

FLASH EUROBAROMETER 564

Future needs in digital education

EUROBAROMETER REPORT
MAY 2025



Survey conducted by Ipsos European Public Affairs at the request of the European Commission, Directorate-General for Education, Youth, Sport and Culture

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This document does not represent the point of view of the European Commission. The interpretations and opinions contained in it are solely those of the authors.

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Introduction

This Flash Eurobarometer provides an overview of European citizens' attitudes towards digital education. It examines attitudes towards key themes, such as:

- The perceived importance of digital skills, barriers to digital skills development and digital skills education;
- Digital technologies in education, their impact and the balance between digital and traditional learning.
- Perspectives about AI in education, ensuring appropriate use of AI in education, and the future importance of AI literacy.
- Responsible use of digital technologies, and teachers' and parents' roles in facilitating responsible use.
- Awareness of personal data collection in digital learning and concerns about digital education data risks.
- EU support for digital education.

On behalf of the European Commission's Directorate-General for Education, Youth, Sport and Culture, Ipsos European Public Affairs interviewed a representative sample of EU citizens, aged 15 and over, in each of the 27 Member States of the European Union. Between

7 and 14 May 2025, 25 781 interviews were conducted via computer-assisted web interviewing (CAWI), using Ipsos' online panels and their partner network.

Notes

- Survey results are subject to sampling tolerances meaning that not all apparent differences between countries and socio-demographic groups may be statistically significant. Thus, only differences that are statistically significant (at the 5% confidence level) – i.e. where it can be reasonably certain that they are unlikely to have occurred by chance – are highlighted in the text.
- Survey data are weighted to marginal age by gender population distributions using post-stratification weighting. The EU27 are weighted according to the size of the 15+ population of each region/ country.
- Response percentages exceed 100% if the question allowed respondents to select multiple responses.
- In this report, countries are referred to by their official abbreviation, as indicated below.

BE		Belgium	FR		France	NL		Netherlands
BG		Bulgaria	HR		Croatia	AT		Austria
CZ		Czechia	IT		Italy	PL		Poland
DK		Denmark	CY		Rep. of Cyprus*	PT		Portugal
DE		Germany	LV		Latvia	RO		Romania
EE		Estonia	LT		Lithuania	SI		Slovenia
IE		Ireland	LU		Luxembourg	SK		Slovakia
EL		Greece	HU		Hungary	FI		Finland
ES		Spain	MT		Malta	SE		Sweden

* Cyprus as a whole is one of the 27 EU Member States. For practical reasons, interviews are only carried out in the part of the country controlled by the government of the Republic of Cyprus.

Main findings

Digital skills and the role of education

Importance of digital skills

- About nine in ten (89%) respondents agree that digital skills are **essential for participation in society** (for example for banking, healthcare, community engagement, etc.), 80% agree that digital skills are **essential to have a successful career** and 85% that digital skills are essential for learning and education.
- Similarly, 86% of respondents agree that **expanding digital skills training is important to improve the economy of their countries**.
- Eight in ten respondents (80%) agree that digital skills and **digital literacy help protect them from being misled by online disinformation**.
- Finally, 85% of respondents agree that digital skills are necessary to be able to use generative AI tools.

Digital skills education

- Just over nine in ten respondents (92%) agree that digital skills **should be taught to everyone in schools and universities** and 76% agree that teaching of digital skills should start at an early age.
- More than three-quarters (78%) of respondents agree that **digital skills should receive the same amount of attention at school as reading, mathematics and science**.

Barriers to digital skills development

- Nearly one in two respondents (47%) believe that many school children in the EU lack basic digital skills because the **schools are not well-equipped** (e.g. they do not have enough computers/tablets, or the internet connection at school is very slow). About four in ten respondents (41%) report as a main

reason that **teachers are not adequately prepared to teach digital skills**.

Digital technologies in education

Impact of digital technologies on education

- Vast majorities of respondents see **benefits of digital technologies for education** and agree that digital technologies can be used to provide students access to **tailored learning** to meet their individual needs (87%), that digital technologies can make education and training **more innovative** (87%), that online learning can benefit **lifelong learning** by providing continuous access to education and training (85%), that digital technologies can **break down barriers** to learning for people with disabilities (84%) and that digital technologies can make education and training **more accessible and inclusive** (83%).
- Around two-thirds (67%) of respondents agree that **digital technologies for education are too expensive for families**. More than six in ten (64%) respondents agree that **digital technologies can increase inequalities in education**.

Balancing digital and traditional learning

- More than eight in ten (87%) respondents agree that **digital technologies specifically designed for learning should be promoted** in schools. At the same time, 69% of respondents agree that **personal digital devices, such as smartphones, should be banned from schools**.
- Opinions are almost equally split with 41% agreeing and 44% disagreeing when asked whether there is **a healthy balance between teaching and learning with and**

without digital technologies in schools in their countries.

Perspectives about AI in education

Future importance of AI literacy

- More than six in ten (63%) respondents agree that, **in 2030, everyone will need to be AI-literate** (know how to use and work with AI).

Position about AI in education

- More than half (54%) believe that **AI can both benefit and bring risks to teaching and learning, and that the education community should assess and explore both**. Nearly one in four respondents (22%) think that AI does not belong in the classroom. In contrast, about one in six (17%) state that AI can improve teaching and learning, and that the education community should not be afraid to experiment with it.

Ensuring appropriate use of AI in education

- About eight in ten (81%) respondents agree that **all teachers should be equipped with the skills to use and understand AI**, including generative AI.
- The two most frequently mentioned **necessities to ensure that AI (including generative AI) is used appropriately in education**, each cited by 41% of respondents, are that schools and universities should have **clear guidance on how and when to use AI**, and that **teachers should be given support** to know how and when to use AI tools.

Responsible use of digital technologies

Teachers' role in digital safety

- About nine in ten (89%) respondents agree that **all teachers should be equipped with the skills to help students in recognising various forms of disinformation online** (i.e. fake online content, AI-generated false text/videos/

images). Similarly, 88% agree that **teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology**.

- The same proportion (88%) agree that **schools need more support** to safeguard students' privacy and prevent cybersecurity threats.

Parents' role in digital safety

- More than eight in ten (87%) respondents agree that **parents and families have a crucial role in teaching their children how to use technology safely and responsibly**.
- Eighty-seven percent of respondents agree that **parents should be given guidance** on how to support their children in developing the skills needed for interacting safely with technology.

Digital skills and the impact on health

- Over nine in ten (92%) of respondents agree that **schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health**.

Awareness and concerns of personal data handling in digital learning

- More than six in ten (62%) respondents report to be aware of the type of personal data being collected when using digital learning tools.
- Just over half (53%) of respondents report **concerns about data breaches and identity theft when digital tools are being used for education or learning**. About half (49%) mention concerns about **personal data being used without the knowledge** of the person concerned and 46% are concerned about **personal data being shared with third parties** (companies, government agencies) without individual's consent.

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EU support for digital education

- About one in two (49%) respondents **recommend developing EU standards for the use of digital technology in education**, for example on data privacy or in

using AI in education. About three in ten (31%) respondents think the EU should **develop an EU approach to teaching and assessing digital skills**.

1. Digital skills and the role of education

1.1. Perceptions of digital skills

About nine in ten (89%) respondents agree that **digital skills are essential for participation in society** (for example for banking, healthcare, community engagement, etc.) (of which 42% 'strongly agree' and 47% 'somewhat agree'). About one in ten (9%) disagree with this statement (7% 'somewhat disagree' and 2% 'strongly disagree'). Similarly, 80% of respondents agree that **digital skills are essential to have a successful career** (32% 'strongly agree' and 48% 'somewhat agree'). In contrast, 12% 'somewhat disagree' and 4% 'strongly disagree'.

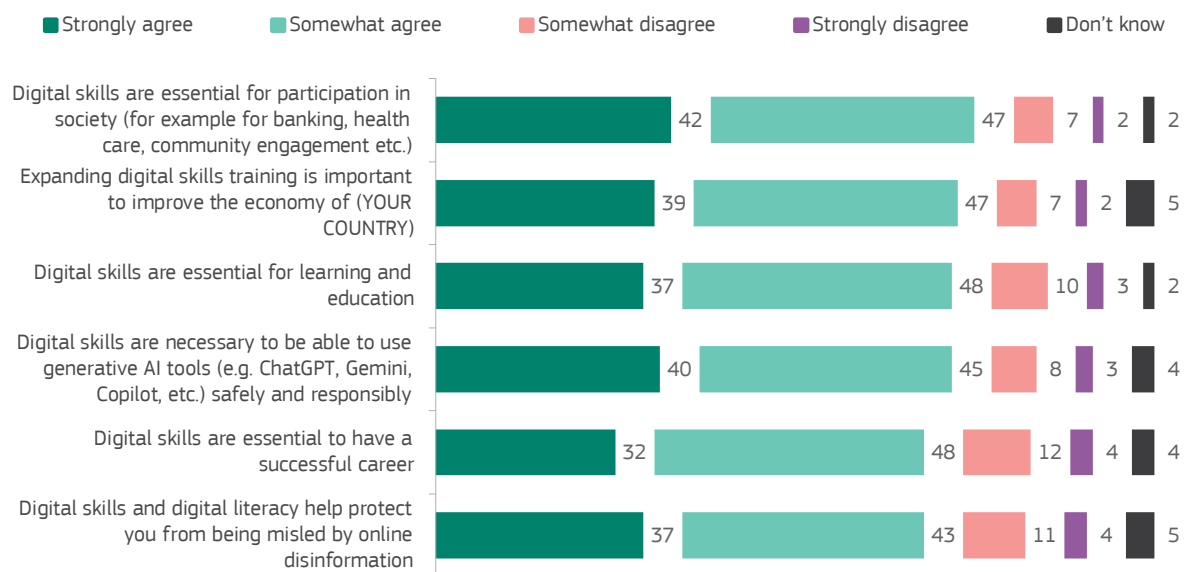
More than eight in ten respondents (86%) agree that **expanding digital skills training is important to improve the economy of their countries** (39% 'strongly agree' and 47% 'somewhat agree'), and about one in ten 'somewhat disagree' (7%) or 'strongly disagree' (2%) with this view.

