcuts."**
>
> Maths teacher, UK

> **"There's a lack of independent judgement when depending so much on technology"**
>
> Maths teacher, Spain

Parents on what is wrong with the way children learn[4]

65%

It's more important for children to know how to access information

62%

New ways to assess and test children will be needed

59%

Grades are not an accurate reflection of children's overall abilities

58%

Children spend too much time memorising information for exams

The problem with essays and exams

28%
of students argue they use AI to improve coursework, not to cheat[5]

"Information they have to put in the exam will be forgotten."

Art teacher, Spain

"There are countless factors that cause a student to not reflect the knowledge, skills or abilities that they normally display."

Support teacher, Spain

Essays are broken: Here's the problem, according to teachers[6]

35% Students cheat by using AI

30% Doesn't measure the right skills

26% Tech has made them redundant

24% Grading is subjective

20% Only takes one skill into account

Teachers on why it's time to get rid of exams

41% Relies on memorising facts

34% Creates undue stress

26% Doesn't measure the right skills

22% Limits students' potential

20% Only takes one skill into account

After the exam: simulations are the new assessments

Could teaching take lessons from the healthcare sector in how to assess children?

'Simulation-based assessment' (SBA), where students are assessed in a simulated scenario involving decision-making and critical thinking is the favoured choice for three-quarters of teachers as a 'new' way of assessing children.

SBAs are already widely used in healthcare (with simulated patient examinations and other diagnostic exercises conducted, both using virtual reality and in a classroom) and 74% of teachers believe this new method would be an effective way of assessing students.

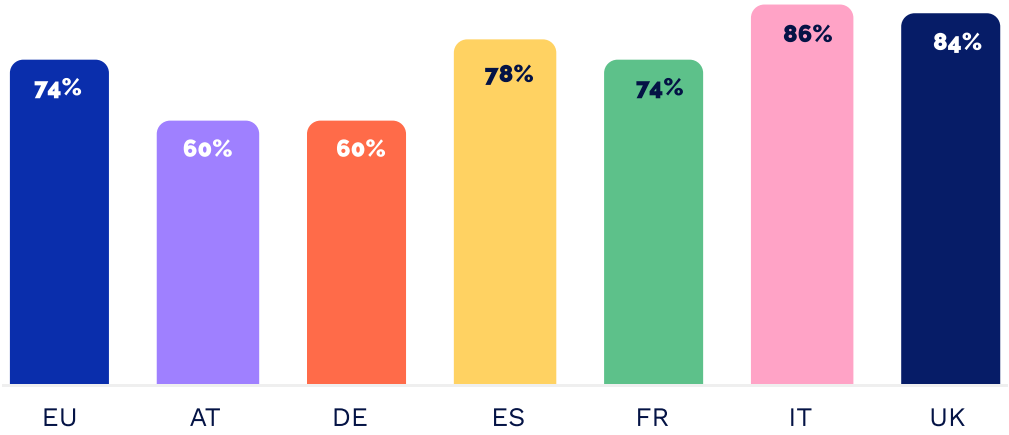
"Reality must be simulated as much as possible to be ready for the world of work."

Chemistry and Humanities teacher, Italy

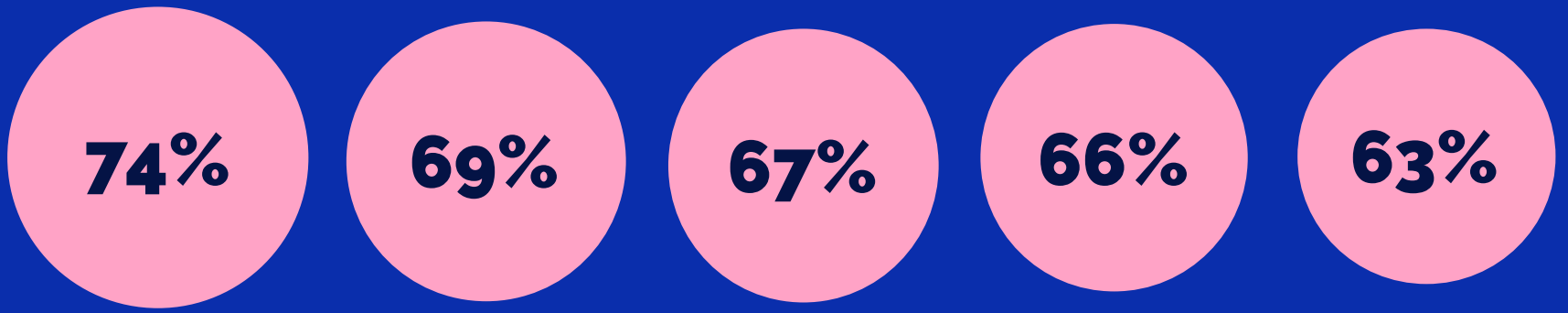
"Simulation based assessment is obviously the best way to prepare for the real thing."

Maths teacher, UK

Teachers in all countries agree simulation-based assessment methods are effective[7]



The assessment methods that teachers believe should replace essays and exams[8]



Simulation-based assessments

Exercises where students are asked to make decisions in a ‘real’ scenario

Portfolio assessments

Where students build up a digital portfolio which is assessed

Peer and self assessments

Where students assess their own work and others in their class

Learning analytics

Where ‘big data’ is used to assess all of a student’s work on digital platforms

AI-based adaptive testing

Where AI tailors tests to the abilities of the student

The sums don't work: Maths needs fixing

Computer science and maths courses are failing to keep pace with our increasingly digital world, teachers believe.

In all the countries surveyed, maths and computer science were the top two subjects that teachers believe are no longer taught in a way that is fit for purpose. Teachers in France stand out as uniquely dissatisfied with both subjects, with 28% saying computer science is no longer fit for purpose and 30% saying the same for maths.[9]

Both subjects are failing to keep pace with a fast-evolving digital world. Maths in particular faces criticism from teachers about the depth to which it is taught and how the academic subject has limited interaction with the real world.

Certain subjects unite both parents and students, with dance and religious education in the firing line for both groups, perhaps reflecting increasing secular societies in countries across Europe.[10,11]

But while teachers find the way maths is taught dated and irrelevant, good teachers are still having an impact. Just as we saw in 2024, **students who enjoy maths tend to be those who have the greatest affinity for their teacher.**[11]

"Most of the knowledge that is imparted is never needed again later in life."

Maths Teacher, Austria

"You could also survive without knowing how to calculate the Pythagorean theorem."

History Teacher, Austria

"With modern technologies, AI will do maths for the students."

Physics teacher, UK

"[Computer science] has impractical and outdated notions."

Chemistry Teacher, Italy

Students' favourite subject depends on their favourite teacher

	Favourite subject[12]	Favourite teacher[13]
MATHS	19%	15%
ENGLISH	12%	13%
SPORT	12%	12%
HISTORY	7%	7%
ART	7%	6%

Students' favourite subject per country

Teachers, parents and students have different views on which subjects are not fit for the future

Teachers[14]

COMPUTER SCIENCE	22%
MATHS	16%
MODERN LANGUAGES	15%
RELIGIOUS EDUCATION	15%
ANCIENT LANGUAGES	13%

Parents[15]

RELIGIOUS EDUCATION	23%
ANCIENT LANGUAGES	21%
DANCE	18%
MATHS	16%
COMPUTER SCIENCE	15%

Students[16]

DANCE	30%
RELIGIOUS EDUCATION	29%
ANCIENT LANGUAGES	25%
DRAMA	21%
MUSIC	18%

Future skills: The new subjects everyone demands

Reassuringly, both parents and teachers show an awareness of our changing world in the skills that they want children to learn to be ready for the world of tomorrow.

For both teachers and parents, one subject emerged as the clear leader for what they want to see added to the curriculum - cybersecurity. **For students, AI was the top demand, followed by cybersecurity.**[17]

For teachers, ethics and morality was also a key concern (especially in Austria, where 66% of teachers support adding it) with educators focusing on broader social issues children need help with, followed by AI.[18] Parents, meanwhile, focused on supporting their children's needs in life, with financial planning ranking second, followed by communication and AI.[19]

Tech-aware Spain is leading the charge - 52% of parents would like to see cybersecurity added to the curriculum, and 38% artificial intelligence and machine learning. Artificial intelligence also ranked highly for children in Spain (47%).[20]

With cybersecurity and AI ranking highly for teachers, parents and children, it's clear something has to change in our education system to ensure children are ready for the future.

> **"Without integrating AI tools, students miss out on developing crucial skills like data analysis and the ability to tackle complex problems. AI-enhanced learning can provide more dynamic, data-driven, and relevant experiences."**
>
> Science teacher, UK

Stress management: the #1 skill for young people

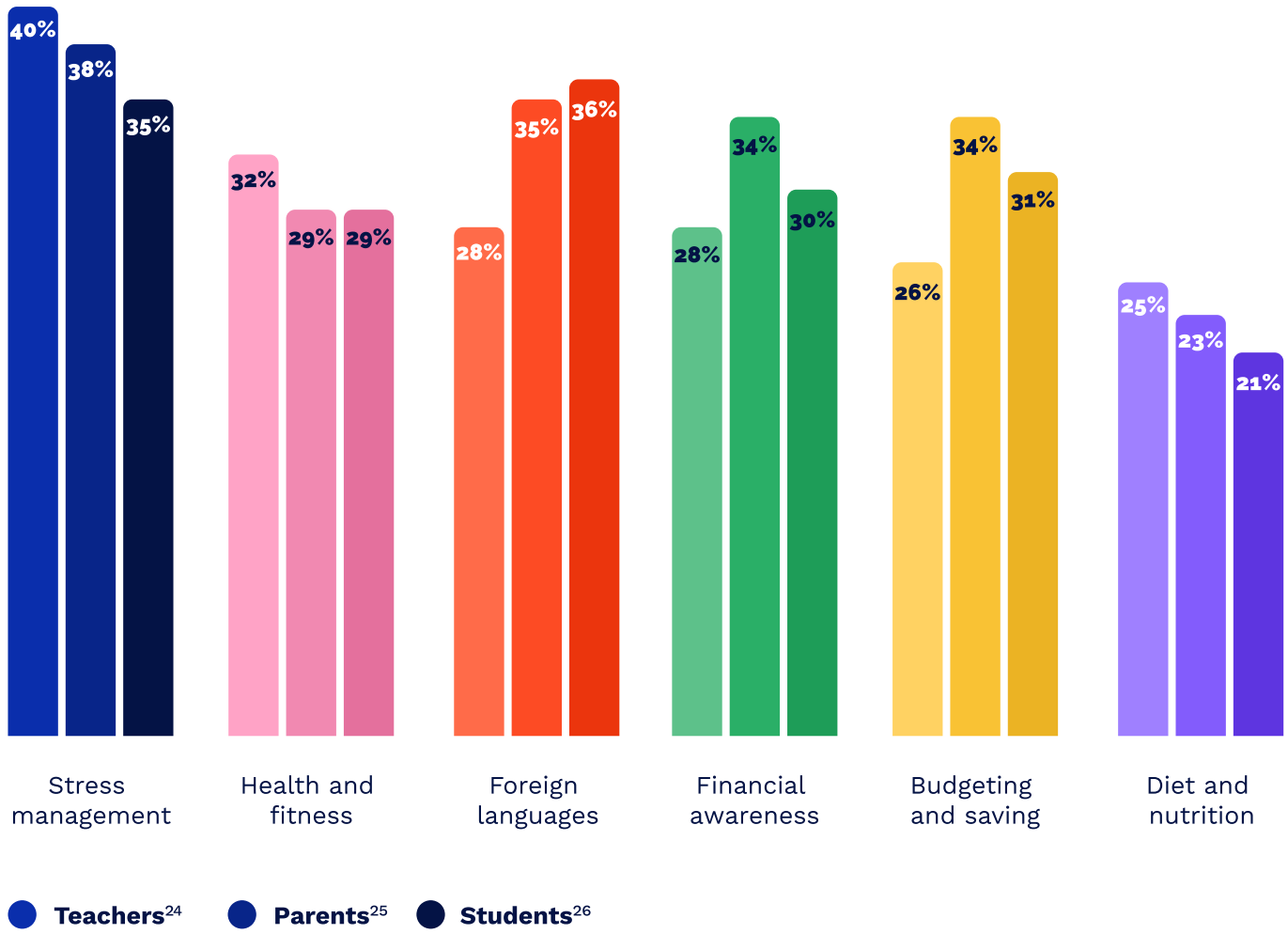
The past decade, and in particular the pandemic years, has seen an explosion in anxiety levels among students and young people, chronicled in books such as Jonathan Haidt's The Anxious Generation, so it's perhaps **unsurprising that stress management was seen as the single most important life skill** for young people by both parents and teachers.

The second-top skill teachers believe children need is also health-related; health and fitness. But teachers and parents also believe that young people need to be taught financial awareness, budgeting and saving.[21,22] Parents are particularly focused on finances, and all agree **foreign languages remain an important skill, as students prepare for an evermore globalised future.**[23]

"Children should learn dealing with stress, relaxation techniques and maintaining mental health."

Parent, Germany

The topics teachers, students and parents want to prepare children for the future



Chapter 2

Looking after an always-online generation

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Are concerns about smartphones and screen time exaggerated?

