

GoStudent Future of Education Report 2024



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A note from Felix Ohswald

CEO and co-founder of GoStudent



Until recently, education had barely changed for centuries. But in the past few years, global events have propelled it into an entirely new era.

The pandemic accelerated the integration of technology and digital learning, and the recent explosion of AI has given children access to a multitude of new tools that support and inspire their learning journey.

As an advocate for technology-enabled education, I'm excited by the progress I've already seen, and the new opportunities each advancement unlocks.

And it is not just me! We've listened to the opinion of thousands of children, parents and teachers across Europe, and they are equally eager to see the education system innovate and evolve to suit the world today, and tomorrow.

Children want to learn about topics that prepare them for the future, including AI and VR, and express frustration that this is not immediately available to them.

They also want to apply their education to the real world. We clearly see that they want to learn about sustainability and finance - hardly surprising given the stories of climate change and the economic downturn that dominate our headlines.

One trend that continues getting stronger is the demand for a more personalised education. Children have always wanted to assert their individuality, and this extends to learning. They know which methods suit them best, and combining online and offline, in-person and digital methods will enable children to learn without limits.

Teachers and parents are also eager to empower each individual, but are held back by the limitations of the current system. Yet, all see technology as the solution.

It takes a village to raise a child, and governments, parents, teachers and education companies all play a vital role in shaping the future of education.

Only by listening to the next generation and pulling together in a collective effort can we guide them towards the future they deserve.

FELIX OHSWALD

Children are demanding a new era of education, but schools are not equipped to usher it in

Today's school children have experienced more changes to the way they learn than any previous generation. COVID-19 forced them to rely on technology - reshaping not only their understanding of the classroom, but also what learning could look like.

Having lived through this, it's **no wonder Generation Z and Alpha embrace innovation** - be it hybrid classrooms and learning via digital apps, or the growth of virtual reality and the proliferation of AI. Children have welcomed these advancements with open arms, have understood their benefits to education, and are now demanding more.¹

It's not only students clamouring for change.

Parents and teachers also see opportunity for the curriculum to be reimaged: both to integrate more technology, but also to better meet the needs of students now and in the future.²

Across Europe, children and parents recognise the importance of learning skills such as problem solving and emotional intelligence alongside 'traditional' subjects,³ like maths or literature. But, even above life-skills, **children now believe that the most important topic to learn in order be future-ready is technology development.**⁴

Not only do they want to learn *about* technology - children want to learn *with* it. **In 2023, 64% of children believed in the educational potential of technology⁵ - today this figure has risen to 77%.⁶** This is even higher among parents (80%),⁷ reflecting an increase in their trust in digital tools.

Half of children in Europe are calling for more AI tools to support their learning,⁸ which is understandable given that among those already using it, 7 in 10 enjoy this learning approach.⁹

Additionally, 8 in 10 children state they use digital apps to support learning whether it is at school or at home.¹⁰

Yet a technology gap is set to thwart this ambition.

It is clear schools are not equipped to accommodate so much digital learning, and nor are teachers ready to facilitate it.¹¹ Even the basics are not yet in place in many schools. While almost 7 in 10 children use a computer at school in the United Kingdom and Spain, this is just 34% in Italy and 49% in France.¹²





3 in 4

parents agree that a child's emotional wellbeing is closely tied to their academic performance.

9 in 10 teachers we interviewed praised the effectiveness of learning through digital apps, but only half regularly use them.¹³

Not only will this inability to keep up with the expectations of today's school children have a detrimental impact on their perception of school and their passion for learning in general, it will also **leave them unprepared for a future**. 56% of children in Europe expect their future job to be directly related to technology,¹⁴ and **one third do not believe school is preparing them for their dream role.**¹⁵

Consequently this may result in children **losing confidence in the official system and looking elsewhere for an education more personalised to their needs**, or dropping out of the system entirely. In England today, more than one in five children are persistently absent from school, roughly double pre-pandemic levels.¹⁶

Despite concerns about access to technology, hybrid learning (an online / offline mix) as well as blended learning (a combination of self-paced and group classes) methods are advocated by children, parents and teachers.¹⁷

Not only are they seen as tangible solutions to the worsening teacher shortage across Europe, **66% of**

parents also believe these mixed learning methods give children greater accessibility to learning opportunities.¹⁸

Yet only 6 in 10 children are currently taught using hybrid or blended learning, with the technology gap, stretched resources, and a lack of staff training to blame.¹⁹

Despite the excitement about new, innovative technologies and remote learning methods, the position of teachers as role models and mentors is more important than ever.

Parents consider emotional intelligence to be a key skill children need to develop in the future, and 8 in 10 support the inclusion of mindfulness and wellbeing activities in the curriculum.²⁰ **3 in 4 parents agree that a child's emotional wellbeing is closely tied to their academic performance.**²¹

Despite all this talk of technology, teachers are here to stay. **The fact that children's favourite subject is taught by their favourite teacher is a clear indication of the positive impact and inspirational role teachers play in children's lives, and will continue to do so in the future.**²²

Research Methodology

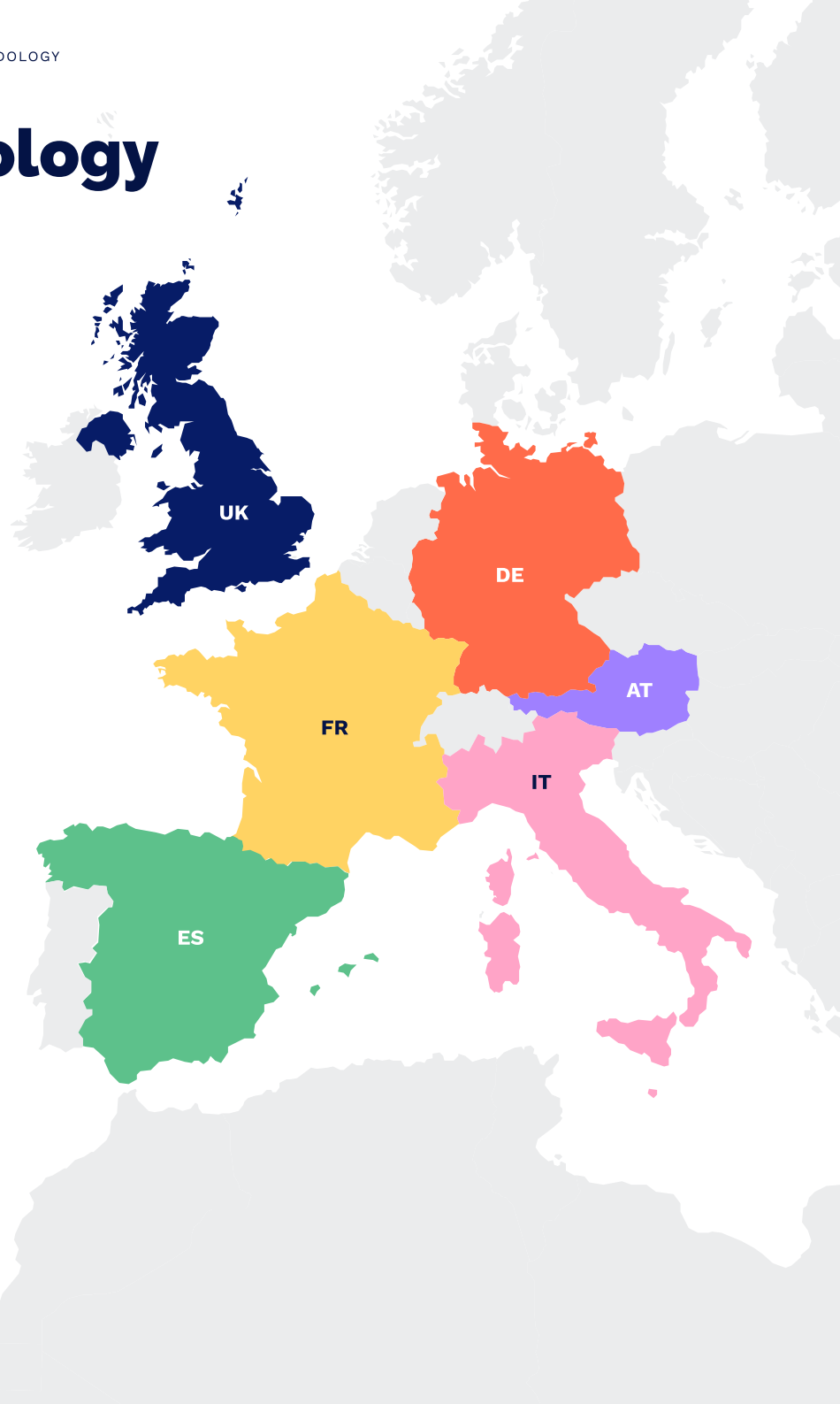
The **GoStudent Future of Education Report 2024** presents insights from 5,581 parents or guardians, and their 5,581 children, aged 10 to 16 at the time of the survey. These participants represent Generation Z and Alpha, as they are referred to throughout this report. The perspectives and experiences of teachers are also included.

Conducted in partnership with Edelman Data & Intelligence, our research spanned **six European countries: Austria, Germany, Spain, France, Italy, and the United Kingdom**. The 20-minute online survey was conducted between October 20 and November 13, 2023.

Our representative sample included:

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

To provide a more holistic view of education today and tomorrow, we also conducted 10-minute online interviews with 60 teachers across the same countries: Austria (n=10), Germany (n=9), France (n=11), Spain (n=10), Italy (n=11), and the United Kingdom (n=9). These interviews took place between November 20 and November 29, 2023.



Legend



Parents



Teachers



Children



Europe

5,581 parents / guardians
and 5,581 children



Austria

552 parents / guardians
and 552 children



Germany

1,005 parents / guardians
and 1,005 children



Spain

1,009 parents / guardians
and 1,009 children



France

1,004 parents / guardians
and 1,004 children



Italy

1,006 parents / guardians
and 1,006 children



United Kingdom

1,005 parents / guardians
and 1,005 children

Chapter 1

A curriculum to reflect real life



Overhauling the curriculum to be fit for the future

According to the European Commission, 77% of EU companies are already finding it difficult to recruit workers with the necessary capabilities.²³ Rectifying this issue in the future requires rethinking today's curriculum, to ensure children learn the skills required of the future workforce.

Education systems must evolve, going beyond teaching 'traditional' subjects, to ensure children develop a broad range of relevant skills.

Across Europe, children are eager to embrace this change, demanding school enables them to develop life skills, including problem-solving, creativity and stress tolerance.²⁴

8 in 10 parents and 9 in 10 teachers also recognise the importance of integrating real-world connections into the curriculum to ensure children are future-ready.²⁵

Aside from the future of work, Generation Z and Alpha are facing some of the most significant challenges in human history, including the dramatic effects of climate change.

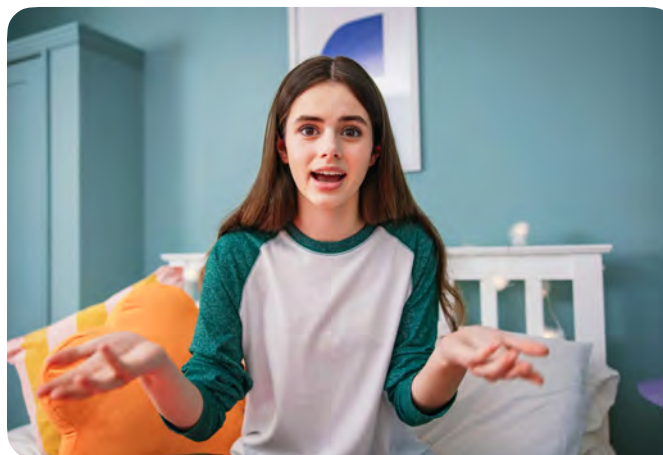
A study from The Lancet shows children are already affected by climate anxiety,²⁶ and schools need to equip them with skills to cope with the rapidly-changing environment. **Children are eager to learn about climate change and sustainability,** both to be ready for the future and to be empowered to act for a more sustainable society.²⁷

To meet these demands and stay fit for purpose, it is time for education authorities to revise the existing curriculum and integrate these topics as official subjects.

Meanwhile, amidst an increasingly insecure environmental, political and economic environment, schools still have a duty of care.

Parents want schools to teach their children about mental health and wellbeing, to help manage stress and emotions.

8 in 10 parents support the inclusion of mindfulness and wellbeing activities in the curriculum.²⁸ Only then will schools be able to maintain ambitious academic targets, with **3 in 4 parents agreeing that a child's emotional wellbeing is closely tied to their academic performance.²⁹ 7 in 10 teachers agree.³⁰**



While parents and children agree on the need to learn life skills, **there is a generation gap when it comes to the importance of technology in education.³¹**

With an eye firmly on the future, children consider **learning about technology development (such as AI and VR) is the most important topic to learn at school,³²** whereas parents rank it as third.³³

Over half of children in Europe think their future job will be directly related to technology (56%).³⁴ Yet more than one third do not believe that school is teaching them the skills they need.³⁵

Still, Generation Z and Alpha remain undeterred, and have high expectations for opportunities to come, yet also require guidance.³⁶ Many are eager to use internships and work-experience to compensate for gaps they see in the education system.

It is clear that students and parents have a clear vision for how education should be shaped - and much is being placed on the shoulders of teachers. Teachers themselves also want to deliver these changes.

With teachers, parents and students aligned, educators need even greater support than ever from governments and the education system to truly drive this change.

Schools need to connect learning to real life

To set children up for future success, both parents and teachers are calling for a **more interdisciplinary approach to education**.

Across Europe, 8 in 10 parents and 9 in 10 teachers interviewed think it is important to **integrate real-world connections into subjects** to ensure they are both practical and tangible.³⁷ For example, teaching children how to manage their finances as part of maths lessons, or including personal nutrition and health information in science classes.

“We must strive to transform what we teach children into everyday life. The more 'real' the notion becomes, the more it will be understood and used.”



Primary school teacher, Italy ³⁸

Children also recognise the importance of **learning practical subjects that can be applied to their day-to-day life**. Beyond good grades, they want to be armed with a wide skill set, and see problem-solving, creativity, curiosity to learn, and time management as important in order to be ready for the future.³⁹

What would make you feel more prepared for the future?

“Discover innovation and creativity: innovation and creativity can help you solve problems better, respond to change and create new opportunities.”



11-year-old Female, Austria ⁴⁰



Top 10 skills needed to be ready for the future⁴¹



Children's perspective

1. Problem solving
2. Creativity
3. Curiosity to learn
4. Time management
5. Collaboration
6. Digital literacy
6. Stress tolerance
8. Innovation
9. Emotional intelligence
10. Flexibility

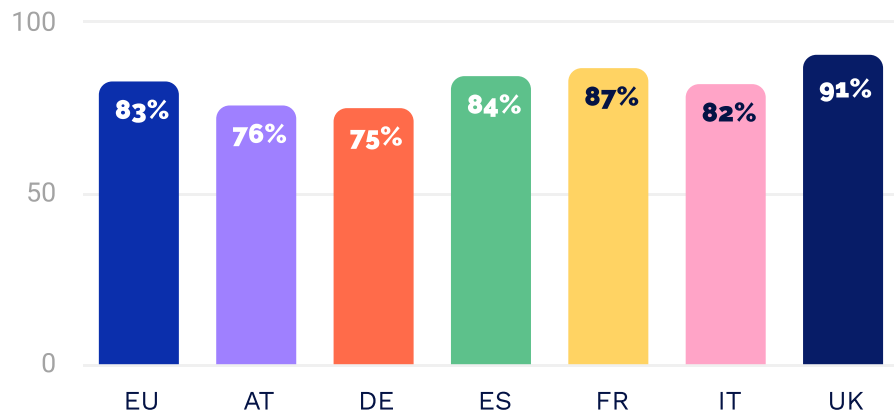


Parent's perspective

1. Problem solving
2. Curiosity to learn
3. Creativity
4. Time management
5. Emotional intelligence
5. Stress tolerance
7. Collaboration
8. Flexibility
9. Digital literacy
10. Resilience

Parents want education to be well-rounded

83% of parents in Europe agree the curriculum should include both academic subjects and extracurricular activities such as sports clubs, music or volunteering:⁴²



All parents: net agree

When asked what would make their students feel more prepared for the future, teachers support this point of view:⁴³

“Exposure in class to real life situations, community service projects, doing daily tasks, etc.”