Eighty-five percent of respondents agree that **digital skills are essential for learning and education** (37% 'strongly agree' and 48% 'somewhat agree'). In contrast, just over one in ten 'somewhat disagree' (10%) or 'strongly disagree' (3%) with this opinion.

Eight in ten respondents (80%) agree that **digital skills and digital literacy help protect them from being misled by online disinformation** (37% 'strongly agree and 43% 'somewhat agree'); on the other hand, 11% 'somewhat disagree' and 4% 'strongly disagree' with this view.

Finally, 85% of respondents agree that **digital skills are necessary to be able to use generative AI tools** (e.g. ChatGPT, Gemini, Copilot, etc.) **safely and responsibly**, of which 40% 'strongly agree' and 45% 'somewhat agree'. About one in ten 'somewhat disagree' (8%) or 'strongly disagree' (3%) with this statement. In Chapter 3, a detailed analysis is presented of EU citizen's views about AI in education, appropriate use of AI in education, and the future importance of AI literacy.

Q1 And to what extent do you agree or disagree with the following statements?



(%) Base: n=25 781 – All respondents

Individual country results

In each of the EU27 Member States, more than four in five respondents 'somewhat agree' or 'strongly agree' that **digital skills are essential for participation in society**. Respondents in Malta (96%) and Finland (96%) are the most likely to agree with this statement; those in from France (85%) and Germany (85%) are the least likely to agree.

At least three-quarters of respondents in all Member States agree that **expanding digital skills training is important to improve the economy of their countries**. Overall, the share of respondents agreeing with this statement ranges from 78% in Belgium to 94% in Romania.

Similarly, more than three-quarters of respondents in all Member States agree with the view that **digital skills are essential for learning and education**. Almost all respondents agree with this view in Estonia (95%), Latvia (95%), Lithuania (94%), Malta (94%), Cyprus (94%) and Romania (94%). In contrast, fewer than eight in ten respondents agree with this statement in France (77%) and Belgium (79%).





























In each Member State, at least eight in ten respondents agree that **digital skills are necessary to be able to use generative AI tools (e.g. ChatGPT, Gemini, Copilot, etc.) safely and responsibly**. The share of respondents agreeing with this statement ranges from 80% in France to 91% in Malta and Portugal.

The share of respondents agreeing that **digital skills and digital literacy help protect you from being misled by online disinformation** varies between 70% in France and 93% in both Estonia and Finland. Other Member States where at least nine in ten respondents agree with this statement are Lithuania (90%), Croatia (91%), Romania (91%) and Malta (92%).

Similarly, at least seven in ten respondents in all Member States agree that **digital skills are essential to have a successful career**, with the share agreeing ranging from 70% in Denmark to 93% in Estonia, Latvia, Lithuania and Finland.

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Q1 And to what extent do you agree or disagree with the following statements? **% Total 'Agree'**

		Digital skills are essential for participation in society (for example for banking, health care, community engagement etc.)	Expanding digital skills training is important to improve the economy of (YOUR COUNTRY)	Digital skills are essential for learning and education	Digital skills are necessary to be able to use generative AI tools (e.g. ChatGPT, Gemini, Copilot, etc.) safely and responsibly	Digital skills are essential to have a successful career	Digital skills and digital literacy help protect you from being misled by online disinformation
EU27		89	86	85	85	80	80
BE		88	78	79	83	75	78
BG		87	85	85	86	83	86
CZ		90	88	89	85	83	84
DK		91	80	82	84	70	83
DE		85	86	83	84	79	71
EE		95	90	95	90	93	93
IE		91	90	90	87	78	87
EL		92	87	90	89	91	88
ES		90	84	85	87	81	86
FR		85	81	77	80	74	70
HR		92	92	91	88	87	91
IT		91	86	82	87	79	83
CY		95	92	94	90	90	89
LV		95	87	95	87	93	87
LT		93	92	94	90	93	90
LU		91	88	85	86	83	82
HU		89	89	90	90	87	88
MT		96	92	94	91	90	92
NL		91	84	88	82	80	86
AT		87	86	89	86	81	78
PL		90	92	89	90	83	81
PT		93	93	93	91	87	89
RO		92	94	94	89	91	91
SI		87	87	88	87	85	84
SK		91	88	89	88	87	84
FI		96	89	90	87	93	93
SE		91	80	80	81	75	86

Note: The higher the total share agreeing, the darker green the cell.
 (%) Base: n=25 781 – All respondents

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Socio-demographic considerations

Respondents aged 55 and over are more likely than younger age groups to agree with most of the statements. The only exception is for the statement 'digital skills and digital literacy help protect you from being misled by online disinformation'; in this case, respondents aged 55 and over are somewhat *less* likely than younger age groups to agree (78% vs 80%-83%).

Agreement with each of the six statements is highest among respondents who completed their education aged 20 and over. For example, 88% of respondents who completed their education aged 20 and over agree with the statement that digital skills are necessary to be able to use generative AI tools safely and

responsibly, compared to 75% of those who completed their education aged 15 or below.

Agreement with most of the statements is also higher among employees, self-employed respondents and those not working than among manual workers (e.g. 80%-82% vs 69% agree that digital skills are essential to have a successful career).

Finally, respondents living in large towns or cities are more likely than those living in rural areas to agree with the statement that digital skills and digital literacy help protect you from being misled by online disinformation (82% vs 77%) and with the view that digital skills are essential to have a successful career (83% vs 78%).

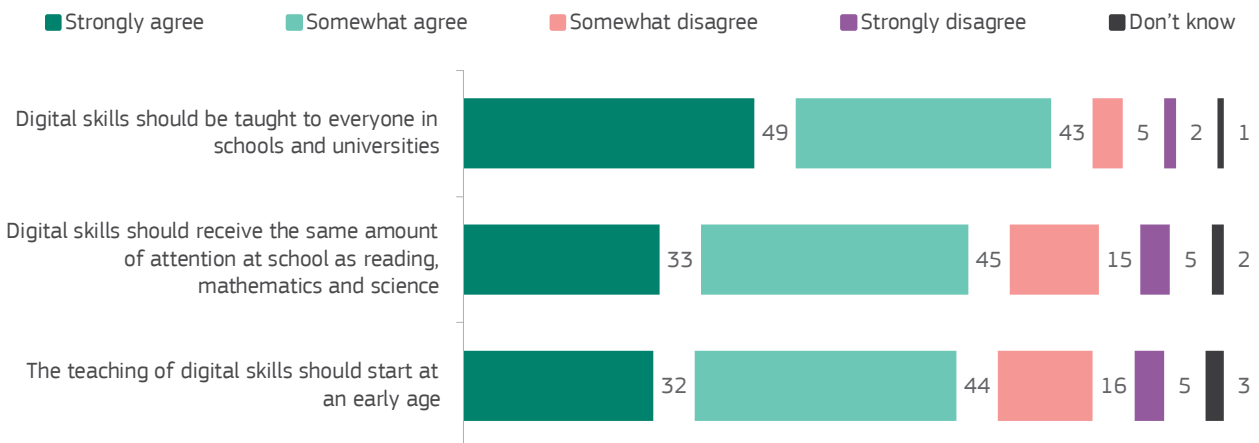
1.2. Digital skills education

Just over nine in ten respondents (92%) agree that **digital skills should be taught to everyone in schools and universities** (49% 'strongly agree' and 43% 'somewhat agree'). Fewer than one in ten disagree with this view (5% 'somewhat disagree' and 2% 'strongly disagree').

The share agreeing is over three-quarters for the remaining two statements: **digital skills should receive the same amount of attention at school as reading, mathematics and science** (78%, of which

33% 'strongly agree' and 45% 'somewhat agree') and **the teaching of digital skills should start at an early age** (76%, of which 32% 'strongly agree' and 44% 'somewhat agree'). For both of these statements, about one in five disagree: 15% 'somewhat disagree' and 5% 'strongly disagree' that digital skills should receive the same amount of attention at school as reading, mathematics and science, and 16% 'somewhat disagree' and 5% 'strongly disagree' that the teaching of digital skills should start at an early age.

Q3 To what extent do you agree or disagree with the following statements?



(%) Base: n=25 781 – All respondents

Individual country results

In each of the Member States, more than eight in ten respondents agree that **digital skills should be taught to everyone in schools and universities**, with almost all respondents agreeing with this statement in Cyprus (98%), Portugal (97%), Romania (97%), Estonia (96%), Malta (95%), Latvia (95%). The lowest shares agreeing with this view are in turn found in Sweden (86%), Belgium (87%) and Slovenia (87%).





























Some more variation across the Member States is seen for the statement that **digital skills should receive the same amount of attention at school as reading,**

mathematics and science. The share of respondents agreeing with this ranges from 66% in Luxembourg to 90% in Romania. Other Member States with a high level of agreement include Croatia (86%) and Cyprus (86%). Other Member States with a lower level of agreement include Sweden (67%) and France (67%).

At least eight in ten respondents in Malta (84%), Italy (83%), Germany (81%), Spain (81%) and Cyprus (80%) agree with the statement that **the teaching of digital skills should start at an early age.** In contrast, less than two-thirds agree with the statement in Slovenia (61%), Sweden (63%), Luxembourg (63%), France (64%) and Czechia (66%).