The use of technology by children has become a highly political and controversial issue in recent years, with anti-smartphone campaign groups activating across Europe and widespread fears over faked images and fake news.

But our research shows clearly that most parents do not fear technology, and in fact both teachers and parents advocate children should have access to smartphones at age 12.

Almost half of children use technology to support homework, meaning that bans can be damaging.

Rather than banning smartphones in the misguided belief that this is helping children, educators and parents should focus on **teaching children how to use technology appropriately and safely.**

Alongside governments, private companies in the tech sector have an important role here: they have the most understanding of how children use apps and devices, and have a responsibility and an opportunity to develop technology to have a positive impact.

Encouragingly, our research has shown that over 9 in 10 teachers and parents are already taking practical steps to educate children about online dangers, and also believe that technology can be a powerful tool for education, and an essential step towards tomorrow's job market.

In fact, more than half of parents (58%) and 67% of teachers believe that **without access to online tools, children will not be prepared for the world of work.**

Parents are rightly concerned that young people should use their devices moderately and in a healthy way: more than half of parents believe that their child has too much screen time, with 30% of parents believing the devices lead to reduced physical activity, and 20% fearing that screen time leads to shorter attention spans.

But the jury is still out on the science of the effects of screens on children. Recent University of Oxford research with 12,000 U.S.-based children found no link between children's screen time and their brain function, although previous studies have linked screen time to communication and learning issues.

Importantly, our research found that 95% of parents and 96% of teachers are already taking steps to help children use the internet safely, with tips on how to deal with misinformation. 36% of parents already teach children how to spot fake content online.

A less counter-productive approach than bans is needed. Parents, teachers and students all agree that access to devices can be valuable: **we need to empower children to use tech in a healthy, safe and useful way.**

As pioneers in the sector, we believe that tech can be integrated in a way that helps children, parents and educators.

For example, at GoStudent, our AI-generated lesson summaries, provided immediately after every tutoring lesson, offer parents and teachers visibility into how children are progressing, helping to boost transparency and support progress.

It's time to harness technology to make education better, not ban it.

Children should get smartphones at age 12

In the 2024 book The Anxious Generation, author and social psychologist Jonathan Haidt suggested that smartphones should be banned for children under 14, sparking anti-smartphone campaigns and school phone bans around the world.

But what do parents and teachers think?

Our research found that **most parents and teachers believe that children should have controlled access to smartphones by age 12.**

The majority of parents believe youngsters should be allowed access to 'dumb phones', which lack internet connectivity, by age 10, and laptops with internet by age 12.

Attitudes vary widely by territory: 20% of teachers in Germany believe children should have access to smartphones at age 10, compared to just 2% in Spain, where 14% of teachers advocate waiting until age 16.

Tech-cautious teachers in Austria were most likely (26%) to say that children should wait until 12.

The age at which children should get access to smartphones[27,28]

	Parents	Teachers
EU: Age 10	19%	14%
EU: Age 11	10%	7%
EU: Age 12	20%	18%
AT: Age 10	28%	22%
AT: Age 11	8%	4%
AT: Age 12	20%	26%
DE: Age 10	28%	20%
DE: Age 11	7%	2%
DE: Age 12	18%	16%
ES: Age 10	13%	2%
ES: Age 11	5%	4%
ES: Age 12	22%	18%
FR: Age 10	12%	4%
FR: Age 11	14%	12%
FR: Age 12	23%	18%
IT: Age 10	15%	18%
IT: Age 11	10%	8%
IT: Age 12	19%	12%
UK: Age 10	20%	20%
UK: Age 11	14%	10%
UK: Age 12	18%	18%

When do campaigners want children to have smartphones?

Age 14

the age suggested in 'The Anxious Generation'

Age 14

the age suggested by the group 'Smartphone Free Childhood'

Age 16

the age suggested by 'Adolescence Free of Mobile Phones' in Spain

Half of parents think children have too much screen time

Half of parents (52%) worry that their children spend too much time on digital devices, despite most parents believing children should have access.[29]

Parents in France are most likely to agree that their child spends too much time on their digital device (60%), closely followed by parents in the UK (56%), while parents in Italy (46%) and Austria (47%) are least likely to worry.

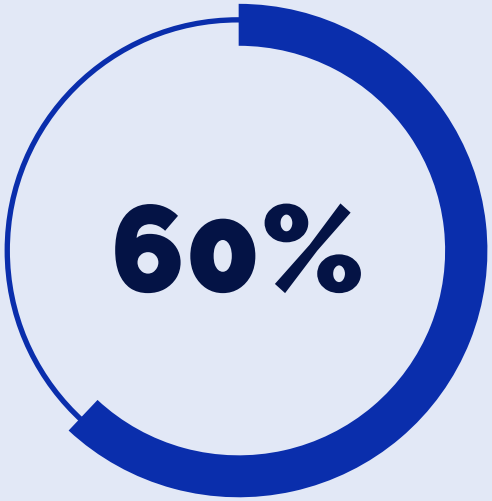
Today's 'always online' generation spend three hours per day online (slightly less than their parents at three-and-a-half hours, according to recent French government research), but parents fear that their children's hours are damaging their health, causing attention disorders and sparking anxiety or depression.

But with parents' views on what children are doing on their phones aligning largely with what children are really doing, it appears that **there is a high degree of usage transparency within families.**

Also, by blocking children's ability to engage with technology, it is clear that they would be put at a disadvantage when it comes to doing homework, which may mean they fall behind more digitally connected peers.

"There is less boredom, which is a source of creativity and learning."

Parent



60% of parents in Europe believe not enough is being done to regulate what children see online[30]

Where do most parents think children spend too long on devices[31]

60% France

56% UK

51% Germany

50% Spain

47% Austria

46% Italy

How parents worry screen time affects their children[32]

30% Reduced physical activity

26% Reduced family time

20% Shorter attention span

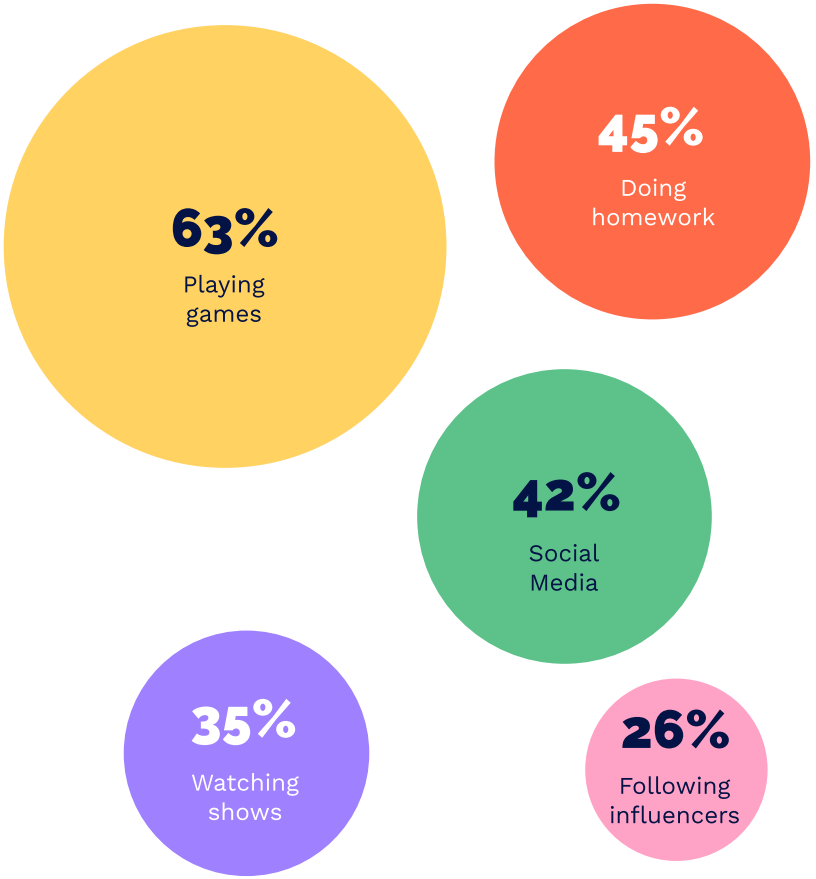
17% Exposure to harmful content

12% Lower academic performance

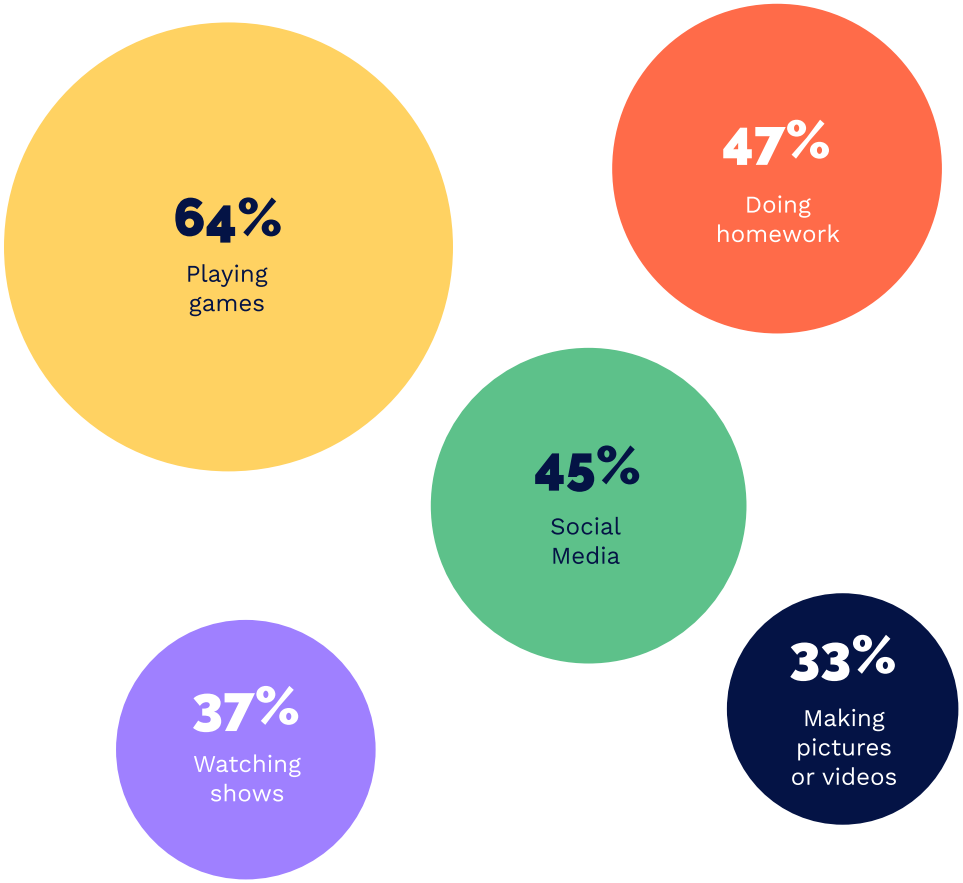
12% Anxiety or depression

So what are children actually doing online?

What parents think children are doing on their devices[33]



What children are really doing on their devices[34]



Fears around smartphones are exaggerated, and they help children learn

Many parents see devices as an important educational tool - one that will be essential for preparing their children for the workplace. More than a third of parents (36%) believe that fears around smartphones are exaggerated.[35]

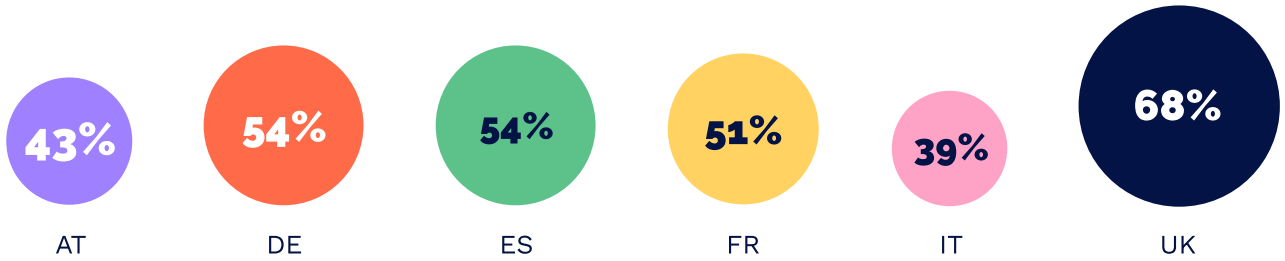
Despite much-hyped concern about smartphones damaging children's attention spans and interfering with education, it's clear that without devices, children will not be prepared for the real world.

More than half of parents (59%) believe that without online access, their children will not be prepared for the world of work, and two-thirds of teachers agree (67%).[36]

More than half of parents also believe that screen time offers significant benefits in online learning (52%), rising to 68% in countries such as the UK.

Parents also see benefits in screen time helping children stay connected with friends and family (28%).

