OpenAI ThinkYoung

VIEWS, EXPERIENCES AND EXPECTATIONS FOR AI IN EDUCATION

HOW HIGH-SCHOOL TEENS USE AI AND TEACHER PERSPECTIVES



ThinkYoung Research

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About ThinkYoung

Founded in 2009, ThinkYoung is an independent, non-profit think tank dedicated to amplifying young people's voices. With a presence across Europe, Africa, and Asia, ThinkYoung collaborates with partners from the public, corporate, and cultural sectors to conduct research and studies exploring the behaviours, attitudes, needs, and aspirations of young people.

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Executive Summary

This research explores the ways in which high school/secondary school students (aged 13–19) in 10 European countries use GenAI and AI tools to support their education, along with their opinions on the future of AI both in school and for individual learning. It also explores teacher uptake of AI for work, what is preventing increased AI adoption, and their perspectives for the future. A central finding throughout the report is the current vacuum of communication between students and teachers around AI use. This is despite its increasing presence both in and out of school. The findings uncovered suggest there should be more meaningful classroom discussion on how AI should or should not be used. Both students and teachers are operating in an environment characterised by rapidly evolving technology, but with limited guidance and often unclear or inconsistent policies.

The results and recommendations in this paper are the culmination of 11 months of research, showcasing insights from **5,000 high school teens across Europe, 600 high school teachers, and 8 focus groups with 52 students, teachers, and parents.**



Key Findings

AI is embedded in teen student life

95%

of teens use AI tools

95% of teens use AI tools, the majority are confident in their skills, and students most frequently use AI to ask questions (61%), seek advice (41%) and research ideas (26%). 8 in 10 teens have also used AI to help with their school homework and assignments.

61% ask questions

41% seek advice

26% Research new ideas

There is a permission & guidance gap

43% have teacher permission

36% use AI without permission

21% are unsure



2X more likely to use AI to do the work for them without clear guidance

Only 43% of students have teacher permission to use AI for homework. 36% of students use AI without permission and 21% are unsure. Critically, teens without clear guidance are twice as likely to use AI to do the work for them when compared to students who receive guidelines and direction (36% vs 18%).

Teacher AI sentiment drives responsible AI use

Teachers stance matters most

strongest predictor of responsible AI use

Across the board, teacher AI stance is the most consistent predictor of student AI behaviour, knowledge and outlook. Students with teachers that encourage AI rate their skills higher, have learnt to spot AI bias, add their own thoughts to AI outputs, and hold more optimistic views on AI's future impact.



Teens want a nuanced AI education

Half of the students surveyed (50%) want schools to teach the risks of AI, 40% want to learn about the societal impacts, and 40% want to know about AI's possibilities. There is a current curriculum gap – only 35% have been shown how to spot bias or misinformation.

50%

wants schools to teach the risks of AI

40%

want to learn about the societal impacts and possibilities of AI

35%

has been shown how to spot bias or misinformation

Critical thinking is a core challenge

While 88% of students state they add their own thoughts to AI outputs and 74% check the accuracy of AI – around half admit they would copy AI directly for homework. Teens who have a positive outlook on AI are more likely to display this copy-paste behaviour.

88%

say they add their own thoughts to AI outputs

74%

check the accuracy of AI



Around half

would copy AI directly for homework

Despite the findings indicating that students are largely navigating AI independently, with similar results displayed by current high-school teachers – sentiment and outlook for the future impact of AI is positive. Teens want to learn when and how to use AI in a nuanced manner, and teachers want AI tools to be pedagogically sound to benefit education and learning in the future.

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Key Recommendations

1 Set Clear Rules for AI Use

Schools should provide school-wide AI rules for students that are clear, accessible, and age-appropriate. These should provide directions on when AI tools can be used for homework, revision, classwork and assessments. Guidance should focus on when AI is encouraged, permitted but with limitations, and not appropriate.

2 Equip Teachers to Teach with AI

Teachers should be trained how to evaluate AI outputs, how to discuss AI with students and in class, and how to include core AI literacy skills into guidance. A focus should also be placed on how to integrate AI pedagogy into different classes and subjects.

3 Make AI Literacy Part of the Curriculum

AI literacy should be integrated into school curricula with a focus on how to check the accuracy of AI outputs, identify bias, and spot misinformation. Guided classroom activities should help scaffold AI competence and boost student skills development.

4 Redesign Assessment for the AI Era

Education systems should update assessment practices to distinguish between permitted AI assistance and work students must complete independently. Where AI is permitted, students should disclose how it was used, while assessments should place greater emphasis on reasoning, process and demonstrated understanding - not only the final output.

5 Ensure AI Learning Works for Everyone

Interventions should take into account the digital divide, the unequal uptake of and confidence levels using AI tools, as well as the introduction of baseline measures for key AI learning outcomes.

6 Bring Parents into AI Learning

Schools should give parents and carers practical accessible resources to help them discuss AI use, privacy, critical thinking and healthy digital habits with their children and teens.

7 Align AI Assessment Criteria with Parental Guidelines

School-wide AI rules should be clearly communicated and AI use policies aligned across teachers, parents, and students. Parental guidelines should clearly indicate assessment values (reasoning, accuracy of application, quality of critique) so parents understand what AI use is expected, permitted, or prohibited, and the formal process for review and marking.

Introduction & Context

The development and use of artificial intelligence (AI) tools are revolutionising the educational landscape. While the idea of leveraging technology to automate core processes in teaching and learning are far from new, the introduction of generative AI (GenAI) to the consumer market and its subsequent mainstream adoption has been transformative.[1] The rapid uptake and integration of these tools into the daily learning practices of teens and students, often quicker than schools and curricula can respond to – poses both opportunities and challenges for the future.[2] While public discourse still focuses largely on if and how to integrate AI tools into education, a new generation of learners – **Generation AI** – are already incorporating them into their daily lives. For many, these tools are no longer seen as innovations but as routine tools for accessing information and completing academic tasks.[3] As a result, better understanding how teen students are using AI tools as well as their unique perspectives is essential to shape the conversation around AI in schools, and to help guide key stakeholders including parents, educators, schools, and policymakers.



1 Villar, Onrubia, D et.al. (2025). Generative Artificial Intelligence in Secondary Education: Uses and Perceptions from the Perspective of Early Adopters across Five EU Member States. European Commission Joint Research Centre. European Union, 2025; Granström, M & Oppi, P. (2025). Student engagement with AI tools in learning: evidence from a large-scale survey. Front. Educ. 10:1688092. doi: 10.3389/feduc.2025.1688092.

2 Crawford, J et. al. (2024). When artificial intelligence substitutes humans in higher education: the cost of loneliness, student success, and retention. Stud. High. Educ. 49, 883-897. doi: 10.1080/03075079.2024.2326956

3 Amoozadeh, M et.al. (2024). "Trust in Generative AI among students: an exploratory study", in Proceedings of the 55 th ACM technical symposium on computer science education V.1.

Student & Teacher AI Use

While there is no authoritative and comparable data on teen student AI use, various national and international surveys from across Europe and the UK showcase AI is embedded in the daily lives of teens. In the UK, 77% of young people between 13 and 18 used GenAI in 2024 – an increase from 37% in 2023.[4] In Switzerland, 70% of upper secondary students have engaged with AI, while in Estonia 74% of lower secondary students and 90% of upper secondary students reported using AI tools to support their learning in 2024.[5] A cross-country European survey of 12–17-year-olds in seven European countries noted almost 50% had used ChatGPT in 2024, with almost half instructed by their teachers.[6] These trends reiterate that teen student AI use has moved rapidly from marginal to mainstream since 2022, and will continue to increase.

Teachers are also leveraging AI in their day-to-day tasks. The OECD Teaching and Learning Survey (TALIS) reported that on average 36% of lower secondary teachers across OECD countries used AI in their work in 2024. Some of the most common uses included preparation and productivity tasks like summarising topics and generating lesson plans.[7] While adoption rates varied between countries, the results showcased the growing role of AI tools in assisting teachers and educators.



4 Picton, I & Clark, C. (2025). Young People and teacher's use of generative AI to support literacy in 2025. London: National Literacy Trust.

5 OECD. (2026). OECD Digital Education Outlook 2026. Exploring Effective Uses of Generative AI in Education. OECD Publishing, Paris.

6 Vodafone Foundation. (2025). AI in European Schools. A European report comparing seven countries. Vodafone Foundation, January 2025.

7 OECD. (2026).

Can AI Support Student Learning?

Research on the impact of AI on teaching and learning highlights that, depending on how they are used, AI tools can either undermine or enhance learning. AI-based tools can support learning by enhancing personalisation, improving writing skills and self-efficacy, and promoting metacognitive processes like self-regulation and reflection.[8] However, in some cases, the use of AI tools can be deceiving. For example, they can enhance the quality of student work without improving their learning (improving performance on educational tasks without boosting knowledge and skill acquisition).[9] Moreover, growing concerns exist on the reliability of AI-generated content, the risks of misinformation, ethical AI use, overreliance, and the perceived erosion of student critical thinking. These tensions reiterate the need to better understand student behaviour in relation to AI use, as well as the information and guidance they are receiving.



8 Granström, M & Oppi, P. (2025); Liao, X et.al. (2024). Design and Implementation of an AI-enabled visual report tool as formative assessment to promote learning achievement and self-regulated learning: an experimental study. Br.J.Educ.Technol. 55, 1253-1276.

9 OECD. (2026).

Enhancing Learning Outcomes through AI Pedagogy

While evidence highlights AI tools can sometimes enhance student performance at the cost of long-term skills and knowledge development, the potential for positive educational outcomes is vast. This is most pronounced with the use of LLM-based AI tools designed for education. Promising results have been noted in various tests with education specific AI tools – enhancing learning outcomes when grounded in teaching practice and learning science.[10] However, while this suggests the need to move to AI tools that have been designed with education and learning support from the onset, research also showcases the pedagogical use of general-purpose AI tools can also develop student knowledge and skills. Moreover, they can also foster greater student AI literacy skills more broadly.[11]

AI Literacy[12]

AI Literacy represents the technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage and shape AI, while critically evaluating its benefits, risks, and ethical implications.



10 Strauß, S & Rummel, N. (2026). Fostering collaborative learning and promoting collaboration skills: what generative AI could contribute. In OECD (Ed.), OECD Digital Education Outlook 2026 (pp. 91-116). OECD Publishing.

11 OECD. (2026).

12 OECD/European Union. (2026) Empowering learners for the age of AI: An AI literacy framework for primary and secondary education. OECD Publishing, Paris.



While AI tools carry risks for students and learners, particularly if they are used to avoid the cognitive effort that academic and educational tasks are designed for – the potential AI has for learning when used pedagogically is significant. Students may need 'scaffolding' – support that is gradually removed as they become proficient, reiterating the role of teachers and educators in guiding students through responsible and effective AI use.

Gender & the Digital AI Divide

The uneven adoption of AI is an important aspect in efforts to ensure equitable skills development. For the learning benefits of AI to be accessed by all, the various factors hindering uptake must be tackled. This includes bridging the AI literacy gap.[13] Gender differences remain a key factor in how students interact with emerging technologies – with gender shaping student's perception, confidence levels, learning preferences, and attitudes towards new tools. This is also the case for AI use, reiterating the need to better understand not only how young people and students engage with AI tools, but how different student groups are affected by AI tool use and integration.[14]

12 OECD/European Union. (2026) Empowering learners for the age of AI: An AI literacy framework for primary and secondary education. OECD Publishing, Paris.

13 Gonzales, S. (2024). AI Literacy and the new Digital Divide – A Global Call for Action. UNESCO. Global Ethics and Governance Observatory.

14 Matobobo, C. (2026). A systematic review of gender differences in students' use of AI tools for learning in higher education. Discover Education. (2026) 5:90 https://doi.org/10.1007/s44217-026-01116-6

EU Guidelines & National Frameworks

Various guidelines and frameworks have been developed to help streamline AI literacy education and guide education ecosystems towards AI skills development. The most recent is the AI Literacy Framework for Primary and Secondary Education, a joint initiative from the European Commission and the OECD. Developed alongside international experts, it provides a common reference for integrating AI literacy in education and showcases practical classroom examples for primary and secondary level education – so that educators can translate AI literacy into concrete learning experiences.[15] The framework builds on earlier digital competence frameworks including the European Commission's DigComp and UNESCO'S AI Competencies frameworks.[16]

Crucially, the role of teachers and educators as the cognitive mediator is emphasised across all the major frameworks. They converge on the view that AI can support learning when a teacher is present to contextualise, question, scaffold, and intervene. This is key to ensure AI fosters positive cognitive outcomes.[17] Moreover, it is noted that educators themselves must decide when to introduce AI tools, how to scaffold understanding, and what it means to assess student learning in a rapidly changing technological landscape. To do this, teachers and educators need targeted support to build their own AI competences, to make age-appropriate decisions about its use, and to develop effective pedagogies for guiding students through their AI learning journey.[18]

15 European Commission. (2026). New AI Literacy Framework helps schools prepare learners for the age of artificial intelligence. 18, June, 2026. European Education Area.

16 The European Commission's Digital Competence Framework for Citizens (DigComp) and UNESCO's AI Competencies for Students and AI Competencies for Teachers framework.

17 Chounta, A.I. (2026). Artificial Intelligence in Classrooms: Cognitive Dimensions. BRIEFING. Policy Department for Citizens, Equality and Culture. Directorate-General for Citizen's Rights, Justice and Institutional Affairs.

18 OECD. (2025). Empowering Learners for the Age of AI. An AI Literacy Framework for Primary and Secondary Education. European Commission, OECD and Code.org. Copyright 2025 OECD.

Fragmented National Strategies

As noted by European Schoolnet, AI in education is a priority across national education systems. However, despite being at the top of the agenda – it is challenging to differentiate between AI vision and strategy, and concrete policy actions and school guidance. As a result, while AI is a current and future priority across Europe, implementation guidelines and adoption strategies are varied.[19] Despite this, AI is a key element in education policy debates, with significant attention being placed on teacher capacity building and curriculum integration.



19 European Schoolnet. (2025). Artificial Intelligence in School Education. An overview of policy priorities and initiatives across 23 education systems, Brussels, Belgium. December 2025.

Understanding the 'Lived' Experiences of Teens is Key

The current and emerging evidence on AI reiterates its potential to improve the quality and effectiveness of education. However, it also highlights the risks for student learning. While pedagogically sound AI tools that support young people's learning through vetted content are one way for students to utilise AI, they are not the only way. Many students engage with AI through school, but many (if not more) are regularly accessing AI outside of school for an increasing range of daily activities.

The availability of general-purpose AI for students outside of school challenges current educational processes and reiterates the need for education stakeholders to consider how school curricula and education systems in general can leverage AI tools effectively – utilising the pedagogical scaffolding needed to ensure productive AI use.[20] Moreover, families, parents, and the wider community also represent key players alongside teachers and school leaders as essential figures in guiding teens towards effective, responsible, and ethical AI use.[21]

Adding to the Evidence Base

Understanding how students engage with AI is essential for shaping future curricula and ensuring AI integration supports equity, engagement, and positive learning outcomes. As a result, this report adds to the evidence base on current high-school teen views, perspectives, and usage patterns for AI in education and learning. It does this by showcasing how and why high school teens are leveraging AI, the perceived educational benefits, the support systems (or lack of) in place, the influence of teachers on AI uptake and usage patterns, and what teens want schools to teach when it comes to AI pedagogy.

The report also links student insights with current high-school teacher perspectives on AI use at work with a focus on its perceived impact on student learning, engagement, and critical thinking. It also showcases teacher perspectives on the future of AI for education, as well as their wish list for future AI teaching tools.

19 European Schoolnet. (2025). Artificial Intelligence in School Education. An overview of policy priorities and initiatives across 23 education systems, Brussels, Belgium. December 2025.

20 Chounta, A.I. (2026).

21 Burns, M et.al. (2026). A New Direction for Students in An AI World: Prosper, Prepare, Protect. Report, January 2026. Center for Universal Education at Brookings.

Methodology

This research employed a mixed-methods approach to uncover the actual and 'lived' experiences of teens using AI tools both in general, as well as at school and for homework assignments. Adding to the evidence base on teen AI uptake - the research uncovers the frequency of use, tasks undertaken, AI skills and self-efficacy, as well as the perceived benefits and risks. A focus is also placed on key learning outcomes, teacher and school guidance, and perceived future impact. The following research questions guide the analysis:

- How often are teens using AI tools and for what purposes?
- How are teens leveraging AI at school, for homework, and for assignments?
- What impact does teacher AI sentiment and school guidance have on responsible AI use and core AI literacy skills?
- What do teens want to learn when it comes to AI and school curricula?

Student Survey

The survey reached a total of 5,000 students currently in high school/secondary school aged between 13 and 19. The data collection exercise was conducted between the 14th of April and the 15th of May 2026. Quotas were set based on gender and region and responses were collected from 10 European countries:

Student Sample Size

Country	Sample size	Share of Total
Austria	500	10%
Estonia	500	10%
France	500	10%
Germany	500	10%
Greece	500	10%
Italy	500	10%
Poland	500	10%
Spain	500	10%
Sweden	500	10%
United Kingdom (UK)	500	10%
Total	**5,000**	**100%**

Teacher Survey

A survey was also administered to current high school/secondary school teachers. Focussing on personal AI use and adoption in class, the perceived effects of AI on student engagement and critical thinking, as well as the current and future impact of AI on education and learning – the survey reached a total of 600 teachers in France, Germany, Greece, Italy, Kenya, Poland, Spain, Sweden, UAE and the UK. The data collection exercise was conducted between the 10th of April and 12th of May 2026.

Survey Design & Analysis

The student survey covered a variety of key themes: AI tool use and perceived AI self-efficacy, teacher sentiment, guidance and permission, AI benefits and learning outcomes, AI literacy, copy-paste behaviour, and the future impact of AI on education and learning. Single-choice, multiple-choice, and 4-point Likert Scale questions were employed, with agreement scales ranging from strongly agree to strongly disagree to elicit meaningful choice responses.

Data and results were weighted based on population statistics and cross tabulated by country, gender and age.

The data was further analysed based on the following key variables:

- Teacher sentiment: if students are mostly encouraged or discouraged from using AI.
- Teacher guidance: if students receive permission and guidance on how to use AI.
- Student sentiment: if students hold a positive or negative view on the impact of AI on education and learning.