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Q3 To what extent do you agree or disagree with the following statements? **% Total 'Agree'**

		Digital skills should be taught to everyone in schools and universities	Digital skills should receive the same amount of attention at school as reading, mathematics and science	The teaching of digital skills should start at an early age
EU27		92	78	76
BE		87	70	70
BG		90	85	75
CZ		92	76	66
DK		92	68	78
DE		90	78	81
EE		96	82	76
IE		94	76	79
EL		92	85	78
ES		93	78	81
FR		88	67	64
HR		93	86	73
IT		93	82	83
CY		98	86	80
LV		95	80	74
LT		94	84	79
LU		92	66	63
HU		92	80	79
MT		95	83	84
NL		91	77	79
AT		92	75	76
PL		92	83	74
PT		97	81	74
RO		97	90	78
SI		87	71	61
SK		93	84	72
FI		94	73	77
SE		86	67	63

Note: The higher the total share agreeing, the darker green the cell.
 (%) Base: n=25 781 – All respondents

Socio-demographic considerations

Men are more likely than women to agree that the teaching of digital skills should start at an early age (79% vs 73%) and that digital skills should receive the same amount of attention at school as reading, mathematics and science (80% vs 75%).

Some differences can also be noted across age categories. Respondents aged 55 and over are more likely than all other age groups to agree that digital skills should be taught to everyone in schools and universities (95% vs 87%-91%), that the teaching of digital skills should start at an early age (82% vs 63%-77%) and that digital skills should receive the same amount of attention at school as reading, mathematics and science (84% vs 68%-77%).

Respondents who completed their education aged 20 and over (93%) are more likely than those who completed it at ages 15 or younger

(89%) and those who are still studying (88%) to agree that digital skills should be taught to everyone in schools and universities. On the other hand, respondents who are still studying are *less* likely than those who already completed their education to agree that the teaching of digital skills should start at an early age (66% vs 76%-79%) and that digital skills should receive the same amount of attention at school as reading, mathematics and science (68% vs 77%-81%).

Finally, manual workers are *less* likely than all other occupation categories to agree that digital skills should receive the same amount of attention at school as reading, mathematics and science (73% vs 77%-79%). Manual workers (86%) are also less likely than employees (91%) and those not working (93%) to agree that digital skills should be taught to everyone in schools and universities.

1.3. Barriers to digital skills development

Respondents were informed that recent statistics show 44% of 13-14 year-olds in the EU lack basic digital skills. They were then asked to identify the most important reasons, in their opinion, preventing this age group from developing these skills.

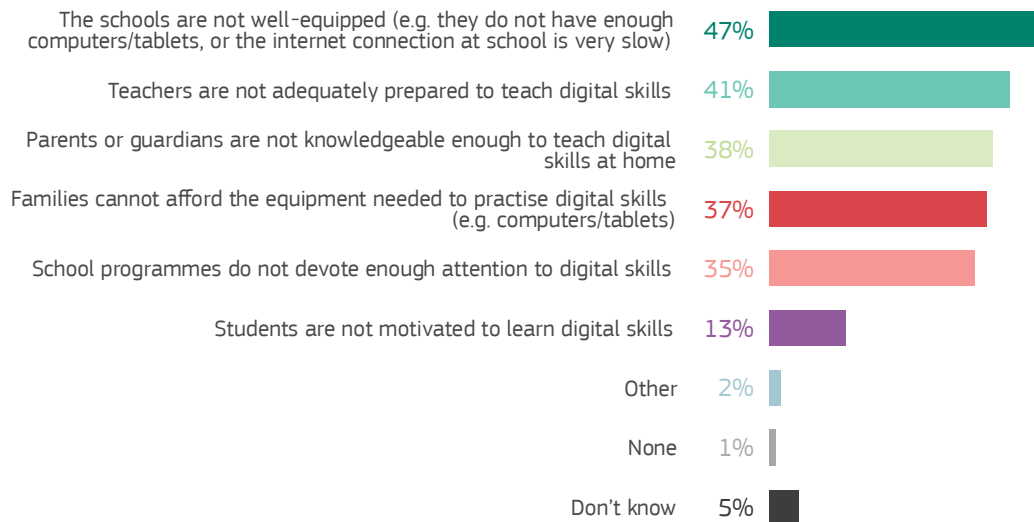
Nearly one in two respondents (47%) believe that this is because **the schools are not well-equipped (e.g. they do not have enough computers/tablets, or the internet connection at school is very slow)**. About four in ten respondents (41%) report as a main

reason that **teachers are not adequately prepared to teach digital skills**.

Each of the following reasons are mentioned by over a third of respondents: **parents or guardians are not knowledgeable enough to teach digital skills at home** (38%), **families cannot afford the equipment needed to practice digital skills (e.g. computers/tablets)** (37%), and **school programmes do not devote enough attention to digital skills** (35%).

Just over one in ten respondents (13%) consider as a main reason the fact that **students are not motivated to learn digital skills**.

Q2 Recent statistics show that 44% of 13-14 year-olds in the EU lack basic digital skills. In your opinion, what are the most important reasons preventing them from developing their digital skills? [MULTIPLE ANSWERS]



(%) Base: n=25 781 – All respondents

Individual country results

In ten Member States, respondents most commonly identify **schools not being well-equipped** (e.g. they do not have enough computers/tablets, or the internet connection at school is very slow) as one of the most important reasons preventing 13-14 year-olds from developing their digital skills: Portugal (58%), Germany (57%), Spain (52%), Italy (52%), Romania (51%), Greece (50%), Croatia (49%), Ireland (48%), Cyprus (48%) and Poland (44%). In Bulgaria, this reason is also most commonly mentioned, jointly with the fact that teachers are not adequately prepared to teach digital skills (38%). On the other hand, just under one in four (23%) respondents in Luxembourg mention schools not being well-equipped as a reason.

Inadequate preparation of teachers to teach digital skills is the top-ranking barrier to digital skills development in Denmark (43%) and France (43%). The share mentioning this reason is also high in Germany (48%), Austria (45%), Spain (45%), Italy (44%) and Estonia (43%). In contrast, less than a third mention this as a reason in Hungary (30%), Slovenia (31%), Portugal (32%), Malta (32%), Latvia (32%) and Slovakia (32%).

In eight Member States, the fact that **parents or guardians are not knowledgeable enough to teach digital skills at home** is the top-ranking reason: Luxembourg (55%), Austria (49%), Finland (49%), Estonia (48%), Malta (48%), the Netherlands (46%), Lithuania (41%) and Sweden (38%). On the other hand, just over one in four mention this as a barrier in Italy (27%) and Romania (28%).

In the six remaining Member States, the most frequently indicated reason is the fact that **families cannot afford the equipment needed to practice digital skills** (e.g. computers/tablets); this applies to Hungary (50%), Slovakia (49%), Belgium (49%), Slovenia (47%), Latvia (43%), Czechia (43%). Less than one in four (22%) respondents, on the other hand, mention this barrier in Denmark.

The share of respondents pointing to the fact that **school programmes do not devote enough attention to digital skills** as one of the most important barriers is highest in Malta (47%) and Italy (45%), and lowest in Hungary (28%), Belgium (28%) and Spain (29%).

Finally, the proportion of respondents citing **students' lack of motivation to learn digital skills** as one of the most important reasons ranges from 9% in Portugal to 25% in Bulgaria.

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Q2 Recent statistics show that 44% of 13-14 year-olds in the EU lack basic digital skills. In your opinion, what are the most important reasons preventing them from developing their digital skills? [MULTIPLE ANSWERS]

		The schools are not well-equipped (e.g. they do not have enough computers/tablets, or the internet connection at school is very slow)	Teachers are not adequately prepared to teach digital skills	Parents or guardians are not knowledgeable enough to teach digital skills at home	Families cannot afford the equipment needed to practise digital skills (e.g. computers/tablets)	School programmes do not devote enough attention to digital skills	Students are not motivated to learn digital skills	Other	None	Don't know
EU27		47	41	38	37	35	13	2	1	5
BE		43	34	39	49	28	11	2	2	5
BG		38	38	37	29	37	25	2	1	3
CZ		30	41	37	43	32	12	2	1	6
DK		38	43	33	22	32	10	3	2	10
DE		57	48	39	34	32	10	2	1	5
EE		30	43	48	43	36	14	2	0	4
IE		48	35	43	41	36	15	1	0	3
EL		50	40	33	43	37	17	1	1	1
ES		52	45	46	40	29	16	2	1	4
FR		40	43	37	35	34	12	2	1	5
HR		49	38	41	39	43	14	2	0	2
IT		52	44	27	31	45	10	1	2	3
CY		48	42	35	33	43	18	1	2	3
LV		27	32	38	43	33	18	1	1	7
LT		35	36	41	39	33	17	1	2	4
LU		23	37	55	34	38	13	3	3	4
HU		44	30	47	50	28	10	2	1	3
MT		30	32	48	29	47	17	2	0	4
NL		29	36	46	43	32	14	2	1	7
AT		36	45	49	36	36	13	2	1	5
PL		44	35	43	34	43	11	1	1	5
PT		58	32	43	47	35	9	1	0	2
RO		51	40	28	47	42	20	1	1	3
SI		32	31	41	47	38	15	2	1	3
SK		45	32	37	49	32	14	1	1	3
FI		33	37	49	41	35	19	2	1	5
SE		30	35	38	34	30	11	4	1	10

Note: The higher the share of respondents selecting a response, the darker green the cell. The highest-ranking response for each country is shown in dark green and white font.

(%) Base: n=25 781 – All respondents

Socio-demographic considerations

When asked about main barriers to digital skills development, women are more likely than men to mention as reasons that schools are not well-equipped (49% vs 44%) and that families cannot afford the equipment needed to practice digital skills (40% vs 35%). On the other hand, men are more likely than women to mention as a reason that students are not motivated to learn digital skills (15% vs 10%).