Where parents see significant benefits of children learning online[37]



The benefits children believe tech offers them[38]

52% staying in touch with friends and school

42% looking up information for homework

26% learning about new apps and technology

26% exploring new hobbies and interests

20% staying up to date with current affairs

Generation deepfake: children exposed to misinformation

While parents may feel that fears over smart devices are exaggerated overall, there is clear evidence in our research that children are already being exposed to both ‘fake news’ on online platforms, and ‘deepfake’ images and videos created by artificial intelligence.[39]

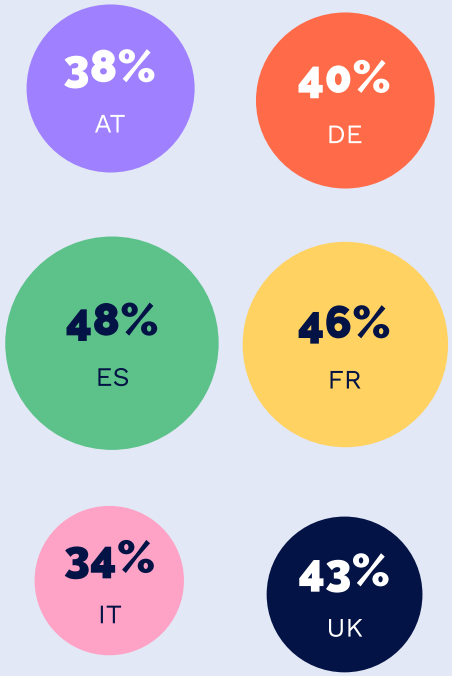
Perhaps even more worryingly, up to half of parents are not aware of what their child is exposed to.

But there is positive news: 85% of children say they are aware of the risks of such fake content.[39]

Generation Z and Generation Alpha are no fools when it comes to faked information and extremist content online, and are alert to these risks. Half of children claim to have already encountered fake images (50%) while 48% have encountered fake news, with children in France most likely to have encountered fake images (55%).

In our research, **24% of young people said they had seen extremist content online**, rising to 28% in Germany and 31% in Austria.

Parents who don’t know what their child is exposed to online[40]



What risks are children aware of?[41]

85% faked and ‘deepfake’ images

85% fake news stories

73% deepfake videos

61% extremist content

What are children afraid of online?[42]

69% seeing extremist content

67% fake news stories

65% AI controlling what they see

91% of teachers think misinformation influences children

While 85% of students say they are aware of the risks of fake content, a worrying 91% of teachers fear misinformation is already influencing them.

Almost two-thirds of teachers in Austria (64%) fear that children are no longer able to distinguish facts from fiction, and 34% also fear that misinformation is giving children wrong ideas about sex and relationships- compared to only 18% in Italy.

In Austria 45% of teachers also fear that misinformation is teaching children falsehoods about history - while this is only 27% in the UK.

Meanwhile in the UK half of teachers (48%) think that children misunderstand news events, compared to 23% in Austria.

When it comes to intercultural intolerance Germany stands out, with 36% of teachers believing misinformation is making children become less tolerant of other cultures.[43]

Both parents and teachers are already taking action to deal with misinformation, conspiracy theories and deepfakes online, including encouraging fact-checking and educating children how to evaluate sources, leading open discussions or dedicating whole lessons to tackling misinformation.[44]

> **"They are not able to distinguish between reality and fake news."**
>
> History teacher, Spain

> **"How do students know what online sources to trust? It's becoming impossible to tell what's real."**
>
> Science teacher, UK

Where teachers are most likely to encourage students to check facts*

60% Austria

58% Spain

42% Germany

42% France

36% Italy

28% UK

Which conspiracy theories children believe

43% Covid was created in a lab

41% World is ruled by a secret elite

24% Climate change isn't happening

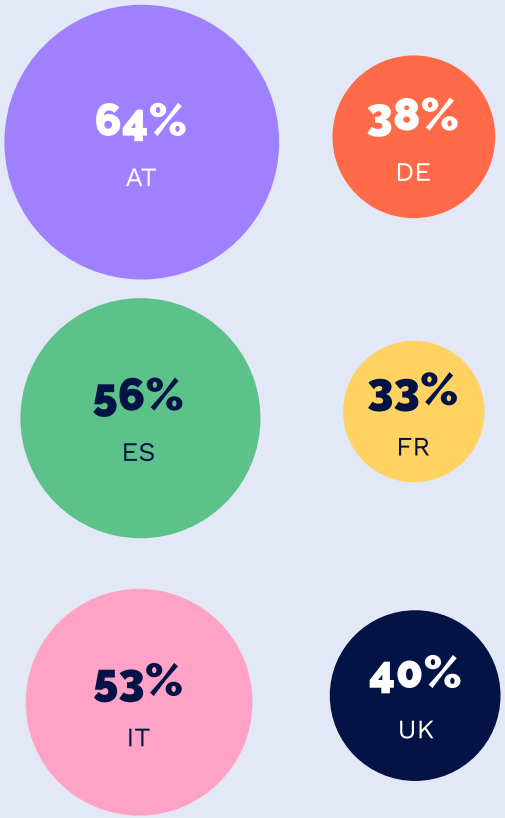
23% Moon landings were faked

29% Vaccines are a conspiracy

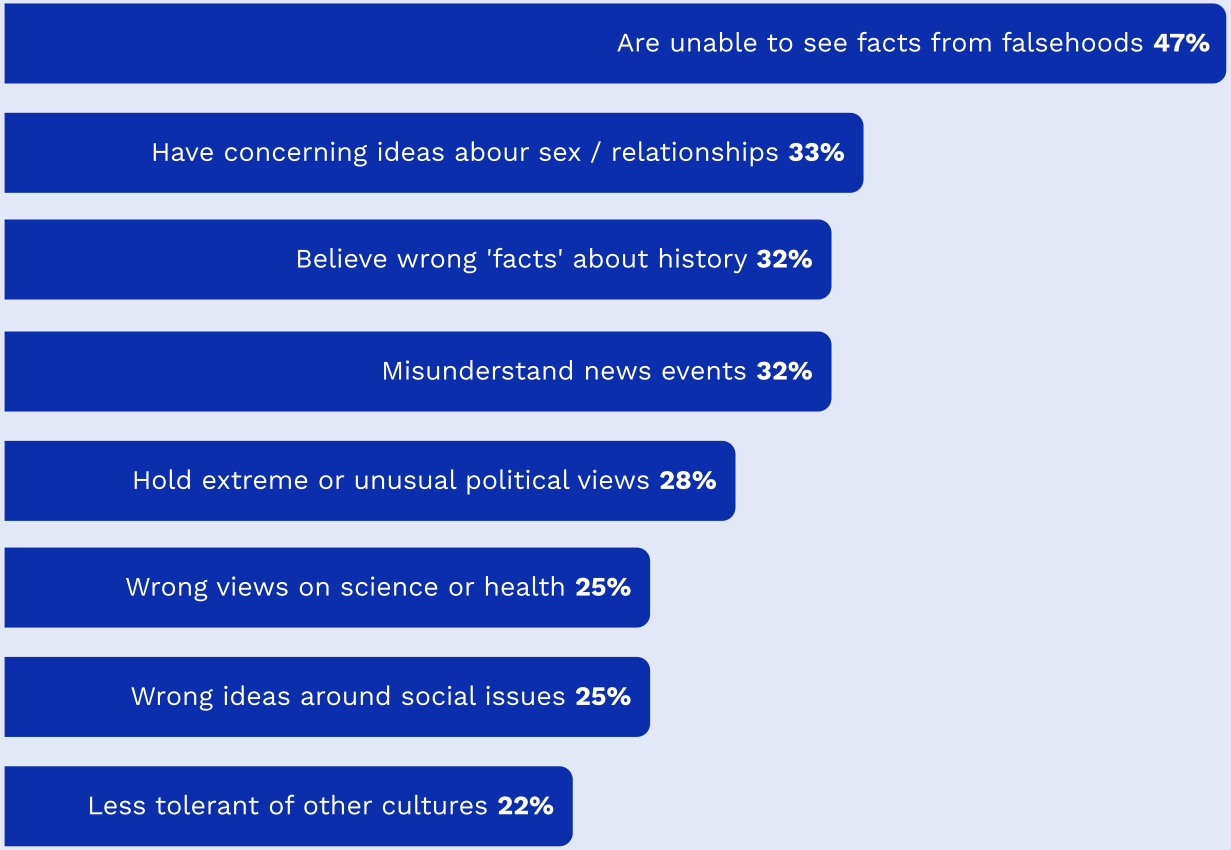
*Based on survey of 7,691 teachers by Middlesex University, asking what conspiracy theories they had encountered in children

Children are unable to tell fact from fiction

Teachers across Europe say children are unable to tell facts from falsehoods[45]



How teachers think children are being influenced by misinformation[46]



Parents on the misinformation front line

While parents advocate for their children having smart device access, they are acutely aware that giving children unfettered access can lead to them being exposed to misinformation. Parents across Europe are aggressively combating this problem, with 95% taking action.

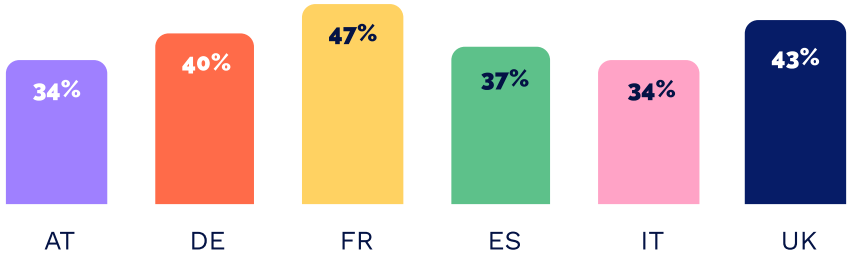
Parents in Austria are most likely to have taken the 'nuclear option' and banned a child from a device over misinformation fears (15%), while parents in the UK are most likely to use parental control apps to manage what children see (36%).

But across the countries of Europe, parents are most likely to deal with the issue by having open conversations with young people (42%) and teaching young people how to spot fake news (36%).[47]

Whilst well intended, an alarming number of parents (39%) struggle to work out what is true online themselves, rising to 47% in France.[47]

This points to a generational information gulf which is likely to continue to widen in the age of AI.

Parents who struggle to identify what is true online[48]



"My child needs to be able to recognise something created by AI."

Parent, France

What parents are doing to combat misinformation[49]

42% engage in conversations with children about what they see online

36% teach children to spot fake news

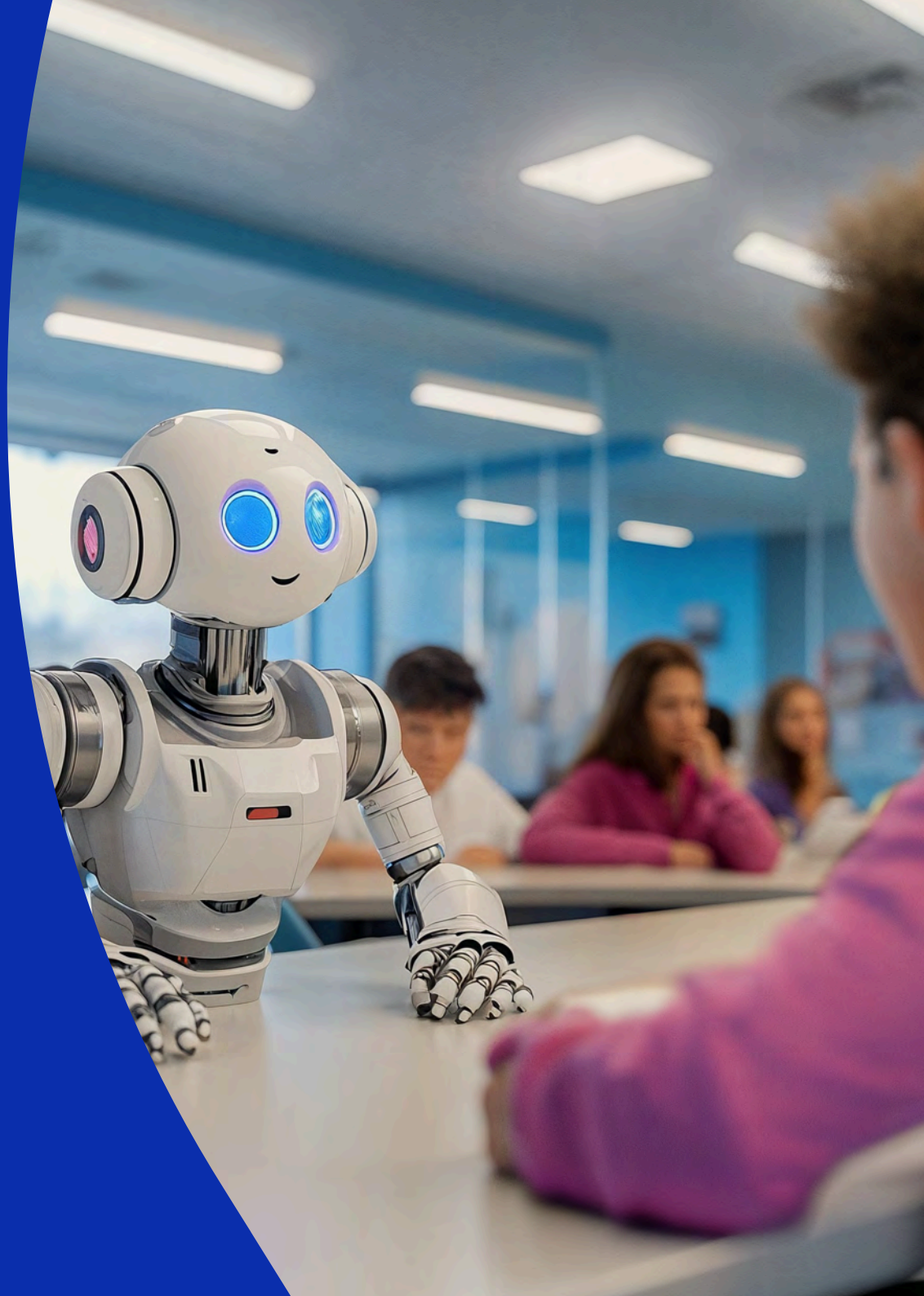
32% monitor children's online activities

29% use parental control apps

10% ban children from using online devices

Chapter 3

Knowledge gap: The barriers to AI learning



GoStudent

Students want to learn AI: teachers urgently need to upskill to stay ahead

Young people in Europe have an enormous appetite to learn about technology, and AI in particular, **citing AI skills as the number-one skill that will help them thrive in tomorrow's job market.**

But it's also clear that there are barriers that prevent them getting this knowledge, chief amongst which is a training gap among teachers.