Cross Stakeholder Focus Groups

A total of 8 focus groups were also conducted with students, parents, and high-school teachers from across Europe to further analyse the views and perspectives on the role and impact of AI on education and learning. The sessions were conducted online and lasted between 1.5 and 2 hours. A total of 52 participants joined the focus group sessions.

The student focus groups were split by age range to ensure homogeneity and promote open discussion:

Focus Group Sample

Teen Student Focus Group 1 (Age: 13 to 15) May 19, 2026: 5 participants	**Teen Parent Focus Group 1** May 26, 2026: 7 participants
Teen Student Focus Group 2 (Age: 13 to 15) May 21, 2026: 7 participants	**Teen Parent Focus Group 2** July 20, 2026: 12 participants
Teen Student Focus Group 3 (Age: 16 to 19) May 14, 2026: 8 participants	**High School Teacher Focus Group 1** June 4, 2026: 5 participants
Teen Student Focus Group 4 (Age: 16 to 19) May 20, 2026: 3 participants	**High School Teacher Focus Group 2** June 9, 2026: 5 participants



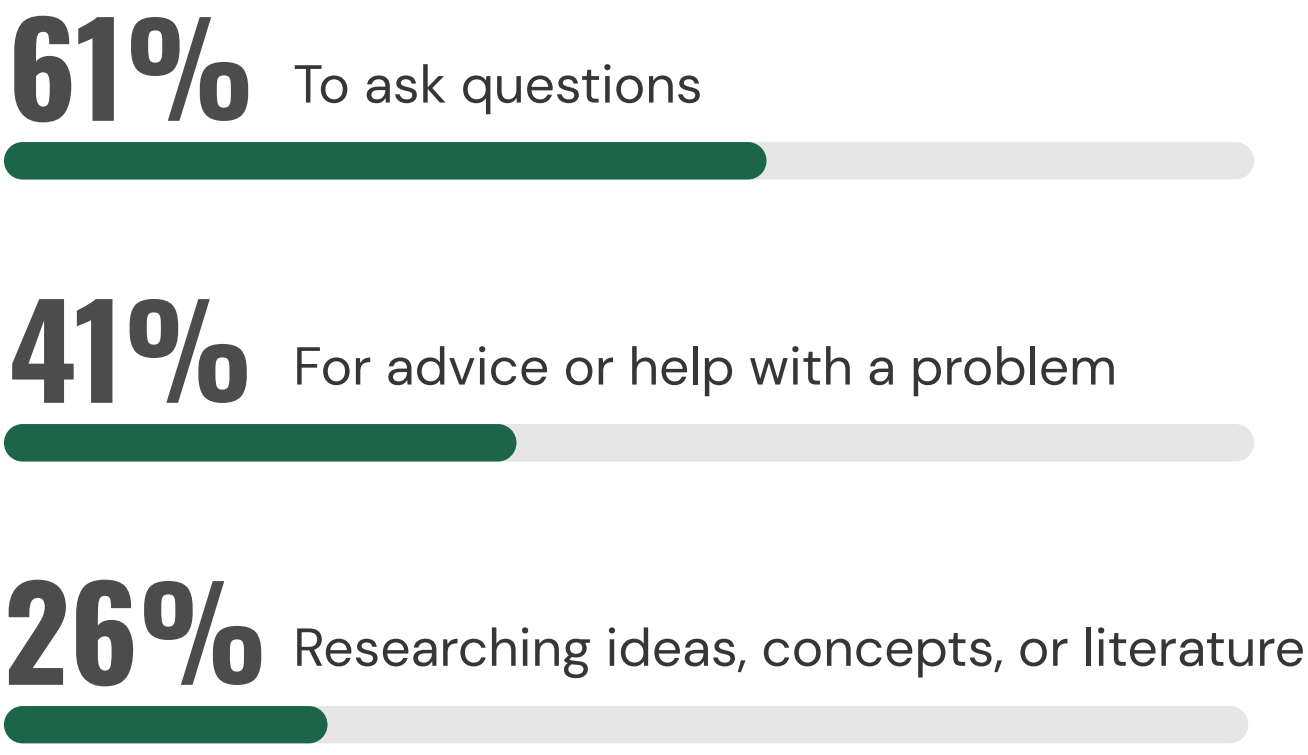
Survey Results & Findings

1. Teens are Actively Using AI Tools in General

This section examines how high school students engage with AI tools in their daily lives. It explores the frequency of AI use, the main tasks they use it for, and how usage patterns differ across demographic variables. Insights are shown on general AI use, self-reported AI skills, how confidence relates to AI's impact on learning, as well as an overview on how teachers are leveraging AI.

Fig.1 | What tasks do you use AI for most?
(top 3 uses, multiple choice)

95% of teen use AI tools



AI tool use is widespread among teens (95%);
asking questions is the leading listed use (61%).

95% of teens across Europe are actively using AI in their daily lives. In Italy and Spain almost all teens (98%) are engaging with AI tools. Teens in the UK (91%) and Estonia (92%) are comparatively the lowest adopters of AI while still being 9 in 10.

Asking questions is the standout use at 61%, while seeking advice or help with a problem (41%) and researching ideas or concepts (26%) are the second and third most common uses. While writing assistance at 24% and for fun at 23% are wider reasons teens are using AI tools – much fewer teens are using AI tools to have a chat or for creative writing (9% and 8% respectively).

Asking questions and seeking advice are the top two AI uses across all countries, while teens in Poland (30%), Estonia (29%) and Greece (25%) leverage AI for maths, coding and tech help and Swedish teens use it for writing assistance (32%). The small minority of teens avoiding AI think it is wrong to use it to help with tasks.

Notably, girls are more likely to use AI for advice or help with a problem (44% vs 38%), for writing assistance (28% vs 20%), and to summarise text (23% vs 18%) when compared to teen boys who are more likely to use AI for fun (28% vs 17%).

> I've switched from using Google to ChatGPT and Claude. It's just easier – you don't' have to search through everything to find what you're looking for.

(School student, male, 14, Belgium)

> I've learned a lot about AI through my children... most of the new tools they are incorporating I'm getting from my children.

(Parent, male, 58, Belgium)

> AI is a wonderful tool; I use it on a daily basis.

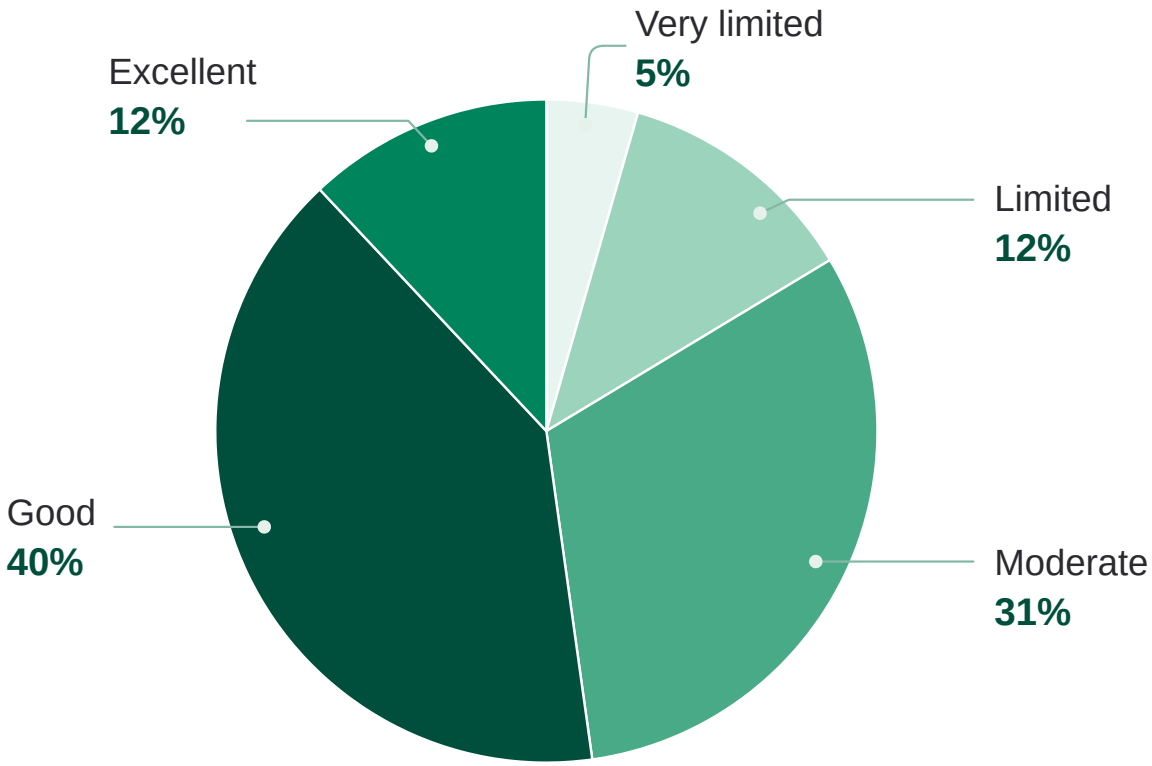
(School student, male, 15, Belgium)

> AI assistants are a big part of where we get our information from. It's just very convenient to pull out your phone and say "hey, tell me this".

(School student, male, 15, Belgium)

Fig. 2. | *How would you rate your knowledge of and skills using AI tools?*

52% of teens rate their AI skills and knowledge as good or excellent



Over half of teens rate their AI skills as good or excellent; only about 16% describe them as limited or very limited.

Overall, teens have a high self-efficacy with AI. Over half (52%) rate their knowledge and skills using AI tools as either good or excellent, with a further 31% as moderate. This shows a relatively confident student population. Only 17% consider their skills limited or very limited. **Teens in Estonia display the lowest confidence levels: 41% rate their skills as good or excellent while 42% rate them as moderate**.

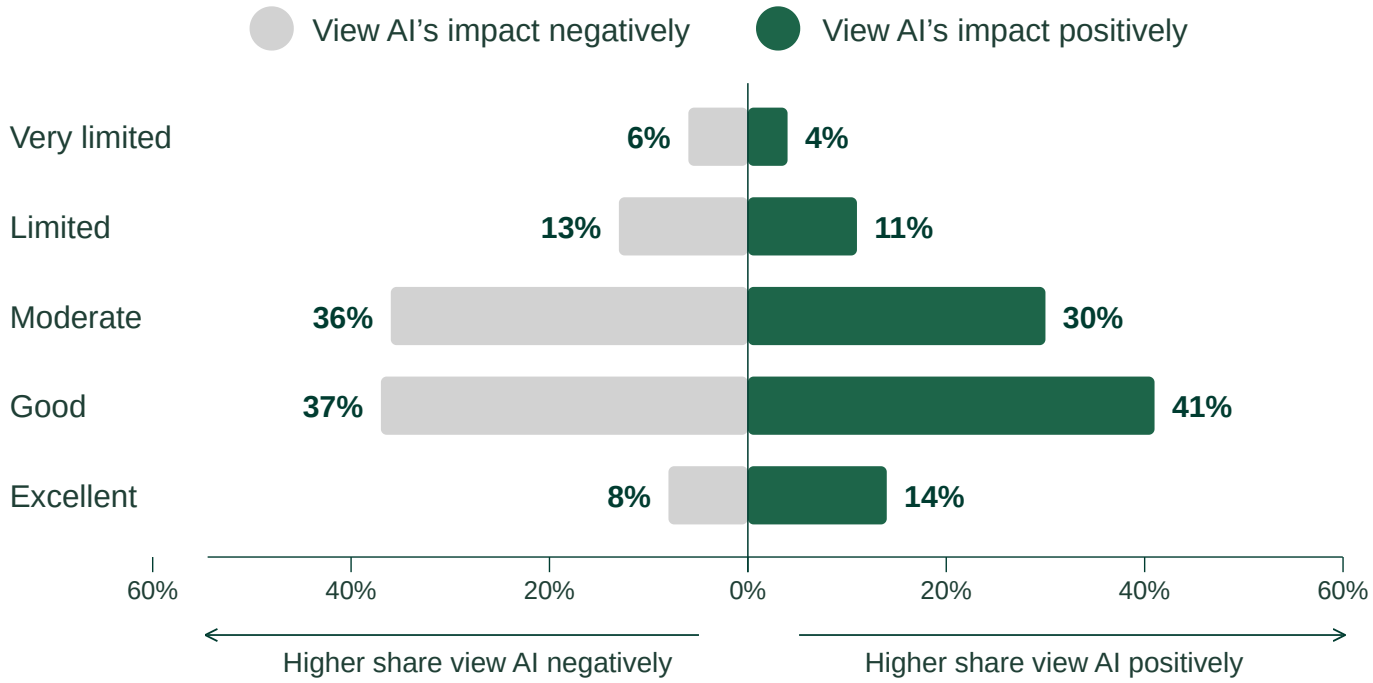
Lower self-efficacy is also seen in the UK (47%), Sweden (48%) and France (49%). At 60%, teens in Poland have the highest confidence in their AI skills, closely followed by Greece at 59% and both Germany and Austria at 57% respectively.

Gender and age have an impact on self-efficacy. **Boys report higher confidence than girls, with 55% rating their skills as good or excellent compared to 50% for girls** - suggesting early gender gaps in perceived competence. Older teens are also more confident, 54% of 18- to 19- year-olds are confident; compared to 53% for 16- to 17-year-olds and 45% for the youngest group (13- to 15-year-olds).

While these self-confidence results are encouraging, insights later in the report showcase how self-efficacy does not always translate into more responsible, ethical, or critical AI use.

Fig.3 | Student AI self-efficacy and perceptions of AI's impact on learning

Students with higher self-efficacy more likely to view AI positively



The share of students who view AI positively increases with higher levels of self-efficacy, while lower self-efficacy levels are more common among those with negative views.

To better understand the impact of AI self-efficacy, its relationship with student views on AI's potential influence on education and learning in the future were analysed. **There is a clear correlation between confidence in AI skills and the view that AI will have a positive impact on learning**. Among the teens who view AI positively, 55% rate their skills as good or excellent – compared to 45% with a good or excellent self-efficacy rating who view the potential impact of AI for learning as negative.

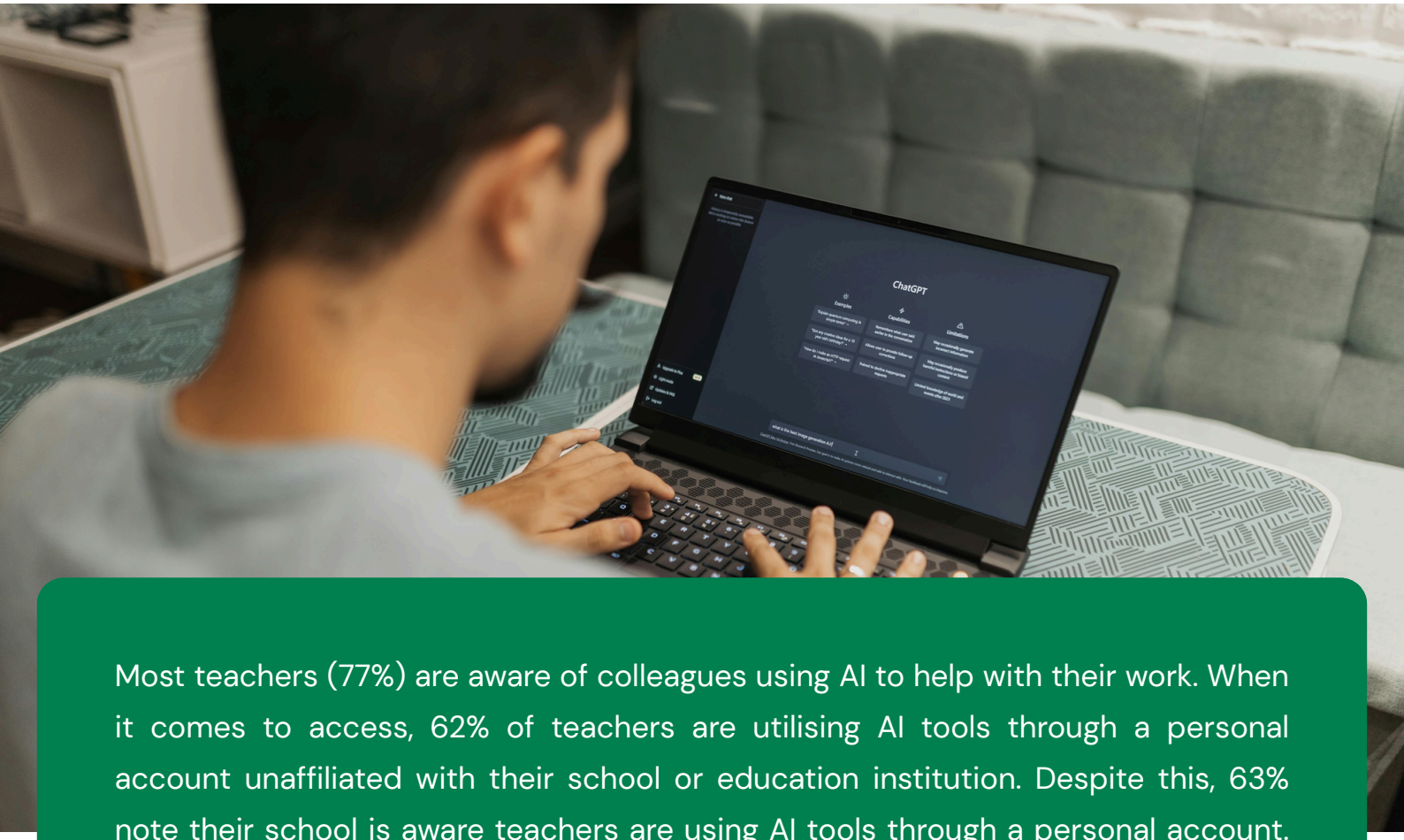
As a result, students who feel competent with AI are more likely to view it as beneficial for education and learning.

Teachers are also Utilising AI

Teachers are also actively using AI with adoption rates almost as high as students in general (85% vs. 95%).

85%	of teachers state they use AI outside of work
80%	of teachers state they use AI to help with workload/at work
52%	of teachers state they use AI while teaching a class or lesson

85% use AI outside work; 80% use it for workload support. Just over half (52%) use AI while teaching.



Most teachers (77%) are aware of colleagues using AI to help with their work. When it comes to access, 62% of teachers are utilising AI tools through a personal account unaffiliated with their school or education institution. Despite this, 63% note their school is aware teachers are using AI tools through a personal account. This ad-hoc adoption of AI tools through personal accounts suggests teachers are utilising independently for the most part instead of through coordinated school frameworks.