Primary school teacher, Spain

“We need to prepare them for the real world”



Secondary school science teacher, France

Top 10 topics children want to learn



Ranking per country: all children ⁴⁴

AUSTRIA

1. Wellness and mental health
2. Sustainability and climate education
3. Finance
4. Technology development (AI, VR, AR)
5. Life skills
6. Creative arts
7. Artificial Intelligence (AI)
8. Coding and programming
9. Diversity & inclusion
10. Current affairs

GERMANY

1. Artificial Intelligence
2. Creative arts
3. Finance
4. Current affairs
5. Sustainability and climate education
6. Technology development (AI, VR, AR)
7. Life skills
8. Wellness and mental health
9. Coding and programming
10. Robotics

SPAIN

1. Technology development (AI, VR, AR)
2. Life skills
3. Artificial Intelligence (AI)
4. Robotics
5. Sustainability and climate education
6. Coding and programming
7. Finance
8. Wellness and mental health
9. Current affairs
10. Creative arts

FRANCE

1. Sustainability and climate education
2. Life skills
3. Technology development (AI, VR, AR)
4. Current affairs
5. Artificial Intelligence (AI)
6. Wellness and mental health
7. Creative arts
8. Robotics
9. Ethics and morality
10. Coding and programming

ITALY

1. Technology development (AI, VR, AR)
2. Sustainability and climate education
3. Life skills
4. Artificial Intelligence (AI)
5. Robotics
6. Creative arts
7. Wellness and mental health
8. Current affairs
9. Diversity & inclusion
10. Ethics and morality

UNITED KINGDOM

1. Technology development (AI, VR, AR)
2. Life skills
3. Finance
4. Wellness and mental health
5. Artificial Intelligence (AI)
6. Coding and programming
7. Sustainability and climate education
8. Diversity & inclusion
9. Ethics and morality
10. Current affairs

Learning to overcome the climate crisis

Beyond life skills, children also express interest in topics that will support them in navigating the world, both today and in the future.

Preparing children for what lies ahead includes putting an increased focus on **topics such as sustainability, climate education and environmental science.**

In the [GoStudent Future of Education Report 2023](#), parents named sustainability as their top priority to be taught in schools - with 81% ranking it ahead of current affairs, mindfulness, personal finance and technology development.⁴⁵

Today parents and children in Europe continue to place sustainability and climate education among the most important topics to learn in order to be ready for the future - but parents now rank it behind technology development and wellness.⁴⁶



Climate anxiety is considered a critical topic by most children today, as shown in a study from The Lancet.⁴⁷ Children care about the world around them, having learnt about the impact of human actions on the environment from parents, teachers, as well as through the media and social media. Many want to learn how do their part in making the world a sustainable place, and cite it as more important to them than it now is to parents.



Children vs parents: Top 10 topics to be future-ready⁴⁸



All children

1. Technology development (AI / VR / AR)
2. Life skills
3. Sustainability / Artificial Intelligence (equally ranked)
4. Wellness and mental health
5. Finance
6. Robotics
7. Creative arts
8. Current affairs
9. Coding and programming
10. Ethics and morality



All parents

1. Life skills
2. Wellness and mental health
3. Technology development (AI / VR / AR)
4. Ethics and morality
5. Sustainability and climate education
6. Finance
7. Current affairs
8. Diversity and inclusion
9. Artificial Intelligence (AI)
10. Creative arts

What would make children feel more prepared for the future:⁴⁹

“To have courses on climate change.”



13-year-old Male, France

“To learn things that help create a more sustainable world and improve the environment by applying technology.”



12-year-old Male, United Kingdom

“To focus on environmental protection and sustainable development, to meet challenges of climate change and resource scarcity.”



14-year-old Male, Italy

“To learn about sustainable goals for the future and try to act upon the current climate situation to improve it.”



12-year-old Male, United Kingdom

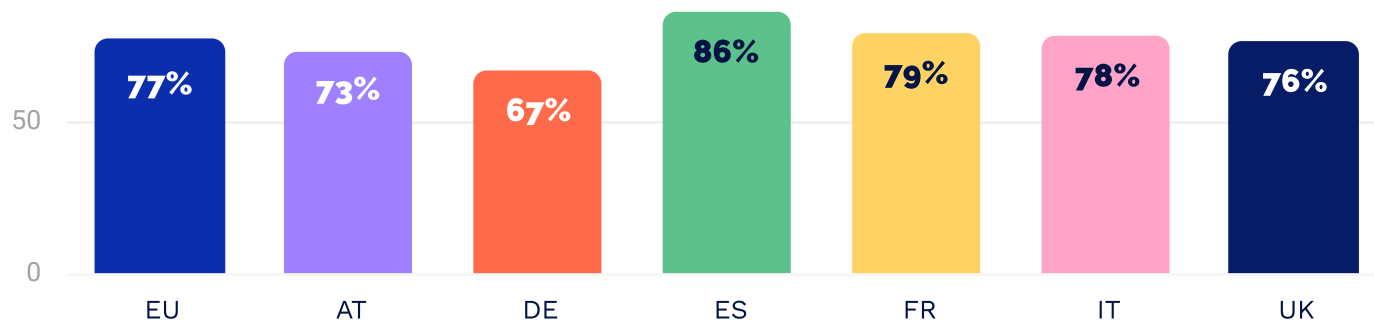
Encouraging tomorrow's changemakers

Children are passionate and eager to contribute to the society of tomorrow.

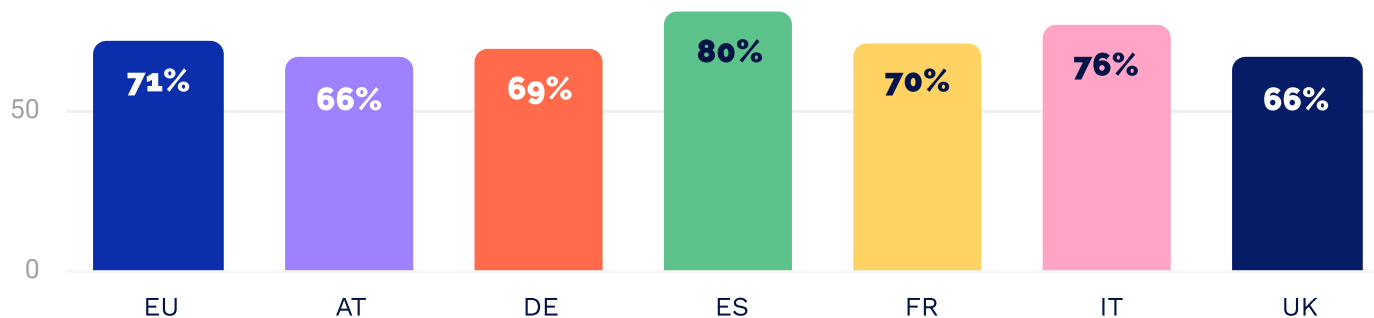
In the [GoStudent Future of Education Report 2023](#) we saw that 72% of children in Europe wanted to **make a difference in the world**.⁵⁰

In order to face the challenges ahead and realise their ambition of **making the world a better place**, children need to learn from passionate educators to foster and encourage their love of school subjects, be taught key subjects and skills linked to the world today (sustainability, problem solving), with cutting-edge technology (AI, VR, metaverse).

The challenges awaiting children are huge, **with 77% feeling concerned about the environment**.⁵¹



Facing big challenges with broad aspirations, children require support to ensure they feel equipped to fight for a more sustainable future. **71% want to act for a more sustainable and inclusive society**.⁵²



All children

School alone won't prepare children for their dream job

Alongside acknowledging the need for more life skills to be future-ready, more than one third of **children do not believe school is teaching them the skills they need to do their dream job in the future.**⁵³

Both teachers and children feel the **missing pieces are guidance and more practical experience of the workplace.**⁵⁴

Children are daunted about what lies ahead and want to feel both supported and enabled. Public-private partnerships can offer a solution to integrating more internships and apprenticeships into the curriculum - but only by reducing bureaucracy will this become a feasible reality.

'School is teaching me the skills that I need to do my dream job'

35%

AT: 31%, DE: 34%, ES: 34%, FR: 38%, IT: 34%, UK: 37%



All children: net neutral / disagree

'I need more guidance in choosing the right direction for the future'

70%

AT: 65%, DE: 65%, ES: 71%, FR: 74%, IT: 74%, UK: 69%



All children: net agree

Experience would make children feel more prepared for the future:⁵⁵

“Practical knowledge and internships in companies. Having a professional counsellor.”



14-year-old Male, Spain

“Internships in companies.”



12-year-old Female, Spain

“Knowing what future careers will be like.”



15-year-old Male, United Kingdom

“If I had an experience at a workplace.”



12-year-old Male, United Kingdom

“More careers advice and the chance to do work experience.”



16-year-old Male, United Kingdom

Teachers also believe practical experience will set children up for future success:⁵⁶

“More immersion in professional environments would be a plus. Students find it difficult to project themselves because some have never had access to these environments.”



Secondary school French / literature teacher, France

“A greater knowledge and experience of what comes next. An understanding of how what they are learning fits with what they will be expected to do in the world of work.”



Secondary school science teacher, United Kingdom

A tech-hungry generation: AI is the top priority

Over half of children in Europe think their future job will be directly related to technology (56%).⁵⁷

Children declare they are growing more confident living in a world surrounded by new technologies - with agreement **increasing from 64% in 2023 to 77% today.⁵⁸** Still, children want new technologies to be included in their curriculum.⁵⁹

Last year 75% of children in Europe were calling for more technology-oriented topics in the curriculum.⁶⁰ This year, children see **technology development** - meaning the process of creating or improving existing technologies (such as AI, VR, AR) through research, experimentation, and innovation - **as the most important topic to learn, ahead of topics such as finance, creative arts and current affairs.⁶¹**

2023

64%

2024

77%



All children: net agree

This trend can be explained by the increasing prevalence of AI in the past year, and the fact children have seen it entering their daily life at home and at school. This excitement is happening within a context of new AI regulations in the EU, as well as reports from organisations such as UNESCO, calling for more guidance on how to use these technologies.⁶²

The AI hype is clear, when looking at the fact that not all technology topics are equal, **with robotics, coding and cryptocurrency topics ranking as lower priorities for children.⁶³**



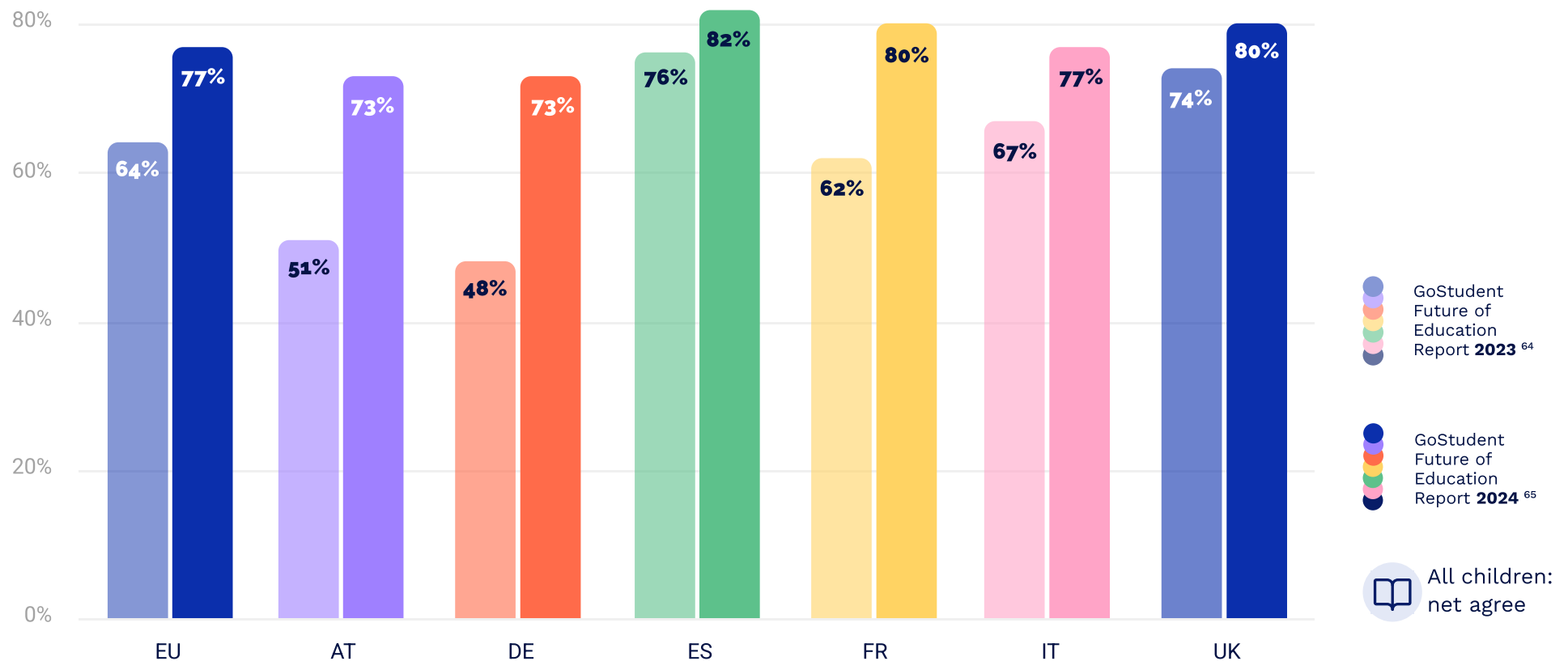
Top topics to learn to be ready for the future



All children

1. Technology development (AI / VR / AR)
2. Life skills
3. Sustainability / Artificial Intelligence (equally ranked)
4. Wellness and mental health
5. Finance
6. Robotics
7. Creative arts
8. Current affairs
9. Coding and programming
10. Ethics and morality
11. Diversity & inclusion
12. Culinary arts
13. Cryptocurrencies

Most children declare they feel confident about living in a world surrounded by new technologies



Emotional wellbeing results in academic achievement

Being prepared for the future means children need to learn how to effectively manage their emotional and mental wellbeing.

Wellness and mental health support are among the top 5 topics both parents and children would like to be taught at school - with parents seeing this as the second most important topic, after life skills.⁶⁶

At this age, we observe that children are increasingly placing pressure on themselves, due to academic expectations, social comparison, future uncertainty, family expectations, self-imposed standards and more.⁶⁷

The Health Behaviour in School-aged Children study (HBSC) from 2022 reported that, across Europe (AT, DE, ES, FR, IT & England), **32% of 15 years old children declare feeling low more than once a week.**⁶⁸

In the context of school, young people worldwide report they commonly face stress from academic pressure. In 2023, a review of 52 studies highlighted that there is a clear connection between academic pressure and mental health issues.⁶⁹ Many parents already play a critical role in supporting their child emotionally with stress and anxiety (56%) - but they look to schools for support.⁷⁰

8 in 10 parents support the inclusion of mindfulness and wellbeing activities in curricula at school to help their child manage stress and emotions.⁷¹

EU: 79%

AT: 76%

DE: 78%

ES: 79%

FR: 79%

IT: 78%

UK: 85%

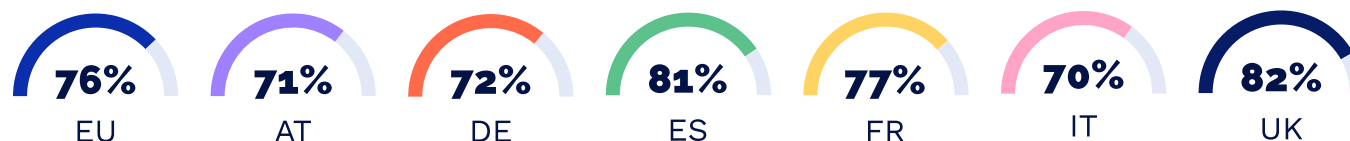
9 out of 10 teachers also agree when we asked what would make their students feel more prepared for the future:⁷²

“More access to mental health providers and mental health guidance”



Secondary school history teacher,
United Kingdom

3 in 4 parents agree that a child's emotional wellbeing is closely tied to their academic performance.⁷³



Over 7 out of 10 teachers interviewed agree:⁷⁴

“Young people must first develop good self-esteem, as well as an awareness of their own inclinations, in order to be able to choose their future path.”



Special needs teacher, Italy

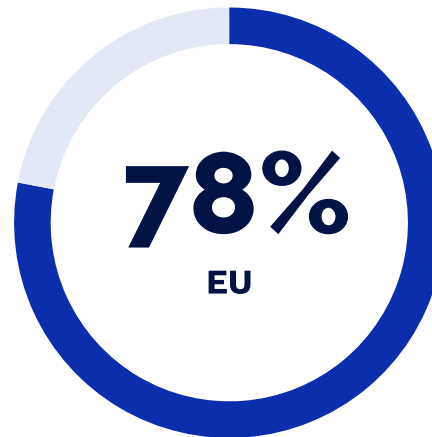
Parents want schools to teach children emotional intelligence

78% of parents in Europe believe schools should place greater emphasis on teaching emotional intelligence.⁷⁵

Parents are also aware of the importance of other soft skills, **ranking problem solving as the most important skill to be future-ready, followed by curiosity to learn and creativity.⁷⁶** All are seen as more important than learning digital literacy - Generation Z and Alpha are already digital natives, with a high level of proficiency.