Three-quarters of teachers in Europe are not receiving any training whatsoever in AI, despite the fact 56% of teachers demand it.

With students and educators both hungry to learn, it's vital that schools empower teachers with the time, training and resources to upskill themselves, and help children acquire this crucial knowledge.

We believe that partnerships between the education system and the private sector will be crucial to delivering this.

At GoStudent we're building technology-based teacher-assisting tools, which enable human educators to focus on expanding their skills and integrating technologies such as AI into the learning experience.

Balancing the human and technological elements is crucial: our research found that 59% of teachers believe that a combined approach including both human and AI teaching would help children to learn better.

In fact, two-thirds of students (63%) wish that their teachers knew more about artificial intelligence, and at present students are almost as likely to rely on social media to learn about the technology as they are to turn to their parents and teachers for help.

This represents both a challenge and an opportunity for the education sector.

Parents and teachers believe that schools and teachers should lead the way on this topic.

Those that innovate first: both in terms of utilising AI tools in the classroom and being able to articulate and explain the technology, will ensure the longer-term success of their students and their teachers.

At GoStudent we believe that technology has an important role to play in supporting both educators and pupils: our AI chatbot, Amelia, is a homework helper who can support children when teachers are not there. Our AI-generated Magic Quizzes, designed to recap and consolidate knowledge in a fun, interactive way, are based on lesson content, and automatically track progress, helping to boost engagement and topic retention.

Such technological tools will help take the strain off teachers as they adapt to a new era - ensuring students and teachers alike don't fall behind.

62% of students wish teachers knew more about AI

Our research makes it clear there is a huge appetite for technology among children across Europe.

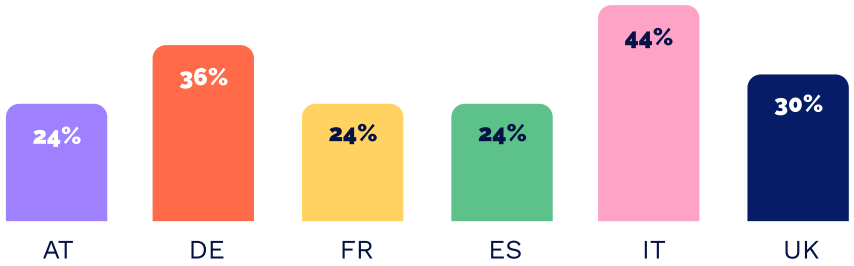
But while young people are keen to get to grips with artificial intelligence and all it promises, they feel that they are being held back by the lack of knowledge in their teachers, and also in their parents.

Almost two-thirds (62%) of students admit they wish teachers knew more about AI, and a similar number say the same about their parents (57%).[50]

For parents, it's clear that they feel the job of learning about AI falls to schools and teachers.[51]

Parents feel that it is the responsibility of teachers to 'upskill' in AI knowledge in order to deliver for children, with **59% believing teachers need to learn more about AI.**

Percentage of children who have access to AI-powered learning tools in the classroom[52]



> **"If I had a magic wand, I would choose to learn more about AI."**
>
> Student, Austria

> **"I will choose to equip my school's computer room with the latest computers and to give my teachers knowledge as infinite as that of AI."**
>
> Student, France

Students are learning AI for themselves

Today, it's clear that school curriculums, teachers and parents are not delivering the pathway to learning about AI that children need to be ready for tomorrow's workplace.

At GoStudent, we believe it's vital that children should be empowered to use AI.

A quarter of students are currently turning to online sources such as social media to 'self teach' themselves AI skills and AI knowledge, with almost as many doing so as turning to parents (29%) and teachers (31%).[53]

In countries such as the UK, children are most likely to 'self teach' AI with social media, while in other countries such as Germany and France, they turn to their parents for advice, rather than feeling they can turn to teachers, which highlights a gap in the role that schools currently play when preparing students for a technology-driven future.

Over two-thirds of parents (68%) believe schools should be responsible for helping children safely use and understand AI, while almost half (48%) believe they are also responsible.[54] This is reflected in the view of teachers, with 66% believing schools are responsible, and 44% suggesting the responsibility also lies with parents.[55]

It's clear that both parents and teachers need to proactively take responsibility for the issue, to ensure more children turn to them for knowledge.

Despite the national or local government playing a role in defining the curriculum, one third of teachers and parents believe education technology companies should take some responsibility for AI training - ahead of the Government - **showing there is an appetite for collaboration, if it results in children's empowerment.**

> **"I would like everything to be more digital so I can learn better."**
>
> Student, Germany

Where children say they are getting information about AI tools[56]

The tools teachers believe children need access to[57]

35% Generative AI

29% Writing assistants

29% AI language learning tools

23% AI maths tools

75% of teachers are still not receiving AI training

A shockingly small number of teachers are being trained in how to use AI and how to teach students to safely use it.

More than half of teachers (56%) say they would like to be trained in how to teach students how to understand and safely use AI, but in countries such as Austria (88%) and France (80%) teachers are not receiving any training whatsoever in AI.

Some countries are bucking the trend, with 38% of teachers in Germany saying they are receiving training in AI.[58]

One thing unites parents and teachers across Europe: **they see it as the school's responsibility to teach students not only how to use AI tools, but how to do so safely**, and how to become 'future ready' by learning about AI technology and skills.[59,60]

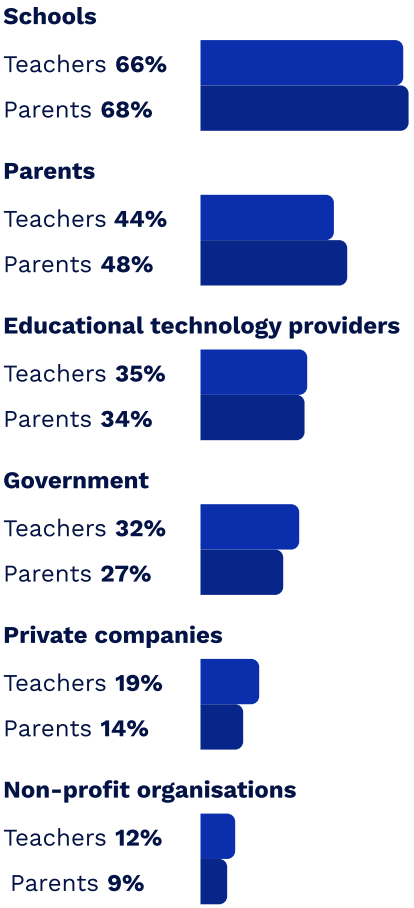
With AI tools relatively cheap to operate on ordinary computer equipment, cost is not the barrier to access. Instead, **teacher training in AI has emerged as the number one blocker** to children learning about these important tools.

> **"AI is the future: therefore further teacher training is mandatory"**
>
> Parent, Austria

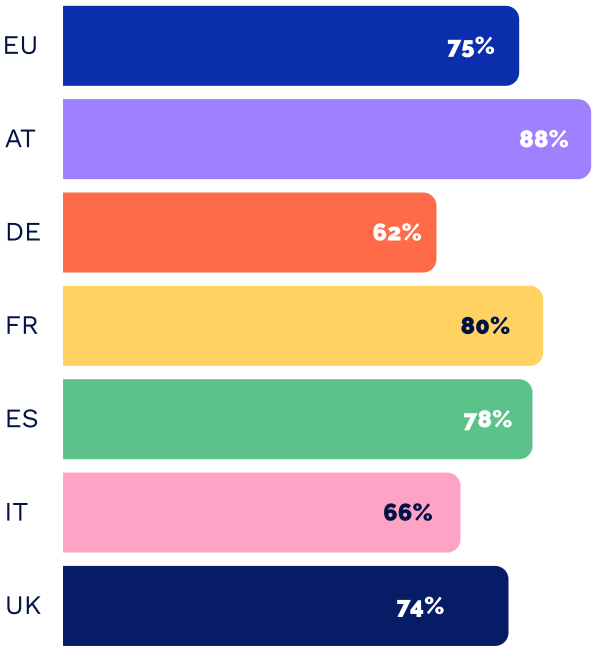
Top barriers to teachers learning about AI

- **Lack of teacher training**
- **Fears over students relying on AI**
- **Lack of funding**
- **Fears over AI risks**
- **Lack of support from leadership**

Parents and teachers say schools are responsible for teaching students how to use AI[59,60]



Teachers state they are not being trained how to use AI[61]



Are we AI ready? Setting teachers and students up for success

Children will need new AI-specific skills to thrive in tomorrow's workplace, along with critical thinking skills. Young people are more likely to use generative AI, more likely to hide their usage of AI and more likely to fall victim to AI-generated misinformation than older people, according to UNICEF.

Teachers, understandably, advocate a cautious approach, with **more than three-quarters saying that children need to learn the basics of technology before engaging with AI.**[62]

Different approaches to technology in education have drastic effects on teachers' confidence when it comes to helping students develop the AI skills to prepare for the future: 72% of teachers are confident in Spain, compared to just 52% in Austria.[63]

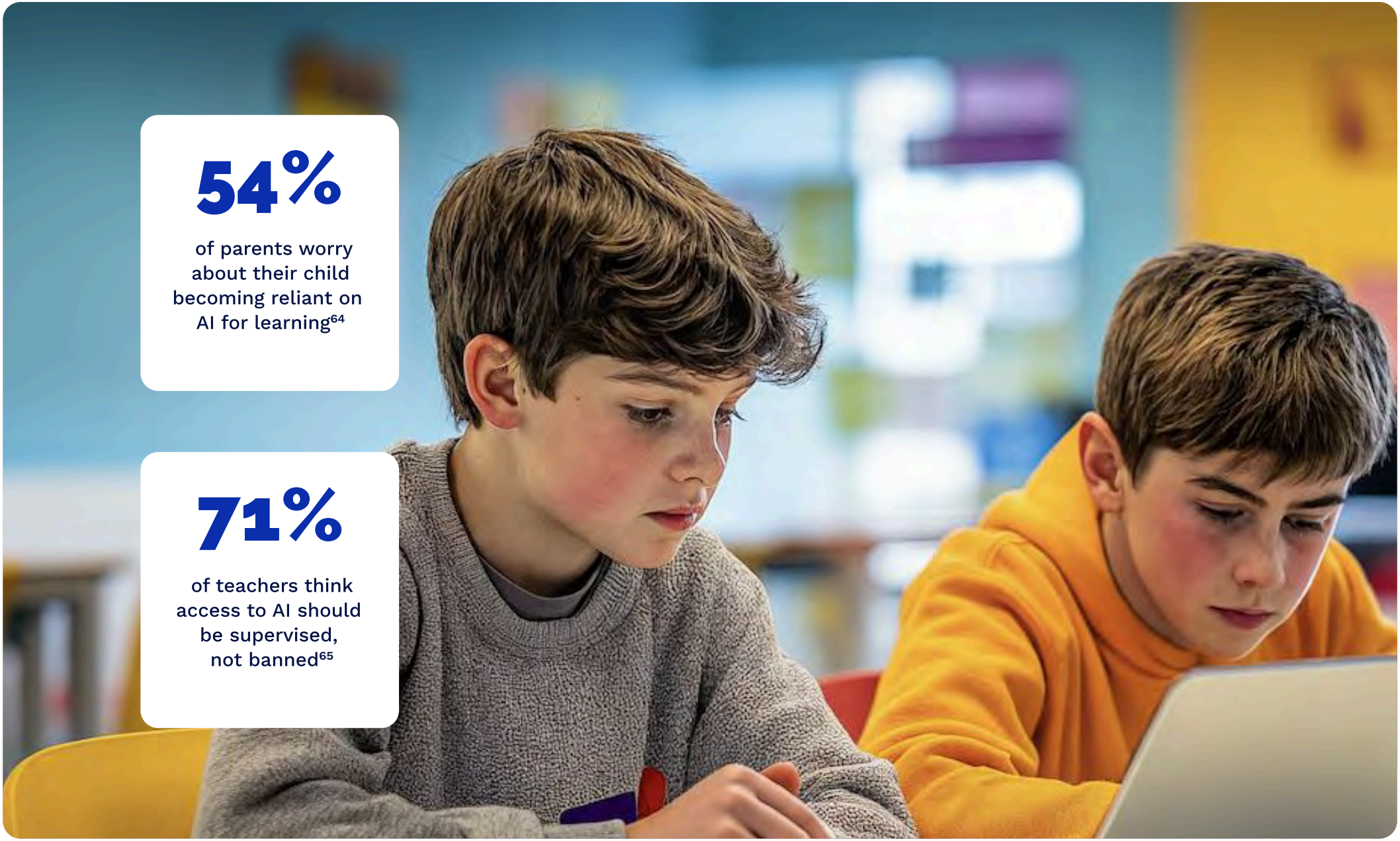
For teachers, it's also clear that many feel that they are being let down, with **the top two 'wants' in order to help children prepare for a tech-oriented future being classroom technology and more training.**

"I'm concerned children won't focus if machines take over."