These teacher AI adoption rates and use patterns, coupled with the high-uptake of AI among students – demonstrates the disconnect between how AI is being used and school policy. Students are seeing tech-savvy teachers using AI, but this is largely without institutional support and guidance.

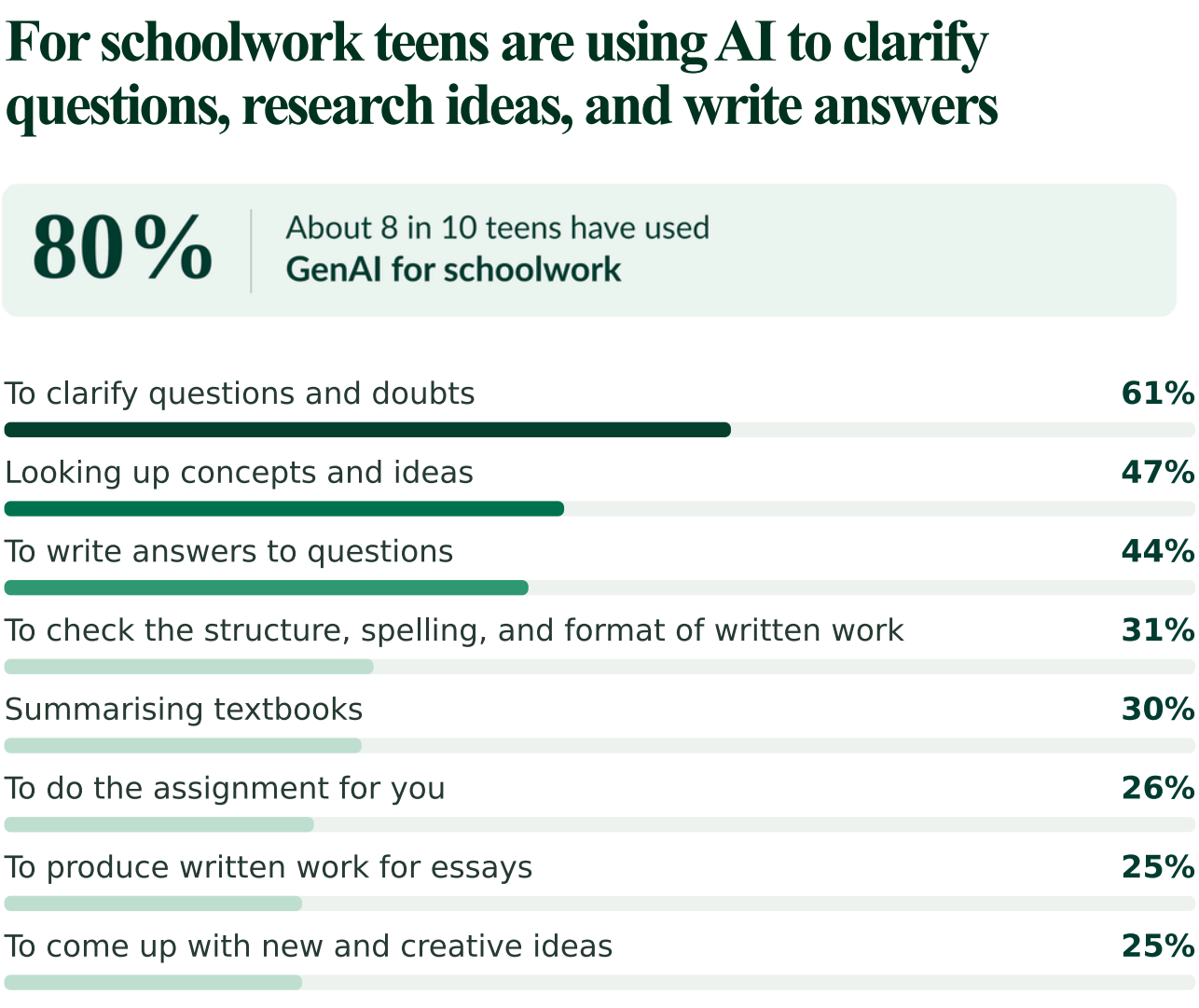
> **It's going to evolve really rapidly. We cannot neglect AI; it will hold a main role in classrooms**
>
> (Teacher, female, 42, Greece)

> **We have so many students that are now capable of doing things with AI…and in some ways that's a threat**
>
> (Teacher, female, 42, UK)

2. Students Leverage AI Tools for School Work & Assignments

This section investigates how students apply AI specifically to their schoolwork and assignments. It presents data on the learning tasks supported by AI, the role of teacher permission when students use AI for homework, and how these patterns vary across countries and student groups. It also showcases how teachers are currently leveraging AI in their work.

Fig.4 | When using Gen AI tools for schoolwork, what tasks do you use it for?



Note: Sample of 3958 high school teens. Those who have not used GenAI to help with school work excluded. Those who selected 'I don't know' or 'none of the above' also excluded.

A significant majority of teens (79%) have used AI to help with their school homework or assignments. **Utilising AI for homework is most common in Spain (90%) Italy (88%) and Poland (85%)**. This is compared to 76% in both France and Greece, 75% in the UK and 65% in Austria.

Among students who use AI to help with their homework or assignments, the primary uses are to clarify doubts (61%), look up concepts (47%) and write answers to questions (44%). Students are also using AI for grammar and written work, as well as book and content summaries. While less common, 26% use AI to do the assignment for them while 25% utilise it for written work.

While the top three uses of AI for school assignments are similar across countries, the third most common use for students in the UK is checking written work (40%), while for students in Austria it is to do the assignment for them (35%).

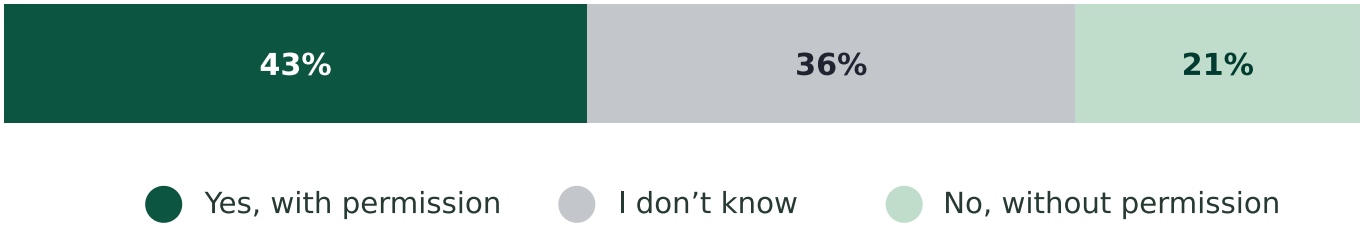
At 44%, students in Italy are using AI to summarise textbooks more frequently than other students. Girls are more likely to use AI to clarify questions and doubts (65%) and check written work (35%) compared to boys (57% and 28%) - who are more inclined to use AI to do the assignment for them. **Teacher AI sentiment influences how students use AI for assignments:**

- **Teens without teacher guidance are more than twice as likely to use AI to do work for them (36% vs 18%).**
- Teens with teachers who encourage AI are 6% less likely to use AI to do the work for them (22% vs 28%).

While risky behaviour remains a minority practice in relation to students asking AI to do the work for them, teacher influence is important. This reiterates the need for AI literacy education particularly as AI is becoming woven into core learning tasks.

Fig.5 | Last time you used GenAI for homework was it with teacher permission?

4 in 10 teens had teacher permission the last time they used AI for schoolwork



Note: Sample of 3958 high school teens. Those who have not used GenAI to help with schoolwork excluded.

Teens are navigating a permission gap: while 43% use AI tools with teacher consent, 36% do so without their permission and 21% aren't sure. Sweden is the only country where most students (56%) are using AI with teacher consent, while teens are most likely to be accessing AI tools without permission in Greece (47%) and France (43%). Teens in Estonia (30%) are the most likely to be unclear about AI permission.

Intuitively, students with teachers who mostly encourage AI use are almost twice as likely to use AI tools with teacher permission (61% vs 34%). Age also affects permission – older teens are 10% more likely to have teacher AI permission compared to younger teens aged 13 to 15.

> **If I use AI, I never use it on tests. But some of my friends during a test pull out their phones and just take a picture of it.**
>
> (School student, male, 14, Belgium)

> **I use AI daily. Schools set very strong limits on what you can use AI for. I use it to help with assignments, and at home for various things.**
>
> (School student, male, 15, Belgium)

> **I definitely use AI for assignments to generate example paragraphs, but from experience you have to be selective, some will just try to write it for you.**
>
> (School student, male, 15, Belgium)

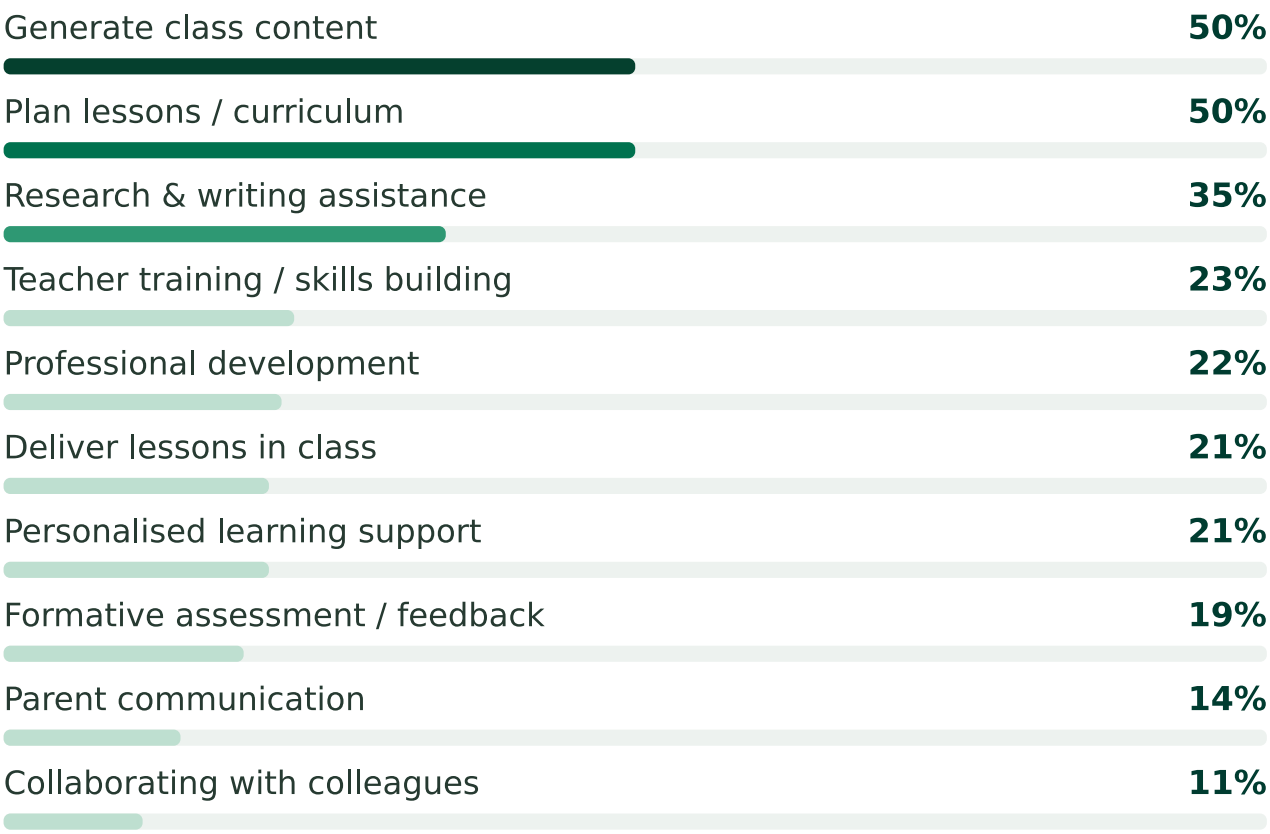
> **When I have to do a presentation, I mostly use AI. I use different ones and put it through a humaniser AI.**
>
> (School student, male, 13, Belgium)

The fact that 1/3 of students are using AI without permission reiterates prohibition or ambiguity does not prevent AI adoption. Many teens are using these tools to assist with schoolwork without the relevant guidance or frameworks – emphasising the gap between student practices and school guidelines (or lack of).

Teachers use AI for Class Content

Fig.6 | When using AI tools for work, what do you use them for most?

Teachers are leveraging AI to create class content, plan lessons, and for research and writing



Content creation and lesson planning lead (50% each); lesson delivery and personalised learning reach 21% each.

Teachers are mainly using AI for educational content generation and lesson planning – accounting for 50% of AI use and the two dominant applications by a clear margin. Research and writing assistance at 35% is another common use of AI for teachers, followed by skills building and professional development. Collaboration and communication are the least common uses of AI, suggesting the strongest uptake is centred around content, planning, and by extension workload efficiency.

65%	of teachers state AI's primary benefit is saving time on tasks
47%	of teachers state the main benefit is helping with creative/engaging teaching

> I use AI to prepare classes, but definitely not in class.

(Teacher, female, 42, UK)

> I use AI to plan presentation slides. When the lesson is running and I look at student attention, I find it piques their attention.

(Teacher, female, 29, Poland)

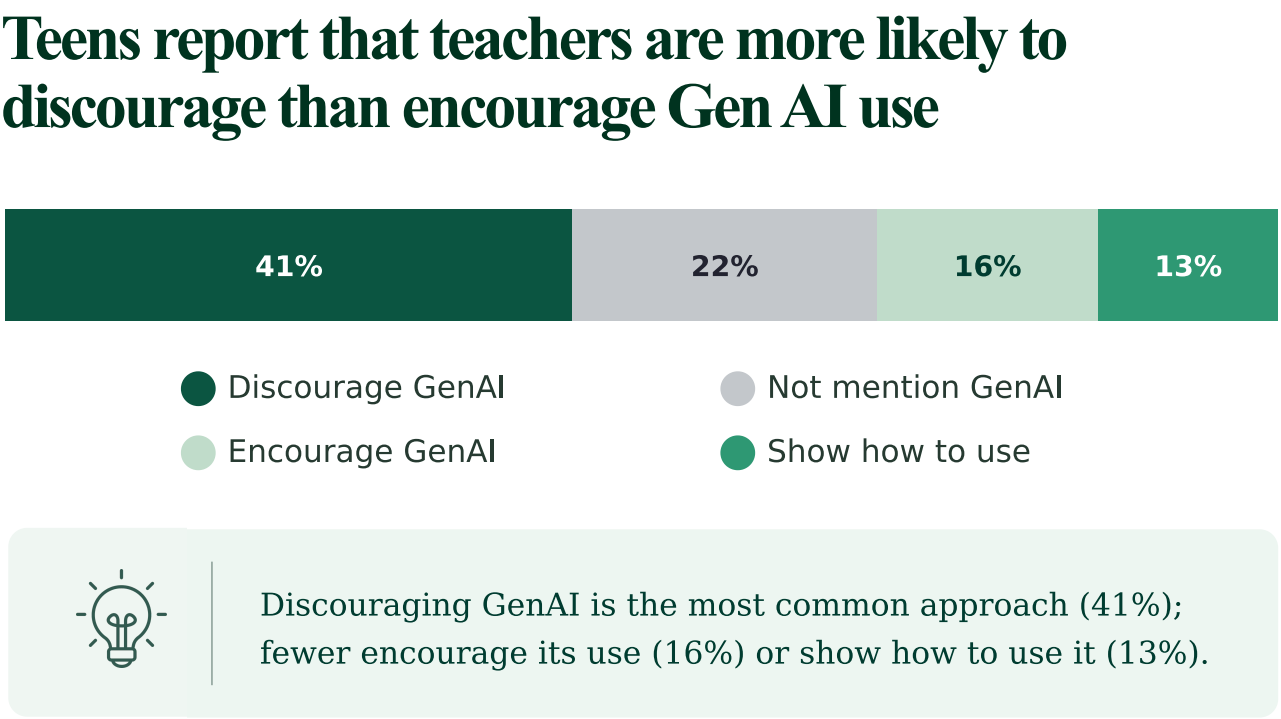


Just 14% of teachers think AI helping to free up time for face-to-face interactions is a main benefit. This suggests that for now teachers place value in AI primarily for workload relief. However, almost half see the value of AI for creative teaching – showcasing the potential of AI for pedagogy.

3. Students Receive Mixed Information on AI from Teachers

This section details the guidance, information, and messaging students receive from teachers about AI use. It explores how teacher sentiment and classroom practices shape the information students receive, how teacher attitudes vary by country and demographics, the clarity of school rules on AI use, and discussions on responsible AI uptake. It also presents a snapshot of teacher views on AI's impact on their students.

Fig.7 | How do your teachers view the use of GenAI and AI tools in school?



High school students are also navigating mixed and often discouraging messages from their teachers on AI use. Just 29% are encouraged or shown how to use AI, while 22% report teachers avoiding the topic and further 41% that their teachers discourage AI use. **Over 60% of teens therefore receive silence or discouragement on AI use for education**.

Fig 7.1 | How do your teachers view the use of GenAI and AI tools in school?

Country	Mostly discourage students from using GenAI	Not mention GenAI	Mostly encourage students to use GenAI	Let you use GenAI and show you how to use it in class	I don't know/I'm not sure
Austria	39%	16%	16%	20%	10%
Estonia	30%	18%	26%	12%	14%
France	46%	24%	14%	12%	4%
Germany	40%	18%	15%	19%	8%
Greece	46%	26%	11%	9%	8%
Italy	47%	22%	15%	11%	5%
Poland	38%	34%	12%	7%	9%
Spain	48%	16%	16%	17%	4%
Sweden	31%	21%	18%	17%	12%
UK	43%	21%	19%	11%	6%



Discouragement is the largest category in all ten countries; Estonia has the highest encouragement share (26%).

National differences are key. Almost 50% of students in Spain and Italy receive discouragement compared to 30% in Estonia. Estonian students are also the most likely to have teachers who encourage AI use (26%) followed by the UK (19%). Austria and Germany stand out for the highest rate of teachers who allow AI and showcase how to use it.

Teacher sentiment influences student perceptions of AI; teens who hold a negative view on AI's impact for learning are almost 10% more likely to have teachers who discourage its use.

These findings reiterate the core question on AI governance: contradictory information and messaging from teachers is creating confusion for teens on how and when to use AI.



I have some teachers that are very open about it, they're like put it into
Gemini and see what it gives you.
There are others who are like, hell no.
So, it's very varied at my school.