Respondents aged 55 and over are more likely than younger age groups to mention as barriers that parents or guardians are not knowledgeable enough to teach digital skills at home (41% vs 35%-37%), that families cannot afford the equipment needed to practice digital skills (40% vs 34%-37%). Those aged 55 and over (49%), alongside youngest respondents aged 15-24 (48%), are also more likely than those aged 25-39 (43%) and 40-54 (45%) to mention that the schools are not well-equipped. On the other hand, respondents aged 15-24 are more likely than other groups to cite as a reason that school programmes do not devote enough attention to digital skills (40% vs 34%-36%).

Those who completed their education aged 20 and over are more likely than those who completed it at earlier ages to report as barriers that teachers are not adequately prepared to teach digital skills (45% vs 31%-39%), that parents or guardians are not knowledgeable enough to teach digital skills at home (41% vs 35%-37%), and that school programmes do not devote enough attention to digital skills (38% vs 28%-34%). On the other hand, those who completed their education aged 16-19 (40%) are more likely than those who completed it aged 20 and over (35%) and those still studying (36%) to report that families cannot afford the equipment needed to practice digital skills.

Perceived barriers to digital skills development also vary somewhat by occupation status. Manual workers are less likely than all other groups to mention that schools are not well-equipped (42% vs 45%-48%), that teachers are not adequately prepared (35% vs 42%-43%), and that school programmes do not devote enough attention to digital skills (29% vs 35%-38%). Manual workers (34%) and self-employed respondents (33%) are also less likely than employees (39%) and those not working (40%) to mention that parents or guardians are not knowledgeable enough to teach digital skills at home.

2. Digital technologies in education

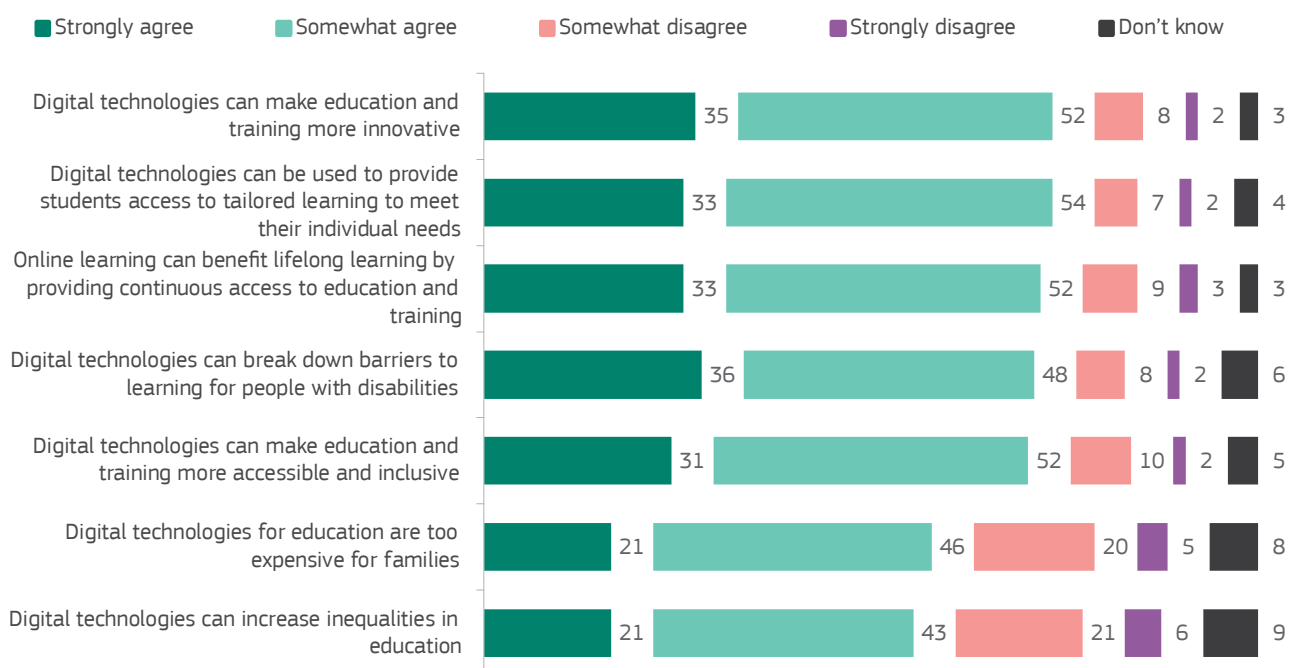
2.1. Impact of digital technologies on education

Vast majorities of respondents agree that **digital technologies can be used to provide students access to tailored learning to meet their individual needs** (87%, of which 33% 'strongly agree' and 54% 'somewhat agree'), and that **digital technologies can make education and training more innovative** (87%, of which 35% 'strongly agree' and 52% 'somewhat agree'). No more than one in ten respondents disagree with these two statements: 7% 'somewhat disagree' and 2% 'strongly disagree' with the former statement, and 8% 'somewhat disagree' and 2% 'strongly disagree' with the latter statement.

More than eight in ten respondents agree with the statements that **online learning can benefit lifelong learning by providing continuous access to education and**

training (85%, of which 33% 'strongly agree' and 52% 'somewhat agree'); similar shares agree that **digital technologies can break down barriers to learning for people with disabilities** (84%, of which 36% 'strongly agree' and 48% 'somewhat agree') and that **digital technologies can make education and training more accessible and inclusive** (83%, of which 31% 'strongly agree' and 52% 'somewhat agree'). In contrast, about one in ten respondents disagree with these statements: 9% 'somewhat disagree' and 3% 'strongly disagree' that online learning can benefit lifelong learning by providing continuous access to education and training; 8% 'somewhat disagree' and 2% 'strongly disagree' that digital technologies can break down barriers to learning for people with disabilities; 10% 'somewhat disagree' and 2% 'strongly disagree' that digital technologies can make education and training more accessible and inclusive.

Q4 To what extent do you agree or disagree with the following statements?



(%) Base: n=25 781 – All respondents

Around two-thirds of respondents agree that **digital technologies for education are too expensive for families** (67%, of which 21% 'strongly agree' and 46% 'somewhat agree'). More than six in ten respondents agree that **digital technologies can increase inequalities in education** (64%, of which 21% 'strongly agree' and 43% 'somewhat agree'). About one in four respondents disagree with these two statements: 20% 'somewhat disagree' and 5% 'strongly disagree' with the former statement, and 21% 'somewhat disagree' and 6% 'strongly disagree' with the latter statement.

Individual country results

Across all Member States, a minimum of about eight in ten respondents agree with the view that **digital technologies can make education and training more innovative**, with the exact proportion of those in agreement ranging from 79% in Denmark to 94% in Ireland, Cyprus and Portugal.

Ninety-three percent of respondents in Cyprus, Malta, Poland and Portugal agree with the statement that **digital technologies can be used to provide students access to tailored learning to meet their individual needs**. On the other hand, about eight in ten respondents in France (81%), Belgium (82%), Denmark (82%) and Hungary (82%) agree with this view.

Large majorities of respondents ranging from 75% (in Bulgaria) to 93% (in Poland and Portugal) agree that **online learning can benefit lifelong learning by providing continuous access to education and training**.

The share of respondents agreeing that **digital technologies can break down barriers to learning for people with disabilities** is highest in Portugal (93%), Malta (92%) and Latvia (91%). In most other Member States, at least eight in ten respondents agree with this view, with the share of agreement being lowest in Hungary (76%) and Belgium (79%).

More than seven in ten respondents in all Member States agree that **digital technologies can make education and training more accessible and inclusive**, with agreement being highest in Cyprus (93%) and Croatia (92%). On the other hand, the share agreeing with this statement is lowest in Belgium (74%) and France (74%).

Although agreement is lower regarding the statement that **digital technologies for education are too expensive for families**, it remains the majority view in all Member States. The proportion agreeing varies between more than five in ten respondents in Estonia (55%) and Denmark (57%), to over eight in ten in Portugal (83%) and Romania (83%). Similarly, between 52% of respondents in Estonia to 74% in France agree that **digital technologies can increase inequalities in education**.

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Future needs in digital education

Q4 To what extent do you agree or disagree with the following statements? **% Total 'Agree'**

		Digital technologies can be used to provide students access to tailored learning to meet their individual needs	Online learning can benefit lifelong learning by providing continuous access to education and training	Digital technologies can break down barriers to learning for people with disabilities	Digital technologies can make education and training more accessible and inclusive	Digital technologies for education are too expensive for families	Digital technologies can increase inequalities in education
EU27		87	87	85	84	67	64
BE		81	82	78	79	71	68
BG		88	90	75	89	65	58
CZ		89	88	85	82	62	66
DK		79	82	81	83	57	64
DE		86	86	86	80	61	61
EE		90	91	90	87	55	52
IE		94	91	92	90	76	66
EL		91	90	88	86	72	61
ES		88	88	84	85	69	66
FR		82	81	79	83	68	74
HR		92	91	90	90	74	69
IT		88	88	83	87	67	56
CY		94	93	91	89	64	61
LV		90	92	87	91	73	61
LT		91	91	89	88	70	61
LU		88	83	85	84	66	68
HU		87	82	86	76	77	62
MT		93	93	92	92	68	65
NL		87	87	82	81	67	64
AT		87	87	87	80	61	59
PL		91	93	93	89	63	65
PT		94	93	93	93	83	69
RO		92	92	86	90	83	69
SI		87	84	87	83	73	73
SK		90	88	82	89	71	66
FI		82	86	92	84	67	64
SE		80	86	77	82	66	64

Note: The higher the total share agreeing, the darker green the cell.

(%) Base: n=25 781 – All respondents

Socio-demographic considerations

Women are somewhat more likely than men to agree that digital technologies can increase inequalities in education (67% vs 62%) and that digital technologies for education are too expensive for families (70% vs 63%).