Physics and Religious Education teacher, UK

"Critical thinking will be lost on the part of students, since they will depend more on AI."

Maths teacher, Spain



54%

of parents worry about their child becoming reliant on AI for learning[64]

71%

of teachers think access to AI should be supervised, not banned[65]

Three-quarters of teachers believe AI will be central to students' careers

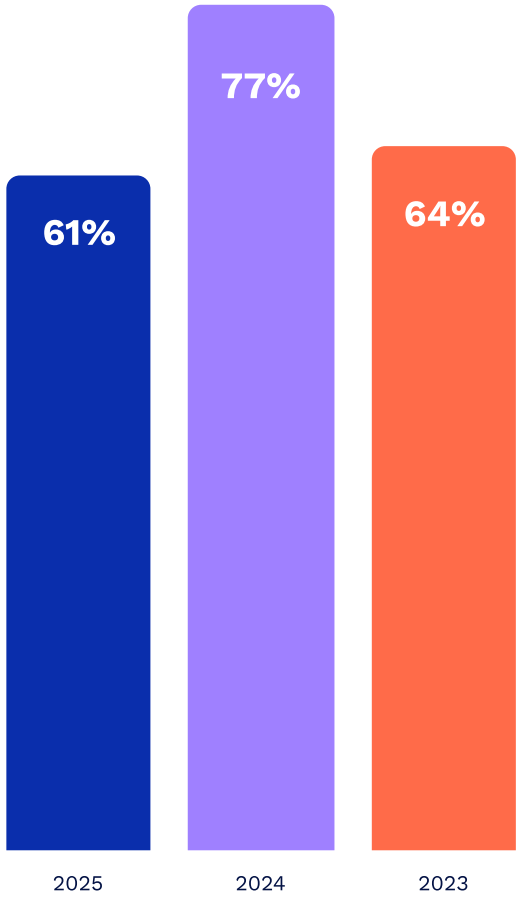
Young people studying today will enter a world of work where artificial intelligence is central to most people's jobs, irrespective of sector, teachers believe. **This highlights the urgent need for curriculum reform.**

Today, students learn subjects in a way familiar to their parents and even their grandparents, and even the subject content remains largely unchanged: but **this is no longer fit for tomorrow's world of work.**

But while most teachers agree AI will be a dominant force in pupils' working lives, there are significant differences between European countries, with 70% of teachers in Spain and the UK believing AI will be central, compared to a mere 50% in France and 44% in Austria.[66]

Additionally, since last year, there has been a dip in students' confidence in their ability to cope with tomorrow's tech-heavy world (from 77% to 61%) aligned to students' concerns that their teachers do not know enough about AI - they are already anticipating the potentially damaging consequences for their future.[67]

Percentage of students who agree they are confident living in a world surrounded by new technologies: GoStudent Future of Education Reports 2023, 2024, 2025.



Where teachers think AI will be central to students' professional lives[66]

70% Spain

70% UK

58% Italy

52% Germany

50% France

44% Austria

What AI skills parents think children will need[68]

38% Knowledge of AI risks

34% AI research skills

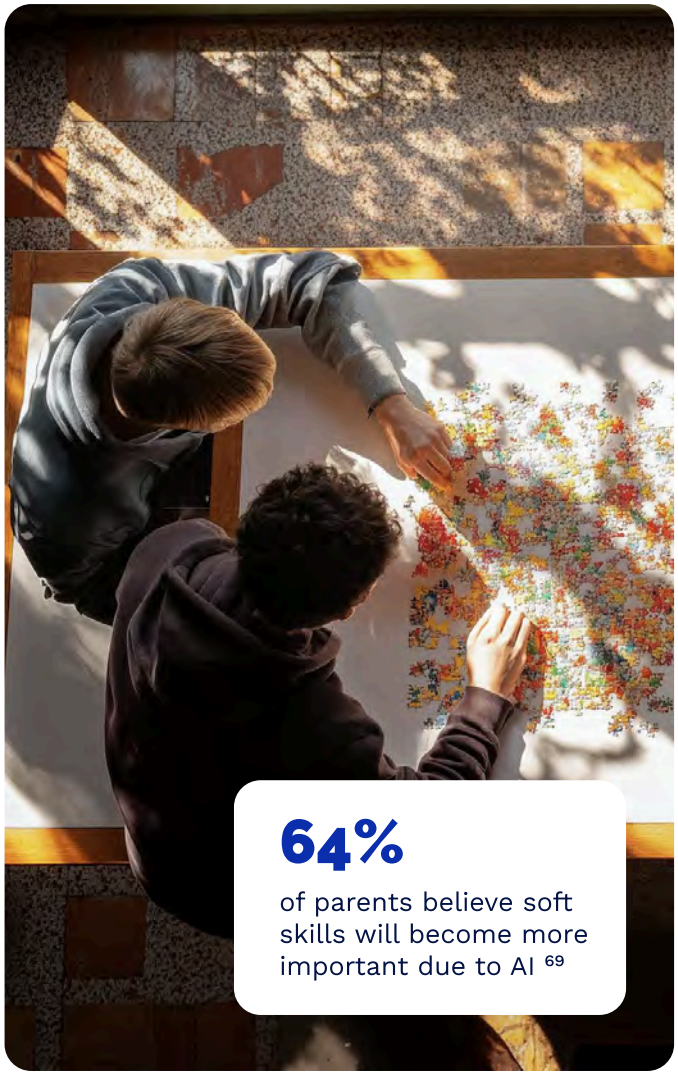
31% Critical thinking when using AI

25% Understanding AI ethics and bias

‘Soft skills’ will grow in importance in an AI age

Contrary to depictions of an AI-powered world as a dehumanised place, our research shows **soft skills such as emotional intelligence, critical thinking and problem solving will only grow in importance in coming years,** and it is vital that schools equip young people with these ‘human’ skills to be able to thrive in a new age of automation.

Previous research by the National Bureau of Economic Research has shown that soft skills are increasingly demanded of business executives, and a clear majority of parents believe that mastering human skills is more important than ever (64%, rising to 74% in the UK).



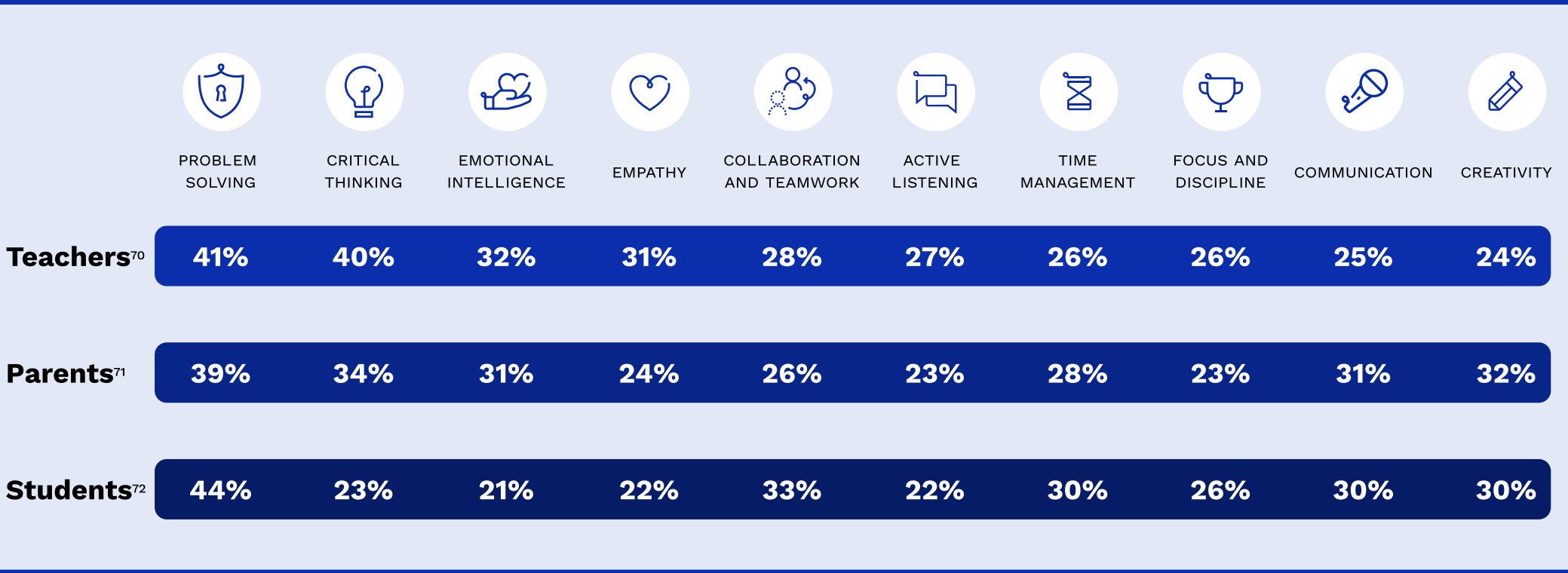
64%

of parents believe soft skills will become more important due to AI [69]

“Ensuring that teaching remains adaptable, equitable, and centered on human connection is crucial for maintaining the quality of education in the future.”

English language and literature teacher, UK

Problem solving and critical thinking are essential skills for the future



Access to AI tools is vital for students to succeed

Teachers see AI tools as key to future success, but access at school is unequal.

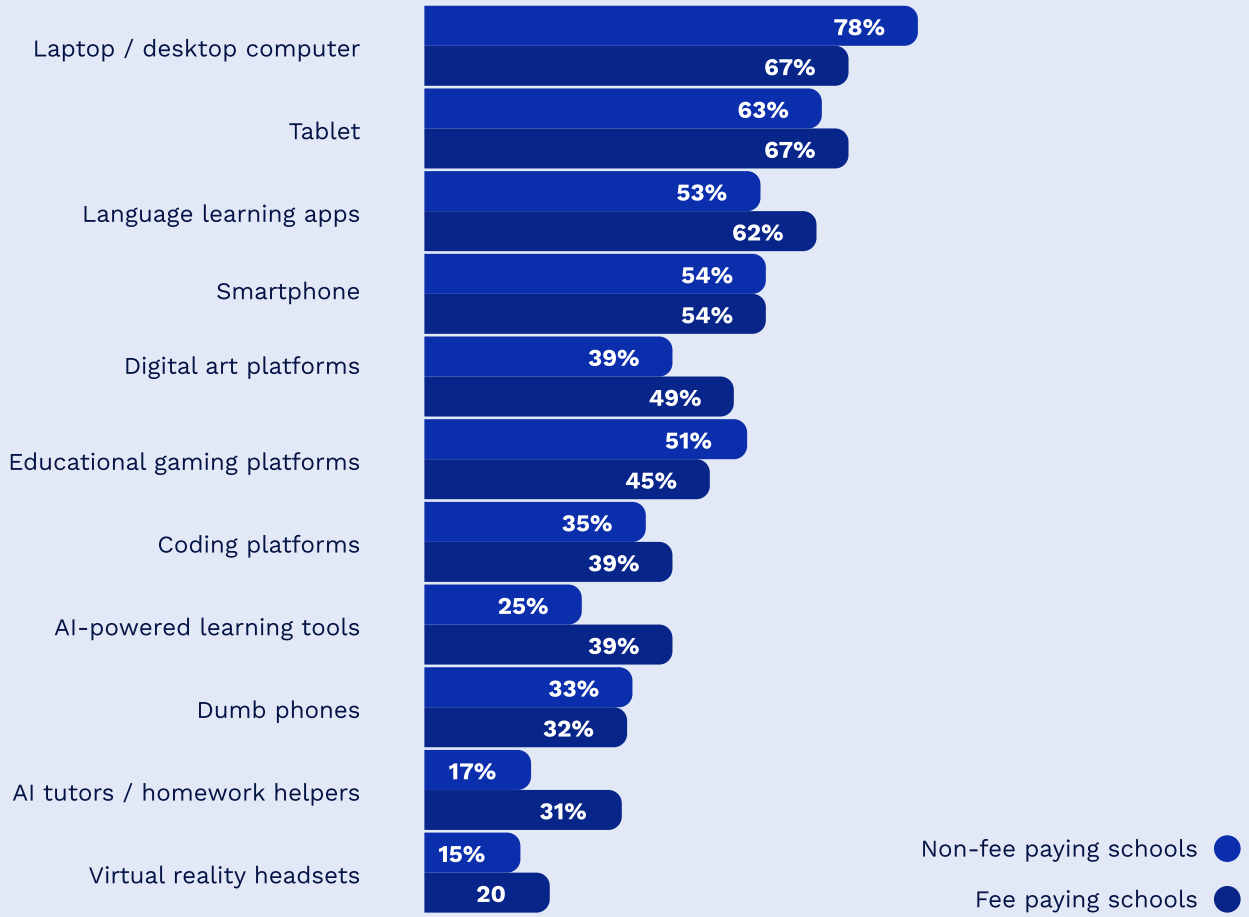
Half of the teachers surveyed (46%) believe that students who don't have access to AI tools will fall behind in their education, rising to 64% in Germany.[73]

However, parents are divided on whether their children will fall behind without access to AI-learning tools, with 38% agreeing and 32% disagreeing. Parents in Germany (43%) and Spain (48%) tend to agree, whilst parents in France, Italy, and UK disagree with the sentiment (36%, 37%, and 38%, respectively).[74]

This is particularly concerning when comparing the access to tools and digital platforms between fee paying and non fee-paying schools, which risks creating a new 'two tier' education system in countries across Europe.