For children, problem solving and creativity top the ranking. Emotional intelligence is lower in the top 10, coming after the desire to learn and develop other soft skills such as **stress tolerance**, which may feel more tangible in their day-to-day life.⁷⁷

Emotional intelligence has been linked to success for many years.⁷⁸ To ensure children have the chance to develop the skill from an early age, the Collaborative for Academic, Social, and Emotional Learning (CASEL)⁷⁹ claims there are 5 specific socio-emotional skills which should be part of education: self-awareness, self-management, responsible decision-making, relationship skills, social awareness.



All parents: net agree

AT: 75%, DE: 72%, ES: 84%, FR 77%, IT 80%, UK 80%



Top 10 skills needed to be ready for the future:



Parent's perspective:

1. Problem solving
2. Curiosity to learn
3. Creativity
4. Time management
5. Emotional intelligence
6. Stress tolerance
7. Collaboration
8. Flexibility
9. Digital literacy
10. Resilience



Children's perspective:

1. Problem solving
2. Creativity
3. Curiosity to learn
4. Time management
5. Collaboration
6. Digital literacy
7. Stress tolerance
8. Innovation
9. Emotional intelligence
10. Flexibility

8 in 10 teachers agree that emotional intelligence is a key skill to prepare children for the future⁸⁰



“Dealing with problem solving and generally managing emotions.”



Secondary school maths teacher, Italy

“They need to develop confidence in themselves and their abilities.”



Primary school teacher, France

“Emotional intelligence, mindfulness, happiness, intercultural approaches, practice, individuality, reinforcing strengths and not using all the energy to fix weaknesses”



Secondary school foreign languages teacher, Austria

Future-proofing learning starts with more personalisation

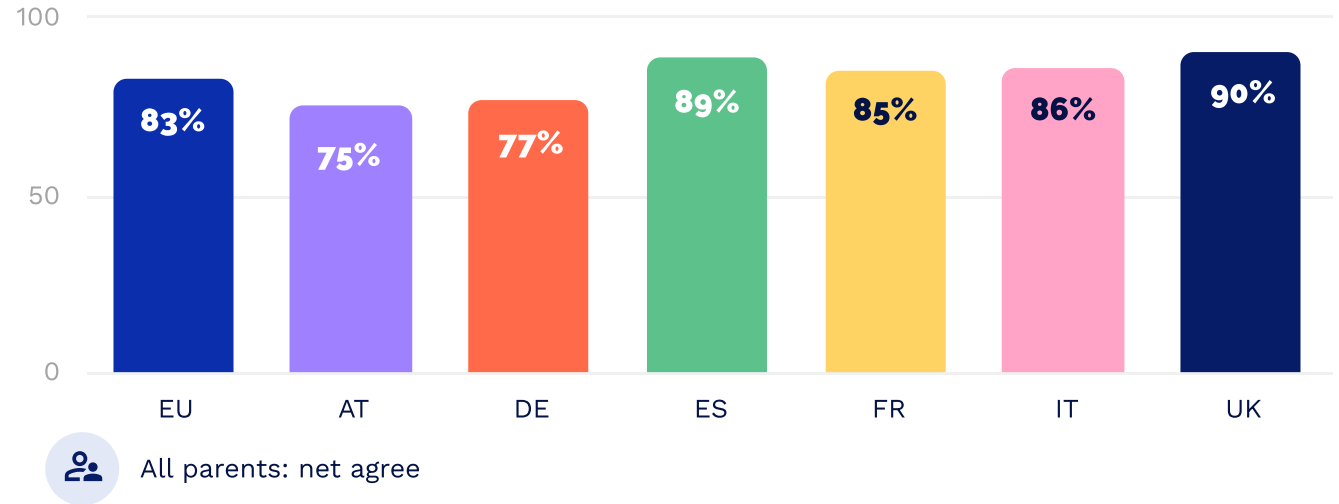
In addition to a more holistic curriculum, there is a growing demand from children, parents and teachers for **a more personalised response to children's learning needs**, with learning plans tailored to each child's individual style.

Today, over 8 in 10 parents in Europe believe teachers should have the **flexibility to adapt their teaching methods** to suit the needs of different students.⁸¹

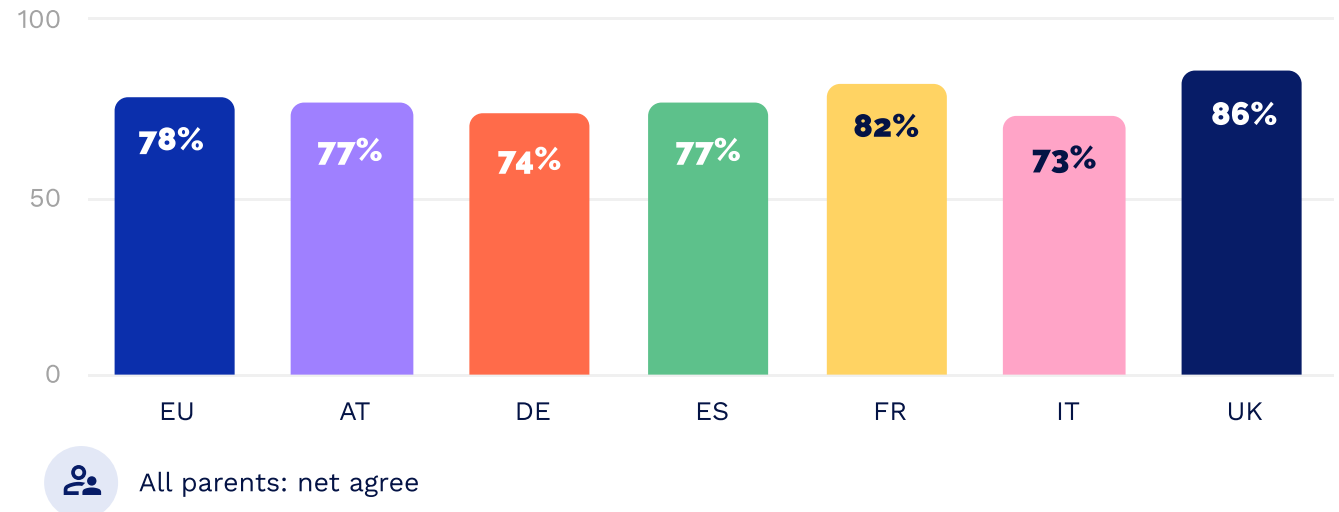
This is especially true for parents in the United Kingdom and Spain. Parents in Germany & Austria are the least likely to agree that teachers should have this level of flexibility.

This aligns with the GoStudent whitepaper [‘The End Of School As You Know It: Education in 2050’](#)⁸² which predicts that curricula will become more bespoke in the future, grouping children based on interests, learning pace and ambitions.

83% of parents in Europe think teachers should have the flexibility to adapt their teaching methods to suit the needs of different students:⁸³

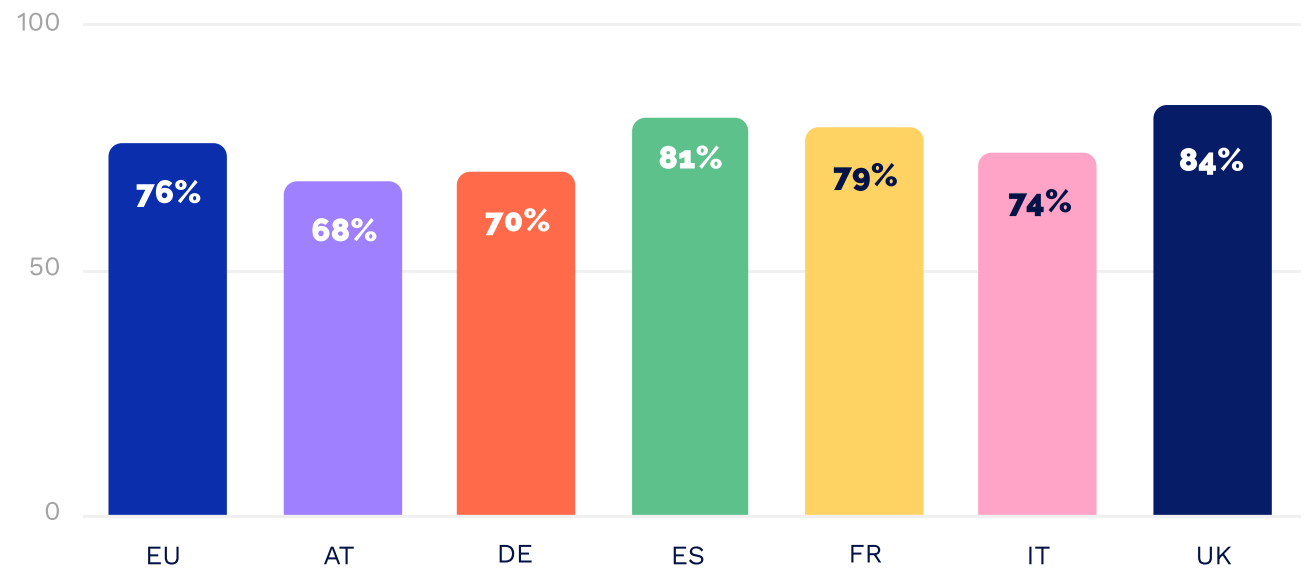


78% of parents in Europe think every child would benefit from a unique approach to teaching:⁸⁴





76% of parents in Europe think personalised learning plans are essential for their children's academic success:⁸⁵



All parents: net agree

Children are eager for personalised teaching methods

When asked about what would make them feel more prepared for the future, children mention more personalised classes, as well as teachers being able to adapt to their specific needs.

What are some of the things that would make you feel more prepared for the future?⁸⁶

“Quality teaching adapted to my desires”



13-year-old Male, France

“More personalised classes with real cases”



12-year-old Male, Spain

“If the teachers were more responsive to my needs”



10-year-old Male, Germany

Teachers agree, saying that in order to make students feel more prepared for the future, teaching should be done in a more personalised manner, customising learning plans for each student’s strengths, needs, skills, and interests.⁸⁷

“Teaching on a more personal level, using the most modern methods and techniques”



Secondary school building design & construction teacher, Austria

“[They] need to be able to personalise their course and outcomes to fit their progression route and give them the opportunity to create a portfolio of work unique to them and their intentions.”



Secondary school art teacher, United Kingdom

“The ideal solution would be to be taught directly by the teacher and then personalised tasks and exercises in which the teacher then acts as a learning companion.”



Secondary school geography & maths teacher, Germany

Chapter 2

Technology is increasingly essential to education



GoStudent



Schools struggle to keep up as the technology gap grows

Generation Z and Alpha are growing up in a time of rapid technological innovation. Virtual reality... artificial intelligence... the metaverse... these are history's first true digital natives, for whom it is second nature to use an ever-expanding plethora of digital tools.

8 in 10 children state they already use digital apps to support learning,⁸⁸ while 7 in 10 enjoy learning with AI.⁸⁹

But even basic technology like a computer is still not universally available in all schools, and **there is a clear technology gap in place across Europe.** Almost 7 in 10 children use a computer at school in the United Kingdom and Spain, compared to just over 3 in 10 in Italy and almost 5 in 10 in France.⁹⁰

Consequently, 7 in 10 schools in the United Kingdom and Spain give children access to online learning tools,⁹¹ but this drops to 5 in 10 in Italy and France, **resulting in 10-14 year olds in France feeling less confident in using technology tools compared to the European average.⁹²**

Children who fail to develop digital literacy skills today are at risk of falling behind peers and will experience alienation in tomorrow's job market.

Research from the European Commission⁹³ shows that as many as 90% of professional jobs require a basic level of digital knowledge. Children who are unable to access technology for learning, and are therefore unable to develop fundamental digital skills, will find themselves at a distinct disadvantage, the ramifications of which may be felt into their adult lives.

Not only will this technology gap limit some children's digital skills, it may also limit the effectiveness of their education, and their love of learning.

Teachers want and need to be prepared to teach digital skills on digital platforms to ensure lessons remain relevant and children stay engaged. **Just half of the teachers interviewed use digital apps regularly,⁹⁴ despite over 9 in 10 praising their effectiveness.⁹⁵**

Harnessing the power of technology can also open up new ways to learn, tailored to each child's unique needs - **8 in 10 teachers agree that technology and digital tools allow children to learn at their own pace.⁹⁶** This in turn will ensure they are able to grasp topics and strengthen their understanding - thus resulting in improved performance.

Recognising that their child may need support to learn in their own way, parents are also turning to personalised tutoring to secure access to teaching that suits them best. **96% agree that online, one-to-one tutoring is effective - on a par with personalised offline tutoring.⁹⁷**





Only through technological parity will children across Europe be assured of equal opportunities in an increasingly globalised future. **Government collaboration is critical, as parents or private organisation alone are unable to secure equal access to hardware or software for all schools and children.**



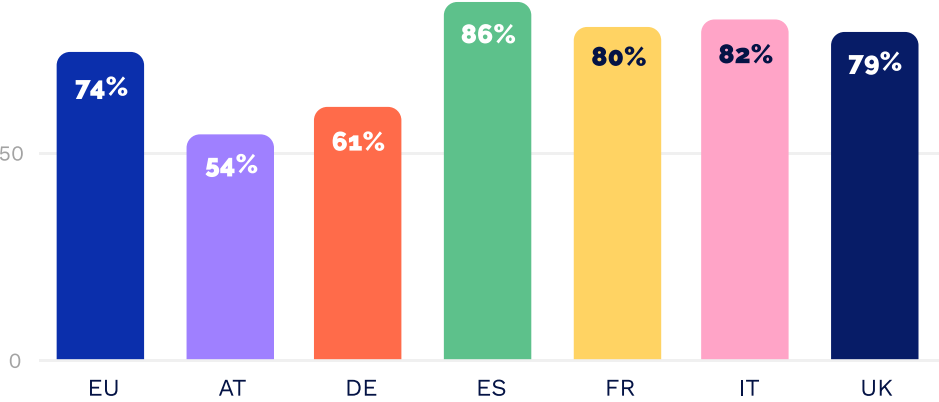
Technology is central to children's lives... and learning

As digital natives, Generation Z and Alpha are well versed in adapting to, and adopting new technologies.

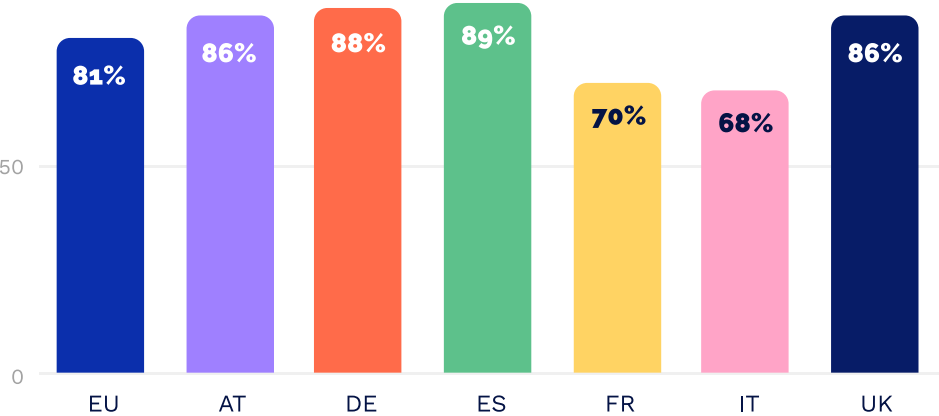
Parents agree their children are highly comfortable using a wide range of devices in their day-to-day, from smartphones to tablets, desktop or laptop computers, and social media platforms.⁹⁸ This is true across children of all ages in Europe and increases as children get older.