(School student, male, 15, Belgium)

If many people ask the same question to the same AI platform it often gives the same answers… so teachers also ask questions to themselves about AI.

(School student, male, 18, Italy)

There are many teachers who are super against AI, and they use AI detectors, but my school pays for ChatGPT Premium, I don't know, it's really crazy… it's contradictory.

(School student, female, 17, Spain)

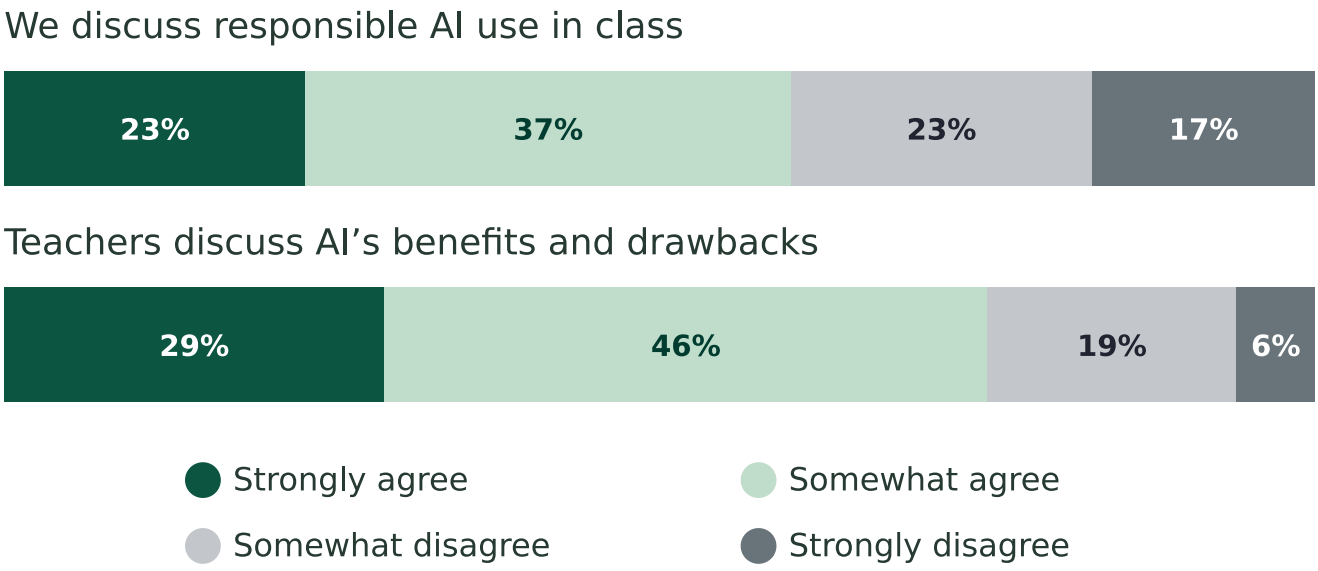


It's very frowned upon in our school, they say if you hand something in that looks like it has any kind of AI in it,
you're getting a zero.

(School student, female, 15, Belgium)

Fig.8 | Do your teachers discuss the responsible use of AI?

Most teens are learning about AI opportunities, challenges, and responsible use



Despite the mixed messaging students are receiving on AI in general, **75% note their teachers discuss the opportunities and challenges**. A further 6 in 10 note they have had class discussion on how to use AI responsibly. Discussing the pros and cons of AI is most common in Austria, Germany and the UK (80% respectively) and least common in Estonia (68%) and Poland (64%). Responsible AI use is most discussed in class in the UK (70%) and Spain (68%). Poland is the only country where most students do not agree that teachers discuss responsible AI use (55%).

The depth and consistency of these conversations vary significantly. **Discussing the pros and cons of AI is more common for students with teachers that encourage AI use in general (88% vs 70%) and teachers who give permission to use AI (86% vs 71%)**.

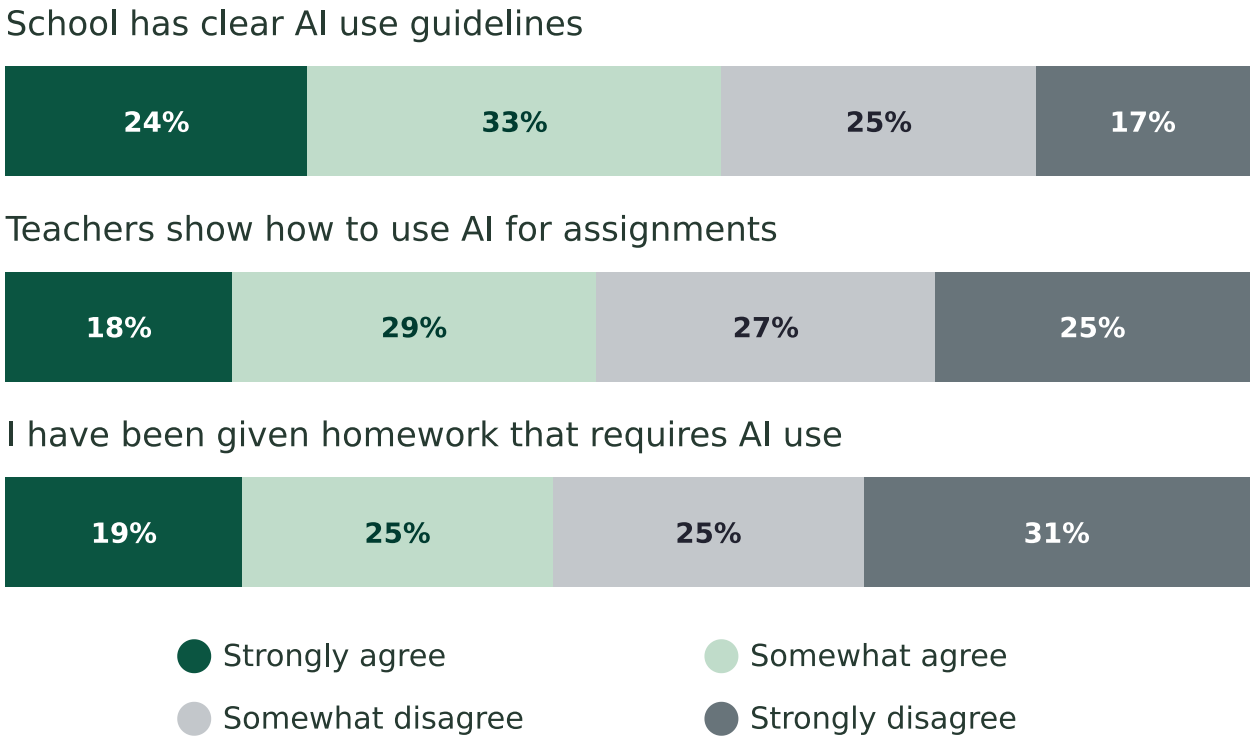
It is also more common for older teens. Similar trends are seen for class discussions on responsible AI use. 77% of teens with teachers that encourage AI have had responsible AI use discussions (compared to 52% with teachers who discourage AI). The same trend is seen for students who are given permission to use AI by their teachers.

67% have had at least one teacher provide tips on how to use AI for studying. Intuitively, this rises to 81% for students who receive teacher guidance or permission to use AI – reiterating the positive correlation between AI teacher perception and student AI competence.



Fig.9 | Does your school have clear AI guidelines for homework and assignments?

Some teens get clear AI guidelines at school, but fewer are taught how and when to use it



57% report clear AI guidelines, compared with 47% for assignment guidance and 44% for homework requiring AI.

When it comes to structured AI guidelines a small majority of teens (57%) agree their school has clear AI use guidelines. Fewer high school teens (47%) have been shown how to use AI for their homework assignments. While 59% of students state they have been given homework or assignments where AI is allowed, less than half (44%) have received homework where AI use is required.

Fig.9.1 | Does your school have clear AI guidelines for homework and assignments?

Countries	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Austria	26%	30%	29%	15%
Estonia	16%	32%	37%	16%
France	27%	32%	23%	18%
Germany	22%	33%	27%	18%
Greece	23%	31%	25%	21%
Italy	22%	28%	24%	26%
Poland	19%	28%	26%	27%
Spain	25%	39%	22%	14%
Sweden	32%	36%	21%	11%
UK	33%	37%	20%	11%



Agreement is highest in the UK (70%) and Sweden (68%); Poland has the lowest combined agreement (47%).

Student agreement that their school has clear AI guidelines is most common in the UK (70%), Sweden (68%) and Spain (64%). **Students are the most unclear about school guidelines for AI use in Estonia and Poland** (53% respectively).

Overall, students are not being shown how to use AI for assignments by their teachers. A small majority are being shown in Austria (54%), Sweden (52%), the UK and Spain (51%). **Students in Estonia, Poland and Italy (58%) are the least likely to get teacher help when using AI for assignments.** Teacher AI sentiment is paramount here: students are almost twice as likely to have been shown how to use AI for homework if their teacher encourages AI use (70% vs 37%). Austria is the only country where most students state they have received homework where AI use is mandatory (52%). Receiving AI mandated homework is least common in Estonia (36%), Poland (38%) and the UK (38%). Teacher stance is again important here – students whose teachers encourage AI are much more likely to have received AI integrated homework (59% vs 38%).

The finding that less than half of high-school students have been shown how to use AI while 80% are using AI for schoolwork shows a clear institutional gap. Students are not receiving the guidance needed and instead navigating AI without the relevant scaffolding and guardrails.



Analysing student responses on how their teachers engage with AI further:

43%	state their teachers have used AI tools to brainstorm ideas in class
35%	have been shown to look for bias in AI outputs

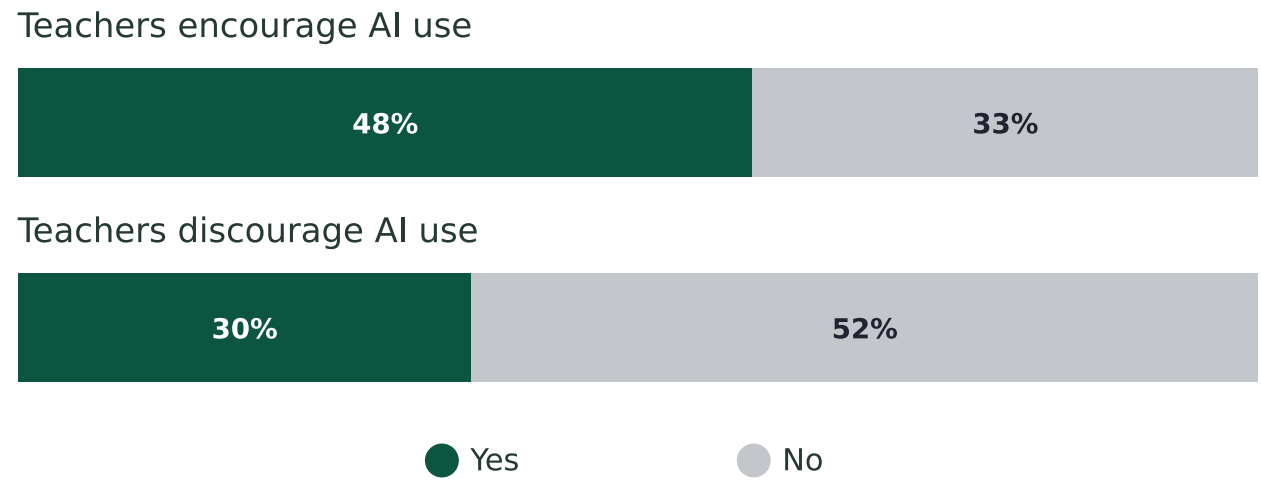
43% report classroom brainstorming with AI;
35% have been shown how to identify bias in AI outputs.

Teachers brainstorming ideas in class is most prevalent for students in Spain (50%), Austria (50%) and Germany (47%) and least common in Poland (30%), Greece (37%) and Italy (39%). While students learning how to spot AI bias is low across the board, only 27% in Greece, 28% in Poland, and 31% in Estonia have been shown how to do this.



Fig.10 | Has a teacher showed you how to look for bias or incorrect information from AI?

Teens with teachers who encourage AI are more likely to be shown how to spot bias in AI content



Teens with encouraging teachers are 18% more likely to be shown how to spot AI bias

Note: Those who selected 'I don't know' or 'I'm not sure' have been removed.

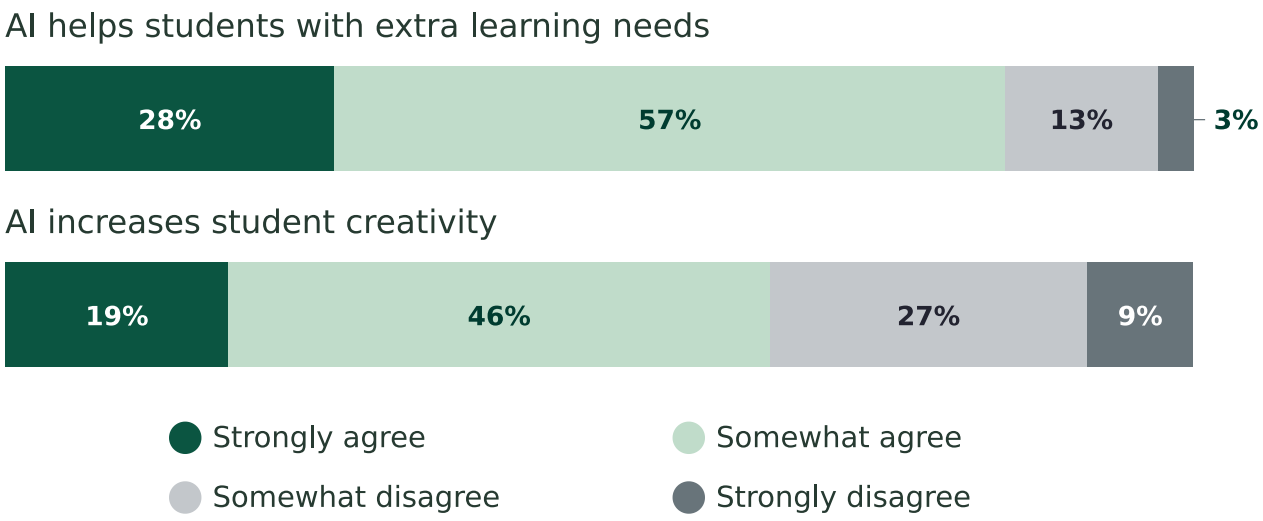
Teacher stance on AI has a direct impact on the delivery of critical AI literacy skills for students. Among students with teachers that encourage AI use, 48% have been taught to identify bias or incorrect information in AI outputs. Among students with teachers who discourage AI use just 30% have received this guidance (52% have not). This represents an 18% gap in this foundational AI literacy skill.

Teachers Showcase Mixed Views on AI

Current high-school teachers display a mix between optimism and caution when it comes to the impact of AI on their students. Key differences on AI's effect on different aspects of education and learning are detailed below:

Fig.11 | Does AI impact student creativity or aid students with additional learning needs?

Teachers see the value of AI in supporting students with additional learning needs as well as for student creativity

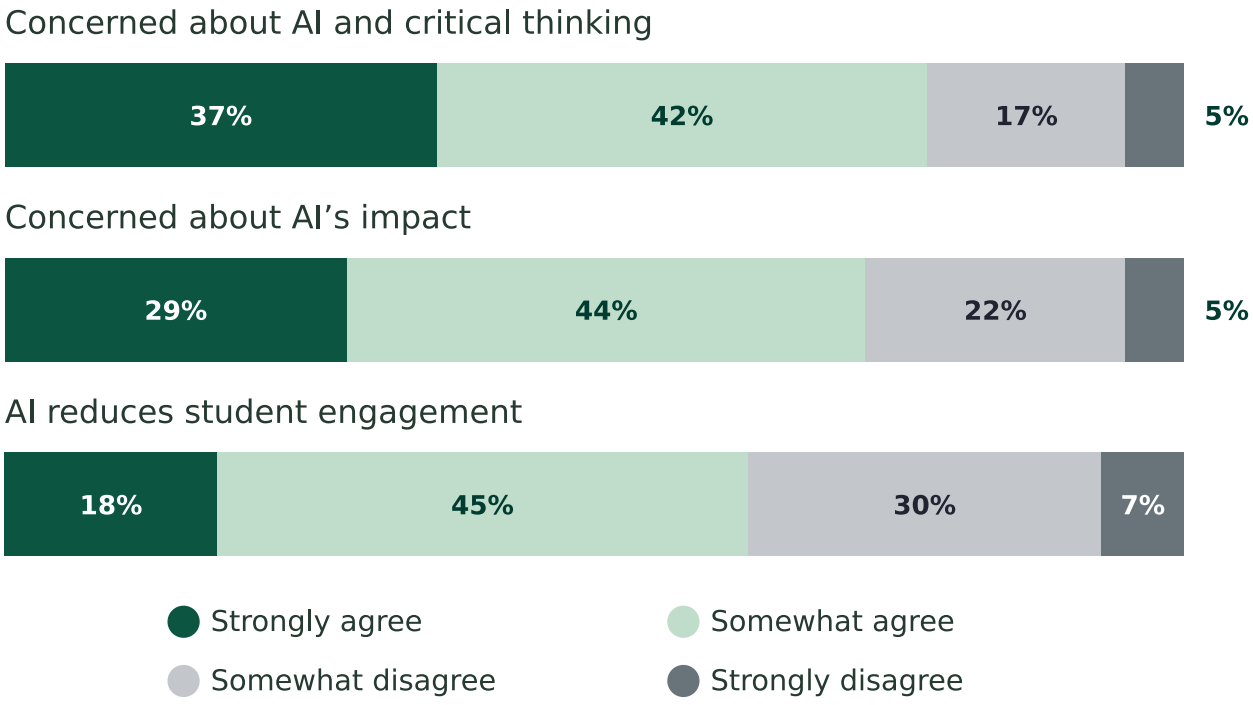


85% agree AI helps students with extra learning needs; 65% agree it increases student creativity.

A large majority of high-school teachers (85%) agree that AI helps students with additional learning needs. On student creativity, 65% agree AI has a positive effect while 36% disagree.

Fig 11.1 | Does AI impact student engagement, critical thinking skills, and education in general?

8 in 10 teachers worry about AI's impact on critical thinking. Teachers also concerned about student engagement



79% express concern about AI and critical thinking;
73% worry about AI's impact; 63% say it reduces engagement.