Whilst both fee-paying and non-fee-paying schools seemingly have similar access to hardware such as laptops, tablets and smartphones, fee paying schools are far more likely to report having access to AI tools, such as AI tutors and homework helpers.

Tools and digital platforms available at school[75]



Classroom AI - as essential as the internet

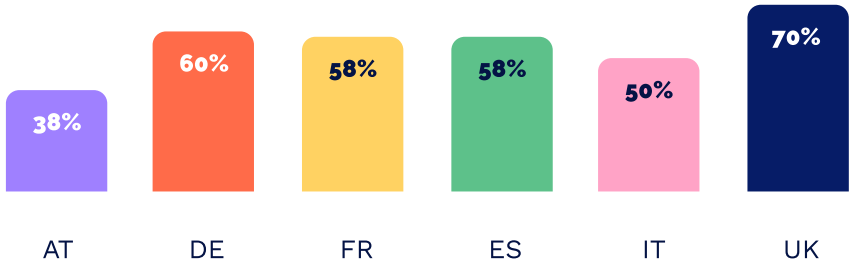
For almost a decade, access to the Internet has been seen as a basic human right by the U.N. Should artificial intelligence tools be seen in a similar way?

Half of teachers (56%) believe so, stating that AI in education should be seen as a basic resource, like computers or the internet.[76]

In tech-savvy Britain, 70% of teachers believe AI should be a basic resource, and 62% believe that AI tools will be crucial to future success, while in Austria, where children are least likely to have access to AI tools, and teachers are least likely to have access to AI training, teachers are less likely to believe in the importance of access to AI.[77]

Just 38% of teachers in Austria believe AI should be considered a basic resource.

Where teachers believe access to AI should be a basic human right[78]



"I think that everything will be more and more related to the internet and that children definitely need extensive education about it."

Art teacher, Austria

The AI tools that students need to thrive

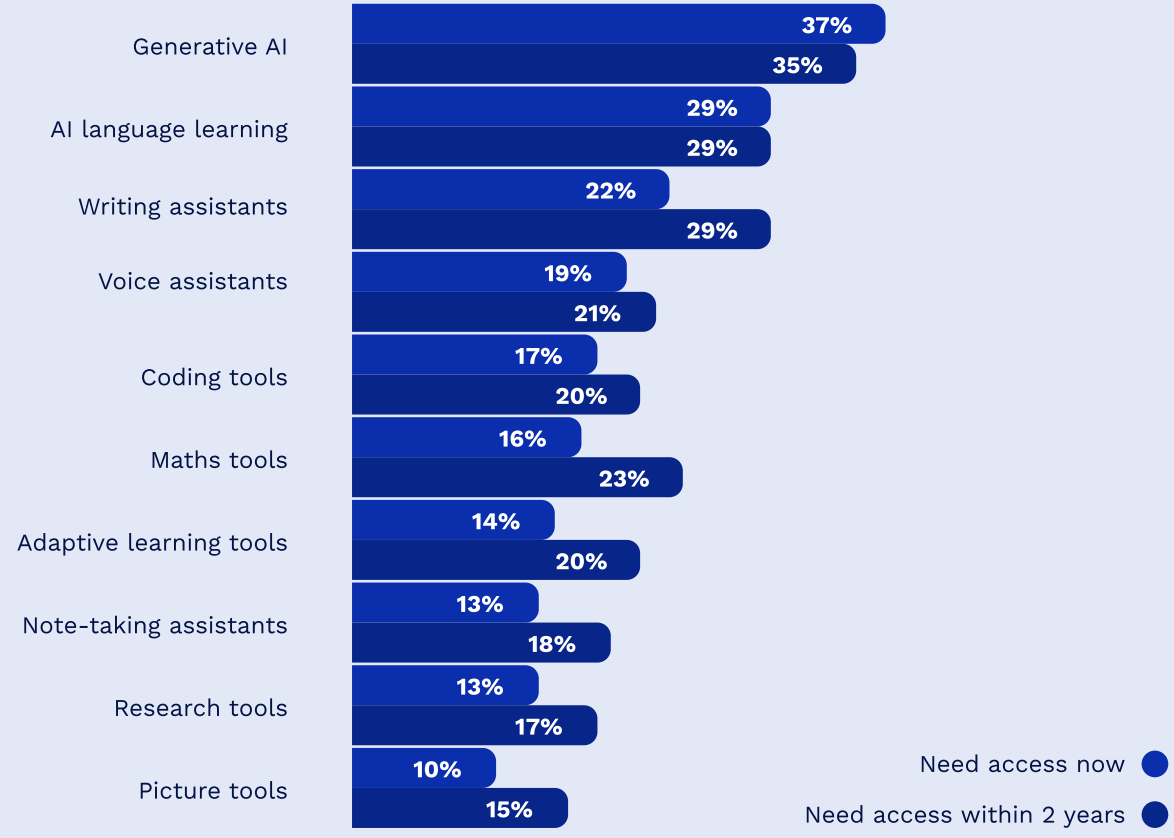
In response to the arrival of ChatGPT in November 2022, school authorities in New York and other areas banned access to the chatbot in schools - but there's an increasing awareness among teachers that not only are **AI tools useful, they are becoming increasingly necessary for children to learn.**

In countries such as the UK, half of teachers (50%) believe that children will need access to generative AI tools such as ChatGPT within the next two years, and a similar amount believe that students will need access to writing assistants such as Grammarly.[79]

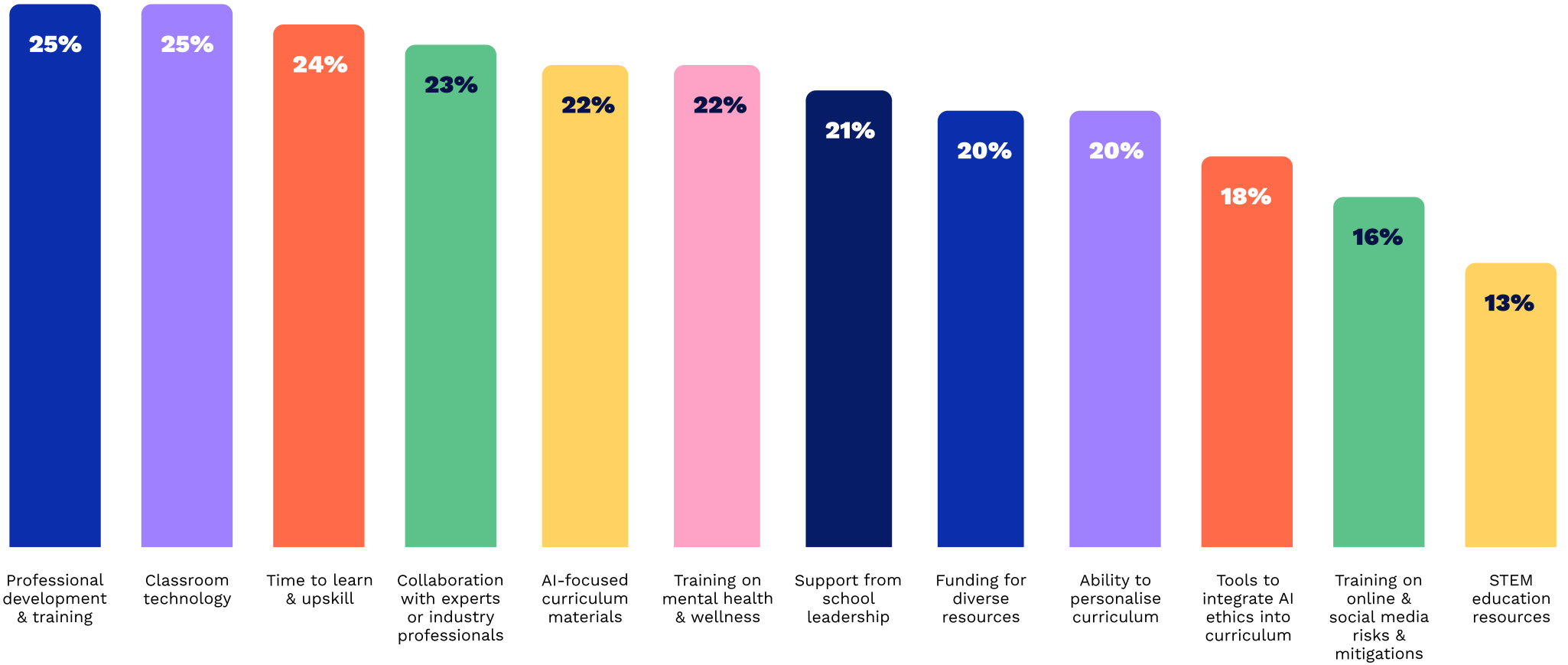
Children themselves are also leading the way on using AI: on average across Europe, just 15% of students claimed they don't use AI tools (rising to 20% in France and 19% in Italy).[80]

10% of teachers believe students will not need access to AI tools within the next two years[79]

The AI tools children need now and in the future



What teachers need to prepare students for the world of work[81]



Chapter 4

The future of education is personalisation

GoStudent

AI holds the promise of personalisation for education

Artificial intelligence tools hold enormous promise to 'personalise' the education journey, in a way that has always been impossible before.

Technology can never replace human teachers, who are role models and heroes for children. What it can do is streamline administrative processes such as lesson planning and marking, so teachers can focus on coaching and interacting with children one-to-one.

Three-fifths of teachers (59%) and more than half of parents (51%) believe the best way to deliver education is via human teachers armed with AI tools, with teachers expressing the hope that AI can help with everything from planning to marking.

AI will also be very powerful in personalising the education journey, something that is going to grow in importance in coming years.

At GoStudent we believe that technology has an essential role to play in addressing the teacher shortage. Empowering teachers with technology helps them to deliver effective personalised education, and handle large class sizes.

Using AI during lessons, for example, means it's already possible to deliver real-time feedback and assistance to pupils who may be struggling, and to focus coming lessons on areas where the student is weaker.

The 'personalised' approach delivered by AI could spark a sea-change in delivering lessons for children with special educational needs, with 44% of parents of a child with SEN hopeful that AI can help.

In the short term, parents and teachers believe that technologies such as AI tutors, with their personalised approach, could shake up the education sector.

Almost half (46%) of parents hope that AI will enable teachers to reduce admin work, spend more time teaching, and have an even greater impact on their students' learning outcomes.

AI algorithms can only work with existing data: teachers will remain a vital part of the education sector.

Their ideas inspire children, and also help children to get the most out of AI tools. Teachers who are creative and come up with new ideas can help children to thrive in an AI-powered learning world.

Parents and teachers believe the human touch is still vital

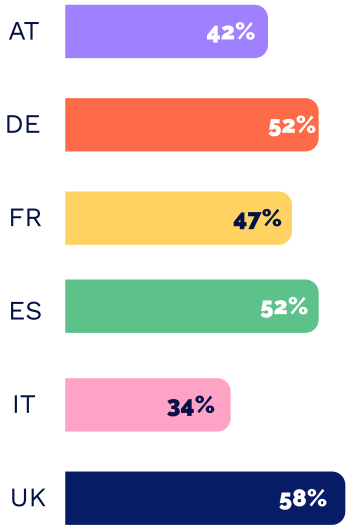
Even in an era where AI can personalise the education journey of every child, parents and teachers see immense value in the 'human touch'.

Contrary to media reports, very few teachers or parents imagine that AI is anywhere close to the level that it can 'replace' human staff.

For teachers, AI is appealing because they hope it will streamline background tasks such as organisation and marking, freeing them up to focus on delivering enhanced outcomes for children.

Three-fifths of teachers (59%) and more than half of parents (51%) believe that the most effective way for children to learn using AI is to pair artificial intelligence technology with human teachers who can use empathy and critical thinking to help children get to grips with concepts and ideas - these being key skills parents and teachers want students to learn.[82,83]

Where parents believe AI teachers will enhance learning [85]



59%
of teachers believe students learn best when AI is combined with human teaching [82]

Will AI replace teachers?[84,85]

Parents 11% **yes**

Teachers 10% **yes**

Teachers are enthusiastic about the benefits of AI

“I am an English teacher and I’m also an AI user.

This tool helps me a lot to save time correcting homework (normally those hours are not paid and it takes a lot of time - without AI I felt burned out) and to focus more on the quality of the classes I prepare.”

English teacher, Spain

“AI can help minimise teachers' time spent doing repetitive or simple tasks, so that teachers can focus on teaching.”

Chemistry teacher, UK

“I think AI will generally make things more streamlined, and remove a lot of the tedious hours a teacher has to go through marking papers etc.”