		Avg. All ages	Aged 10-11	Aged 12-14	Aged 15-16
	Mobile	83%	80%	83%	86%
	Tablet	82%	81%	81%	85%
	Desktop/ laptop	80%	75%	81%	87%
	Social media	72%	68%	72%	77%

Technology for entertainment is popular everywhere except Austria, with 74% of children in Europe using gaming devices at home: ⁹⁹



But technology for learning is even more popular: 81% of children in Europe are using digital apps to support learning at home or at school: ¹⁰⁰



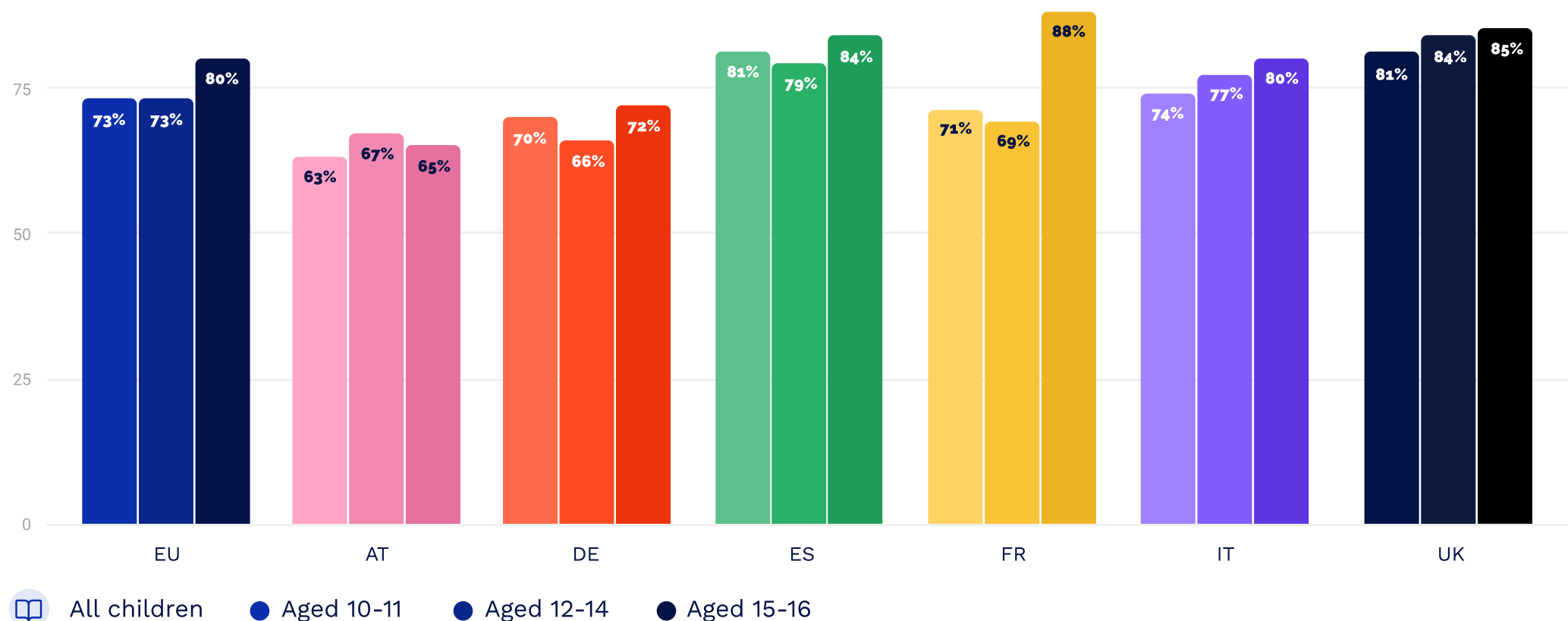
 All children: net agree

80% of children embrace online learning tools

The majority of children across all age groups feel highly comfortable using online learning tools such as software for virtual, interactive education, including online classrooms, assistive technology and apps.

Even the majority of children aged 10-12 are highly comfortable, reflecting the accessibility of such technology.

% of children highly comfortable using online learning tools, according to their parents: ¹⁰¹



Technology is empowering children in their education

Last year, the GoStudent Future of Education Report 2023 revealed that **3 in 4 children in Europe thought technology made it easier for them to learn** (EU: 73%, AT: 59%, DE: 68%, ES: 83%, FR: 74%, IT: 74%, UK: 81%).¹⁰²



This year's research confirms technology is an integral part of children's learning experience.

Digital apps have become the norm, and are used at home and at school by 8 in 10 children in Europe.¹⁰³ They come third, just after verbal explanations and hands-on activities, as some of the most commonly used tools in education today.

82% of parents in Europe say their child has a good grasp of various learning apps and navigates them independently: AT: 80%, DE: 78%, ES: 86%, FR: 77%, IT: 81%, UK: 89%.¹⁰⁴

Usage is high, but so too is enjoyment. **39% of children in Europe say they really like to learn with digital apps** - following only hands-on activities and experiments (50%) and ahead of receiving verbal explanations from teachers (29%).¹⁰⁵ **Proving technology is an engagement driver, helping children appreciate their learning experience.**



Most used learning techniques at home and at school



All children: European average

89%

Verbal explanations

86%

Hands-on activities & experiments

81%

Use of digital apps

78%

Visual aids & diagrams

73%

Case-based learning



8 in 10

parents and 9 in 10 teachers in Europe **support the use of educational apps and online resources** as supplementary learning tools. In the UK this is as high as 9 in 10 parents.¹⁰⁶



Parents by country:

AT: 78%, DE: 76%, ES: 76%,
FR: 75%, IT: 84%, UK: 90%

8 in 10

parents and teachers in Europe also view **technology such as tablets or laptops as valuable tools for learning**.¹⁰⁷



Parents by country:

AT: 77%, DE: 78%, ES: 84%,
FR: 72%, IT: 81%, UK: 90%

“I use laptops or tablets in some lessons. Normally, it happens after a unit of work has been introduced in a traditional way. I then move to using digital applications to assess learning, enabling me to work with students to close gaps while also being able to stretch others.”



Secondary school maths teacher, United Kingdom

Only better access will realise technology's full potential

While some technology has fully permeated their homes and daily lives, children find the use of online learning tools and devices has not yet entered every classroom in Europe.

This is causing a technology gap that may push disadvantaged children further behind, or exacerbate difficulties among children who would benefit from technology-assisted learning.

7 in 10 schools in the UK and Spain give children access to online learning tools, but this drops to less than 5 in 10 in France.¹⁰⁸

As few as 34% of children in Italy use a computer at school - the lowest of all countries - despite having the highest at-home usage (90%).¹⁰⁹ Recognising the detrimental impact of this gap, media companies and charities tried to solve it with a nationwide funding campaign in 2021,¹¹⁰ **but only concerted, government-driven effort will align Italian schools with the European average.**

Usage at home



All children according to their parents: net agree ¹¹¹

Online learning tools	54%	58%	55%	64%	42%	44%	63%
Desktop/laptop	76%	58%	64%	90%	82%	84%	80%
Tablet	68%	57%	64%	78%	62%	72%	75%

Usage at school



All children according to their parents: net agree ¹¹²

Online learning tools	60%	62%	58%	73%	47%	51%	71%
Desktop/laptop	50%	59%	39%	54%	49%	34%	67%
Tablet	36%	52%	44%	35%	21%	25%	38%

Teachers recognise the lack of access to good technology and IT equipment in schools: currently just half of the teachers we interviewed use digital apps regularly,¹¹³ despite over 9 in 10 praising their effectiveness¹¹⁴ – indicating that a lack of access to technology is thwarting many teachers' ability to improve their methods.

This was also highlighted by the 2023 PISA report, which argues that “Education systems need to provide adequate and high-quality educational material and digital devices, and develop guidelines for their use.”¹¹⁵

“Due to a lack of resources (internet, hardware) it's simply not possible [to introduce hybrid learning] at the moment, at least at my school.”



Secondary school foreign languages teacher, Germany¹¹⁶

“It's good to work with digital tools when we have the resources in the schools.”



Primary school teacher, France¹¹⁷

“We need functioning internet and equipment at schools.”

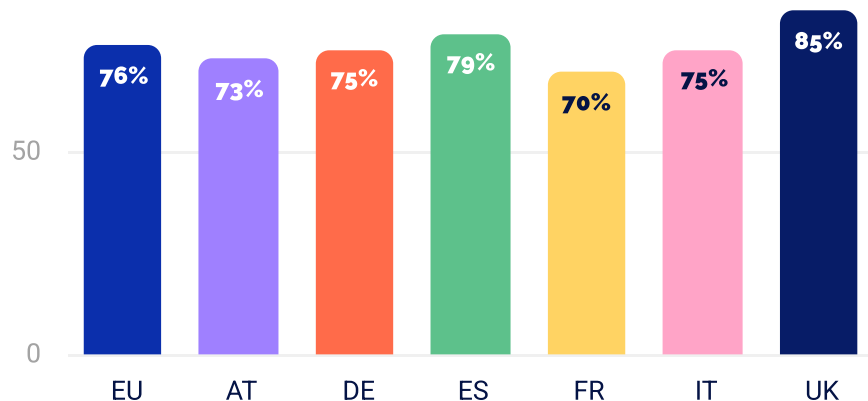


Secondary school foreign languages teacher, Austria¹¹⁸

Technology helps supercharge personalised learning

The majority of parents think **technology** is valuable in the sense that **it allows children to learn at their own pace with tailored programs** - therefore is the key to a more personalised learning experience.

% of parents who agree that technology allows children to learn at their own pace¹¹⁹



 All parents: net agree



8 in 10

teachers interviewed also agree that technology and digital tools allow children to learn at their own pace with tailored programs.¹²⁰

“Technology can enable learners to actively participate in their learning process”



Secondary school English teacher, Spain¹²¹

Children **enjoy using technology-powered techniques** to learn at school, and believe more access would support their learning and better prepare them for the future.

Enjoy learning with AI

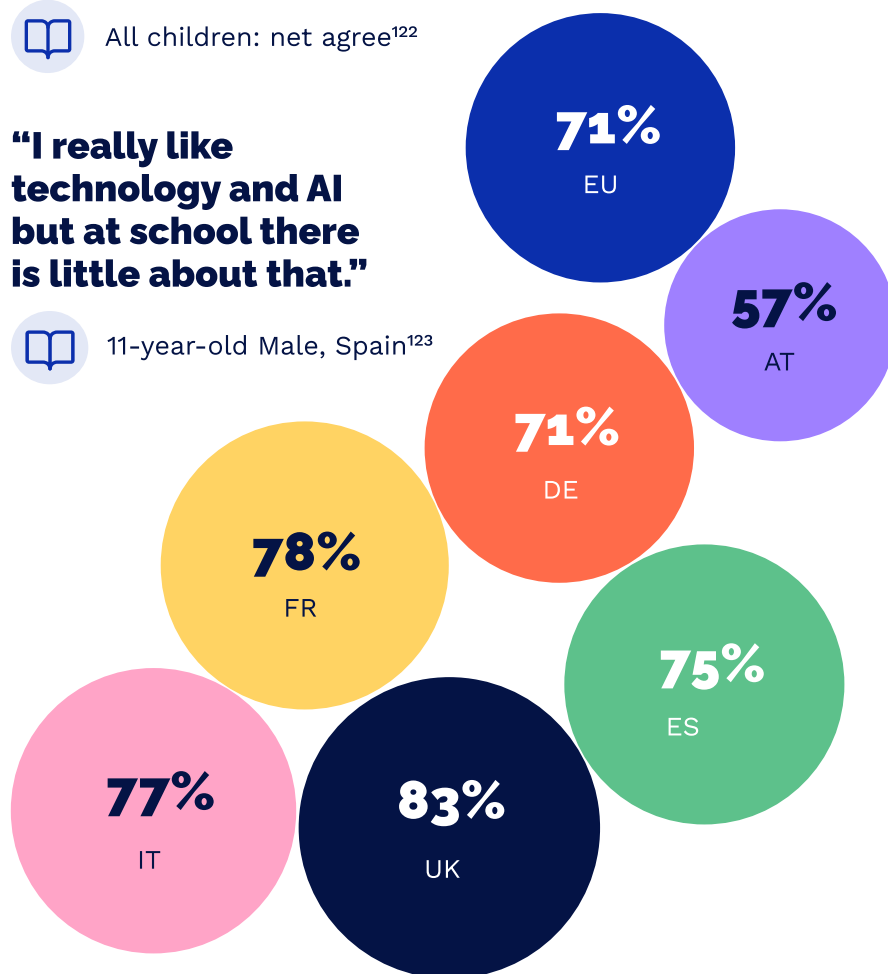


All children: net agree¹²²

“I really like technology and AI but at school there is little about that.”



11-year-old Male, Spain¹²³



Enjoy learning with digital apps



All children: net agree¹²⁴

“We should have VR glasses at school and go to the metaverse”

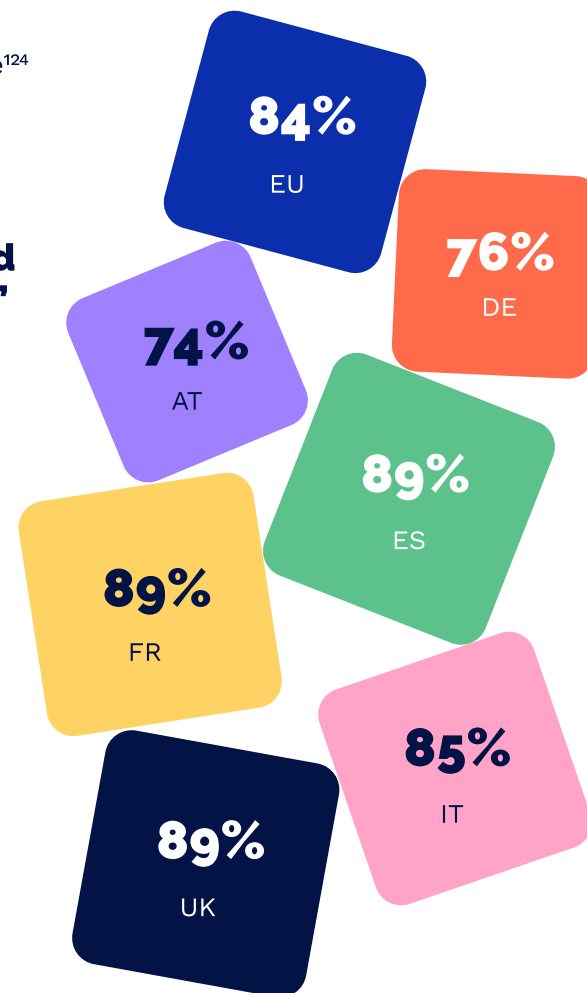


15-year-old Male, Germany¹²⁵

“Access to digital devices whether at home or at school so that I can learn more about technology”



14-year-old Male, Italy¹²⁶




96% of parents believe personalised tutoring is effective

Parents are looking for a more personalised approach to their child's learning, yet with an average class size of 19 across Europe, individualised attention is limited.¹²⁷ Parents must turn to complementary methods to ensure their children have the tailored learning approach they need to succeed.

Parents who have tried personalised tutoring for their child are unequivocally convinced of its efficacy, with the majority finding it effective, whether online or in-person.¹²⁸

96%

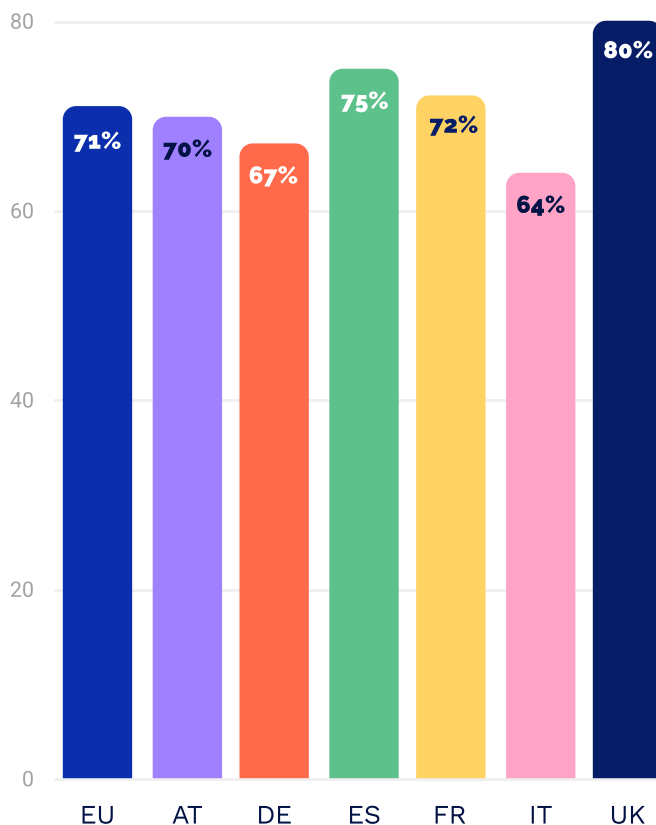
Online one-to-one tutoring

 All parents: net effective¹²⁹

AT: 95%, DE: 94%, ES: 98%,
FR: 94%, IT: 97%, UK: 98%


Tutoring would benefit all children, not just those struggling at school

 All parents: net agree¹³⁰



96%

In-person one-to-one tutoring

 All parents: net effective¹³¹

AT: 96%, DE: 92%, ES: 99%,
FR: 99%, IT: 98%, UK: 97%

71% of parents in Europe think **tutoring would benefit all children**, not only the ones struggling at school. This is significantly higher in the United Kingdom, with as many as 80% of parents believing tutoring would be a benefit to all children.¹³²

The effectiveness of tutoring is also clearly recognised by teachers: 9 in 10 see online one-to-one tutoring as effective.¹³³

Tutoring is also a key resource leveraged by parents when their child shows signs of, or is diagnosed with, special educational needs: a third of parents turn to tutors to help their child in this situation. This is especially high in Spain (46%), as well as in Germany (41%) and Austria (40%).¹³⁴

Chapter 3

The power of blended & hybrid learning



Technology is a solution to the teacher shortage

Europe's education system is under immense strain, with a study showing that 35 countries across Europe suffer from a shortage of teachers.¹³⁵ According to recent figures from UNESCO, Europe needs around 4.8 million more teachers to ensure every child receives a quality education.¹³⁶

While technology cannot replace teachers, 62% of parents and half of teachers think hybrid and blended learning techniques could be a practical solution to the shortage.¹³⁷ Parents in Germany are particularly convinced of the initiative, with 69% in agreement. In France parents are not yet convinced (51%), likely due to the lack of access to technology at home and school.