Age-related variations are also observed. Respondents aged 55 and over are more likely than all other groups (88% vs 78%-84%) to agree that digital technologies can break down barriers to learning for people with disabilities. However, those aged 55 and over (68%), along with those aged 40-54 (68%), are also more likely than those aged 15-24 (63%) to find digital technologies for education too expensive for families. Additionally, those aged 40-54 (67%) are more likely than those aged 15-24 (61%) and those aged 55 and over (63%) to agree that digital technologies can increase inequalities in education.

Respondents who completed their education aged 15 or younger (83%) are less likely to agree that digital technologies can make

education and training more innovative compared to those who completed their education at older ages (88%). This group (80%) and those still studying (80%) are also less likely than those who completed their education at older ages (85%-87%) to agree that digital technologies can break down barriers to learning for people with disabilities. Conversely, those who completed their education aged 20 and over and those still studying are *less* likely than those who completed it at younger ages (65% and 64% vs 70%-71%) to find digital technologies for education too expensive for families.

In terms of occupational differences, manual workers are *less* likely than all other occupation groups to agree that digital technologies can make education and training more innovative (81% vs 86%-88%), that online learning benefits lifelong learning (79% vs 84%-86%) and that digital technologies can break down barriers to learning for people with disabilities (78% vs 85% of all other groups).

2.2. Balancing digital and traditional learning

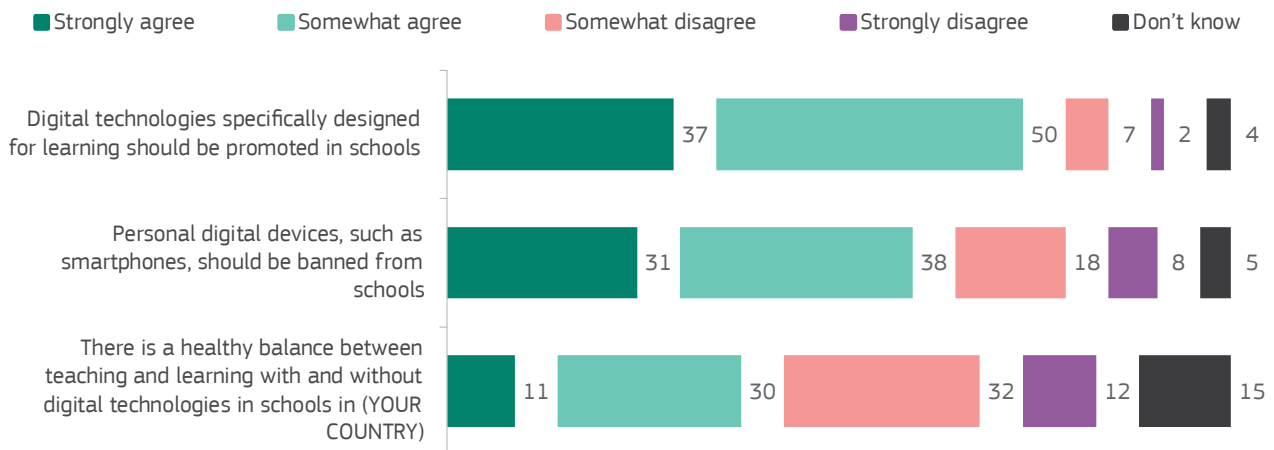
More than eight in ten respondents 'strongly agree' (37%) or 'somewhat agree' (50%) that **digital technologies specifically designed for learning should be promoted in schools**. On the other hand, about one in ten disagree with this view (7% 'somewhat disagree' and 2% 'strongly disagree').

About seven in ten respondents 'strongly agree' (31%) or 'somewhat agree' (38%) that **personal digital devices, such as smartphones, should be banned from schools**.

smartphones, should be banned from schools. In contrast, about one in four respondents 'somewhat disagree' (18%) or 'strongly disagree' (8%).

Regarding whether **there is a healthy balance between teaching and learning with and without digital technologies in schools in their countries**, opinions are almost equally split. Forty-one percent agree (11% 'strongly agree' and 30% 'somewhat agree'); on the other hand, 44% disagree (32% 'somewhat disagree' and 12% 'strongly disagree').

Q5 And to what extent do you agree or disagree with the following statements?



(%) Base: n=25 781 – All respondents

Individual country results

The share of respondents agreeing that **digital technologies specifically designed for learning should be promoted in schools** is highest in Portugal (95%), Cyprus (93%), Romania (92%) and Slovakia (92%). On the other hand, it is lowest in Belgium (79%), Denmark (80%), Sweden (80%), Czechia (81%) and France (82%).





























More variation in the level of agreement is seen for the statement that **personal digital devices, such as smartphones, should be banned from schools**. Eight in ten agree with this view in France (80%) and nearly the same proportion agree with this in Spain (78%),

Luxembourg (78%) and Slovenia (78%); the level of agreement, however, gradually decreases to 39% in Hungary. Other Member States close to Hungary are Estonia (51%), Czechia (59%), Germany (59%) and Cyprus (59%).

In seven Member States, at least half of agree that **there is a healthy balance between teaching and learning with and without digital technologies in schools** in their countries: Ireland (65%), Denmark (62%), Bulgaria (61%), Romania (58%), Portugal (52%), Lithuania (51%) and Finland (50%). In all other Member States, however, less than half of respondents agree – from 27% in Cyprus to 49% in Malta.

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Future needs in digital education

Q5 To what extent do you agree or disagree with the following statements? **% Total 'Agree'**

		Digital technologies specifically designed for learning should be promoted in schools	Personal digital devices, such as smartphones, should be banned from schools	There is a healthy balance between teaching and learning with and without digital technologies in schools in (YOUR COUNTRY)
EU27		87	69	41
BE		79	73	42
BG		90	70	61
CZ		81	59	33
DK		80	65	62
DE		87	59	30
EE		88	51	37
IE		90	69	65
EL		89	73	37
ES		88	78	44
FR		82	80	40
HR		90	70	41
IT		90	68	41
CY		93	59	27
LV		86	67	38
LT		90	68	51
LU		87	78	43
HU		91	39	36
MT		90	72	49
NL		84	72	47
AT		86	67	35
PL		87	66	42
PT		95	68	52
RO		92	61	58
SI		86	78	48
SK		92	65	41
FI		85	65	50
SE		80	71	43

Note: The higher the total share agreeing, the darker green the cell.
 (%) Base: n=25 781 – All respondents

Socio-demographic considerations

The older the respondents, the more likely they are to agree with two of the three statements discussed in this section. Indeed, respondents aged 55 and over are somewhat more likely than all other age groups to agree that personal digital devices, such as smartphones, should be banned from schools (75% vs 47%-71% respectively) and that digital technologies specifically designed for learning should be promoted in schools (90% vs 83%-86%). The opposite trend can be found regarding whether there is a healthy balance between teaching and learning with and without digital technologies in schools in their countries: in this case, respondents aged 55 and over (34%) are *less* likely than all other age groups (42%-49%) to agree with this view.

Those who completed their education aged 16-19 (40%) or aged 20 and over (40%) are less likely to agree that there is a healthy balance between teaching and learning with and without digital technologies in schools in their countries, compared to those who completed their education aged 15 or below (47%) and those still studying (46%). Additionally, those who are still studying (52%) are less likely to agree that personal digital devices, such as smartphones, should be banned from schools, compared to

those who already completed their education (69%-72%).

Manual workers (50%) are more likely than employees (44%) and those not working (36%) to agree that there is a healthy balance between teaching and learning with and without digital technologies in schools in their countries. At the same time, manual workers are less likely than all other occupation groups to agree that digital technologies specifically designed for learning should be promoted in schools (81% vs 86%-88%); they (63%) are also less likely than employees (67%) and those who are not working (71%) to agree that personal digital devices, such as smartphones, should be banned from schools.

Furthermore, agreement with one of these statements correlates with respondents' personal connection to education, whether through having children in school or being currently students themselves. Specifically, respondents with children in education are more likely than those without to agree that there is a healthy balance between teaching and learning with and without digital technologies in schools in their countries (50% vs 37%). Similarly, current students are more likely than non-students to agree with the same statement (48% vs 39%).

3. Perspectives about AI in education

3.1. Future importance of AI literacy

More than six in ten respondents ‘strongly agree’ (20%) or ‘somewhat agree’ (43%) that, **in 2030, everyone will need to be AI-literate (know how to use and work with AI)**. Just under three in ten ‘somewhat disagree’ (19%) or ‘strongly disagree’ (9%) with this view.

About one in ten (9%) ‘do not know’ whether or not they agree with this statement.