Maths teacher, UK

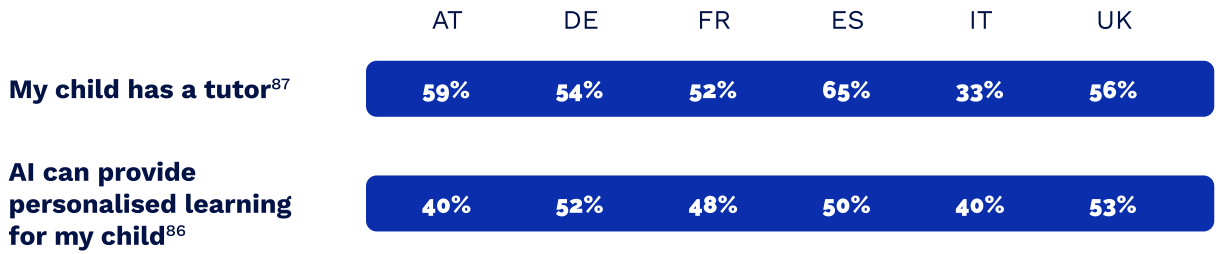
How AI can deliver personalised learning experiences

While parents and teachers believe that the empathy of human teachers is central to education, it's also clear that there is an appetite for the personalised experiences both tutoring and AI can deliver. Tools such as AI tutors can 'personalise' courses to the attainment level of each pupil, helping to ensure each student can thrive.

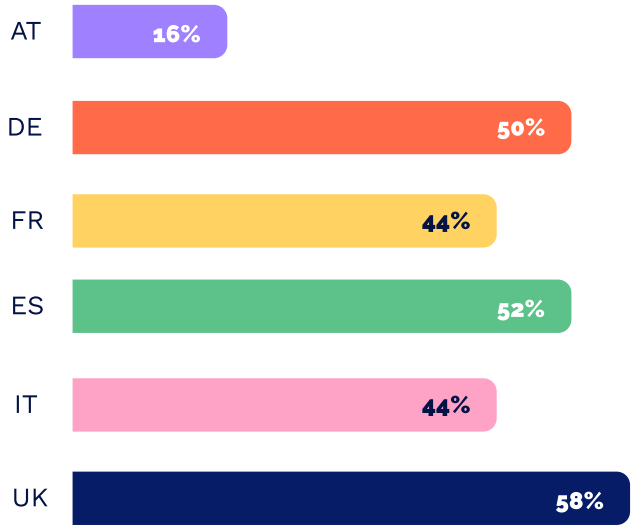
Half of parents (47%) believe that AI can provide young people with a personalised learning experience tailored to their specific needs, and this is mirrored by teachers, with 44% believing that personalised learning experiences should be centred around AI.[86]

In Austria, where 6 in 10 children currently have a tutor, parents tend to be least interested in personalised AI learning, at least for now.

Many teachers also expressed hopes that AI can do the 'heavy lifting' when it comes to delivering the right education experience to each child, allowing teachers to focus on coaching children, while AI does the administrative work like lesson planning and homework grading.



Where teachers believe personalised learning needs AI at it's core[88]



"AI-powered tools can assess individual student needs and tailor content to match their pace, allowing teachers to focus more on engaging with students and fostering critical thinking."

English language and literature teacher, UK

Parents rank SEN support as one of the top benefits of AI

For parents of children with special educational needs (SEN), which make up 9% of our sample, the traditional classroom is often not tailored to children's needs.[89] **Parents in our research are hopeful that AI can step in where traditional education has failed.**

As well as delivering personalised education more generally, parents believe that artificial intelligence will cater to the learning needs that are unique to their child in a way that a human teacher, overseeing a busy, mixed ability classroom, simply cannot.

Parents rank support for SEN students as one of the top benefits of using artificial intelligence in education, as 44% of parents with a child with either diagnosed or undiagnosed SEN say that AI can offer extra support in delivering personalised tools to enhance their education.

"AI offers better opportunities to respond to students' special needs."

Geography and Humanities teacher, Germany

The top benefits of AI in education, according to parents[90]

AI will offer 24/7 learning and support

AI will spot 'gaps' and adjust content to help children

AI will support children with SEN with personalised tools

"AI will help support students with special needs, who benefit from a part-time educational assistant. When the latter is not present, teachers are very absorbed by students experiencing difficulties, so lessons cannot progress as planned. This will change completely thanks to AI."

Technology teacher, France

Parents and teachers fear over-reliance on AI

Could children become over-reliant on AI as a 'crutch', and lose their ability to think for themselves?

While there is a lot of enthusiasm for AI, there are some very real fears, borne out by recent scientific research from Chunpeng Zhai, Santoso Wibowo & Lily D. Li - and it's a concern for both parents and teachers.

Fears around over-reliance on the technology are ranked as the top barrier for students getting access to AI at home and school (home: 24%, school: 23%), alongside fears over privacy and security related to AI tools.

"What worries me most about the future of teaching is the potential for a growing reliance on technology to overshadow the human elements essential to effective education."

English language and literature teacher, UK

Barriers parents see to giving their children access to AI tools at home...

Concerns about over-reliance on AI

Privacy and security concerns

Not knowing what makes a good or bad AI tool

And at school...[91]

Concerns about over-reliance on AI

Privacy and security concerns

Not knowing enough about them

The children at risk of falling behind

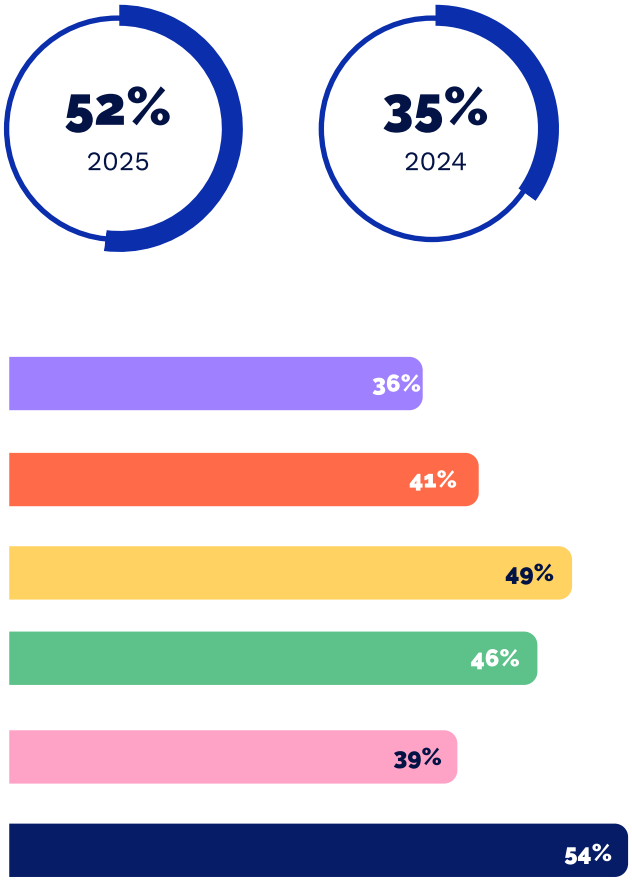
Worryingly, there is already a gap in access to artificial intelligence tools in schools, which could define the future of societies if (as parents and teachers both believe) AI is foundational to the careers of the future.

This gap manifests itself both across income groups - with **fee-paying schools offering access to crucial AI tools more than public schools** - and across countries: 86% of students in Austria have access to laptops, compared to 62% in France. Such differences, whether at home or at school, hold the potential to mean that pupils are less valuable on the global job market.[92]

This skill deficit is leaving more than half of school children increasingly concerned that **they will not be prepared to secure their dream job in the future.** This is particularly pronounced among children in Austria and Italy, where almost two thirds of children are worried about being unprepared for their future.

Curriculum reform is essential to ensure children do not lose faith in their teachers and remain confident in their ability to succeed in the future.

Percentage of children who agree school is teaching them the skills they need to do their dream job[93]



What learning will look like in the future

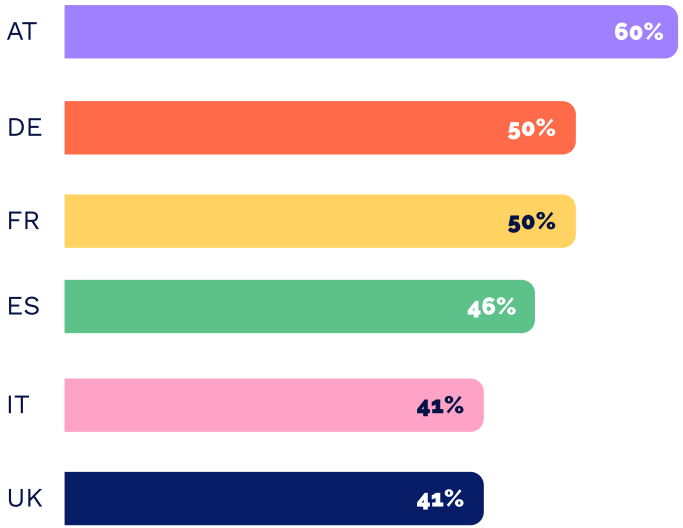
Despite a media focus on smartphone bans in schools, apps are becoming a widely adopted means for students to learn, with almost half of European schools having done so, according to students in the research, with apps now second-only to face-to-face learning in the countries surveyed (48% compared to 60%).[94]

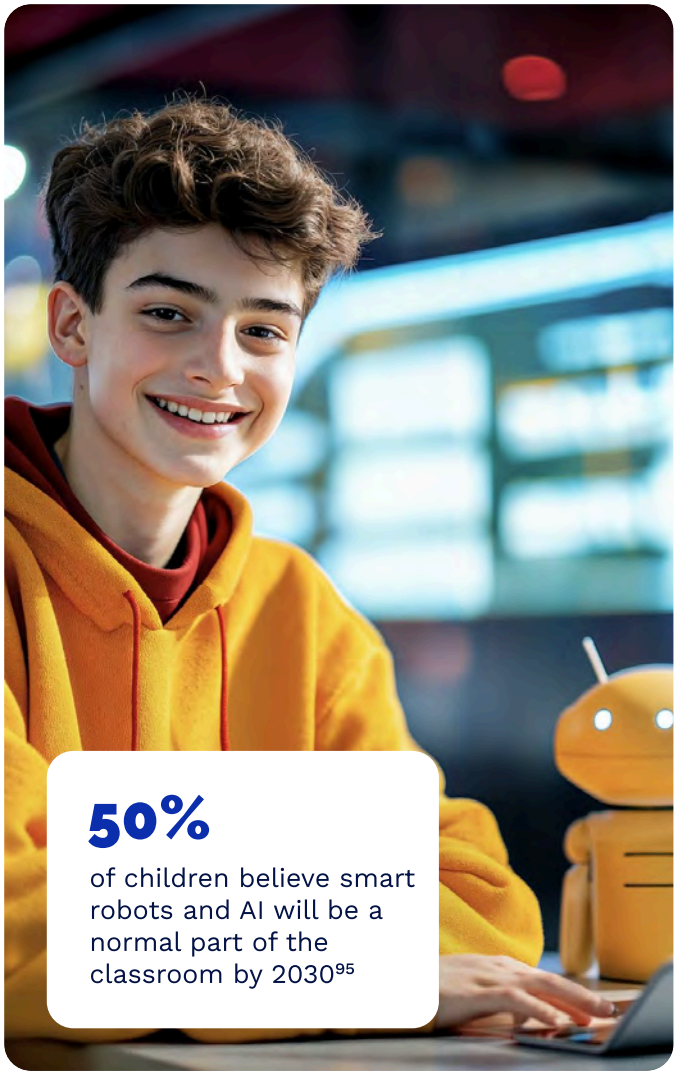
The UK is a European leader in app-based learning, with 60% of students using digital apps, while countries such as Spain, Italy and France are slower to adopt such technology. The UK is also leading the way on the use of AI by students specifically in a learning context (at school), with 35% having used it, compared to 26% overall.

Over the longer term, over half of children expect that robots will be a normal part of the classroom (53%), and believe technologies such as virtual tutors will flourish in coming years, with 46% of children hoping for avatars teachers by 2050.[95]

Half of parents (48%) also **hope that AI technology can deliver 'virtual tutors'** to enhance their child's learning, and half of parents (46%) hope that AI will make teachers better at their jobs in the future.[96]

Where children say they have used app-based learning[97]





50%

of children believe smart robots and AI will be a normal part of the classroom by 2030[95]

Sorry Zuck, the world has lost interest...

The AI wave sparked by the launch of ChatGPT also marked a sea change in attitudes to the Metaverse: the 'online world' and 'evolution of the internet' which Meta once hoped would attract a billion users.

While interest in AI has remained steady (53% of students hope to learn using it, compared to 54% last year), **interest in the Metaverse has plunged from a previous high of 80% in 2023 to 50% today.**

Interest in VR (as opposed to the more ambitious idea of the connected Metaverse) is still strong, with particular interest in Italy (57%) and Spain (56%).[98]

"I worry about a disconnect between the real and virtual world."