The perceived benefits do not stop there. Parents and teachers also believe these learning techniques can boost both collaboration and interaction between children.¹³⁸

Over half of parents think blended and hybrid learning can help alleviate school-related anxiety, and 66% of parents also believe this mixed approach gives children greater access to learning opportunities.¹³⁹

As more stock is put on the importance of personalising learning experiences, blended learning promises children greater autonomy over

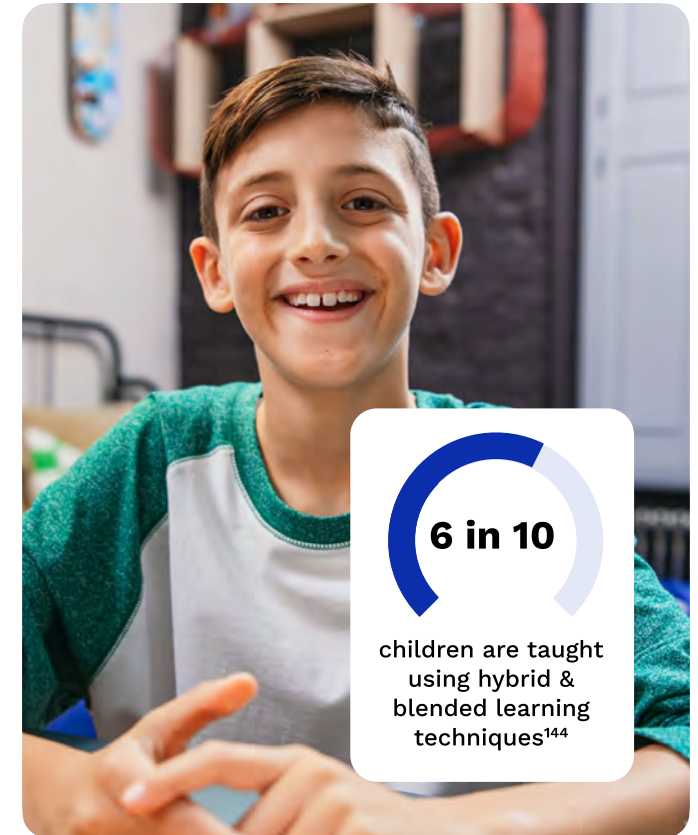
their learning journey, enabling teachers to explore dynamic new ways of interacting with students.

Yet, despite the numerous benefits, Europe is still slow to adopt blended and hybrid learning in classrooms. **Only 6 in 10 children are currently taught using these techniques,** with the technology gap, stretched resources, and a lack of staff training to blame.¹⁴⁰

This may be having an outsized impact on children who have been diagnosed with (23%) - or have shown signs of (26%) - special educational needs.¹⁴¹ This group may not typically receive the attention they need in a crowded classroom, and a hybrid or blended learning model would enable them to find an approach that enables them to keep pace with their peers.

It's not only the technology gap that is preventing more widespread adoption of these techniques. **Some teachers are also reluctant to digitalise their teaching environment** too much, as they are passionate about maintaining a human connection with their students.¹⁴²

However, with almost **8 in 10 children saying they like to learn through blended techniques and 7 in 10 enjoying hybrid learning,** a slow adoption rate from schools risks leaving children disengaged from their education, and ill-prepared for the hybrid future of work.¹⁴³



Hybrid learning techniques combine in-person & online learning.



Blended learning techniques combine not only in-person & online learning, but also self-paced learning in a tailored environment in addition to learning in a group at a common pace.

95% of parents think blended and hybrid learning is effective

Blended and hybrid techniques remain **undifferentiated** in parents' and teachers' minds, encompassing a mix of different styles of learning – whether in-person or online, guided or self-guided, with or without digital resources.¹⁴⁵

Both techniques have **proven their effectiveness beyond the pandemic-specific context**, and are unanimously accepted by 95% of parents across Europe as effective learning methods.¹⁴⁶

The 2023 PISA report highlights the positive correlation between blended learning and performance, citing Singapore – ranked as the top-performing education system by PISA – where, following the pandemic, schools permanently introduced blended learning as part of their curriculum.¹⁴⁸

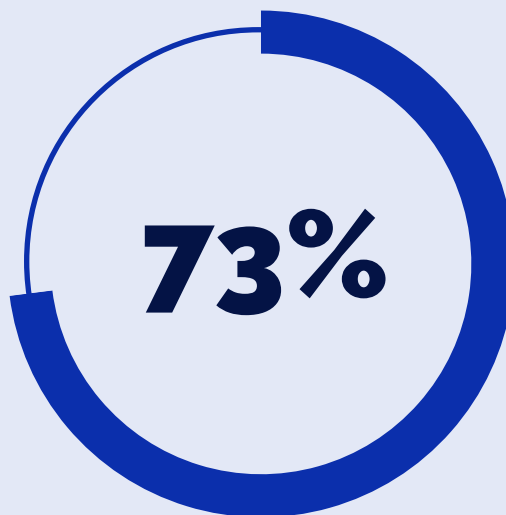
The Singapore Government helps fund technology for students, who now spend approximately two days a month in self-directed study at home.¹⁴⁹

These findings demonstrate that both parents and children are open to mixed learning method but recognise the positive impact of achieving an equilibrium.

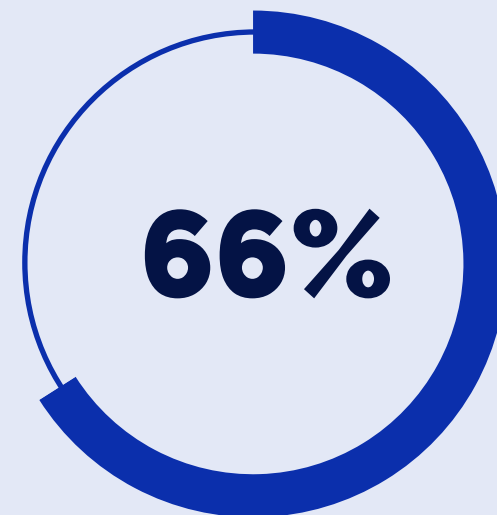
In Europe over **8 in 10 parents state it is important for children to receive the right balance between self-guided and teacher-guided education** – they are not in favour of shifting away from traditional face-to-face learning entirely.¹⁵⁰

The majority of children like to learn through both of these new techniques: ¹⁴⁷

	Blended	Hybrid
EU	76%	70%
AT	66%	64%
DE	71%	71%
ES	84%	76%
FR	80%	69%
IT	77%	68%
UK	74%	70%



73% of parents say blended and hybrid learning methods provide more flexibility for students ¹⁵¹



66% of parents say blended and hybrid learning methods provide them with more flexibility ¹⁵²

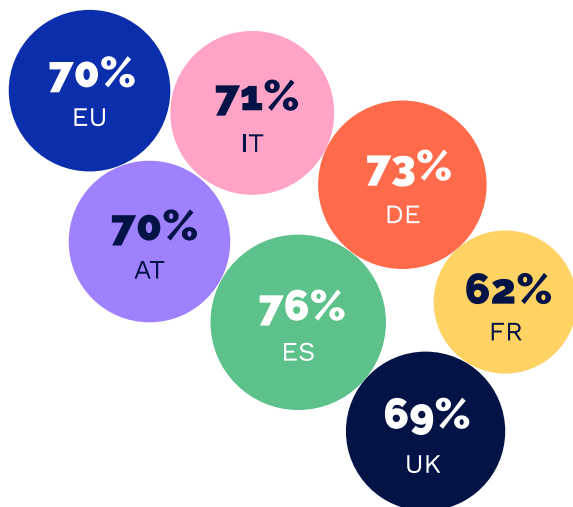
An innovative learning mix boosts collaboration and interactivity

Alongside a command of technology, skills such as collaboration, leadership and creativity will remain key for the jobs of the future. Learning in a blended or hybrid environment will help children foster these skills from an early age, as they combine the best of both worlds.

Parents are not alone in appreciating the benefits of these learning techniques. **6 out of 10 teachers also value blended and hybrid learning, as they provide better support for students**, as well as **boosting interactivity**.¹⁵⁴

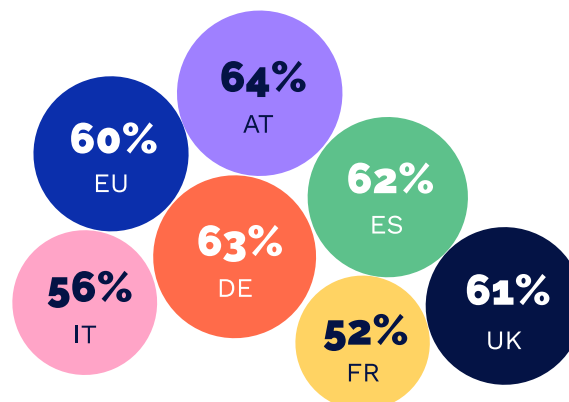
Half of teachers interviewed also think they **encourage** more collaboration between students.¹⁵⁵

Parents think blended and hybrid learning techniques **make classes more interactive**:



All parents - net agree¹⁵³

These techniques are also widely viewed as **more collaborative**:



All parents - net agree¹⁵⁶

"They are a key resource for enhancing learning experiences."



Secondary school Italian & literature teacher, Italy¹⁵⁷

Digital workspaces provide students with an opportunity to **"work independently and organise themselves as they wish."**



Primary school teacher, France¹⁵⁸

"Varied methods and approaches make learning fun and more sustainable. If students are unable to attend classes in person, I really appreciate the opportunity to provide content via our learning platform."



Secondary school biology & maths teacher, Germany¹⁵⁹

Digital learning: a solution to education's current challenges

By breaking traditional boundaries, digital learning is a response to some pressing challenges in the education system today.

As shown in the 2021 Eurydice report on Teachers in Europe¹⁶⁰, a teacher shortage is widespread, putting strain on education systems and leaving remaining teachers increasingly time-poor.

Hybrid and blended learning could help alleviate some of those challenges.

For instance, over half of parents perceive both learning methods to be cost-effective: EU: 55%, AT: 65%, DE: 66%, ES: 53%, FR: 39%, IT: 47%, UK: 59%.¹⁶¹

Parents also believe a mixed approach to learning **gives children greater accessibility to learning opportunities**: EU: 66%, AT: 72%, DE: 69%, ES: 66%, FR: 52%, IT: 64%, UK: 72%,¹⁶² as hybrid learning removes geographical boundaries and offers access to high quality education wherever children are.

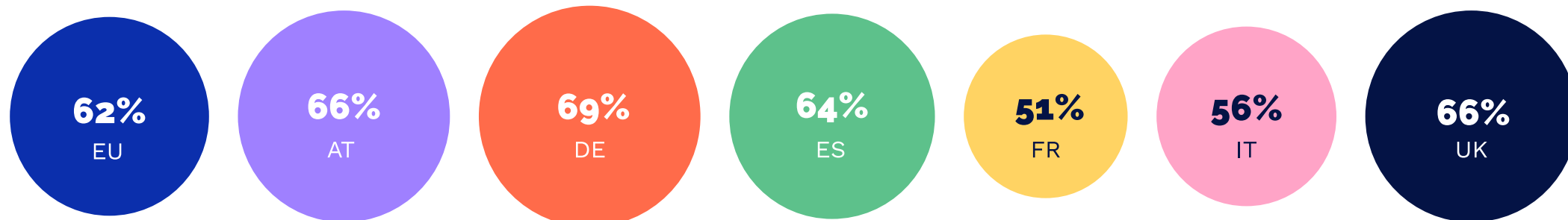
Moreover, blended learning is often used to maximise the time students and teachers have in-person during class.



62% of parents in Europe think hybrid and blended learning can help alleviate teacher shortages



All parents: net agree ¹⁶³



5 in 10 teachers also share this perception. Teachers feel the pain of these shortages, sometimes leaving them feeling unable to meet children's expectations: **"There is a lack of staff. I'm usually alone with over 20 children and unfortunately, I don't always manage to do justice to everyone."**



Primary school teacher, Austria ¹⁶⁴

Technology can also benefit teachers as it gives them time back to invest in their students: **"It would be a blessing to be able to use AI-based online lessons or sequences, as these would at least simplify the lesson preparation and follow-up."**



Secondary school geography and maths teacher, Germany ¹⁶⁵

Teachers need more support to adopt hybrid and blended methods

Despite the perceived benefits, on average, **less than 6 in 10 children in Europe are using hybrid or blended learning methods today.**¹⁶⁶

Austria and Germany stand out as the countries with the highest usage, but this is significantly lower in both Italy and France – despite children in both countries enjoying learning with these techniques.









Paired with the technology gap schools face in both these countries, this disparity will further **polarise children across Europe** – to the advantage of children who are able to experience and benefit from these innovative teaching methods.

Empowering teachers to learn about new technologies is paramount to ensure they can increase students’ confidence in their capacity for self-directed learning.


This investment in teacher training will then, in turn, have a direct impact on academic results: according to the 2023 PISA report, "On average across OECD countries, students who had a more positive experience with remote learning – for example, students who agreed or strongly agreed that their teachers were available when they needed help – scored higher in mathematics and reported feeling more confident about learning independently".¹⁶⁷

Usage at home or school


 All children according to their parents ¹⁶⁸

						
 Blended learning	58%	83%	78%	53%	38%	42%
 Hybrid learning	52%	76%	74%	47%	31%	35%

“These models require a great deal of material resources and are often difficult to set up.”


 Primary school teacher, France ¹⁶⁹

“This still requires development time. It offers interesting and diverse possibilities. However, teachers need sufficient time and training to be able to work effectively with it.”

 Secondary school teacher, Germany ¹⁷⁰

Proper access to technology in the classroom will also be key to ensuring that no children are left behind:

“Issues around the access to the technology needed for all pupils especially those who are disadvantaged or living in poverty is a huge concern and those pupils are falling behind.”

 Secondary school geography teacher, United Kingdom ¹⁷¹

Blended and hybrid learning methods reduce classroom stress

Learning how to manage stressful situations is key for children as they develop and prepare to enter the workplace where emotional intelligence is essential.

While the majority of parents in Europe support their children emotionally (56%) and help manage their stress and school anxiety,¹⁷² **there is also an acknowledgment that blended and hybrid learning can further help alleviate school-related anxiety.**¹⁷³

63%

of parents agree that hybrid or blended learning can **provide better support for children** than traditional group learning in a classroom setting.¹⁷⁴



55%

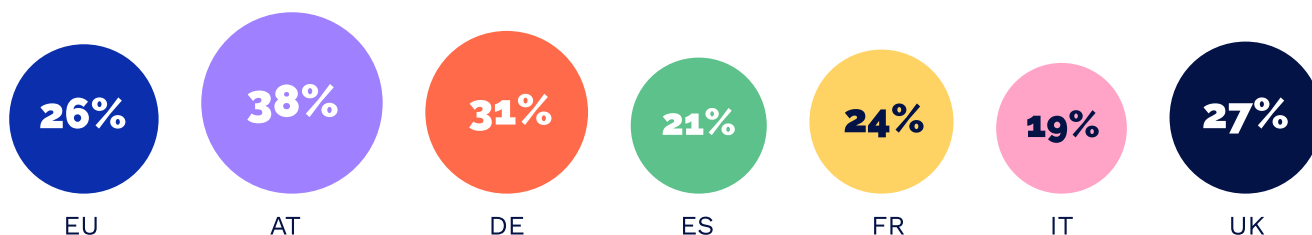
of parents acknowledge the impact of new learning techniques when it comes to **reducing stress and anxiety.**¹⁷⁵

Meanwhile, some **teachers still need to be convinced of the stress-relieving benefits of the methods**, with half of those interviewed not yet in agreement.

With 1 in 5 children in Europe having been diagnosed with, or showing signs of special educational needs and requiring unique attention, it is even more important for teachers to feel empowered to leverage new technologies, such as AI to supercharge adaptive learning and enable each student to learn at their own pace.¹⁷⁷

% of children showing signs of special needs:

 All parents ¹⁷⁸



From the perspective of teachers, one of the benefits of hybrid and blended learning techniques are that they allow children who are less at ease in public to fully express themselves.