Individual country results

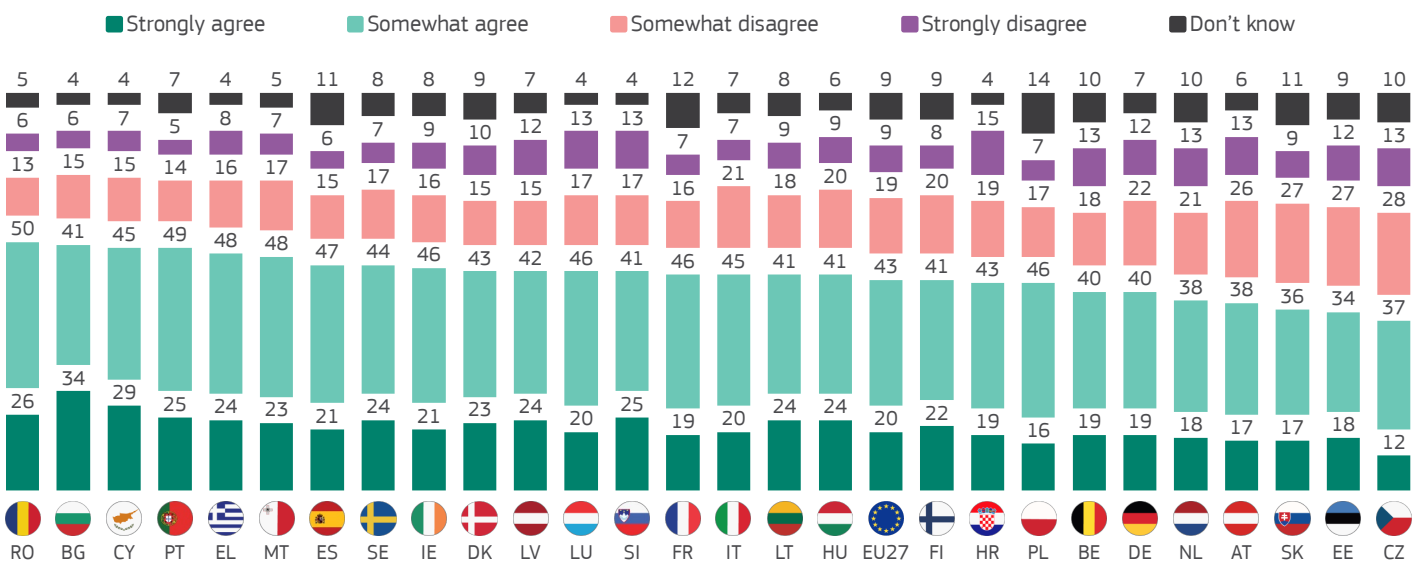
In all but one Member State (Czechia), a majority of respondents agree that, in 2030, everyone will need to be AI-literate (know how to use and work with AI). The only exception where agreement does not reach a majority is Czechia, where 49% agree and 41% disagree. Besides Czechia, the proportion agreeing with this statement ranges from about one in two in Estonia (52%) and Slovakia (53%), to about three-quarters in Portugal (74%), Cyprus (74%), Bulgaria (75%) and Romania (76%).

Socio-demographic considerations

The following socio-demographic groups are more likely to agree with the view that, in 2030, everyone will need to be AI-literate (know how to use and work with AI):

- Men (66% vs 61% of women)
- Younger respondents, aged 15-24 or aged 25-39 (66%-67% vs 62% of older age groups)
- Respondents who completed their education aged 20 or over and those still studying (68%-69% vs 56%-60% of those who completed their education at earlier ages)
- Self-employed respondents and employees (67%-68% vs 58% of manual workers and 60% of those not working)
- Respondents living in large towns or cities (67% vs 60% of those living in rural areas)
- Respondents with children in education (71% vs 60% of those without) and current students (75% vs 61% of non-students).

Q8 To what extent do you agree or disagree with the following statement: In 2030, everyone will need to be AI-literate (know how to use and work with AI).



(%) Base: n=25 781 – All respondents

3.2. Position about AI in education

When asked about their position on the use of AI in education, perceptions are mixed. More than half (54%) believe that **AI can both benefit and bring risks to teaching and learning, and that the education community should assess and explore both**. Nearly one in four respondents (22%) think that **AI does not belong in the classroom**.

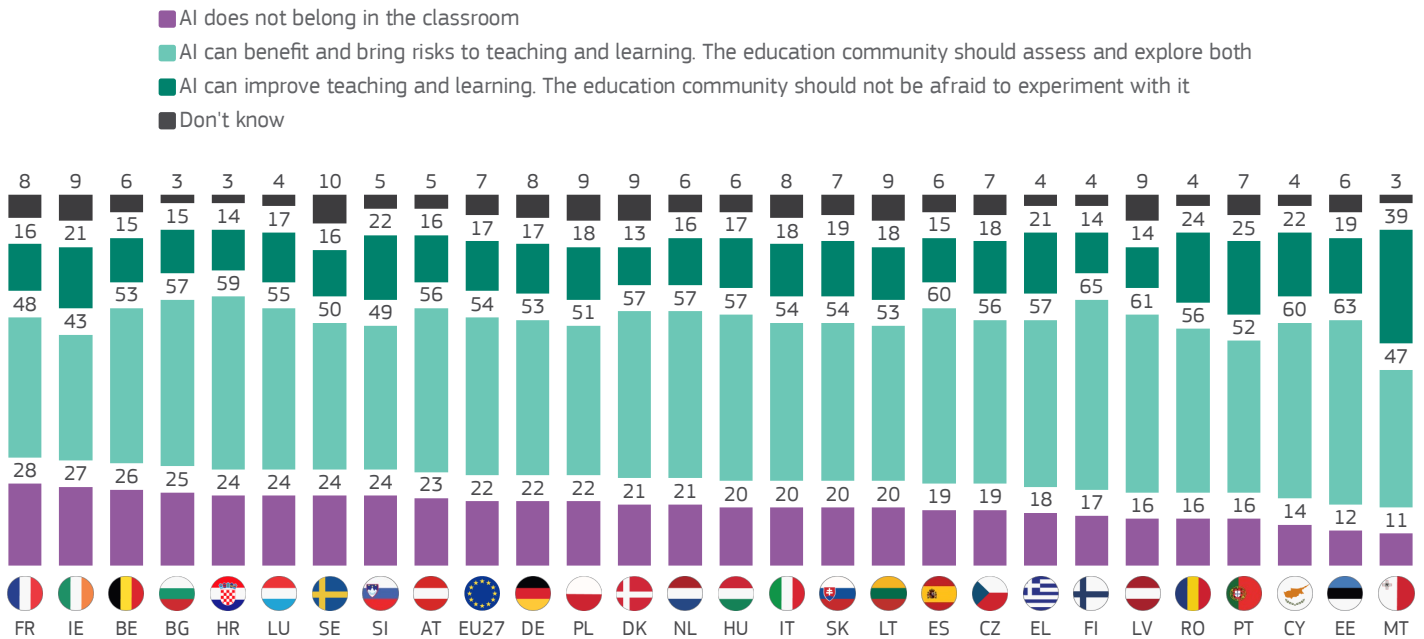
In contrast, about one in six (17%) state that **AI can improve teaching and learning, and that the education community should not be afraid to experiment with it**.

Individual country results

In most Member States, more than half of respondents believe that AI can **both benefit and bring risks to teaching and learning, and that the education community should assess and explore both**. Nearly two-thirds of respondents share this view in Finland (65%). The share selecting this response is lowest in Ireland (43%).

The share of respondents thinking that AI does **not belong in the classroom** is lowest in Malta (11%) and Estonia (12%) and highest in France (28%), Ireland (27%) and Belgium (26%). Somewhat more variation is observed in the proportion of respondents who believe that **AI can improve teaching and learning, and that the education community should not be afraid to experiment with it**. This view is shared by about four in ten (39%) respondents in Malta, while just over one in ten report this in Denmark (13%), Croatia (14%), Latvia (14%) and Finland (14%).

Q6 What is your position on the use of Artificial Intelligence (AI) in education?



(%) Base: n=25 781 – All respondents

Flash Eurobarometer 564
Future needs in digital education

Socio-demographic considerations

Men are more likely than women to believe that AI can improve teaching and learning, and that the education community should not be afraid to experiment with it (20% vs 15%).

Younger respondents aged 15-24 are more likely than older groups to agree that AI can both benefit and bring risks to teaching and learning, and that the education community should assess and explore both (61% vs 51%-55%).

Some variation is also observed by level of education. Respondents who are still studying (18%) and those who completed their education aged 20 and over (20%) are less likely than those who completed their education aged 16-19 (24%) to think that AI does not belong in the classroom. Furthermore, those still studying (61%) are more likely than those who already completed their education (49%-55%) to think

that AI can both benefit and bring risks to teaching and learning, and that the education community should assess and explore both.

Self-employed respondents are more likely than manual workers to think that AI can both benefit and bring risks to teaching and learning, and that the education community should assess and explore both (57% vs 52%).

Respondents in rural areas are more likely than those living in more urbanised areas to think that AI does not belong in the classroom (24% vs 19%-22%).

Finally, perspectives about AI in education are somewhat correlated with currently being in education or training. Respondents who are currently in education or training are more likely than those who are not to think that AI can both benefit and bring risks to teaching and learning, and that the education community should assess and explore both (58% vs 52%).

3.3. Teachers and AI proficiency

About eight in ten respondents ‘strongly agree’ (35%) or ‘somewhat agree’ (46%) that **all teachers should be equipped with the skills to use and understand AI, including generative AI**. Just over one in ten ‘somewhat disagree’ (11%) or ‘strongly disagree’ (3%) with this view.

Individual country results

Agreement that all teachers should be equipped with the skills to use and understand AI, including generative AI, reaches its peak in Cyprus, where about nine in ten respondents (91%) support this view. In contrast, about three-quarters of respondents in Czechia (74%),

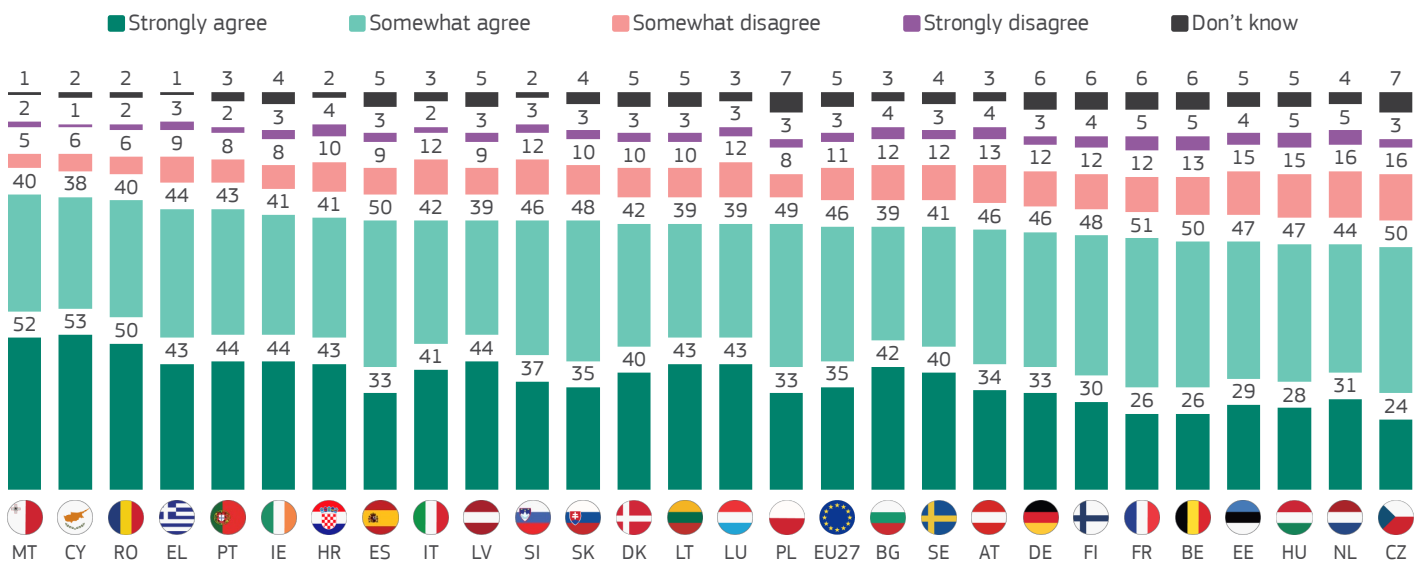
Hungary (75%), the Netherlands (75%), Estonia (76%) and Belgium (76%) agree with this statement.