Humanities teacher, Italy

Which learning techniques children have engaged with[98]

48% Digital learning apps

26% AI teachers and tutors

21% Metaverse and VR

21% Virtual reality

Appendix - Data sources

Chapter 1

(1) Q18. Now thinking about how your students should be assessed. How effective do you think the following types of assessments are? Teachers n=300

(2) Q16. Thinking about how your child should be assessed. How effective do you think the following types of assessments are? Parents n=5859

(3) Q14_CHILD. When it comes to your schoolwork and tests, how or why do you use AI, if at all? Pick your top three ways. Children n=5859

(4) Q18. To what extent do you agree or disagree with the following statements around how your child is taught and assessed at school? Parents n=5859

(5) Q14_CHILD. When it comes to your schoolwork and tests, how or why do you use AI, if at all? Pick your top three ways. Children n=5859

(6) Q19. You said the following ways of being assessed are not effective. Why do you think this is? Select up to three. Teachers n=300

(7) Q21. Looking to the future, how effective do you think the following types of assessments will be at measuring the skills and knowledge students need to be future ready? Teachers n=300

(8) Q21. Looking to the future, how effective do you think the following types of assessments will be at measuring the skills and knowledge students need to be future ready? Teachers n=300

(9) Q7.A. Think about what your students need to learn to be ready for the future and the world of work. Which of the following subjects do you think are taught in a way that is no longer fit for purpose? Select up to three. Teachers n=300

(10) Q8.A. Think about what your child needs to learn to be ready for the future and the world of work. Which of the following subjects do you think are no longer fit for purpose? Select up to three. Parents n=5859

(11) Q8_CHILD. Which of these subjects do you think you don't need to learn to be prepared for the future? Select the top three that you do not think you need to learn anymore. Children n=5859

(12) Q17_CHILD. And finally, what is your favourite subject at school? Children n=5859

(13) Q18_CHILD. And who is your favourite teacher at school? Children n=5859

(14) Q7.A. Think about what your students need to learn to be ready for the future and the world of work. Which of the following subjects do you think are taught in a way that is no longer fit for purpose? Select up to three. Teachers n=300

(15) Q8.A. Think about what your child needs to learn to be ready for the future and the world of work. Which of the following subjects do you think are no longer fit for purpose? Select up to three. Parents n=5859

(16) Q8_CHILD. Which of these subjects do you think you don't need to learn to be prepared for the future? Select the top three that you do not think you need to learn anymore. Children n=5859

(17) Q9_CHILD. And, which, if any, of the below subjects do you think you need to be ready for the world of work? Please select the top 5 you think are most important. Children n=5859

(18) Q9. And, which, if any, of the below subjects do you think should be integrated into the curriculum to prepare your students for the future and the world of work? Please select the top 5 you think are most important to be integrated into the curriculum. Teachers n=300

(19) Q10. Which, if any, of the below subjects do you think should be integrated into the curriculum to prepare your child for the future and the world of work? Please select the top 5 you think are most important. Parents n=5859

(20) Q9_CHILD. And, which, if any, of the below subjects do you think you need to be ready for the world of work? Please select the top 5 you think are most important. Children n=5859

(21) Q11. What knowledge and life skills do you think should be taught in class today, to prepare students for the future? Select up to three that you think are most important. Teachers n=300

(22) Q12. What knowledge and life skills do you think should be taught in class today, to prepare your child for the future? Select up to three that you think are most important. Parents n=5859

(23) Q11_CHILD. What knowledge and life skills do you think should be taught in class today, to prepare you for the future? Select up to three that you think are most important. Children n=5859

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(24) Q11. What knowledge and life skills do you think should be taught in class today, to prepare students for the future? Select up to three that you think are most important. Teachers n=300

(25) Q12. What knowledge and life skills do you think should be taught in class today, to prepare your child for the future? Select up to three that you think are most important. Parents n=5859

(26) Q11_CHILD. What knowledge and life skills do you think should be taught in class today, to prepare you for the future? Select up to three that you think are most important. Children n=5859

Chapter 2

(27) Q2. At what age do you think children should be allowed to start using the following technologies? Teachers n=300

(28) Q2. At what age do you think your child should be allowed to start using the following technologies? Parents n=5859

(29) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? n=5859

(30) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? Not enough is being done to regulate what children are consuming online. Parents n=5859

(31) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? n=5859

(32) Q21. Thinking about the amount of time your child spends on their smartphone, laptop/computer or tablet. How, if at all, does it impact them? Select up to three. Parents n=5859

(33) Q20. What do you think your child is doing when using their smartphone, laptop/computer or tablet at home? Select all that apply. Parents n=5859

(34) Q2_CHILD. Thinking about when you are using your smartphone, laptop/computer or tablet, what are you doing? Select all that apply. Children n=5859

(35) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? n=5859

(36) Q27. To what extent do you agree or disagree with the following statements around the topic of screen time and your students' online usage? Teacher n=300

(37) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? I don't know what my child is exposed to online. Parents n=5859

(38) Q3_CHILD. If you didn't have access to your smartphone, laptop/computer or tablet, what would you miss out on? Select up to three that you would miss out on the most. Parents n=5859

(39) Q4_CHILD. Do you know what the following things mean? Remember to answer honestly. Children n=5859

(40) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? I don't know what my child is exposed to online. Parents n=5859

(41) Q4_CHILD. Do you know what the following things mean? Remember to answer honestly. Children n=5859

(42) Q5_CHILD. How much does seeing or experiencing these things worry you? Children n= 5859

(43) Q24. Misinformation is false or misleading information. It can be shared accidentally or on purpose, often through social media, news outlets, or word of mouth, and can cause confusion or misunderstanding. Do you think your students' knowledge and understanding of the world is being influenced by misinformation online? Teachers n=300

(44) Q26. What actions, if any, are you taking to address the impact of misinformation on your students' knowledge and understanding of subjects? Select up to three. Teachers n=300

(45) Q25. You said your students' knowledge and understanding of the world is being influenced by misinformation online. How are they being influenced? Select your top three. Teachers n=300

(46) Q25. You said your students' knowledge and understanding of the world is being influenced by misinformation online. How are they being influenced? Select your top three. Teachers n=300

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(47) Q23. Misinformation is false or misleading information. It can be shared accidentally or on purpose, often through social media, news outlets, or word of mouth, and can cause confusion or misunderstanding. What actions, if any, are you taking to address the impact of online misinformation on your child? Select up to three. Parents n=5859

(48) Q22. To what extent do you agree or disagree with the following statements around screen time and your child's online usage? I struggle to identify what is and isn't accurate online. Parents n=5859

(49) Q23. Misinformation is false or misleading information. It can be shared accidentally or on purpose, often through social media, news outlets, or word of mouth, and can cause confusion or misunderstanding. What actions, if any, are you taking to address the impact of online misinformation on your child? Select up to three. Parents n=5859

Chapter 3

(50) Q15_CHILD. How much do you agree or disagree with the following statements? I wish my teachers knew more about AI. Children n=5859

(51) Q4A. To what extent do you agree or disagree with the following statements around AI for learning and education? It is essential that my child's teachers upskill on AI. Parents n= 5859

(52) Q1. Do your students have access to the following technology at school? AI-powered learning tools. Teachers n=300

(53) Q13_CHILD. You said you want to learn about AI skills. Who or what, if anything, is teaching you AI skills currently? Select all that apply. Children n=5859

(54) Q15. Who do you think is responsible for teaching your child how to safely use and understand the technology, AI tools, and skills they need to be future ready? Select up to three. Parents n=5859

(55) Q15. Who do you think is responsible for teaching your students how to safely use and understand the technology, AI tools, and skills they need to be future ready? Select up to three. Teachers n=300

(56) Q13_CHILD. You said you want to learn about AI skills. Who or what, if anything, is teaching you AI skills currently? Select all that apply. Children n=5859

(57) Q3B. Which of the following AI learning tools do you think your students need access to within the next two years? Please select all that apply. Teachers n=300

(58) Q16. Are you receiving training via your school in teaching the AI skills your students need to be future ready? Teachers n=300

(59) Q15. Who do you think is responsible for teaching your child how to safely use and understand the technology, AI tools, and skills they need to be future ready? Select up to three. Parents n=5859

(60) Q15. Who do you think is responsible for teaching your students how to safely use and understand the technology, AI tools, and skills they need to be future ready? Select up to three. Teachers n=300

(61) Q16. Are you receiving training via your school in teaching the AI skills your students need to be future ready. Teachers n=300

(62) Q6A. To what extent do you agree or disagree with the following statements around AI in education? Before adopting AI, children still need to learn the basics of using and understanding technology. Teachers n=300

(63) Q14. How confident are you in your ability to teach your students the AI skills they need to be future ready? Teachers n=300

(64) Q4A. To what extent do you agree or disagree with the following statements around AI for learning and education? I worry about my child becoming reliant on the use of AI for learning. Parents n=5859

(65) Q27. To what extent do you agree or disagree with the following statements around the topic of screen time and your students' online usage?Students' use of AI should be monitored, not banned. Teachers n=300

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(66) Q6A. To what extent do you agree or disagree with the following statements around AI in education?Understanding and/or using AI will be intrinsic to my students' professional life. Teachers n=300

(67) Q15_CHILD. How much do you agree or disagree with the following statements? I feel confident about living in a world surrounded by new technologies. Children n=5859

(68) Q13. AI skills refer to the abilities and knowledge needed to work with artificial intelligence technologies safely and effectively. What AI skills do you think your child needs to be future ready? Select up to three. Parents n=5859

(69) Q18. To what extent do you agree or disagree with the following statements around how your child is taught and assessed at school? Mastering human skills like emotional intelligence and critical thinking is even more important with advent of AI. Parents n=5859

(70) Q10. What soft skills do you think will be more important for your students in the future with the prevalence of AI? Select up to five. Teachers n=300

(71) Q11. What soft skills do you think will be more important for your child in the future with the prevalence of AI? Select up to five. Parents n=5859

(72) Q10_CHILD. 'Soft skills' are the abilities that help you work well with others and handle different situations. What soft skills do you think will be most important for you in the future? Select up to five. Children n=5859

(73) Q6A. To what extent do you agree or disagree with the following statements around AI in education? Students who don't have access to AI tools will fall behind in their education. Teachers n=300

(74) Q4A. To what extent do you agree or disagree with the following statements around AI for learning and education? I worry about my child falling behind without access to AI-learning tools. Parents n=5859

(75) Q1. Do your students have access to the following technology at school? Teachers n=300

(76) Q6A. To what extent do you agree or disagree with the following statements around AI in education? AI in education should be considered a basic resource, just like access to the internet or a computer. Teachers n=300

(77) Q6A. To what extent do you agree or disagree with the following statements around AI in education? Students need access to AI tools in the classroom to set them up for future success. Teachers n=300

(78) Q6A. To what extent do you agree or disagree with the following statements around AI in education? AI in education should be considered a basic resource, just like access to the internet or a computer. Teachers n=300

(79) Q3B. Which of the following AI learning tools do you think your students need access to within the next two years? Please select all that apply. Teachers n=300

(80) Q6_CHILD. AI tools are technologies that can think, learn, and make decisions like humans. They help solve problems, answer questions, or do tasks by using information they learn from data. Which, if any, of the following AI powered tools are you using? Select all that apply. Children n=5859

(81) Q17. What do you need in order to best prepare your students for the future and the world of work? Select up to three. Teachers n=300

Chapter 4

(82) Q6A. To what extent do you agree or disagree with the following statements around AI in education? Students learn best when AI is combined with teaching from human teachers or tutors. Teacher n=300

(83) Q4A. To what extent do you agree or disagree with the following statements around AI for learning and education?My child learns best when AI is combined with guidance from teachers or tutors. Parents n=5859

(84) Q6A. To what extent do you agree or disagree with the following statements around AI in education? AI will replace my role. Teachers n=300

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(85) Q4A. To what extent do you agree or disagree with the following statements around AI for learning and education? AI teachers/ tutors will enhance my child's learning. Parents n=5859

(86) Q4A. To what extent do you agree or disagree with the following statements around AI for learning and education? AI provides my child with a personalised learning experience tailored to their needs. Parents n=5859

(87) Q5. Has your child ever used any of the following? A tutor. Parents n=5859

(88) Q6A. To what extent do you agree or disagree with the following statements around AI in education? Personalised learning needs AI at its core. Teachers n=300

(89) QD6. Which of the following has your child shown signs of/been diagnosed with? Parents n=5989

(90) Q7. What role do you think AI will play in education for children in the future? Select up to three. Parents n=5859

(91) Q3. Which, if any, of the following are barriers to your child getting access to AI learning tools at home and at school? Select up to three. Parents n=5859

(92) Q1. Do your students have access to the following technology at school? Laptop/desktop computer. Teachers n=300

(93) Q15_CHILD. How much do you agree or disagree with the following statements?School is teaching me the skills that I need to do my dream job. Children n=5859

(94) Q15_CHILD. How much do you agree or disagree with the following statements? Children n=5859

(95) Q15_CHILD. How much do you agree or disagree with the following statements? By 2030, really smart robots and AI will be a normal part of the classroom. n=5859

(96) Q7. What role do you think AI will play in education for children in the future? Select up to three. AI will provide one-to-one support via a virtual tutor/teaching assistant. Parents n=5859

(97) Q7_CHILD. Which of the following learning techniques have you already tried or would like to learn with? Children n=5859

(98) Q7_CHILD. Which of the following learning techniques have you already tried or would like to learn with? Metaverse - when you're inside a virtual world where you can learn about things, interact with others and even meet computer-generated people. Children n=5859