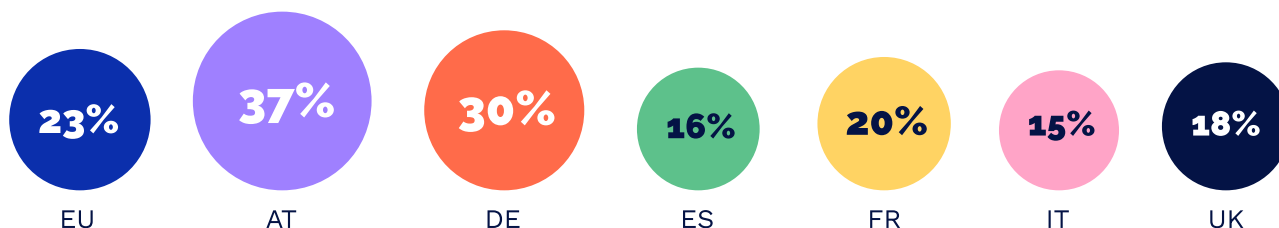
“Pupils may be afraid to speak in front of others: digital technology puts distance between them and removes stress for the student.”



Primary school teacher, France ¹⁸⁰

% of children diagnosed with special needs:

 All parents ¹⁷⁹



“A number of dyslexic pupils have problems with the written word, and the use of digital aids helps some of them to start writing.”



Primary school teacher, France ¹⁸¹

Chapter 4

AI, VR & the metaverse: the classroom's new frontier



AI will transform education, but teachers are more essential than ever

AI tools are more accessible than ever before, but they are not yet fully trusted or widely adopted across many industry sectors - particularly education.

The EU recently reached a deal on the world's first comprehensive laws to regulate the use of AI, which the European Union (EU) Commissioner, Thierry Breton, hopes will act as a launch-pad for EU startups and researchers to lead the global AI race.¹⁸²

Subsequently, the EU is poised to witness the proliferation of new AI tools, which will increasingly transform every aspect of society, including the education system.

AI represents an incredibly powerful learning tool. For example, it can provide self-paced learning plans, visualise abstract concepts and leverage interactivity to improve individual learning experiences. Due to its relative infancy, the positive impact AI can have on academic outcomes is still not fully clear, but it is understandable that children are keen to explore its possibilities.

Back in 2023, 44% of children in Europe imagined that education could be improved by AI in 2050.¹⁸³

Today over half of children in Europe already want to learn with AI,¹⁸⁴ and 60% of parents agree it is a highly effective learning tool.¹⁸⁵ Already 84% children in Spain and the UK say technology allows them to learn anything they want.¹⁸⁶

When it comes to deciding how to integrate AI into the classroom to enhance the learning experience, we are at a critical juncture: **education systems risk the curriculum and learning material facing irrelevancy if they do not adapt.** Yet as of today, AI adoption in schools is still low - 41% of children in Austria claim they have access to the technology but in France, it's only 11%.¹⁸⁷

Lack of equipment and training are among the reasons, as well as **mistrust among teachers - many of whom worry that AI may replace them.**¹⁸⁸

Children also have bold aspirations for VR in education, with as many as 51% believing that by 2050, learning will be done in a virtual classroom (using virtual reality) with avatar teachers - a significant increase from just 33% in 2023.¹⁸⁹

Yet we are a long way from teachers finding themselves replaced by these exciting new technologies.

Instead, they will find their teaching ability is augmented - from enabling children to experience 'real-world' scenarios or interact with concepts in virtual reality, to reducing time spent lesson planning thanks AI support.

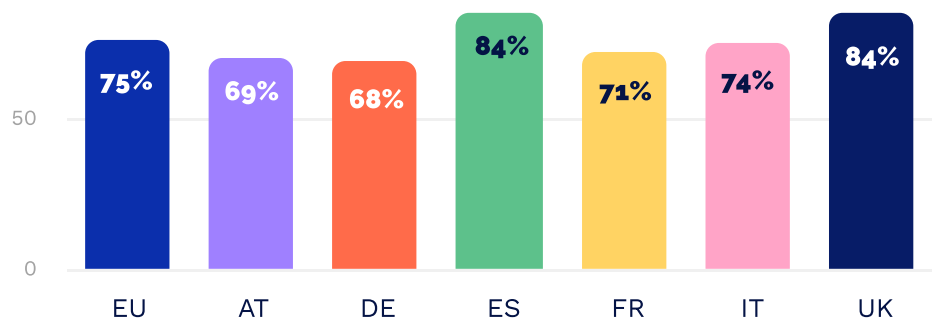
And in an increasingly technology-oriented world, with less human interaction needed for commonplace activities, **the importance of every teacher's role as a mentor and guide for children will be more critical than ever.**



75% of children see technology as the key to learning anything

Children believe new and emerging technologies are at the core of their future learning experiences and will unlock new opportunities.

3 in 4 believe that technology allows them to learn anything they want.¹⁹⁰



All children: net agree ¹⁹¹

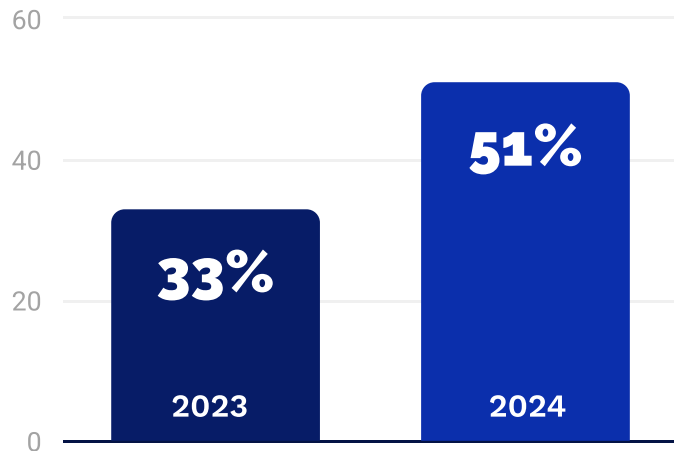
Information has never been as readily available as it is in today's digital age, and children in the United Kingdom and Spain are particularly enthusiastic about the breadth of learning opportunities technology provides them.



Children have an increasingly bold view of the role of technology in the future

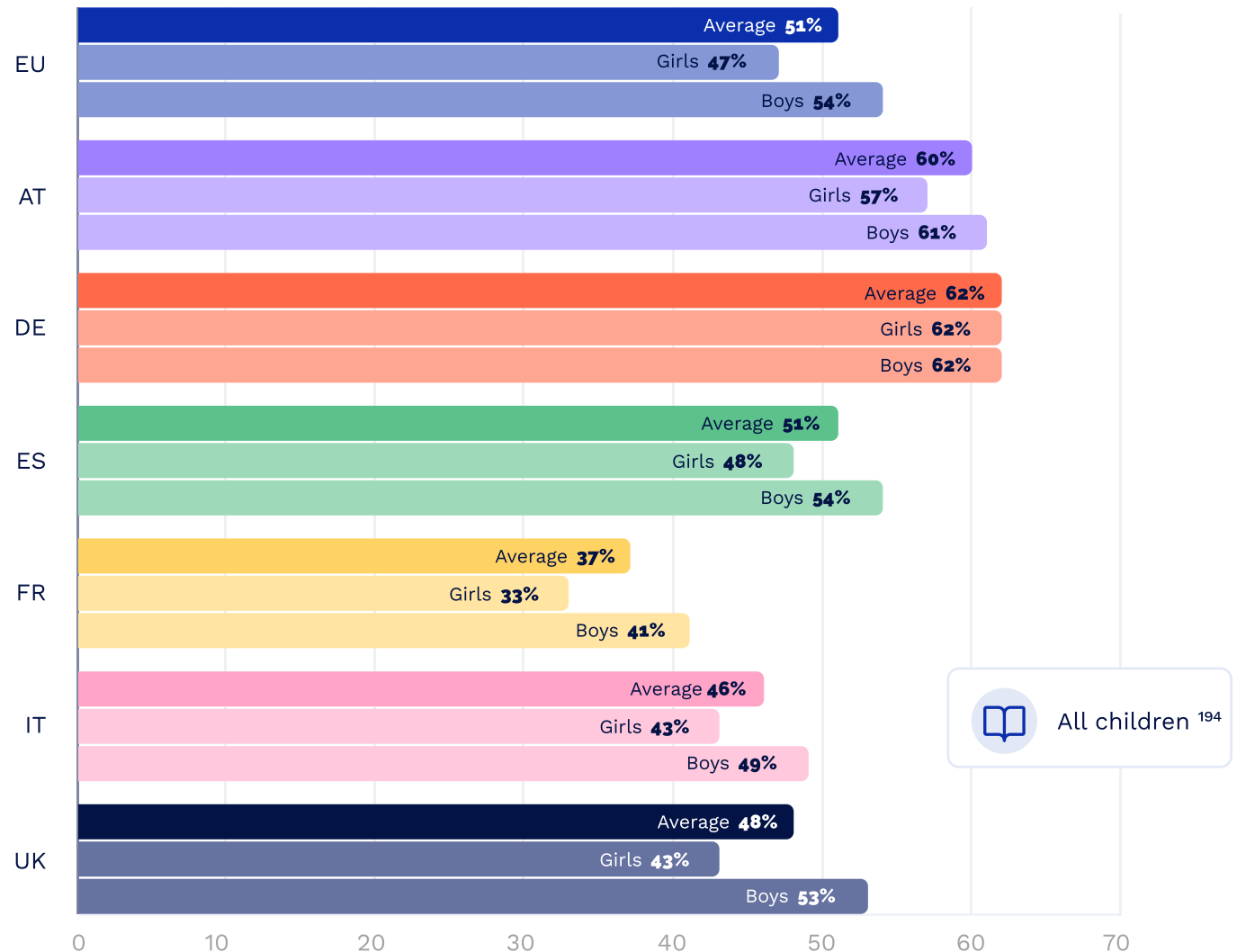
In 2023, one-third of children predicted **“By 2050, learning will be done in a virtual classroom (using VR) with avatar teachers”**.¹⁹²

This figure has risen by 18 percentage points this year, with as many as half of children now agreeing with the prediction.¹⁹³



Children in Austria and Germany are the most ambitious about the prevalence of VR, whereas children in France are more cautious.

Boys predict greater VR dominance than girls, despite very little difference between genders when it comes to confidence about living in a world surrounded by new technologies (boys: 79%, girls: 76%).

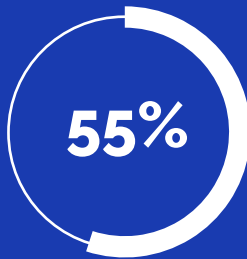


Half of children want to learn using more VR & AI

Children in Europe would like to learn using more...¹⁹⁵

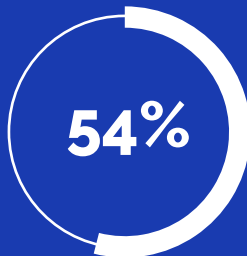
VR

AT: 53%
DE: 46%
ES: 63%
FR: 50%
IT: 57%
UK: 58%



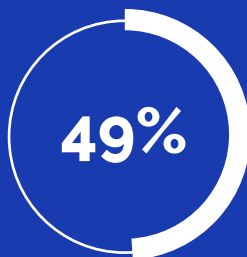
AI

AT: 47%
DE: 49%
ES: 64%
FR: 52%
IT: 58%
UK: 56%



Metaverse

AT: 45%
DE: 45%
ES: 56%
FR: 44%
IT: 53%
UK: 53%



Children are keen to learn with AI and VR, **but interest in the metaverse has waned.** In 2023 80% of children in Europe were interested to learn in the metaverse, compared to only 49% today.¹⁹⁶

Despite hesitations from some teachers who feel uncomfortable using technologies like VR and AI, **many are embracing this new learning frontier to bring abstract concepts to life.**¹⁹⁷ These tools enable students to access a wealth of resources and knowledge beyond the constraints of a traditional classroom, but only through widespread availability and teacher training can their potential be realised.

“AR / VR resources to help demonstrate or visualise abstract concepts. Animated or interactive materials that support learning where access to practical lessons is limited for safety, logistical or cost reasons.”



Secondary school science teacher, United Kingdom ¹⁹⁸



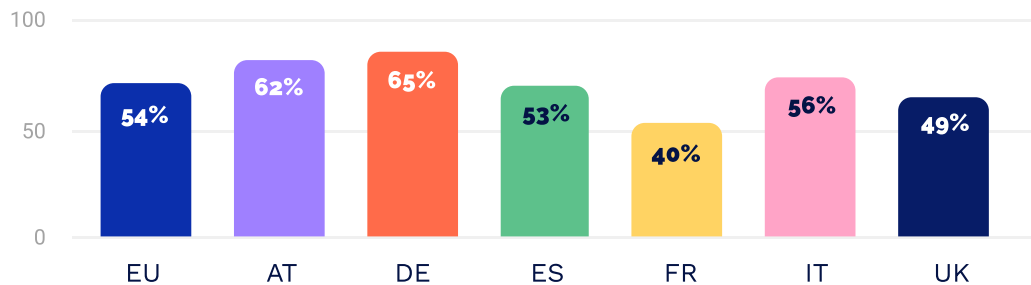
In the GoStudent whitepaper, [‘The End of School as You Know It: Education in 2050’](#) published September 2023, futurologist Tracey Follows discusses the transformative potential of new technologies like VR in education.¹⁹⁹

She envisages scenarios where, for example, palaeontology students learn among lifelike dinosaurs, or marine studies students observe ocean life in immersive virtual underwater settings, thus democratising education, granting access to those who are currently restricted by geography, or expense.

Parents welcome AI-augmented learning

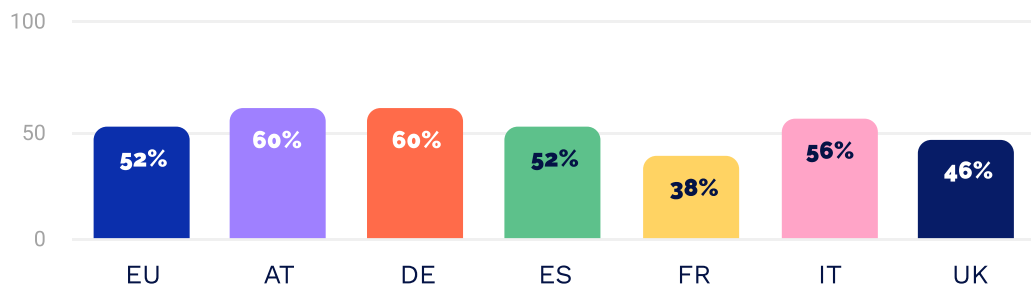
Throughout 2023, we witnessed a remarkable shift in the democratisation of AI, leading to the rapid adoption of this technology.

And it's not just children who are enthusiastic about the potential of AI. Over half of parents in Europe are favourable **towards the use of artificial intelligence (AI) in assessing and improving their children's educational outcomes.**



All parents: net agree ²⁰⁰

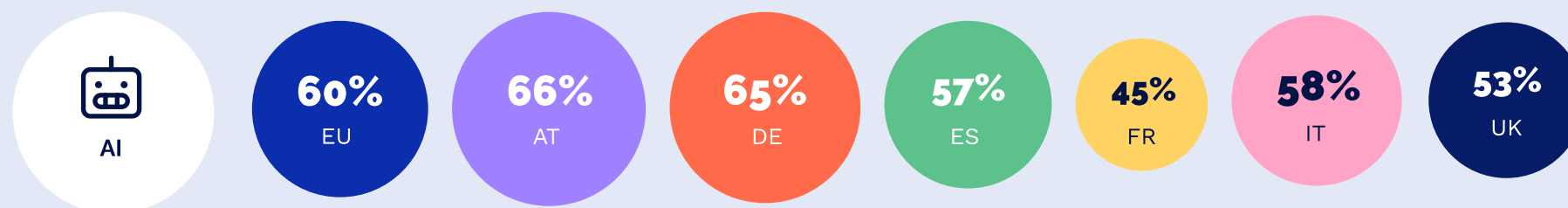
Additionally, half of parents think that **being taught in a virtual classroom (using VR) will improve their children's learning experience.**



All parents: net agree ²⁰¹



60% of parents agree AI is a highly effective educational tool



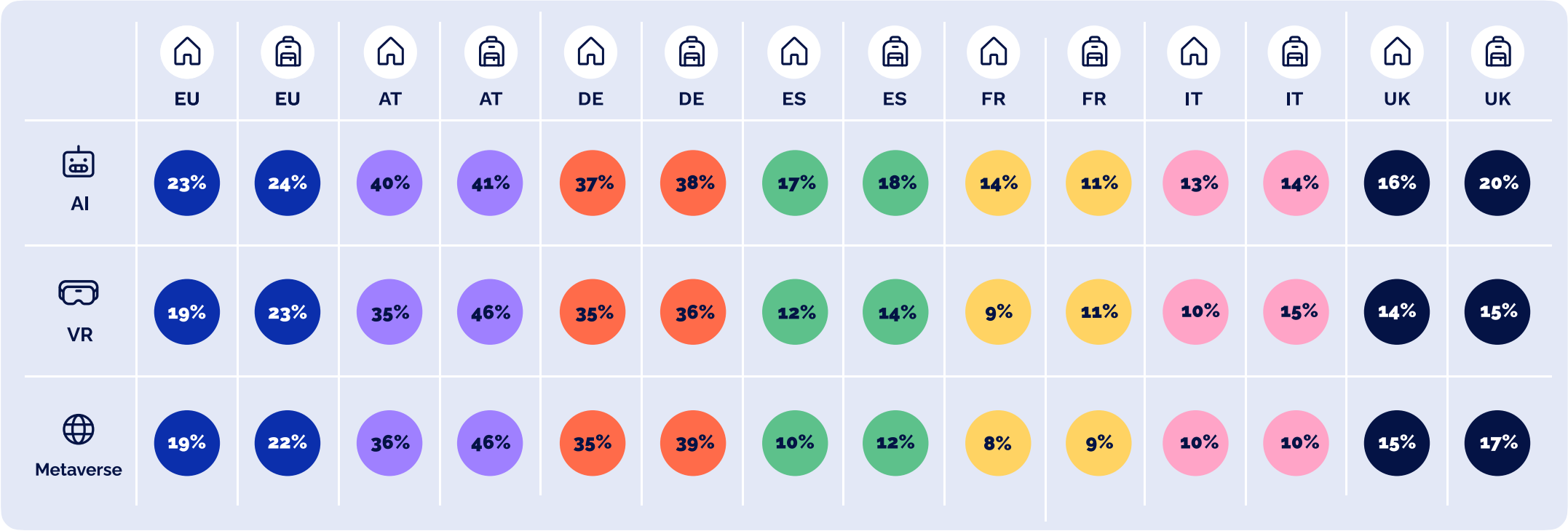
 All parents: net agree ²⁰²

AI is effective, but access is limited

Children believe a technology-augmented learning environment at school will give them the opportunity to receive early training on the new tools they will need for the world of work, and help prepare them for the future.