Socio-demographic considerations

Agreement with the statement that all teachers should be equipped with the skills to use and understand AI, including generative AI, increases by age – from 74% for those aged 15-24 to 85% for those age 55 and over.

As it can be expected, respondents who consider future AI literacy important are also more likely to agree with this statement: 91% of those who find future AI literacy important agree, compared to 61% of those who do not.

Q9 To what extent do you agree or disagree with the following statements?
All teachers should be equipped with the skills to use and understand artificial intelligence (AI), including generative AI



(%) Base: n=25 781 – All respondents

3.4. Ensuring appropriate use of AI in education

Respondents were asked what, in their view, would be necessary to ensure that AI (including generative AI) is used appropriately in education.

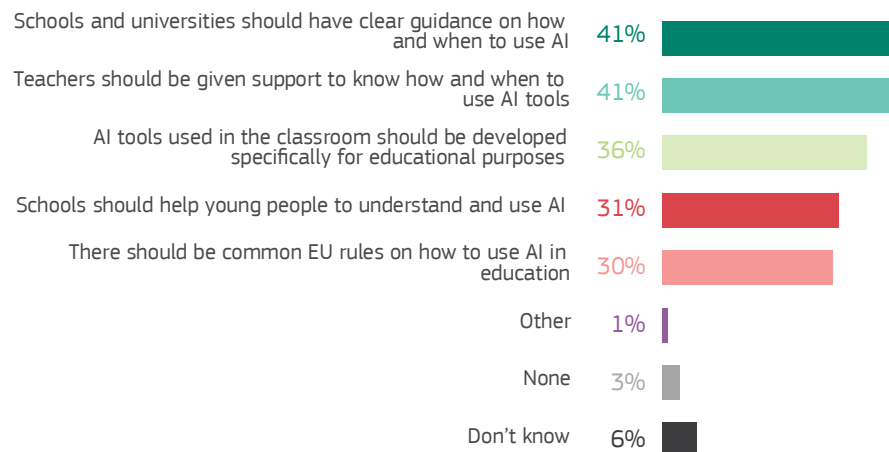
The two most frequently mentioned necessities, each cited by about four in ten respondents (41%), are that **schools and universities should have clear guidance on how and when to use AI**, and that **teachers should be**

given support to know how and when to use AI tools.

Over a third of respondents (36%) believe that **AI tools used in the classroom should be developed specifically for educational purposes.**

Slightly less common responses are the view that **schools should help young people to understand and use AI** (31%) and that **there should be common EU rules on how to use AI in education** (30%).

Q7 In your view, what is necessary to ensure that AI (including generative AI) is used in education appropriately? [MULTIPLE ANSWERS]



(%) Base: n=25 781 – All respondents

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Future needs in digital education

Individual country results

In 14 Member States, respondents most commonly mention that, in order to ensure appropriate use of AI in education, **schools and universities should have clear guidance on how and when to use AI**. The overall highest shares selecting this response are seen in Malta (55%) and Finland (55%). This necessity also ranks first, jointly with the need for teachers to be given support to know how and when to use AI tools, in Italy (39%) and France (38%). The lowest share selecting this response is seen in Romania (33%).

In seven Member States, respondents most frequently indicate as a necessity that **teachers should be given support to know how and when to use AI tools**: Estonia (50%), Austria (47%), Germany (46%), Belgium (44%), Greece (43%), Hungary (40%), Czechia (39%). In Poland (38%), this necessity is ranking first, alongside the need to ensure that AI tools used in the classroom are developed specifically for

educational purposes. The lowest proportion of respondents indicating this necessity can be found in Bulgaria (29%).

In Romania (45%), Bulgaria (44%) and Portugal (44%), the top-ranking response is the **need for AI tools used in the classroom to be developed specifically for educational purposes**. The lowest share reporting this necessity can be found in the Netherlands (23%).

A share of respondents ranging from fewer than one in four in France (23%), Bulgaria (24%) and Sweden (24%), to around four in ten in Luxembourg (40%), Estonia (41%) and Austria (42%) mention the need to **ensure that schools help young people to understand and use AI**.

Finally, the proportion suggesting **common EU rules on how to use AI in education** ranges from under two in ten in Czechia (15%) and Estonia (18%), to four in ten in Portugal (40%).

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Future needs in digital education

Q7 In your view, what is necessary to ensure that AI (including generative AI) is used in education appropriately? [MULTIPLE ANSWERS]

		Schools and universities should have clear guidance on how and when to use AI	Teachers should be given support to know how and when to use AI tools	AI tools used in the classroom should be developed specifically for educational purposes	Schools should help young people to understand and use AI	There should be common EU rules on how to use AI in education	Other	None	Don't know
EU27		41	41	36	31	30	1	3	6
BE		41	44	28	29	30	1	4	6
BG		41	29	44	24	30	1	3	3
CZ		36	39	36	35	15	1	4	8
DK		49	42	28	37	21	1	2	9
DE		42	46	34	38	27	1	4	5
EE		43	50	39	41	18	1	2	6
IE		49	39	39	27	32	1	2	5
EL		42	43	41	26	28	0	2	3
ES		44	40	41	28	35	1	2	5
FR		38	38	36	23	32	1	4	6
HR		46	38	44	32	32	1	2	2
IT		39	39	35	27	35	1	3	4
CY		48	42	39	32	33	0	0	4
LV		36	33	31	31	21	1	2	9
LT		42	34	32	29	28	1	3	7
LU		51	42	30	40	28	1	2	5
HU		36	40	35	35	21	1	2	6
MT		55	45	40	33	32	0	1	2
NL		49	45	23	29	26	1	5	7
AT		46	47	30	42	28	1	4	4
PL		36	38	38	35	25	1	2	8
PT		43	42	44	33	40	0	1	5
RO		33	40	45	31	32	2	2	5
SI		40	38	35	29	30	1	2	5
SK		46	31	35	29	22	1	2	7
FI		55	44	33	35	23	1	1	4
SE		49	37	31	24	24	2	3	9

Note: The higher the share of respondents selecting a response, the darker green the cell. The highest-ranking response for each country is shown in dark green and white font.

(%) Base: n=25 781 – All respondents

Flash Eurobarometer 564
Future needs in digital education

Socio-demographic considerations

Young respondents, aged 15-24, are more likely than all other age groups to believe that that schools should help young people to understand and use AI (35% vs 29%-31%).

Respondents who completed their education aged 20 and over are more likely than those who completed it at younger ages to believe that teachers should be given support to know how and when to use AI tools (44% vs 34%-39%). Respondents who completed their education aged 20 and over (38%), and those who completed their education aged 16-19 (36%), are also more likely than those who completed their education aged 15 or younger (30%) to consider that AI tools used in the classroom should be developed specifically for

educational purposes. Respondents who completed their education aged 20 and over (38%) and those still studying (36%) are also more likely to think that schools and universities should have clear guidance on how and when to use AI (vs 34%-38% of those who completed their education at a younger age). Furthermore, those who are still studying are more likely than those who already completed their education to believe that schools should help young people to understand and use AI (37% vs 26%-31%).

Employees (43%) are more likely than other occupation groups (33%-39%) and then those not working (40%) to believe that teachers should be given support to know how and when to use AI tools.

4. Responsible use of digital technologies

This chapter explores views on the roles of teachers, schools and parents in promoting digital safety and combatting online disinformation.