When it comes to AI's impact on critical thinking, engagement, and education in general – teachers are concerned. **Just under 8 in 10 teachers are worried about the negative effects of AI on their student's critical thinking skills**.

A large majority (73%) are also concerned about the impact of AI on education and learning in general. A further 63% are also worried about AI's negative impact on student engagement.



The mix of optimism and concern noted by teachers suggests a contrast between AI as an accessibility tool and AI as a learning tool. Teacher concerns on student critical thinking are linked to the evidence shown by high-school students in section (5) in response to questions on copy-paste behaviour, and wider AI output and accuracy assessment questions.

"One of the risks is over-dependency, students might not come up with original or creative ideas.

(Teacher, female 29, Poland)

"It helps us (teachers) a lot when we run out of material… but I struggle from a student point of view to think of the benefits.

(Teacher, female, 50, Cyprus)

4. Students Want a Nuanced Understanding of AI

This section examines what students want to learn about AI at school and the types of support they want from teachers. It covers student preferences for curriculum content – including risks, benefits, and societal impacts, and uncovers gaps between student learning desires and current school pedagogy. It also presents student behaviour on core AI critical thinking skills, as well as teacher barriers to increased AI uptake in class.

Fig.12 | What do you want to learn about most at school when it comes to GenAI?



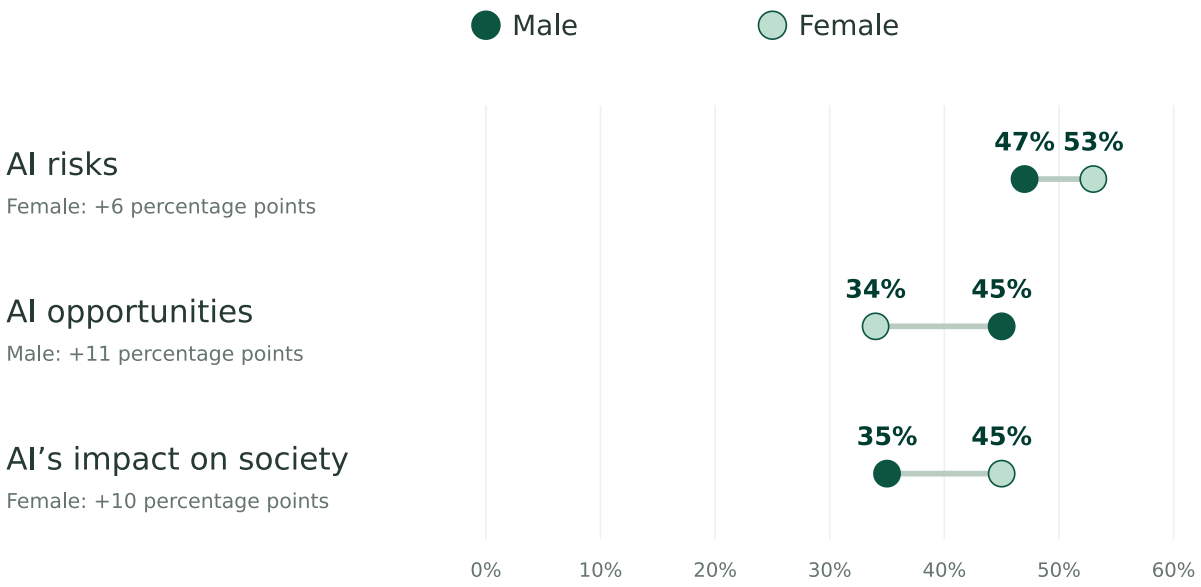
Note: Those who selected 'I don't know' or 'none of the above' are not included.

High school students want a balanced AI education: topping the list at 50% students prioritise learning about the risks of AI, followed by AI's possibilities and the impact AI may have on society (40% respectively). With 33% stating they want to learn how AI can help with classes, students are also keen to learn about the practical uses of AI for school.

Learning about AI's risks is the top learning priority across all countries surveyed. In Estonia the second biggest learning priority for students is how to choose the right AI tools for different tasks, while in Spain the third choice is how AI can help with different classes, subjects, and assignments (43%).

Fig 12.1 | What do you want to learn about most at school when it comes to Gen AI?

Female teens are more interested in learning about the risks and societal impact of AI



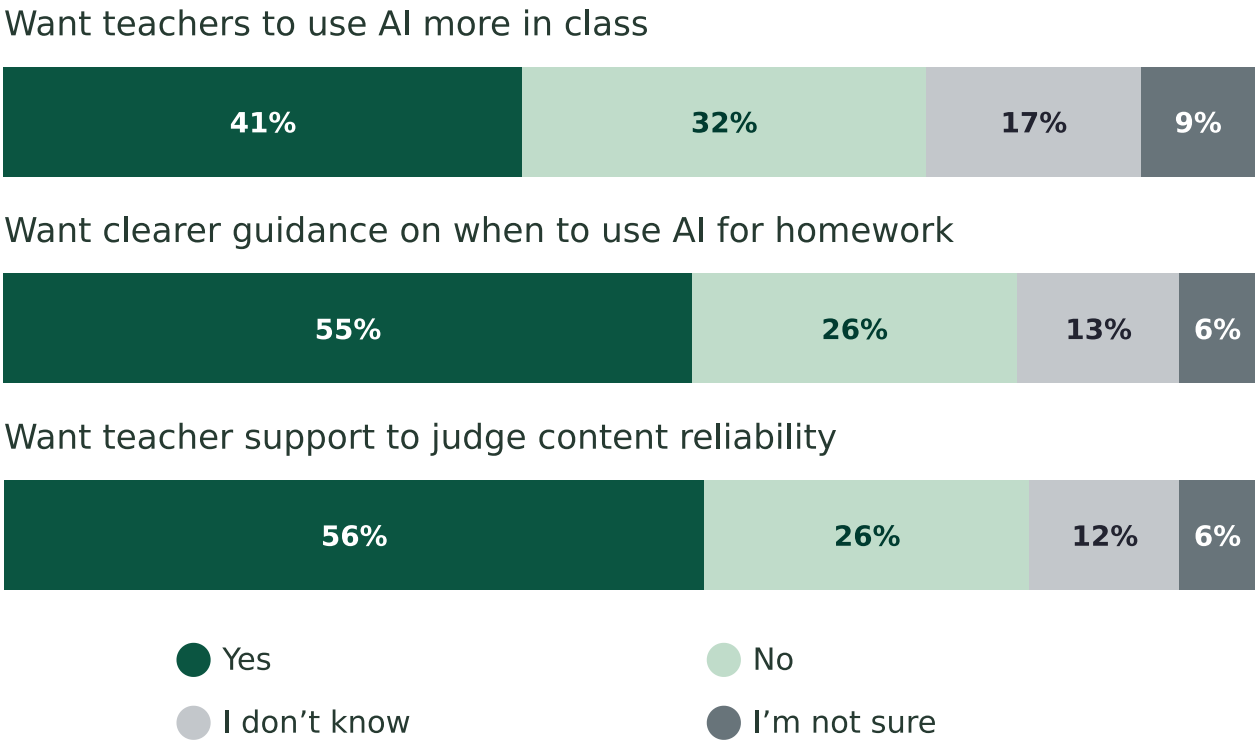
Female shares are higher for AI risks and societal impact; male shares are higher for AI opportunities.

Breaking down AI learning priorities by gender, female students show higher interest in learning about the risks of AI and are 10% more likely to want to learn about AI's impact on society. Male students show a stronger interest in learning about the possibilities of AI (45% vs 34%). Teens who have encouraging teachers on AI showcase more interest in learning about how AI can be used for classes (36% vs 32%) and how to choose the right AI tools (20% vs 16%).

Student views on AI also play a role – **teens who see AI as positive for learning are 15% more likely to want to learn about the possibilities of AI while those with a negative view are more interested in the risks and AI's societal impact**. Lastly, age is a factor; younger teens are less interested in AI's impact on society compared to their older counterparts and show more interest in which tools to use for class.

Fig.13 | Do you want teachers to use AI more, set clear guidelines, and teach AI output review?

Most teens want more help from teachers on when to use AI and how to judge reliability



56% want help judging content reliability, and 55% want clearer guidance on when to use AI for homework.

This chart showcases three distinct student requests for teacher support. More students (41%) want teachers to use AI in class than don't, **while a majority want more clarity on when they can use AI for homework and want additional help in understanding when AI outputs are reliable** (55% and 56% respectively).

Students in the UK are the only group who do not want their teachers to use AI more in class (40% no, 38% yes). The biggest support for more AI use in class is seen in Austria (49%), Spain and Germany (46%). Support for more teacher AI use in class is also low in Estonia (36%), Poland (36%) and Sweden (37%). Girls are 10% less likely than boys to want more teacher AI use (36% yes vs 46% yes), and a higher number of younger teens (13 to 15) want more AI in class.

The biggest difference is student views on AI for learning: teens with a positive view are more than twice as likely to want more AI in class (49% vs 20%).

Students across the board want more clarity on when they should be using AI for homework. This is particularly prevalent in Spain (67%), Estonia (59%), and the UK (58%). The youngest teens (13 to 15) are the most likely to want clarity (65%), while those who think AI will have a positive impact on education are 16% more likely to want clarity (60% vs 44%).

While teens in all countries want help from their teachers to know when AI generated content is reliable, students in Spain (68%), France (62%), the UK (60%) and Austria (59%) are the most interested.



These findings highlight that students are seeking help for critical AI use. The fact more teens are interested in learning about reliability and want clearer AI use guidelines when compared to increased teacher use of AI in class reiterates the need to boost core AI literacy skills.

I don't think AI should be a taboo topic. What would be useful is if schools explain how to be able to tell is something is fake.

(School student, female, 14, Poland)

Instead of banning AI, which is what a lot of schools do, we should find new solutions to promote a new source of information.

(School student, female, 15, Belgium)

Schools should teach us to use AI as a tool, instead of something to cheat with – as a way for us to improve our education.

(School student, male, 15, Belgium)

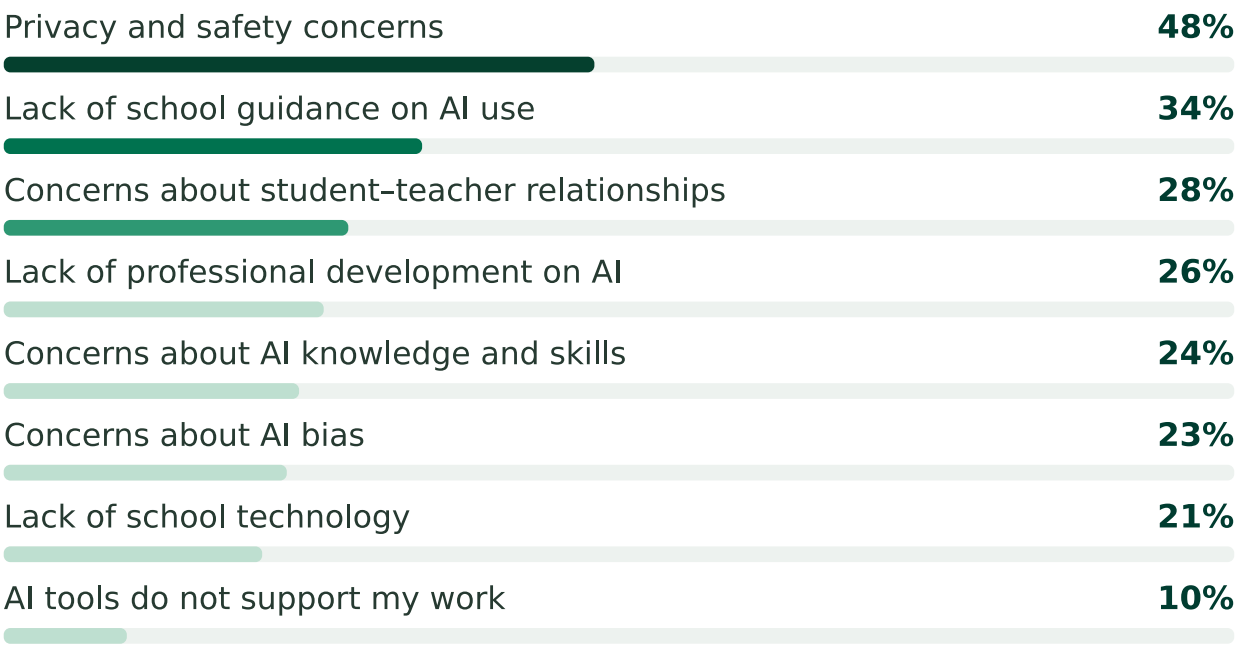
I would recommend teaching us how to search for information, because AI can give the wrong information. AI is a source of misinformation for young people.

(School student, male, 18, Italy)

Teachers Need Safety & Clear Guidelines

Fig.14: What are the biggest barriers to expanding your use of AI as a teacher?

Privacy, safety, and a lack of clear school guidance are the key barriers for teachers to utilise AI



Privacy and safety are the leading concern (48%); lack of school guidance follows at 34%.

Note: Those who selected 'none of above' or 'I don't know' have been removed.

When it comes to the barriers preventing teachers from using AI tools more, a mix of attitudinal and structural worries can be seen. Privacy and security concerns (48%) are the biggest barrier, followed by the lack of school guidance (34%) and concerns about AI's impact on student teacher relations. At 26%, the lack of AI professional development is another important blocker for teachers.

> I am not aware of any instructions from the Ministry of Education. I think we are missing that – we need guidance in line with privacy and personal data.
>
> (Teacher, male, 45, Cyprus)

> If AI is going to be incorporated much more into education, there should be trainings and workshops organised for teachers.
>
> (Teacher, female, 29, UK)

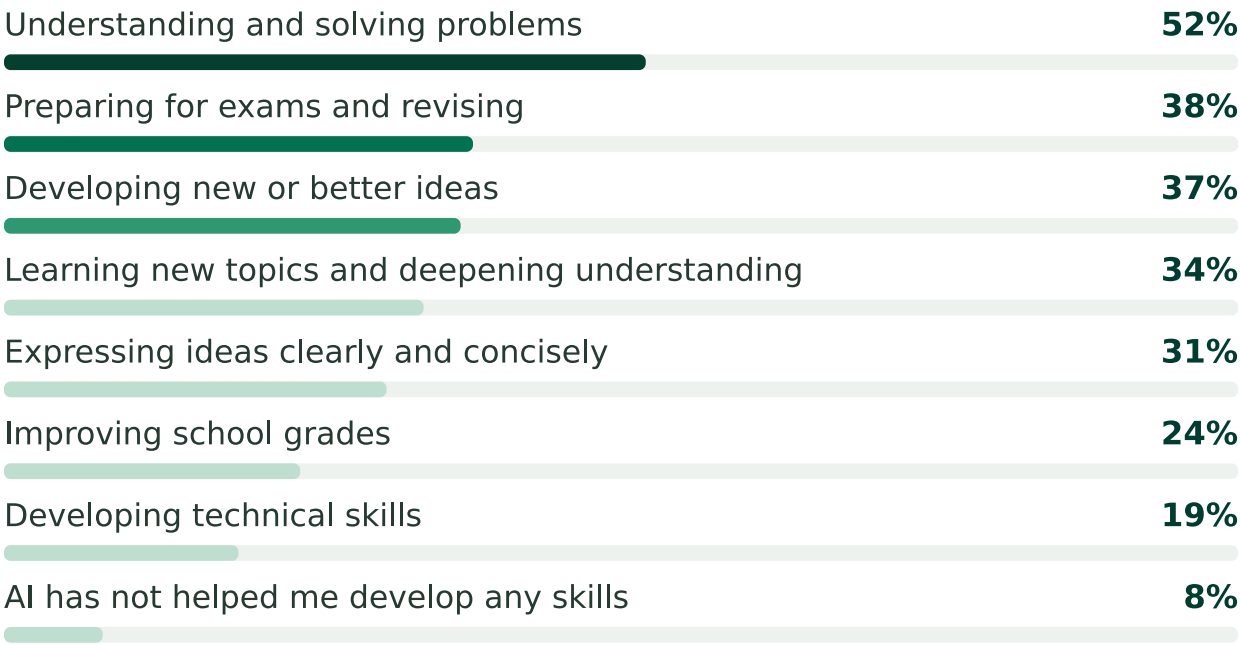


5. AI is Enriching Student Learning & Skills Building

This section looks at student views on AI's role in supporting their learning and skills development. It covers the reported benefits in academic areas, the role and impact of AI on writing tasks, as well as key insights on how students approach AI outputs critically. This includes student behaviours around verification, copy-paste behaviour, and the direct use of AI-generated content. It also showcases teacher perspectives on their AI wish list.

Fig.15 | Which skills has AI helped you develop for school and class studies?

AI has helped teens solve problems, come up with new ideas and prepare for exams



Problem-solving is the most reported skill gain (52%); 8% report no skill development from AI.

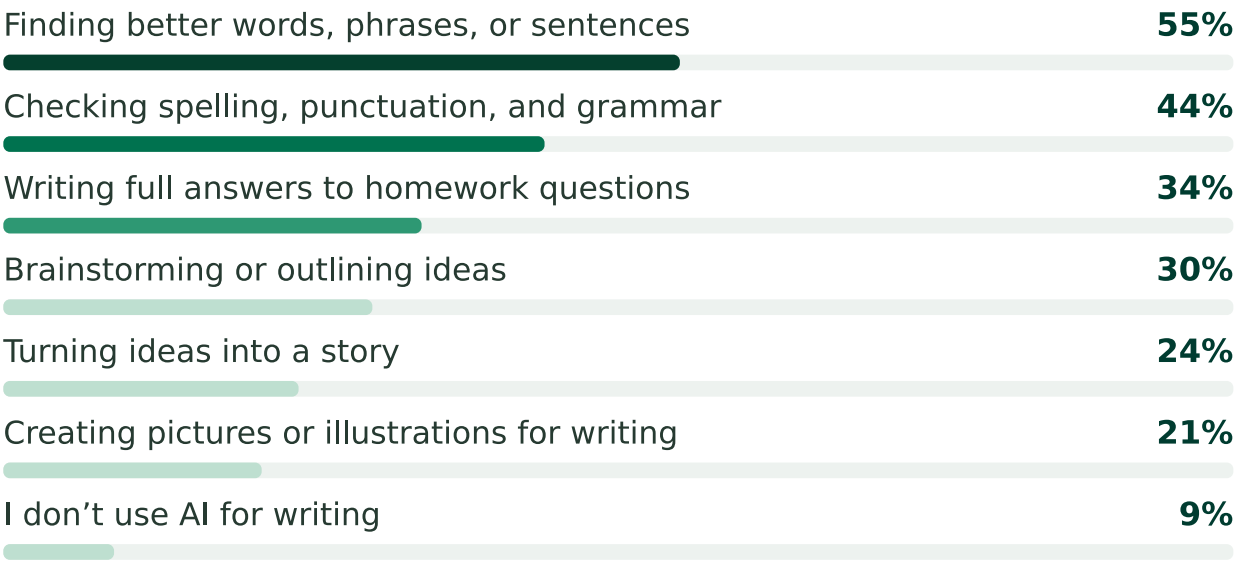
Note: Those who selected 'I haven't used AI for schoolwork' or 'I don't know' are not included.