Learning tools powered by AI are becoming more widespread, for example GoStudent Learning and the integrated chatbot ‘Amelia’, which creates a dynamic learning environment, that is beneficial for children. This new technology gives children the opportunity to have interactive conversations - they can ask questions and seek explanations to problems, enabling them to quickly learn and improve.

Despite the fact that technologies such as the metaverse, AI, and VR / AR are seen as effective, they are not yet well-adopted at home or at school. **Less than 4 in 10 children across Europe currently use them, with the adoption significantly lower in France and Italy.**²⁰³



Child has access to / uses metaverse, AI and VR/ AR at home ²⁰⁴




Child has access to / uses metaverse, AI and VR/ AR at school ²⁰⁵

Learning about technology would help children feel more prepared for the future

“Knowing that I know how to program and that I know how to use AI really well and program avatars & chatbots.”

 10-year-old Male, Spain ²⁰⁶


“Learning to use Artificial Intelligence.”

 10-year-old Male, Italy ²⁰⁸

“Knowing how to use Chat GPT.”

 12-year-old Male, France ²⁰⁷

“Continuing to develop digital technology and Artificial Intelligence.”

 13-year-old Male, France ²⁰⁹

Teachers need to harness technology's potential

The complementary role of technologies such as AI and the metaverse must be made clear to teachers: these new technologies are not here to replace them or standardise their way of teaching, but to empower them:

“I became a teacher because that's exactly what I love - teaching the students the subject matter in my own way...”



Secondary school geography and maths teacher, Germany ²¹⁰

“I do not currently use these methods but would be open to trialling them if given a clear remit, and my role - or those of my peers - was not threatened by doing so.”



Secondary school science teacher, United Kingdom ²¹¹

As teachers start to integrate these new technologies into their ways of teaching, they require **support and training from the government and education authorities.**

Keeping abreast of new developments takes time in a context where teachers are already stretched. But new tools can also save time, as long as teachers are empowered with the knowledge of how to leverage their benefits upfront.

“A teacher must constantly keep abreast of teaching methodologies, must never be complacent, and must be familiar with all ICT (information and communication technologies) in order to use them as needed.”



Special needs teacher, Italy ²¹²

“I believe that more teacher training is needed.”



Secondary school English teacher, Spain ²¹³

Chapter 5

Shaping the future of education: a collective responsibility



Teachers are the key to unlocking a lifelong love of learning

It takes a village to raise a child.

Helping children to reach their full potential is the shared responsibility of teachers and parents alike, and **both need empowerment and support.**

Parents are busy, and often lack the time, or feel ill-equipped to play a significant role in their children's education.

While in most countries the majority of parents are aware of their child's strengths and weaknesses, or speak to their children about their school performance and struggles, **only half actually feel capable of helping their children with homework.**²¹⁴

Additionally, less than half of parents are able to create a learning environment at home, or provide their child with apps and online resources to supplement learning - leaving children to find their own way to access these tools.²¹⁵

Teachers play a central role in not only the education process, but also in shaping the way children perceive school.

Their influence is clear, as shown by the fact that the favourite subject of most children is the one taught by their favourite teacher.²¹⁶

Despite PISA results showing maths performance has declined globally in recent years,²¹⁷ it is still the favourite subject for both boys and girls across almost all of Europe.²¹⁸

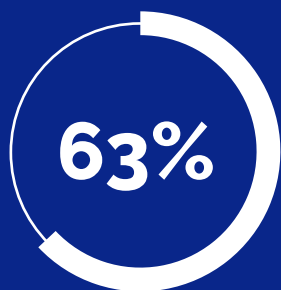
And it's clearly no coincidence that children who love maths also mention their maths teacher as their favourite. This reinforces the assertion that **we are a long way from passionate, engaging teachers being replaced by technology, and shows how vital the teacher-student connection remains.**



Parental guidance is essential to nurture children's potential

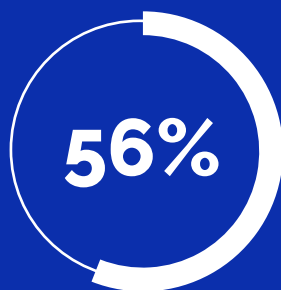
When it comes to supporting their children's education, and helping them get ready for the future, parents across Europe support to different degrees. The majority speak to their children about school performance and struggles or encourage questions and exploration.²¹⁹

Yet only one third provide their children with apps and online resources, despite 8 in 10 children using them for learning - showing this is initiated by children themselves.²²⁰



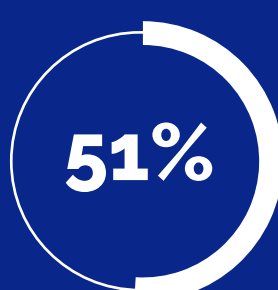
speak to their child about their school performance and struggles

AT: 47%
DE: 50%
ES: 70%
FR: 71%
IT: 65%
UK: 74%



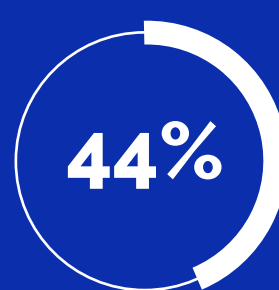
encourage their child to ask questions and explore topics of interest

AT: 42%
DE: 51%
ES: 57%
FR: 63%
IT: 57%
UK: 68%



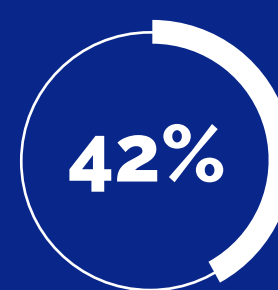
help their child with homework

AT: 32%
DE: 42%
ES: 59%
FR: 67%
IT: 45%
UK: 63%



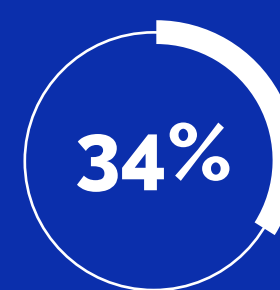
encourage extracurricular activities that would help their child learn

AT: 35%
DE: 40%
ES: 48%
FR: 50%
IT: 39%
UK: 52%



create a learning environment at home, with access to books and materials

AT: 40%
DE: 42%
ES: 48%
FR: 41%
IT: 34%
UK: 47%



provide their child with apps and online resources to supplement learning

AT: 31%
DE: 38%
ES: 40%
FR: 26%
IT: 33%
UK: 39%



All parents: net agree ²²¹



GoStudent

Schools and parents must unite to support children

Parents know what their child's learning strengths and struggles are, but they **don't always know the best way to support them.**

Over 8 in 10 are **familiar with the assignments or tasks** their child finds easy:

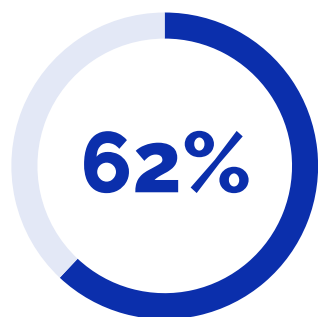
EU: 86%, AT: 80%, DE: 81%, ES: 93%, FR: 88%, IT: 89%, UK: 82%.²²²

9 in 10 parents know **where their child performs strongly:**

EU: 90%, AT: 82%, DE: 82%, ES: 96%, FR: 95%, IT: 93%, UK: 94%.²²³

As well as where their child struggles: EU: 87%, AT: 79%, DE: 82%, ES: 89%, FR: 93%, IT: 91%, UK: 90%.²²⁴

But parents also acknowledge they need guidance, with 6 in 10 in Europe wishing they could better understand how to help their child.²²⁵



AT: 64%
DE: 63%
ES: 54%
FR: 63%
IT: 67%
UK: 60%



All parents: net agree ²²⁶

This is even more important when parents have children who show signs of, or have been diagnosed with special needs (such as interaction or emotional issues, challenges with cognition or physical disabilities).

In this case, almost 1 in 2 parents in Europe have tried to help their child to find new techniques to support their learning (46%).²²⁷

4 in 10 parents in Europe have asked for additional support with classroom learning (41%).²²⁸

The 2023 PISA report corroborates the fact that parental involvement is key.²²⁹ It shows that in countries where parents are more involved in their children's education, there is a positive impact on performance:

“Students who were supported at home had more positive attitudes towards school and learning. (...) Students thrive when their families take an active interest in them and their learning: In all countries/economies, students who enjoy more support from their families reported a greater sense of belonging at school and life satisfaction, and more confidence in their capacity for self-directed learning.”



Children across Europe love Maths

Teachers have a huge influence on their pupils, and are trusted role models. The 2023 Edelman Trust Barometer found that globally 64% of respondents saw teachers as a unifying force in society, higher than any other group listed – from NGO and business leaders (46% and 41%, respectively) to government leaders (33%).²³⁰

Teachers also have a big influence on how children perceive school: **children's favourite subjects to learn at school are the ones taught by their favourite teachers, and this is true across all countries - with maths topping both subject and teacher rankings.**²³¹

This illustrates the importance of equipping educators with both ability to learn new techniques, and sufficient time to connect with each pupil, so they can truly share their passion for their subject, resulting in a more impactful learning experience.

“Teacher personality is the top priority for learning success!”



Primary school teacher, Germany ²³²

“The personality of the teacher plays such an enormous role in conveying the subject matter.”



Secondary school geography and maths teacher, Germany ²³³



Favourite subjects

1. Maths
2. Sport
3. English
4. History
5. Art
6. Biology / science
7. Geography
8. Music
9. Technology
10. Physics

Favourite teachers

1. Maths
2. English
3. Sport
4. History
5. Art
6. Biology / science
7. Geography
8. German / literature
9. Italian / literature
10. Music



All children in Europe ²³⁴

Maths matters: children want to tackle future challenges

Strong teachers aside, when considering the importance of maths in both technology and sustainability-oriented professions, and children’s eagerness to be empowered to work in these sectors, it is no coincidence that maths is the preferred subject for almost all countries.

 All children: favourite subject ranking ²³⁵



When looking at gender, girls and boys both prefer maths, but boys are more inclined towards sport and science, whereas girls favour art.

 Boys ²³⁶

Favourite subject	Favourite teacher
Maths	Maths
Sport	Sport
English	English
History	History
Biology / Science	Biology / Science

 Girls ²³⁷

Favourite subject	Favourite teacher
Maths	Maths
English	English
Art	Sport
Sport	Art
History	History

Chapter 6

The GoStudent perspective



A personalised learning experience is the path to success

Having heard the opinions of children, parents and teachers, it is very clear that the **one-size-fits-all learning model has reached an end.**

The calls are clearer than ever, **Generation Z and Alpha want a practically relevant, hybrid education.** They need a curriculum that prepares them for a future that will be defined by dramatic environmental and cultural shifts, and technological advancement.²³⁸

Children want to be taught critical thinking, creativity, and adaptability - essential skills for success in an evolving world.²³⁹

The relevance of the education system hinges its ability to embrace a combination of in-person teaching, personalised, self-paced learning, technology and tools.

Parents and teachers are ill-equipped to provide this extra level of personalisation for children.²⁴⁰ The current crowded classroom environment does not facilitate a tailored approach for each individual.

It is clear that across Europe, schools need external support to keep up with the educational requirements of children today.

At GoStudent, we are committed to building education that works, so that every child can learn in a way that best suits their needs. This could be online, with the one-to-one support of a high-quality tutor, or offline in a small group.

It could also be via the technology-driven tools we've created, having listened to the needs of students. From self-guided study, enabled by GoStudent Learning, our AI-driven content platform, to learning a language via an avatar in GoStudent VR's virtual world - we have long recognised the importance of a personalised learning model and are developing solutions that fit.

It is testament to their appreciation of the value a personalised education can bring, that **71% of parents in Europe think tutoring would benefit all children, not only those struggling at school.**²⁴¹

And it is encouraging to see that parents, children and teachers are excited about the opportunities technology brings to education.²⁴²

Learning support from our tools and tutors enables parents to focus on the emotional wellbeing of children, and **empowers teachers to concentrate on getting students future-ready and set up to succeed.**

This report confirms our belief that the future of education is a blend of technology and personalised guidance, **enabling every student to thrive and unlock their full potential.**





About GoStudent

GoStudent is one of the world's leading tutoring providers and education platforms.

Founded in Vienna, Austria, in 2016 by Felix Ohswald (CEO) and Gregor Müller (COO), the venture-backed unicorn has raised more than €675m from investors including Prosus, Left Lane Capital and SoftBank Vision Fund 2.

Believing the future of education is hybrid, GoStudent has expanded its offering, with the acquisition of three EdTech companies - Seneca Learning, Tus Media and Fox Education - and offline tutoring business, Studienkreis.

Together, these companies aim to unite the best of the online and offline world to unlock every child's potential.

Learn more here: www.gostudent.org

Appendix - Data sources

Introduction:

(1) Children Q5: Which of the below skills do you think are most important for you to learn in order to be ready for the future? NET Agree

(2) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree / Teachers Q13: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(3) Parents Q22: Which of the below skills do you think are most important for your child to learn in order to be ready for the future? NET Top 10

(4) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

(5) GoStudent Future of Education Report 2023

(6) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

(7) Parents Q15: Thinking about the benefits of technology and digital tools in aiding your child's education, how much do you agree or disagree with each of the below statements?

(8) Children Q3: Which of the following learning techniques have you already tried and/or would like to try?

(9) Children Q4: How much do you like learning with each of the following?

(10) Children Q3: Which of the following learning techniques have you already tried and/or would like to try?

(11) Teachers Q12: As a teacher, how do you personally perceive both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

(12) Parents Q12: Which of the following digital tools does your child use at home or at school?

(13) Teachers Q8: Which of the below learning techniques do you use when teaching at school? / Teachers Q9: How effective do you think each of the below learning technique is in preparing students for their future?

(14) (15) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements?

(16) National Statistics Gov.uk: Pupil absence in schools in England Autumn and spring 2022/23

(17) Teachers Q12: As a teacher, how do you personally perceive Both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom? / Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree / Children Q4: How much do you like learning with each of the following? NET Like

(18) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

(19) Children Q3: Which of the following learning techniques have you already tried and/or would like to try?

(20) (21) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(22) Children Q1: What is your favorite subject at school? / Children Q2: Who is your favourite teacher at school?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Chapter 1: A curriculum to reflect real life

Page: Overhauling the curriculum to be fit for the future

(23) European Commission: European Year of Skills 2023

(24) Children Q5: Which of the below skills do you think are most important for you to learn in order to be ready for the future? NET Top 10

(25) Parents Q22: Which of the below skills do you think are most important for your child to learn in order to be ready for the future? NET Top 10 / Teachers Q13: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

Sources: Chapter 1

(26) The Lancet Planetary Health: Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey

(27) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

(28) (29) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(30) Teachers Q13: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(31) Parents Q22: Which of the below skills do you think are most important for your child to learn in order to be ready for the future? NET Top 10 / Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

(32) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

(33) Parents Q23: Which of the below topics do you think are most important for your child to learn in order to be ready for the future? NET Top 10

(34) (35) (36) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Page: Schools need to connect learning to real life

(37) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree / Teachers Q13: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(38) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

(39) Children Q5: Which of the below skills do you think are most important for you to learn in order to be ready for the future? NET Top 10

(40) Children Q8: What are some of the things that would make you feel more prepared for the future?