When asked if AI tools have helped develop skills needed for schoolwork and studies, the most significant benefits have been for **understanding and solving problems (52%), preparing for exams and revision (38%),** and **coming up with new or better ideas (37%).** Learning new topics and understanding topics more clearly is a further key benefit of AI as noted by students. Only 8% of students who have used AI for schoolwork report no skill building benefits.

Students in Spain (63%), Sweden (57%), Germany (57%) and Austria (56%) are the most likely to report AI helping with problem solving and understanding, while coming up with new ideas is a key skill gained in Greece (45%), Estonia (42%) and Sweden (42%). Learning new topics is a core skill AI has facilitated in Italy (41%) and Austria (38%) and despite being lower than other key skills, students in Estonia (27%), Greece (21%) and the UK (20%) are the most likely to report AI helping with technical skills.

Fig.16 | How is AI helpful for writing and written work?

Teens are leveraging AI in their written work to improve sentences, structure, and grammar



Finding better wording is the leading use (55%);
44% use AI to check spelling, punctuation, and grammar.

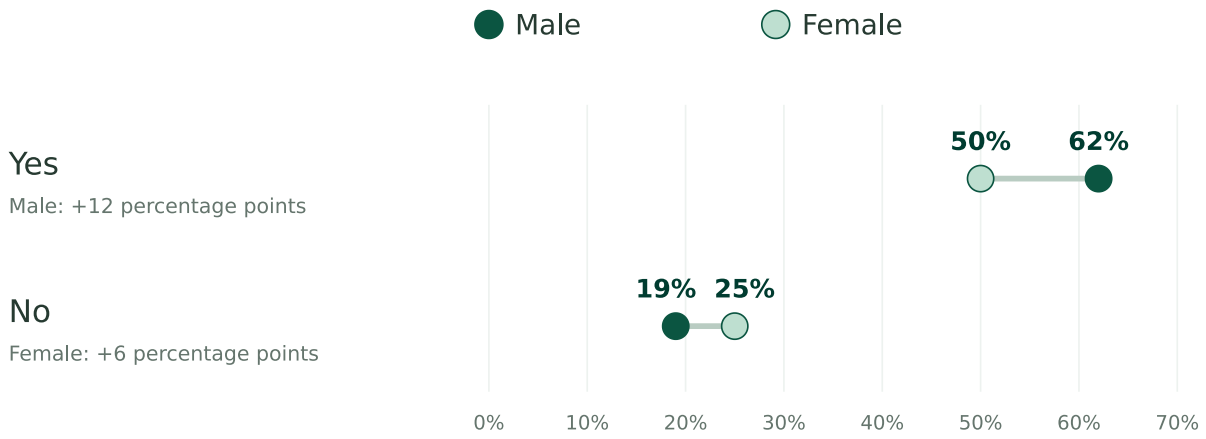
Note: Those who selected 'none of the above' or 'I don't know' are not included.

With specific reference to how AI helps with writing, students report numerous benefits. **Language help is the key driver here, with finding better words, phrases, or sentences leading at 55%, followed by spell checks, punctuation and grammar assistance (44%)**. Writing full answers to homework questions is the third most popular use of AI for written work, followed by brainstorming or outlining ideas. The third benefit of AI for written work in the UK and Sweden is brainstorming or outlining ideas (37% and 31%) respectively, while students in Spain are the most likely to leverage AI to create pictures or illustrations (29%).

Fig.16 'These results were collected prior to the official launch of ChatGPT for Teens. Launched on August 18, 2026 - ChatGPT for teens helps guide teens through study and homework tasks instead of providing full answers.

Fig. 17 | Are you confident you can tell when information from AI is true?

Male teens feel more confident assessing AI accuracy



"Yes" is higher among males (62% vs 50%);
"No" is higher among females (25% vs 19%).

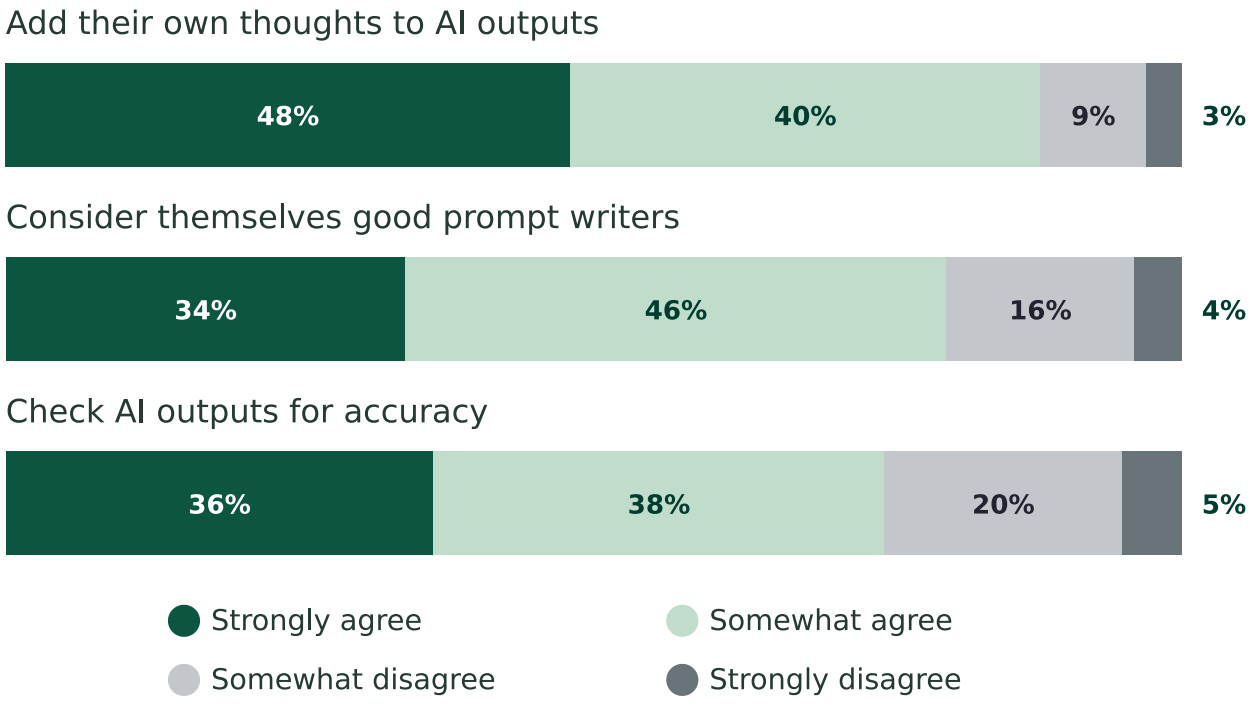
Note: Those who selected 'I don't know' are not included.

A small majority of high school students (56%) feel confident they can tell when AI outputs are accurate. This number is much higher than those who do not (22%), while the remaining 22% are unsure of their confidence levels. **Students in Spain (64%), France (63%), the UK (63%) and Italy (62%) are the most confident, while students in Estonia showcase the lowest confidence in their ability to judge AI accuracy (41%). There is a 12% gap between male and female students: 62% of boys feel confident they can assess whether AI information is true, compared to 50% for girls**.

Confidence in assessing AI output accuracy increases with age: 45% of 13- to 15-year-olds are confident, compared to 49% aged 16 to 17 and 61% for the 18-to 19-year-old students. **Teacher input is significant here; teens who receive guidance and permission to use AI are 14% more likely to report confidence in assessing AI accuracy (68% vs 54%)**. Similar trends are seen for students who have teachers who encourage AI use.

Fig.18 | When using AI tools do you add your own thoughts, write good prompts, and check accuracy?

Teens combine GenAI with their own thinking and check output accuracy



88% add their own thoughts to AI outputs;
74% say they check AI outputs for accuracy.

Students report a good level of critical thinking, evaluation and responsible AI use. **A significant majority (88%) state they add their own thoughts to AI outputs, 80% consider themselves good prompt writers, and 74% check the accuracy of what AI is telling them.**

While a significant majority of students across the board state they add their own thoughts to AI outputs, the lowest level of agreement is in Estonia (18% disagree). Older teens are also more inclined to add their own thoughts to AI, while teacher guidance plays a small role here.

Considering themselves a good prompt writer is most common among students in Spain, Greece, and Sweden, while **Estonia is again the country where students report the lowest levels of self-confidence (70% agreement vs 74% overall).**

Age and teacher guidance play a similar role - older teens and those with teachers that allow AI use showcasing higher confidence in their prompt writing skills.

Students in Italy (83%), the UK (80%), Poland (79%) and Greece (79%) are the most likely to report they check AI outputs for accuracy, while once again students in Estonia are the least likely to do so (60%). Older teens are more likely to also check AI outputs, while students with teacher AI guidance are 8% more likely (79% vs 71%).

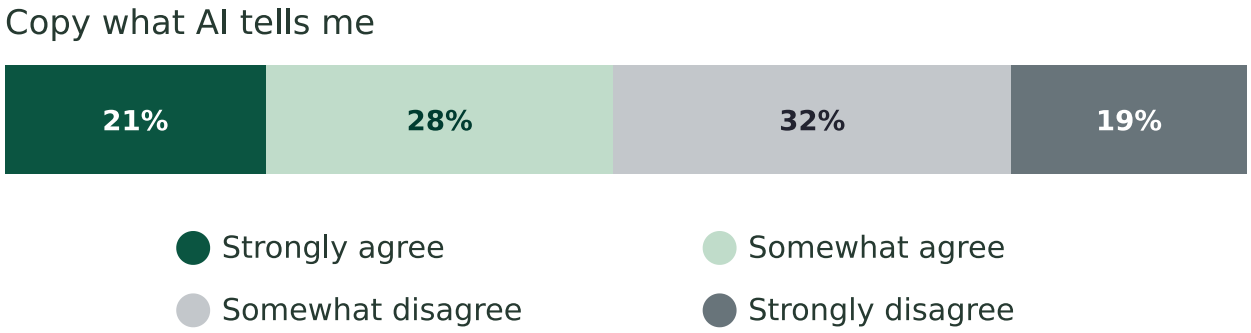
These findings show a positive relationship between students and checking AI output accuracy. However, while this is very encouraging – the subsequent results on copy-paste behaviour for homework reiterate the need for guidance and AI literacy education based on a clear tension between self-reported habits and actual behaviour in homework contexts.





Fig.19 | When using AI tools for homework, do you usually just copy what it tells you?

About half of teens copy-paste what AI tells them when doing homework



49% agree they copy what AI tells them;
51% disagree, showing a near-even split.

Despite the overwhelmingly positive results in relation to prompt writing, accuracy checking and wider critical thinking skills outlined previously, when it comes to homework - students report slightly less critical engagement with AI outputs. **Around half (49%) state they would just copy what AI tells them when completing a homework task**.

Fig 19.1 | When using AI tools for homework, do you usually just copy what it tells you?

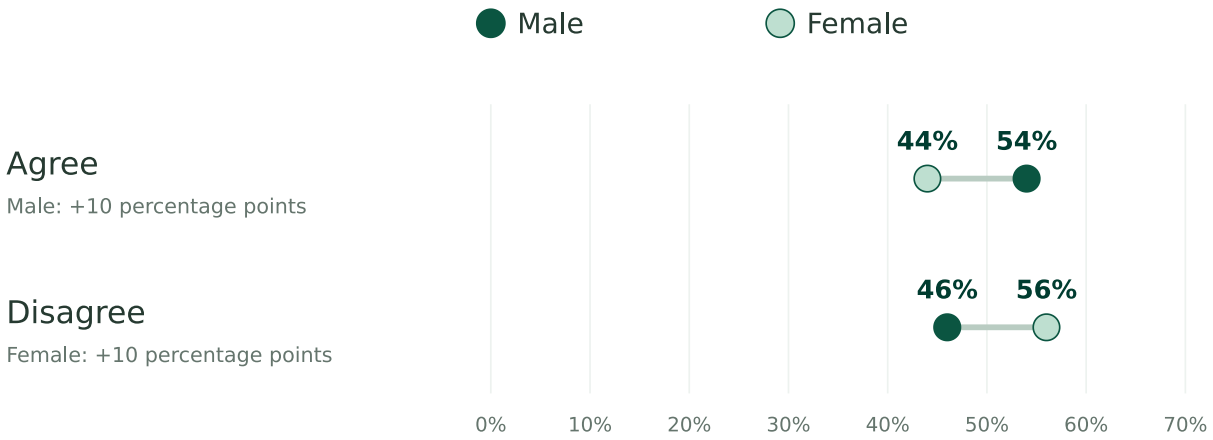
countries	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Austria	21%	27%	34%	18%
Estonia	13%	23%	40%	24%
France	23%	28%	30%	18%
Germany	22%	34%	29%	16%
Greece	23%	29%	29%	19%
Italy	20%	34%	30%	16%
Poland	23%	29%	35%	14%
Spain	22%	30%	36%	12%
Sweden	25%	24%	25%	26%
UK	21%	26%	30%	24%

The country breakdown reveals meaningful variation in student copy-paste behaviour. **Students in Sweden, Poland and France are the most likely to strongly agree they would just copy AI outputs.**

On the opposite end, students in the UK and Estonia (24%) respectively are the most likely to strongly disagree they would copy AI outputs, while on the whole Estonian students (64%) have the largest majority who state they would not display copy-paste behaviour.

Fig 19.2 | When using AI tools for homework, do you usually just copy what it tells you?

Male teens are more likely to say they copy what AI tells them for homework



Males are more likely to agree (54% vs 44%); females are more likely to disagree (56% vs 46%).

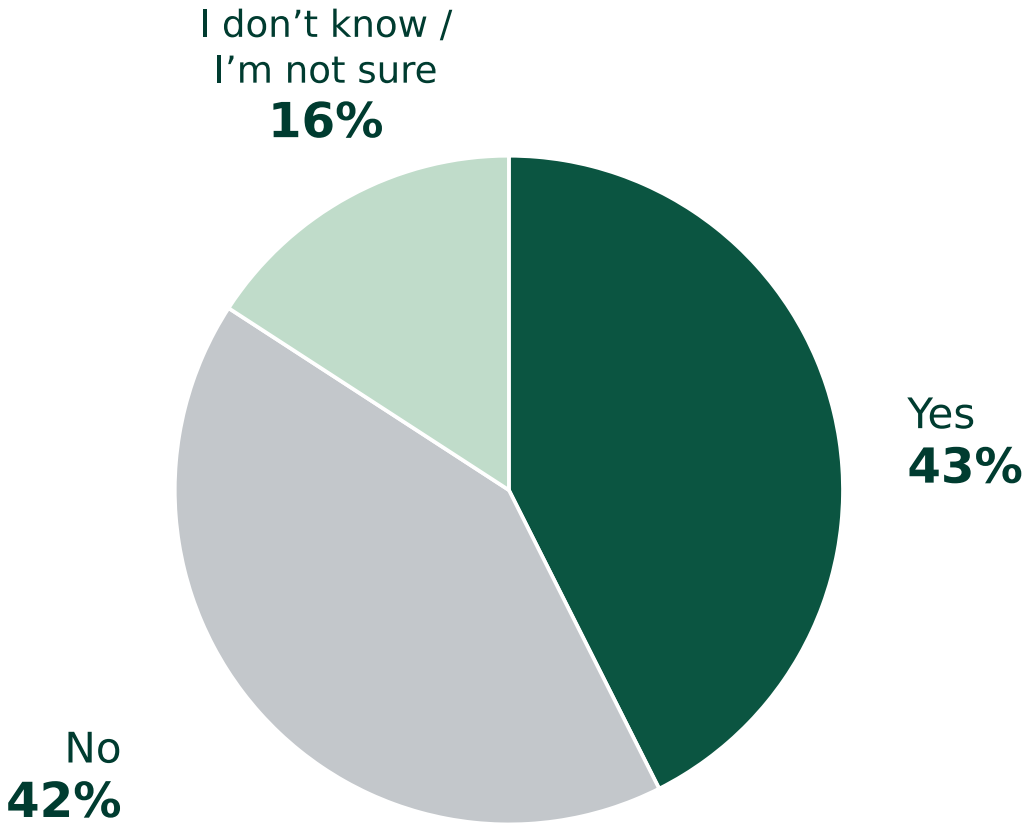
Note: 'Strongly' and 'somewhat' have been combined into agree and disagree scales.

Breaking down copy-paste behaviour by gender – a majority (54%) of male high school students state they would just copy AI outputs for homework. This compares to most female teens who would not do this (56%).

Interestingly, while teacher permission or guidance has no significant influence here – **teens who have a positive view on AI's effect on education are 23% more likely to just copy what AI tells them when using it for homework (56% agree vs 33%)**.

Fig.20: If completing an assessment using AI, would you directly use the information provided?

Teens are split on whether they would directly use AI outputs if completing an assessment task



Responses are almost evenly split: 43% say "Yes" and 42% say "No"; 16% are unsure.

Students are nearly split down the middle on whether they would directly use AI outputs for an assessment task: 43% state they would and 42% state they would not. A further 16% are not sure.

At 51% and 49% respectively, students in Poland and Italy are the most likely to directly use AI outputs for an assessment task.

Students in Greece (37%), the UK (40%) and Spain (40%) are less likely to do so, while most notably a majority of students in Estonia (57%) state they would not directly use AI outputs.

Fig. 20.1: If completing an assessment using AI, would you directly use the information provided?

Country	Yes	No	I don't know / I'm not sure
Austria	44%	42%	14%
Estonia	24%	57%	18%
France	48%	39%	12%
Germany	46%	38%	16%
Greece	37%	46%	18%
Italy	49%	38%	13%
Poland	51%	26%	23%
Spain	40%	44%	16%
Sweden	45%	40%	15%
UK	40%	45%	15%

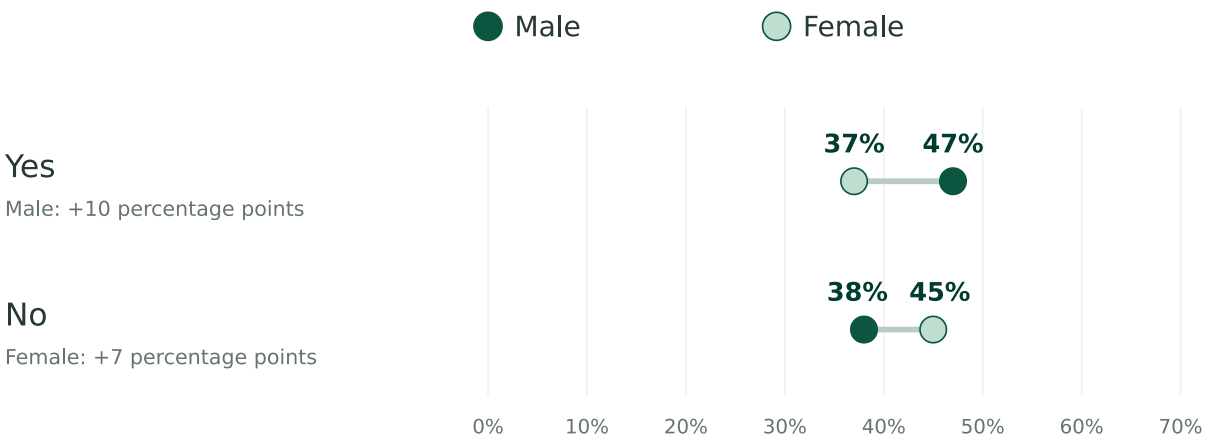


Poland has the highest "Yes" share (51%);
Estonia has the highest "No" share (57%).

These findings highlight that a positive view on AI for education and learning does not necessarily translate to a more nuanced use of AI tools. The fact that teens who view AI as positive are more likely to display copy-paste behaviour warrants specific attention.

Fig 20.2: If completing an assessment using AI, would you directly use the information provided?

Male teens are more likely to say they would directly use the information provided by AI in assessment tasks



Males more often answer “Yes” (47% vs 37%); females more often answer “No” (45% vs 38%).

Note: Those who selected 'I don't know' or 'I'm not sure' are not included.

With 47% of male students stating they would directly use AI outputs for an assessment, they are 9% more likely to do so than their female counterparts. **This is a similar gender difference as seen for student copy-paste behaviour in Fig. 19.2 above**.

Positive views on AI’s effect on learning has the same influence as copy paste behaviour: **students who see AI as positive are almost twice as likely to use the information AI provides directly when compared to students who have a more negative outlook (49% yes vs 25% yes)**.

I think it's important that you ask AI specifically how to do things, so AI does not just give you the answer.

(School student, female, 15, Belgium)

Whenever I have a test coming up, I always take a screenshot of all the notes and use AI to make a cheat sheet to help with the learning process.

(School student, male, 14, Belgium)



Irresponsible AI use is just getting it to do the assignment for you and copy pasting it as if it was yours.

(Student, male, 14, Spain)

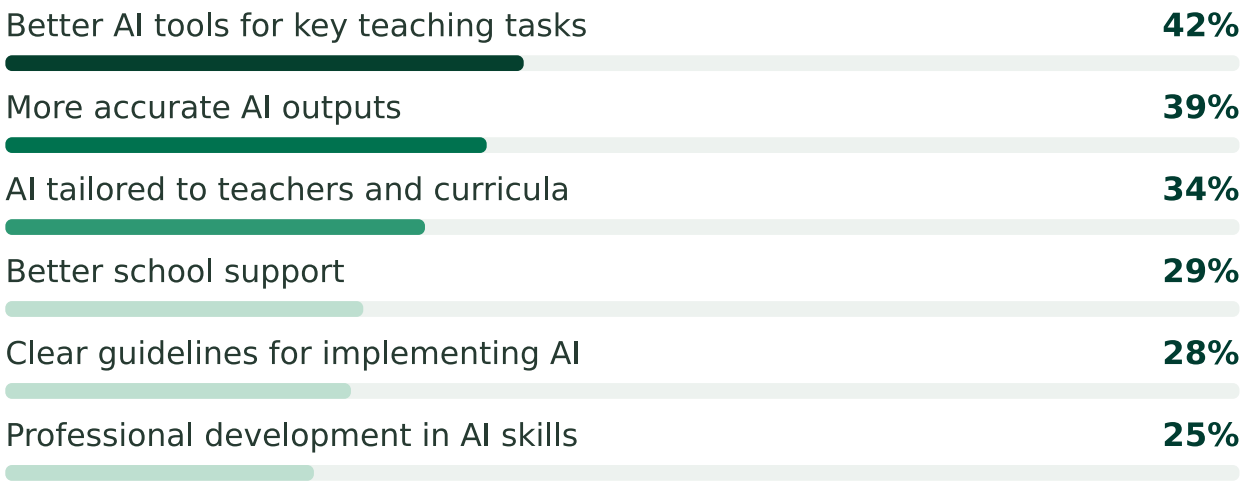
Just relying on AI, that's the negative use of it.

(School student, female, 15, Belgium)

Teachers Want Reliable AI Pedagogy

Fig.21 | What is your AI 'wish list' for work?

Teachers want AI tools to better support teaching tasks and to be more accurate



Better teaching tools lead at 42%, followed by more accurate AI outputs at 39%.

Note: Those who selected "none of the above' or 'I don't know' have been removed.

Teachers have a clear set of preferences when it comes to their AI wish list for work. Access to better tools for key teaching tasks such as lesson planning or student feedback is the number one priority (42%).

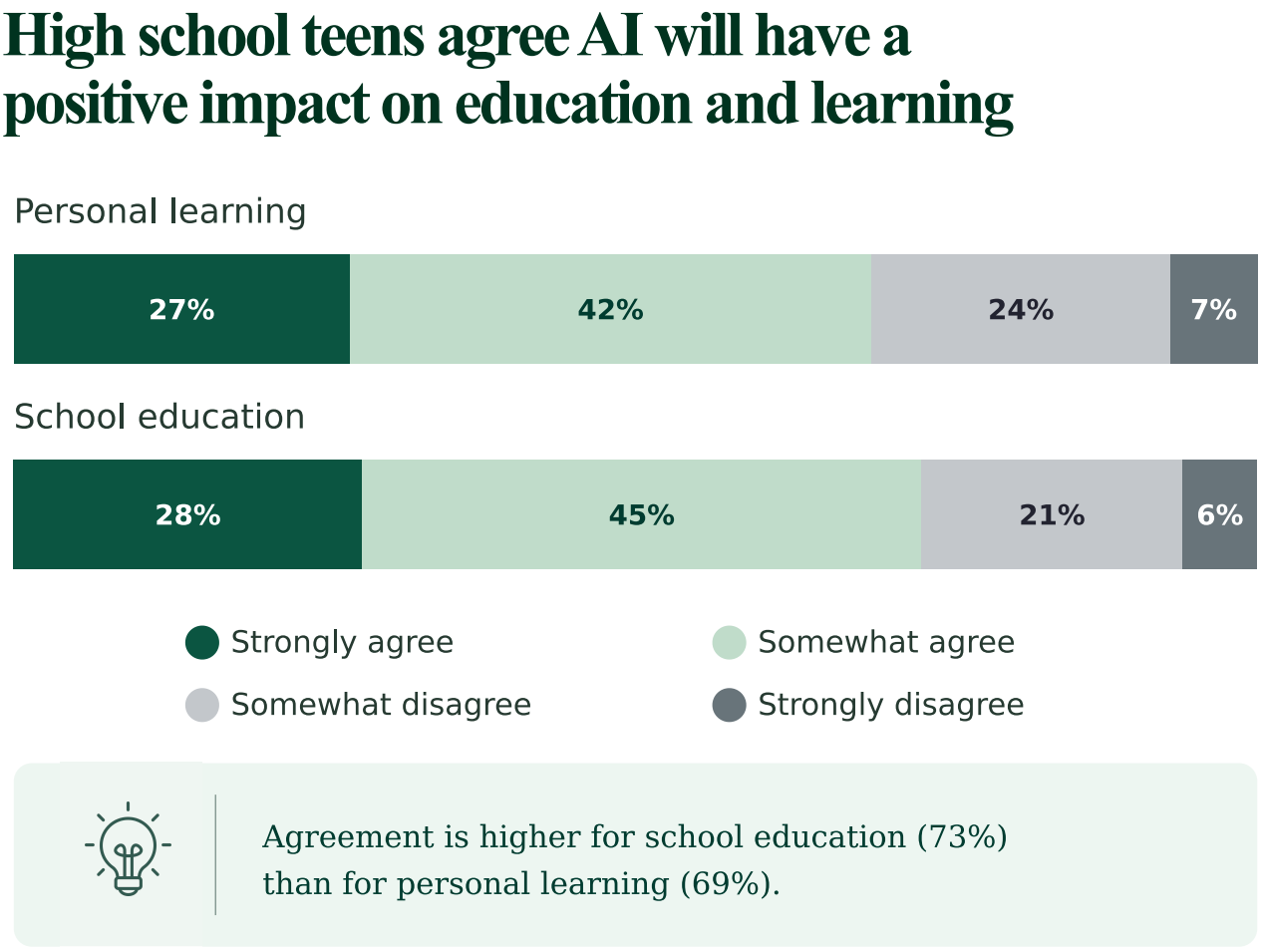
This is followed by the wish for AI outputs to be more accurate (39%), and AI tools that are specifically tailored for teachers and their curricula (34%). Better school support is another priority for current high school teachers.

Teacher's top wish list items for AI suggests a current gap in how they currently use AI (primarily for content creation instead of specific tasks like formative feedback) and how they would like to leverage AI in the future. Their hopes for more reliable and pedagogically linked tools reflects their concerns about AI accuracy as well a lack of institutional support and clear guidelines for AI implementation as a key barrier to increased AI use.

6. Students are Optimistic Despite the Risks

This section showcases student and teacher expectations for the future role of AI in education. It synthesises views on the potential risks including cheating and academic integrity as well as issues relating to privacy and oversharing, and the areas where AI will have the most significant positive impact. It also explores teacher views on the opportunities and challenges presented by AI.

Fig.22 | Will AI have a positive impact on education (in school & individually)?



Current high school students show strong optimism on AI's educational role in the future. **73% see AI as having a positive impact on education and learning at school and just under 7 in 10 students think AI will have a positive impact on their own personal education.**

Students in Spain (80%), Italy (78%) and Sweden (77%) are the most enthusiastic about AI's impact on education and learning in general. **This is compared to students in France (69%) and Estonia (64%) who show the lowest agreement that AI will have a positive effect.**

Almost identical country student views can be seen for AI's impact on their own learning: students in Spain (78%), Sweden (73%) and Italy (71%) see the biggest personal benefit of AI in the future – **while students in Poland (66%), France (65%) and Estonia (59%) have the comparatively lowest view AI will be beneficial.**

Female students are less enthusiastic about both the impact of AI on education in general compared to male students (66% vs 78%) as well on their own personal education and learning (63% vs 74%). Teacher AI permission and sentiment have a direct impact on student views:

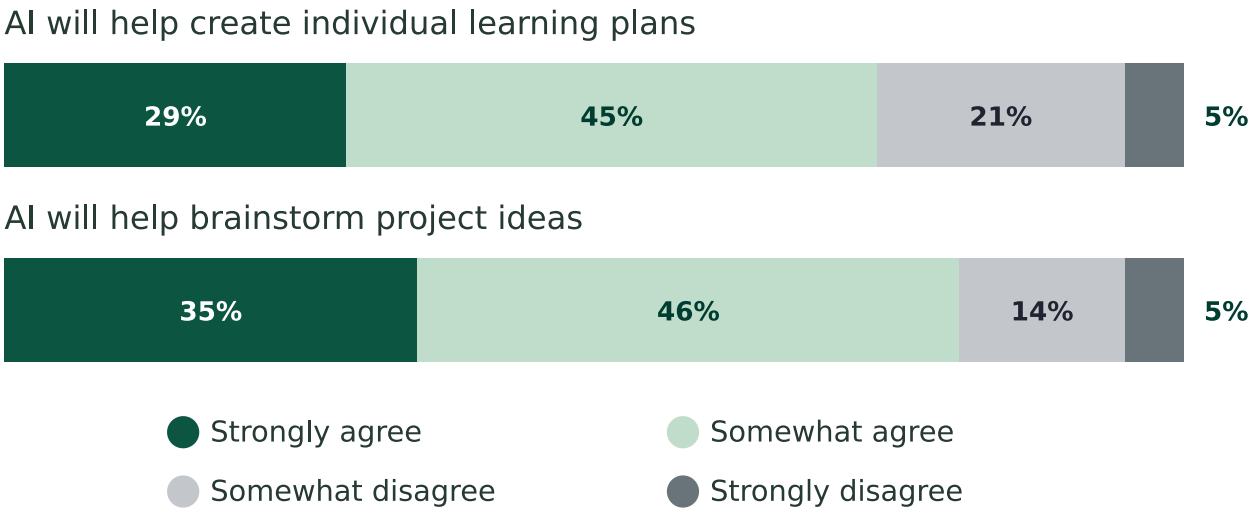
82% vs 71%	students with teacher AI permission and guidance are 11% more likely to see AI's future impact positively.
80% vs 70%	students whose teachers encourage AI use are 10% more likely to hold positive views compared to those who discourage AI use.

> Not allowing AI at school is missing out on an opportunity… it's better to talk about how we should use it and what the pros and cons are.
>
> (School student, male, 17, Belgium)

> I would say in the long run, I think it's going to make things worse, but right now – it does make things way easier.
>
> (School student, female, 14, Poland)

Fig.23: Will AI help students with personalised learning and project brainstorming?

A large majority of teens think AI will help brainstorm project ideas and will be used to create personalised learning plans



81% agree AI will help brainstorm project ideas;
74% agree it will help create individual learning plans.

Looking at some of the specific ways AI can benefit education, students overwhelmingly agree that AI will help students brainstorm ideas for projects (81%). Students are also very optimistic about AI's potential for personalised learning plans (74%).

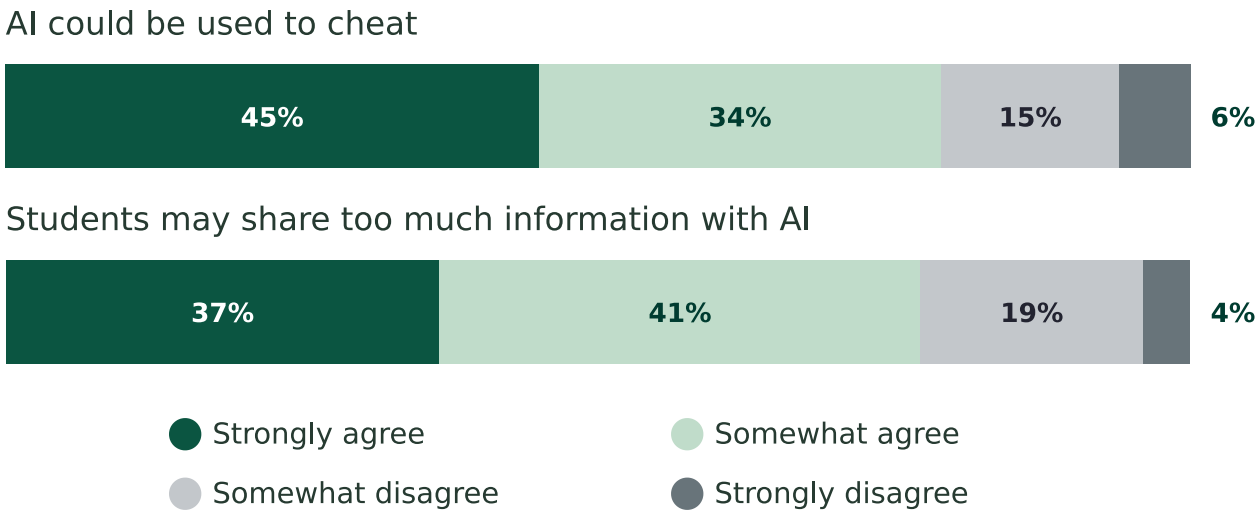
While no major country differences can be seen for AI's brainstorming potential, **just over half (58%) of students in Estonia agree that AI will be beneficial for personalised learning**.

This is compared to 80% of students in Spain, 77% in France, and 75% in Austria.

Students with teachers who encourage AI use are more likely to see AI's benefits for brainstorming, while the student views on the future impact of AI have the most significant effect. Teens who view AI positively are 20% more likely to see AI as beneficial for brainstorming project ideas (87% vs 67%). The same trends are seen for AI's impact on personalisation.

Fig.24: Could AI be used to cheat and will students share too much personal information?

Teens overwhelmingly agree AI could be used to cheat on assignments and are concerned about oversharing



79% agree AI could be used to cheat;
78% agree students may share too much information with AI.

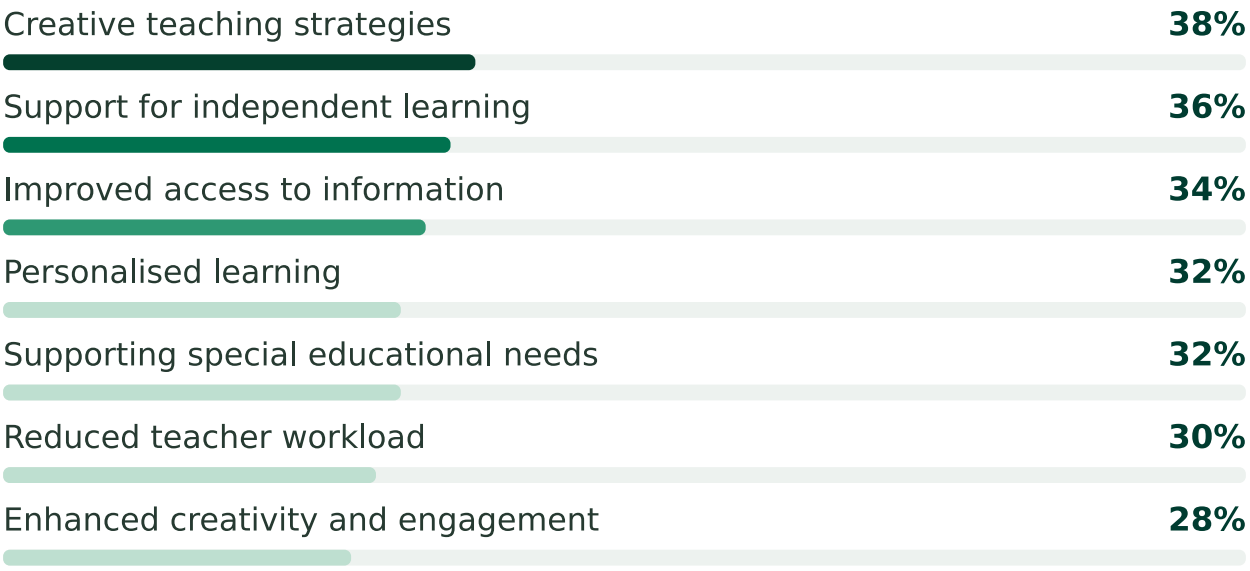
Despite the strong optimism on AI's future, students are aware of the potential risks. **79% agree AI could be used to cheat on homework and assignments with almost half strongly agreeing (45%)**. Almost 8 in 10 (78%) also think students are likely to share too much personal information with AI tools. **These concerns are almost universal among high school students regardless of whether they have teachers who encourage or discourage AI, or if they hold a positive or negative outlook on the future impact of AI on education**.