(41) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10 / Parents Q22: Which of the below skills do you think are most important for your child to learn in order to be ready for the future? NET Top 10

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Page: Parents want education to be well-rounded

(42) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(43) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005 / All teachers n=60.

Page: Top 10 topics children want to learn

(44) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Learning to overcome the climate crisis

(45) GoStudent Future of Education Report 2023

(46) Parents Q23: Which of the below topics do you think are most important for your child to learn in order to be ready for the future? NET Top 10 / Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

(47) The Lancet Planetary Health: Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey

(48) Parents Q23: Which of the below topics do you think are most important for your child to learn in order to be ready for the future? NET Top 10 / Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Sources: Chapter 1

Page: What would make children feel more prepared for the future

(49) Children Q8: What are some of the things that would make you feel more prepared for the future?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Encouraging tomorrow's changemakers

(50) GoStudent Future of Education Report 2023

(51) (52) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: School alone won't prepare children for their dream jobs

(53) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements?

(54) Children Q8: What are some of the things that would make you feel more prepared for the future? / Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Page: Experience would make children feel more prepared for the future

(55) Children Q8: What are some of the things that would make you feel more prepared for the future?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Teachers also believe practical experience will set children up for future success

(56) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

Base: All teachers n=60

Page: A tech-hungry generation: AI is the top priority

(57) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

(58) GoStudent Future of Education Report 2023 / Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

(59) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 13

(60) GoStudent Future of Education Report 2023

(61) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 13

(62) UNESCO survey: Less than 10% of schools and universities have formal guidance on AI

(63) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 13

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Most children declare they feel confident about living in a world surrounded by new technologies

(64) GoStudent Future of Education Report 2023

(65) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Emotional wellbeing results in academic achievement

(66) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree / Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 13

Sources: Chapter 1

(67) The Lancet Child & Adolescent Health: Time to take academic pressure seriously

(68) HSBC: The Health Behaviour in School-aged Children study - Individual health complaints: feeling low

(69) The association between academic pressure and adolescent mental health problems: A systematic review - Thomas Steare, Carolina Gutiérrez Muñoz, Alice Sullivan, Gemma Lewis

(70) Parents Q5: Which of the following do you do to support and engage with your child's education?

(71) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(72) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

(73) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(74) Teachers Q13: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All teachers n=60.

Page: Parents want schools to teach children emotional intelligence

(75) Parents Q24: Thinking about holistic learning & subjects, how much do you agree or disagree with each of the below statements? NET Agree

(76) Parents Q22: Which of the below skills do you think are most important for your child to learn in order to be ready for the future? NET Top 10

(77) Children Q5: Which of the below skills do you think are most important for you to learn in order to be ready for the future? NET Top 10

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005.

(78) The Business Case for Emotional Intelligence - Cary Cherniss

(79) CASEL: What is Social and Emotional Learning?

Page: 8 in 10 teachers agree that emotional intelligence is a key skill to prepare children for the future

(80) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

Base: All teachers = 60.

Page: Future-proofing learning starts with more personalisation

(81) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree

(82) GoStudent whitepaper 'The End Of School As You Know It: Education in 2050'

(83) (84) (85) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005.

Page: Children are eager for personalised teaching methods

(86) Children Q8: What are some of the things that would make you feel more prepared for the future?

(87) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Sources: Chapter 2

Chapter 2: Technology is increasingly essential to education

Page: Schools struggle to keep up as the technology gap grows

(88) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

(89) Children Q4: How much do you like learning with each of the following?

(90) (91) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

(92) Parents Q13: Thinking about how your child uses technology, on a scale of 1 to 5 where 1 means 'not at all comfortable' and 5 means 'extremely comfortable', how comfortable is your child using the following devices? NET Highly comfortable

(93) European Commission: Shaping Europe's digital future

(94) Teachers Q8: Which of the below learning techniques do you use when teaching at school?

(95) Teachers Q9: How effective do you think each of the below learning technique is in preparing students for their future?

(96) Teachers Q10: Thinking about the benefits of technology and digital tools in aiding students' education, how much do you agree or disagree with each of the below statements?

(97) Parents Q10: How effective do you think each of the below learning techniques is in preparing your child for their future? Highly effective

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Page: Technology is central to children's lives... and learning

(98) Parents Q13: Thinking about how your child uses technology, on a scale of 1 to 5 where 1 means 'not at all comfortable' and 5 means 'extremely comfortable', how comfortable is your child using the following devices? NET Highly comfortable

(99) (100) Parents Q12: Which of the following digital tools does your child use at home or at school?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, Children aged 10-12: EU n=1,983, AT n=207, DE n=332, FR n=344, ES n=364, IT n=354, UK n=382; Children aged 12-14: EU n=2,515, AT n=281, DE n=512, FR n=437, ES n=425, IT n=454, UK n=406; Children aged 14-16: EU n=1,072, AT n=64, DE n=161, FR n=218, ES n=219, IT n=194, UK n=216.

Page: 80% of children embrace online learning tools

(101) Parents Q13: Thinking about how your child uses technology, on a scale of 1 to 5 where 1 means 'not at all comfortable' and 5 means 'extremely comfortable', how comfortable is your child using the following devices? NET Highly comfortable

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, Children aged 10-12: EU n=1,983, AT n=207, DE n=332, FR n=344, ES n=364, IT n=354, UK n=382; Children aged 12-14: EU n=2,515, AT n=281, DE n=512, FR n=437, ES n=425, IT n=454, UK n=406; Children aged 14-16: EU n=1,072, AT n=64, DE n=161, FR n=218, ES n=219, IT n=194, UK n=216.

Page: Technology is empowering children in their education

(102) GoStudent Future of Education Report 2023

(103) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

(104) Parents Q14: How much do you agree or disagree with the following statements about your child's usage of technology and digital tools?

(105) Children Q4: How much do you like learning with each of the following?

(106) (107) Parents Q15: Thinking about the benefits of technology and digital tools in aiding your child's education, how much do you agree or disagree with each of the below statements? / Teachers Q11: Thinking about the benefits of technology and digital tools in aiding students' education, how much do you agree or disagree with each of the below statements?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Sources: Chapter 2

Page: Only better access will realise technology's full potential

(108) (109) Parents Q12: Which of the following digital tools does your child use at home or at school?

(110) [Digitalieuguali.it](https://digitalieuguali.it) - Sostieni L'Inclusione Digitale

(111) (112) Parents Q12: Which of the following digital tools does your child use at home or at school?

(113) Teachers Q8: Which of the below learning techniques do you use when teaching at school?

(114) Teachers Q9: How effective do you think each of the below learning technique is in preparing students for their future?

(115) [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#)

(116) (117) Teachers Q12: As a teacher, how do you personally perceive Both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

(118) Teachers Q15: Can you please share your thoughts on what learning tools or resources you believe would help you better support and educate the students you teach?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All teachers n=60.

Page: Technology helps supercharge personalised learning

(119) Parents Q15: Thinking about the benefits of technology and digital tools in aiding your child's education, how much do you agree or disagree with each of the below statements?

(120) Teachers Q10: Thinking about the benefits of technology and digital tools in aiding students' education, how much do you agree or disagree with each of the below statements?

(121) Teachers Q14: What are some of the things that would make your students feel more prepared for the future? Children Q4: How much do you like learning with each of the following?

(122) Children Q4: How much do you like learning with each of the following?

(123) Children Q8: What are some of the things that would make you feel more prepared for the future?

(124) Children Q4: How much do you like learning with each of the following?

(125) (126) Children Q8: What are some of the things that would make you feel more prepared for the future?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All teachers n=60. All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60.

Page: 96% of parents believe personalised tutoring is effective

(127) [République Française: Education in Europe: Key figures in 2022](#)

(128) (129) Parents Q10: How effective do you think each of the below learning techniques is in preparing your child for their future? Net effective

(130) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child?

(131) Parents Q10: How effective do you think each of the below learning techniques is in preparing your child for their future? Net effective

(132) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child?

(133) Teachers Q9: How effective do you think each of the below learning technique is in preparing students for their future?

(134) Parents Q26: Which of the following have you done to support your child showing symptoms of special educational needs/after being diagnosed?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All teachers n=60.

Sources: Chapter 3

Chapter 3: The power of blended & hybrid learning

Page: Technology is a solution to the teacher shortage

(135) European Union: Teachers in Europe

(136) UNESCO: The teachers we need for the education we want: the global imperative to reverse the teacher shortage

(137) (138) Teachers Q11: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below? / Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below? NET Agree

(139) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below? NET Agree

(140) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school? - NET: Use both at home and at school

(141) Parents Q25: Has your child ever shown signs or been diagnosed with special educational needs and/or disability that makes it more difficult for them to learn than most other children their age?

(142) Teachers Q12: As a teacher, how do you personally perceive Both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

(143) Children Q4: How much do you like learning with each of the following? NET Like

(144) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school? - NET: Use both at home and at school

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60

Page: 95% of parents think blended and hybrid learning is effective

(145) Parents Q8: Among the following definitions, which one do you think relates to hybrid and/or blended learning? / Teachers Q7: Among the following definitions, which one do you think relates to hybrid and/or blended learning?

(146) Parents Q10: How effective do you think each of the below learning techniques is in preparing your child for their future? NET Effective

(147) Children Q4: How much do you like learning with each of the following? NET Like

(148) PISA 2022 Results (Volume I): The State of Learning and Equity in Education | en | OECD

(149) Schools and Society During the COVID-19 Pandemic- Singapore's Endemic Approach to Education: Re-Envisioning Schools and Learning - Fernando M. Reimers

(150) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree

(151) (152) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below? NET Agree

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60

Page: An innovative learning mix boosts collaboration and interactivity

(153) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

(154) (155) Teachers Q11: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

(156) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

(157) (158) (159) Teachers Q12: As a teacher, how do you personally perceive Both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All teachers n=60

Sources: Chapter 3

Page: Digital learning: a solution to education's current challenges

(160) European Commission: Eurydice report – Teachers in Europe

(161) (162) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005

Page: 62% of parents in Europe think hybrid and blended learning can help alleviate teacher shortages

(163) Parents Q21: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

(164) Teachers Q11: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below? / Teachers Q15: Can you please share your thoughts on what learning tools or resources you believe would help you better support and educate the students you teach?

(165) Teachers Q15: Can you please share your thoughts on what learning tools or resources you believe would help you better support and educate the students you teach?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, Teachers n=60

Page: Teachers need more support to adopt hybrid and blended methods

(166) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

(167) PISA 2022 Results (Volume I): The State of Learning and Equity in Education | en | OECD

(168) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

(169) (170) (171) Teachers Q12: As a teacher, how do you personally perceive hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, Teachers n=60

Page: Blended and hybrid learning methods reduce classroom stress

(172) Parents Q5: Which of the following do you do to support and engage with your child's education?

(173) (174) (175) Parents Q21: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree

(176) Teachers Q11: Thinking about the benefits of hybrid and blended learning, how much do you agree or disagree with each of the statements below?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, Teachers n=60

(177) (178) (179) Parents Q25: Has your child ever shown signs or been diagnosed with special educational needs and/or disability that makes it more difficult for them to learn than most other children their age?

(180) (181) Teachers Q12: As a teacher, how do you personally perceive Both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, Teachers n=60

Sources: Chapter 4

Chapter 4: AI, VR & the metaverse: The classroom's new frontier

Page: AI will transform education, but teachers are more essential than ever

(182) European Commission: A European approach to artificial intelligence

(183) GoStudent whitepaper 'The End Of School As You Know It: Education in 2050'

(184) Children Q3: Which of the following learning techniques have you already tried or would like to learn with?

(185) Parents Q10: How effective do you think each of the below learning techniques is in preparing your child for their future? NET Highly effective

(186) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

(187) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

(188) Teachers Q15: Can you please share your thoughts on what learning tools or resources you believe would help you better support and educate the students you teach?

(189) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree / **GoStudent Future of Education Report 2023**

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60

Page: 75% of children see technology as the key to learning anything

(190) (191) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Children have an increasingly bold view of the role of technology in the future

(192) GoStudent Future of Education Report 2023

(193) (194) Children Q7: Thinking about how you feel about the future, how much do you agree or disagree with the following statements? NET Agree

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Half of children want to learn using more VR & AI

(195) Children Q3: Which of the following learning techniques have you already tried or would like to learn with?

(196) GoStudent Future of Education Report 2023

(197) Teachers Q10: Thinking about the benefits of technology and digital tools in aiding students' education, how much do you agree or disagree with each of the below statements? NET Agree

(198) Teachers Q15: Can you please share your thoughts on what learning tools or resources you believe would help you better support and educate the students you teach?

(199) GoStudent whitepaper 'The End Of School As You Know It: Education in 2050'

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60

Page: Parents welcome AI-augmented learning

(200) (201) Parents Q15: Thinking about the benefits of technology and digital tools in aiding your child's education, how much do you agree or disagree with each of the below statements? NET Agree

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005

Page: 60% of parents agree AI is a highly effective educational tool

(202) Parents Q10: How effective do you think each of the below learning techniques is in preparing your child for their future? NET Agree

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005

Page: AI is effective, but access is limited

(203) (204) (205) Parents Q9: Which of the below learning techniques does your child use / have access to at home or at school?

Sources: Chapters 4 & 5

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005

Page: Learning about technology would help children feel more prepared for the future

(206) (207) (208) (209) Children Q8: What are some of the things that would make you feel more prepared for the future?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Teachers need to harness technology's potential

(210) (211) Teachers Q12: As a teacher, how do you personally perceive both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

(212) (213) Teachers Q15: Can you please share your thoughts on what learning tools or resources you believe would help you better support and educate the students you teach?

Base: All teachers n=60

Chapter 5: Shaping the future of education: a collective responsibility

Page: Teachers are the key to unlocking a lifelong love of learning

(214) (215) Parents Q5: Which of the following do you do to support and engage with your child's education?

(216) Children Q1: What is your favorite subject at school? / Children Q2: Who is your favourite teacher at school?

(217) PISA 2022 Results (Volume I): The State of Learning and Equity in Education | en | OECD

(218) Children Q1: What is your favorite subject at school?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Page: Parental guidance is essential to nurture children's potential

(219) (220) (221) Parents Q5: Which of the following do you do to support and engage with your child's education?

Page: Schools and parents must unite to support children

(222) (223) (224) (225) (226) Parents Q6: Thinking about your child's performance in the past year, how much do you agree or disagree with the following statements? NET Agree

(227) (228) Parents Q26 Which of the following have you done to support your child showing symptoms of special educational needs/after being diagnosed?

(229) PISA 2022 Results (Volume I): The State of Learning and Equity in Education | en | OECD

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005

Page: Children across Europe love Maths

(230) 2023 Edelman Trust Barometer | Edelman

(231) Children Q1: What is your favorite subject at school? / Children Q2: Who is your favourite teacher at school?

(232) (233) Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

(234) Children Q1: What is your favorite subject at school? / Children Q2: Who is your favourite teacher at school?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60

Page: Maths matters: children want to tackle future challenges

(235) Children Q1: What is your favorite subject at school?

(236) (237) Children Q1: What is your favorite subject at school? / Children Q2: Who is your favourite teacher at school?

Base: All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005

Sources: Chapter 6

Chapter 6: The GoStudent perspective

Page: A personalised learning experience is the path to success

(238) Children Q6: Which of the below topics do you think are most important for you to learn in order to be ready for the future? NET Top 10

(239) Children Q5: Which of the below skills do you think are most important for you to learn in order to be ready for the future? NET Top 10

(240) Parents Q5: Which of the following do you do to support and engage with your child's education? / Teachers Q14: What are some of the things that would make your students feel more prepared for the future?

(241) Parents Q11: How much do you agree or disagree with the following statements regarding learning techniques and their benefits for your child? NET Agree

(242) Children Q3: Which of the following learning techniques have you already tried or would like to learn with? / Parents Q15: Thinking about the benefits of technology and digital tools in aiding your child's education, how much do you agree or disagree with each of the below statements? NET Agree / Teachers Q12: As a teacher, how do you personally perceive both hybrid and blended learning models, and what are your feelings towards implementing these approaches in your classroom?

Base: All parents n=5,581, AT parents n=552, DE parents n=1,005, FR parents n=1,004, ES parents n=1,009, IT parents n=1,006, UK parents n=1,005, All children n=5,581, AT children n=552, DE children n=1,005, FR children n=1,004, ES children n=1,009, IT children n=1,006, UK children n=1,005, All teachers n=60



**Unlocking the full potential
of every child**