While no major country differences exist for the potential to use AI to cheat on homework and assignments in general – most students in the UK (53%), Greece (52%) and Austria (51%) strongly agree compared to only 29% in Estonia.

These findings highlight that AI optimism and AI risk awareness coexist. Students can hold the view that AI is beneficial and will have a strong future impact, while also acknowledging its potential for cheating and the implications for academic integrity. This supports the argument that messaging needs to be nuanced and students should receive risk education alongside opportunity framing.

Fig.25: What are your biggest hopes for the impact of AI in education?

Teachers hope AI will boost creative teaching, independent learning and access to information



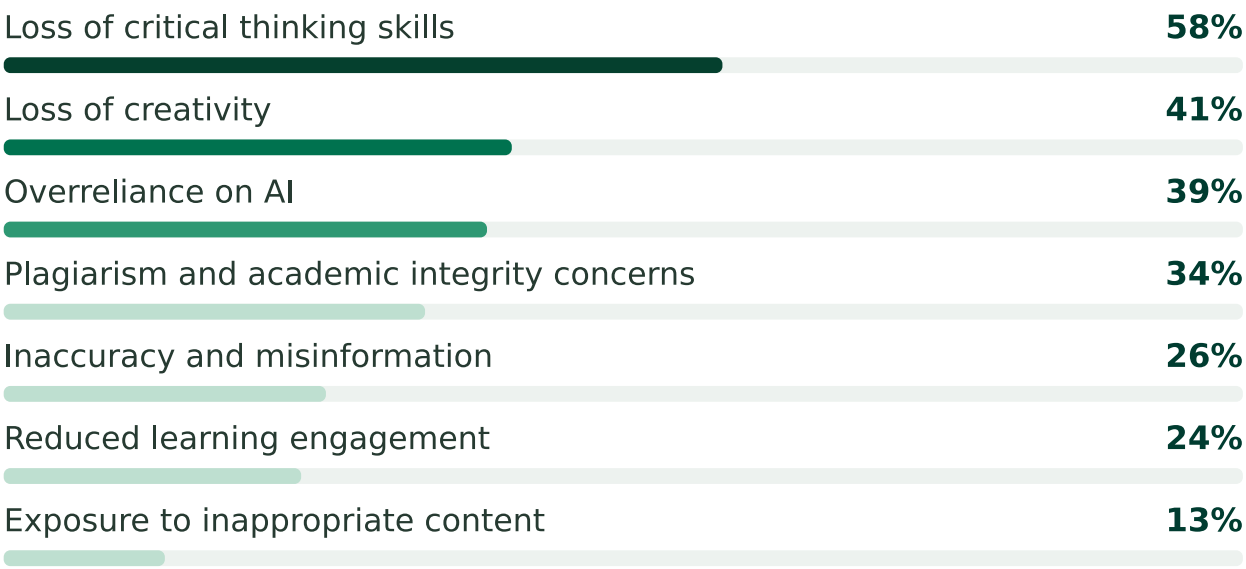
Creative teaching strategies rank highest (38%), followed by support for independent learning (36%).

Teachers' biggest hopes for the future impact of AI are creative teaching strategies (38%), support for independent learning (36%) and improved access to information (34%).

Current high-school teachers also hope for AI to benefit personalised and individual learning as well as supporting students with special educational needs (32% respectively).

Fig.26: What are your biggest concerns about the future impact of AI for education?

Teachers are most worried about AI's impact on critical thinking, creativity, and over reliance



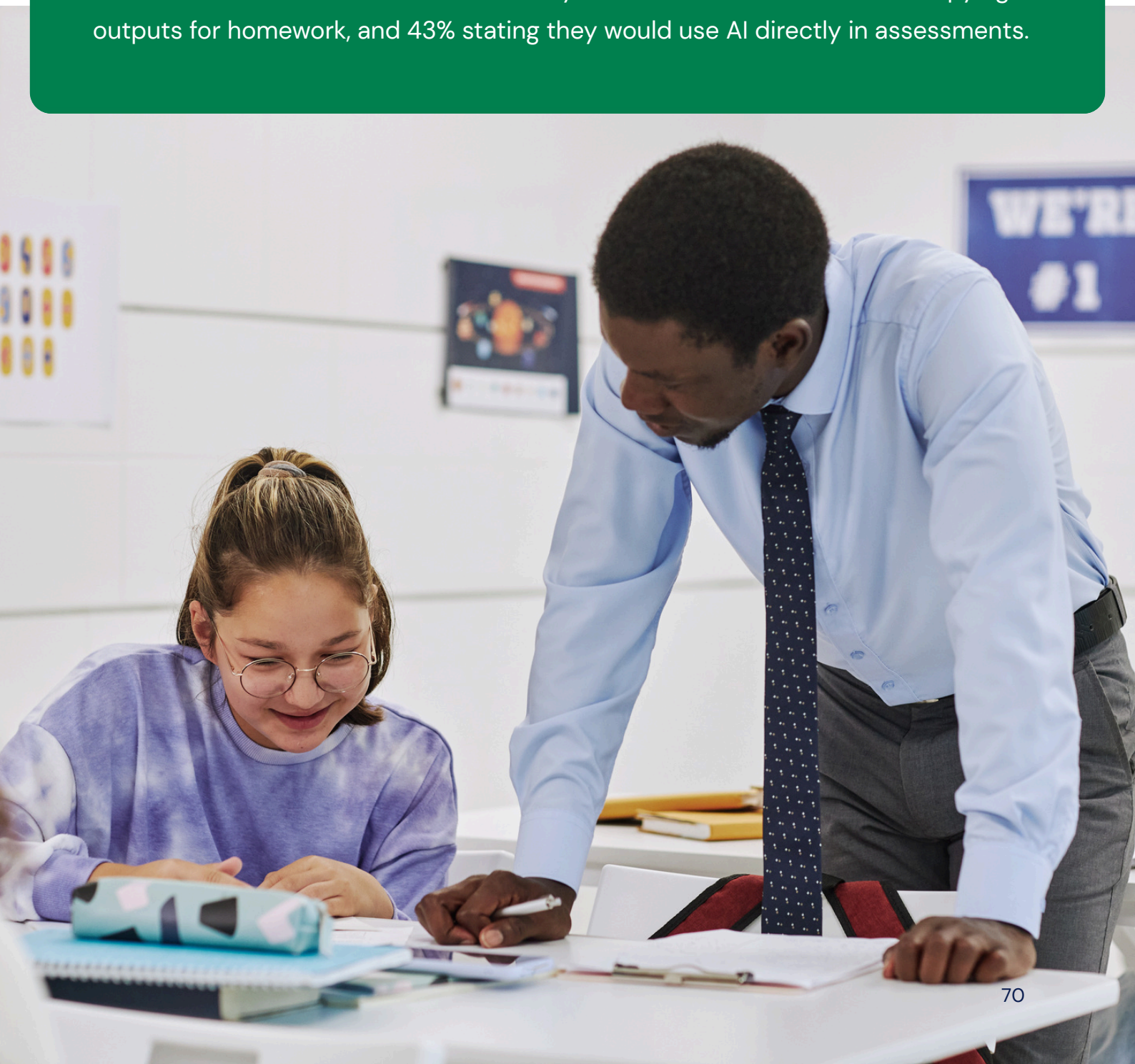
Loss of critical thinking skills is the top concern (58%); creativity loss (41%) and overreliance on AI (39%) follow.

Note: Those who selected 'none of the above' or 'I don't know' have been removed.

While teachers are hopeful on some aspects of AI's potential, there is a clear concern about AI's negative impact on critical thinking. **58% of current high school teachers state the potential loss of critical thinking skills is their number one worry when it comes to AI's future impact on education.**

This is followed by teacher concerns on the loss of creativity (41%), students that will be too reliant on AI tools (39%), and the AI's implications for academic integrity and plagiarism (34%).

Teachers showcase a clear wish for pedagogical transformation through AI. They want more creative and flexible teaching, better access to resources, and AI tools to be better suited to key teaching tasks. Teachers also showcase serious concerns over privacy and security, and with specific reference to their students – worry about the long-term impact of AI on core skills like critical thinking. This concern is not abstract but validated by almost half of the students copying AI outputs for homework, and 43% stating they would use AI directly in assessments.



Discussion & Conclusion

The findings uncovered in this research, based on two surveys of high-school students aged 13-19 across Europe and current high-school teachers – highlight how rapidly evolving digital technologies and AI are reshaping the landscape of 21st century education. This shift presents both opportunities and challenges as adoption of these technologies is outpacing institutional readiness to guide responsible practices. Across 10 European countries 95% of students are adopting AI, with 80% using AI specifically for schoolwork. This is coupled with 85% of teachers who are using AI tools. Resultantly, AI is embedded in student's educational lives, but a lack of clear rules and institutional guidelines is creating a landscape of unclear adoption practices.

The preceding analysis has uncovered several interconnected outcomes and key themes that shape how students and teachers experience AI in education. These are outlined below:

AI is Embedded in Student Learning

The near universal teen AI adoption rate alongside 8 in 10 using it for schoolwork emphasises AI as a core aspect of young people's educational lives. Students are using AI as a routine support tool for questions, advice, and homework – with a high level of self-reported competence. Students are both AI's biggest advocates and its more unrestricted users: 73% believe AI will positively impact education while 79% think it can be used to cheat. Moreover, almost half (49%) display copy-paste behaviour when it comes to AI outputs despite high levels of self-reported critical thinking.

Large parts of student engagement with AI takes place in a grey zone, where school rules are partial, unclear, or unevenly applied. This mismatch between everyday practices and formal guidance heightens risk surrounding cheating, over-reliance, and unequal access to safe and effective AI use. The findings of this report showcase that unsupervised AI use produces the least beneficial outcomes, while high levels of student AI enthusiasm correlate with low critical engagement – optimistic teens on AI's potential are those who most need guidance on responsible AI use.



Teacher Sentiment Impacts Responsible Student Engagement

Teacher attitudes and practices show strong correlations with student behaviour and skills. When teachers engage constructively with AI by encouraging use, discussing the pros and cons, teaching bias detection, and giving AI integrated work – students develop better critical AI skills, and more responsible use habits. Across the dataset, teacher stance on AI emerges as one of the key predictors of student AI behaviour, with positive environments associated with higher confidence in judging AI outputs and more interest in learning practical uses and tools.

Conversely, where teachers discourage AI or avoid the topic, students receive less guidance on critical AI literacy and are more prone to use AI without permission. This teacher effect is showcased throughout the report reiterating the role of school pedagogy and student AI literacy outcomes.

Additionally, a structural mismatch exists. Most students want clarity on AI homework use and help in judging AI output reliability, while teachers want better education specific AI tools (42%) and more accurate AI outputs (39%). Both students and teachers are seeking better tools alongside school structure and support. Teachers themselves express mixed views, they see strong potential for AI's impact on creativity and additional learning needs, but are concerned about critical thinking, student engagement, and academic integrity. These findings suggest the need for greater teacher support, clear guidance and school policies, and pedagogically aligned AI tools to tackle these challenges and improve student AI use.

Student Equity Dimensions Need Tackling

Two clear equity dimensions emerge from the data. The first is gender, and the second is AI access and school sentiment. The results show a student population that is both confident in their AI skills but also heterogenous: boys rate their skills higher but are also more willing to copy or directly use AI outputs, while girls are more cautious and focus on AI risks and reliability. This theme runs throughout: boys show higher self-efficacy, more positive views of AI, and are more prone to copy-paste behaviour. Female students are instead more interested in learning about the risks and societal impacts of AI, and are more cautious with their AI use.

Higher confidence and positive outlook are not only associated with productive use but also with a lack of critical thinking, especially with homework and assessments. This matters for equity – girls who are more risk-aware and support-seeking may be underserved by current AI pedagogy in school, while conversely the more confident groups who display less critical thinking may not receive the key AI literacy interventions needed to prevent more risky behaviours. These variations need to be implemented into AI education strategies.

Teacher sentiment and school policy is another equity dimension. Students with less guidance and discouraging teachers receive significantly less AI literacy instruction and less AI critical skills development. As teacher stance is impacted by national contexts and school culture, students run the risk of facing an AI education postcode lottery and worsening the digital divide with geographic location, type of school, and school funding affecting digital infrastructure, AI literacy, and teaching strategies.



Critical Thinking is the Core Challenge

Students and teachers are largely optimistic about AI's potential for education and learning, particularly for brainstorming, personalisation, and more flexible teaching. However, they recognise the risks around privacy, cheating, and the potential erosion of key skills. The primary concern for teachers – the loss of critical thinking skills (58%) – is directly showcased in student behaviour. Almost half of teens copy AI homework outputs, and 43% would use AI directly in an assessment task. This trend is even higher for teens who have a positive view of AI impact on education. Similarly, students who report higher AI self-efficacy display higher AI copy-paste behaviour. This is exemplified most by boys who report higher confidence in their skills and a greater tendency to rely on AI unchecked.

However, teens with teacher guidance and AI instruction reverse this trend, reiterating the fact that AI optimism without robust critical literacy and teacher guidance amplifies risk. Reversing the AI confidence trap showcased in the data requires AI literacy education and guided approaches to responsible AI use.



Recommendations

The findings uncovered in this report reiterate the need for structural and pedagogical frameworks to be put in place to foster increased responsible AI adoption for education and learning. Students and teachers are individually leveraging AI, but schools and education institutions are yet to fully operationalise frameworks to guide this adoption. One of the most essential factors is teacher AI stance: teachers who engage constructively with AI see students with better AI skills, more responsible habits, and increased critical engagement. Fostering critical thinking is key here, as students who are most confident and optimistic about AI are also most likely to copy outputs and avoid critical evaluation. Ensuring interventions are also accessible to all regardless of geographic location is key to avoid an AI digital divide, while targeted interventions need to address gender gaps in uptake, confidence, and responsible adoption.

Based on this, the following recommendations are suggested:

1. Provide Clear, Accessible, and School-Wide AI Guidance

Schools and education institutions should publish clear, age-appropriate guidance on when AI tools can be used for homework, revision, classwork, and assessments. The survey results showcase students are navigating a permission gap: nearly 4 in 10 students are using AI for homework without teacher permission and a further 21% are unsure. Guidance should focus on when AI is encouraged, permitted but with limitations, and not appropriate. Clear expectations should be introduced for assessments that sit within a broader AI framework, ensuring students know when to use AI to develop AI skills and competences, and when not to use AI to foster traditional skill sets and maintain academic integrity

2. Ensure Teachers and Staff Have Access to AI Training

Teacher training should include practical guidance on how to use AI, how to evaluate AI outputs, and how to discuss AI with students. This is essential as teacher AI sentiment strongly impacts student behaviour: students with teachers who encourage AI are more likely to teach how to use it, showcase responsible AI use, and discuss the pros and cons. A focus should be placed on how to integrate AI into different subject areas responsibly, on teacher AI literacy and skills building, and life-long learning.

3. Embed AI Literacy in Education Curricula

AI literacy should be integrated into school curricula with a focus on how to check the accuracy of AI outputs, identify bias, and spot misinformation. This is essential as students report a high self-efficacy for checking and assessing AI content, but a tendency to showcase copy-paste behaviour for homework and assignments. Students are optimistic, but this does not always translate to responsible AI use – emphasising the role of AI literacy education. This is particularly important for unguided students who have positive views on AI as they represent the group most likely to avoid critical engagement. Guided classroom activities to help scaffold AI competence would assist here as students are already heavily relying on AI outside of formal education.

4. Redesign Assessment for the AI Era

Education systems should update assessment practices to distinguish between permitted AI assistance and work students must complete independently. Where AI is permitted, students should disclose how it was used, while assessments should place greater emphasis on reasoning, process and demonstrated understanding - not only the final output. Where AI is permitted or mandatory, a clear breakdown of tasks should include pre-AI use notes on aims and objectives, specific AI inputs and prompts, reflections on AI outputs and follow up, and final reviewed output with accuracy checks. Teacher assessment should include specific scores for reasoning shown, accuracy of concept application, quality of revision and AI output critique, and final product submitted.

5. Monitor Education Outcomes and Address Equity

School interventions should account for student differences in confidence, access, and classroom support across gender, age, and country. The survey results highlight that boys rate their skills more highly than girls but are more prone to copy AI outputs, while younger students are less confident in judging the accuracy of AI information. A focus should be placed on baseline measures for learning outcomes: do students develop responsible AI habits? Does AI integration improve or widen achievement gaps? and do gender and age-based interventions impact confidence levels?



6. Bring Parents into AI Learning

Schools should give parents and carers practical and accessible resources to help them discuss AI use, privacy, critical thinking and healthy digital habits with their children and teens. Where possible, parents should be involved in the policy-making process to ensure AI works best for everyone. Parental resources should address both the opportunities and risks of AI, and give parents frameworks for navigating potentially ambiguous situations (hidden use, permission confusion, balancing autonomy and oversight).

7. Align AI Assessment Criteria with Parental Guidelines

School-wide AI rules should be clearly communicated and AI use policies aligned across teachers, parents, and students. Parental guidelines should clearly indicate assessment values (reasoning, accuracy of application, quality of critique) so parents and guardians understand what AI use is expected, permitted, or prohibited in different contexts, alongside the formal process for review and marking. These standards can then be reinforced at home allowing for confident teen AI learning.



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