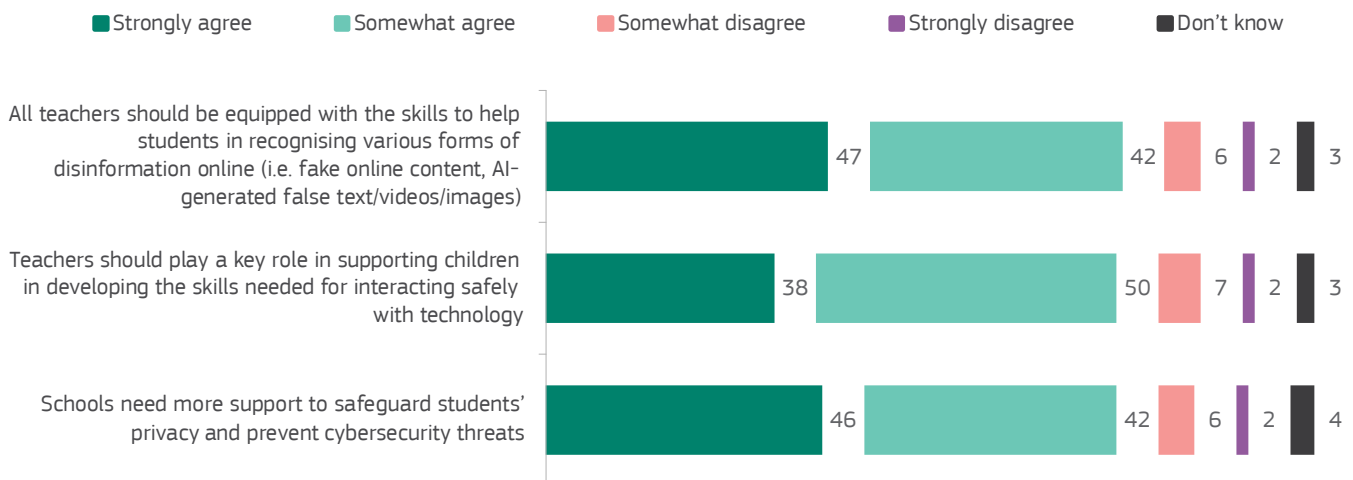
4.1. Teachers' role in digital safety

About nine in ten respondents 'strongly agree' (47%) or 'somewhat agree' (42%) that **all teachers should be equipped with the skills to help students in recognising various forms of disinformation online** (i.e. fake online content, AI-generated false text/videos/images). Fewer than one in ten 'somewhat disagree' (6%) or 'strongly disagree' (2%) with the statement.

Similarly, just under nine in ten respondents 'strongly agree' (38%) or 'somewhat agree' (50%) that **teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology**. For this statement too, about one in ten 'somewhat disagree' (7%) or 'strongly disagree' (2%).

The same proportion (88%) of respondents 'strongly agree' (46%) or 'somewhat agree' (42%) that **schools need more support to safeguard students' privacy and prevent cybersecurity threats**. Once again, fewer than one in ten 'somewhat disagree' (6%) or 'strongly disagree' (2%) with this statement.

Q9 To what extent do you agree or disagree with the following statements?



(%) Base: n=25 781 – All respondents

Individual country results

At least 85% of respondents in each Member State agree that **all teachers should be equipped with the skills to help students in recognising various forms of disinformation online (i.e. fake online content, AI-generated false text/videos/images)**. The proportion agreeing with this statement varies between 85% in Belgium, France and the Netherlands, and 95% in Portugal.

Across all Member States, at least 80% respondents agree that **teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology**. Similar to previous statements, agreement with this view is highest in Portugal (95%); on the other hand, it is lowest in Estonia (82%), Belgium (83%) and Sweden (83%).

Consensus is also strong regarding the **need for more support to safeguard students' privacy and prevent cybersecurity threats in schools**. The share of respondents agreeing with this statement is highest in Portugal (94%), as well as Romania (94%) and Cyprus (94%); it is, on the other hand, lowest in Sweden (83%) and Belgium (84%).





























Socio-demographic considerations

Agreement with all statements increases by age. For example, 84% of those aged 15-24 agree that teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology; this figure increase to 92% for those age 55 and over.

Respondents who are not working are more likely than manual workers to agree with all statements. The largest difference is observed regarding the need for schools to safeguard students' privacy and prevent cybersecurity threats (91% of those not working vs 83% of manual workers).

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Q9 To what extent do you agree or disagree with the following statements? **% Total 'Agree'**

	All teachers should be equipped with the skills to help students in recognising various forms of disinformation online (i.e. fake online content, AI-generated false text/videos/images)	Teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology	Schools need more support to safeguard students' privacy and prevent cybersecurity threats
EU27 	89	88	88
BE 	85	83	84
BG 	89	89	92
CZ 	88	86	85
DK 	87	88	85
DE 	89	86	87
EE 	88	82	89
IE 	92	91	90
EL 	92	92	92
ES 	90	90	91
FR 	85	84	87
HR 	90	87	91
IT 	92	91	88
CY 	93	94	94
LV 	91	90	88
LT 	93	85	87
LU 	91	86	90
HU 	89	87	90
MT 	93	93	93
NL 	85	85	86
AT 	90	88	87
PL 	89	86	90
PT 	95	95	94
RO 	93	94	94
SI 	90	85	87
SK 	89	88	88
FI 	91	88	87
SE 	90	83	83

Note: The higher the total share agreeing, the darker green the cell.
 (%) Base: n=25 781 – All respondents

4.2. Parents' role in digital safety

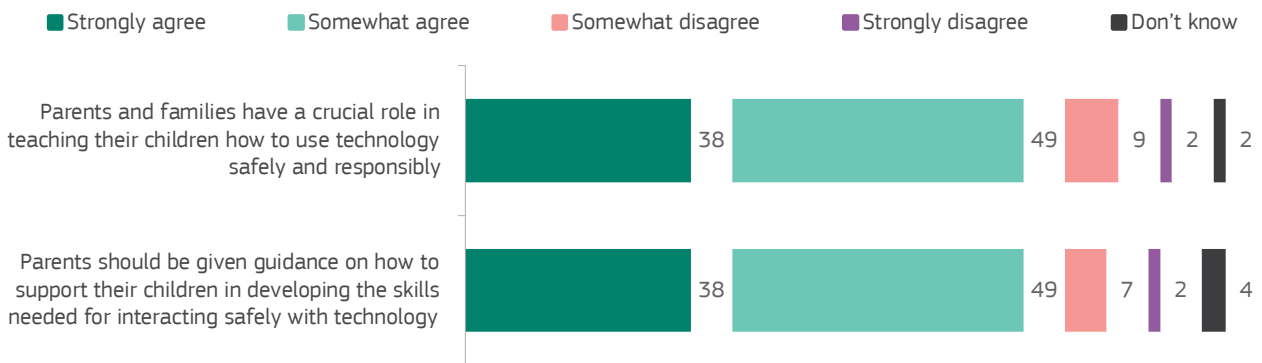
It was noted in Section 1.3 that 38% of respondents think that many school children in the EU lack basic digital skills because parents or guardians are not knowledgeable enough to teach digital skills at home.

The chart below shows that more than eight in ten (87%) respondents agree that **parents and families have a crucial role in teaching their children how to use technology safely and responsibly** (38% 'strongly agree' and

49% 'somewhat agree'). On the other hand, about one in ten disagree (9% 'somewhat disagree' and 2% 'strongly disagree').

Eighty-seven percent of respondents 'strongly agree' (38%) or 'somewhat agree' (49%) that **parents should be given guidance on how to support their children in developing the skills needed for interacting safely with technology**. Disagreement again remains low, with about one in ten who 'somewhat disagree' (7%) or 'strongly disagree' (2%).

Q3/Q9 To what extent do you agree or disagree with the following statements?



(%) Base: n=25 781 – All respondents

Individual country results

Vast majorities, no less than 80% in each of the Member States, agree that **parents and families have a crucial role in teaching their children how to use technology safely and responsibly**, with the proportion agreeing ranging from 82% in France to 95% in Malta.

Similarly, more than eight in ten respondents in all Member States agree that **parents should be given guidance on how to support their children in developing the skills needed for**

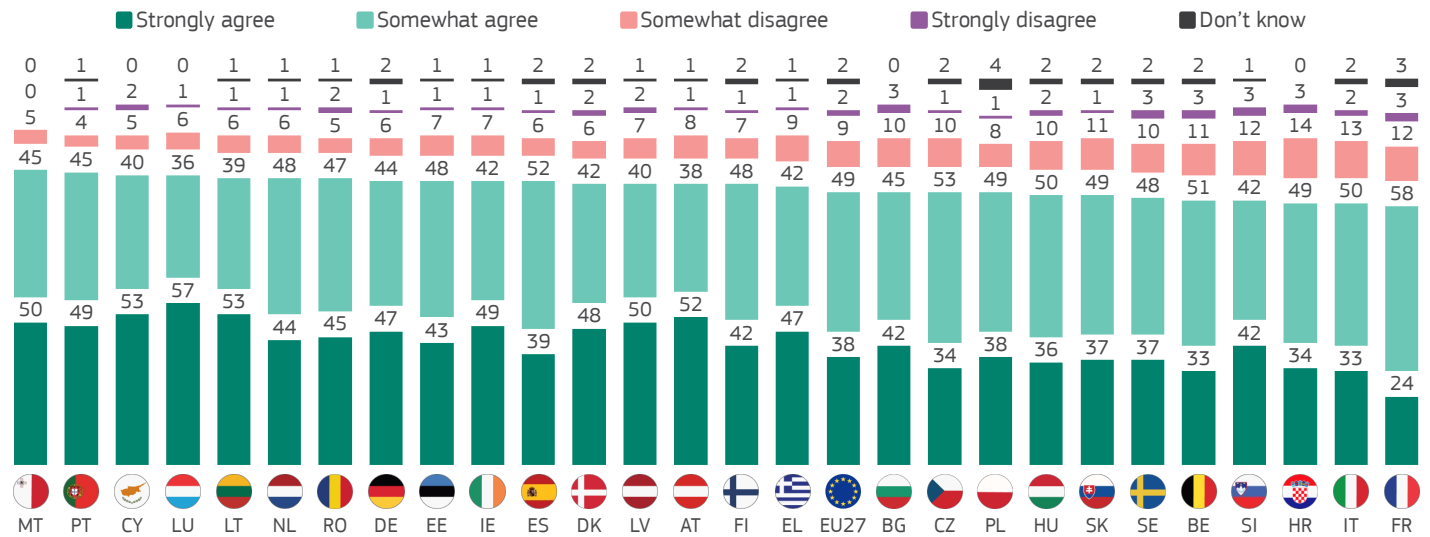
interacting safely with technology.

Agreement is highest in Malta (96%) and Cyprus (95%), and lowest in Czechia (80%).

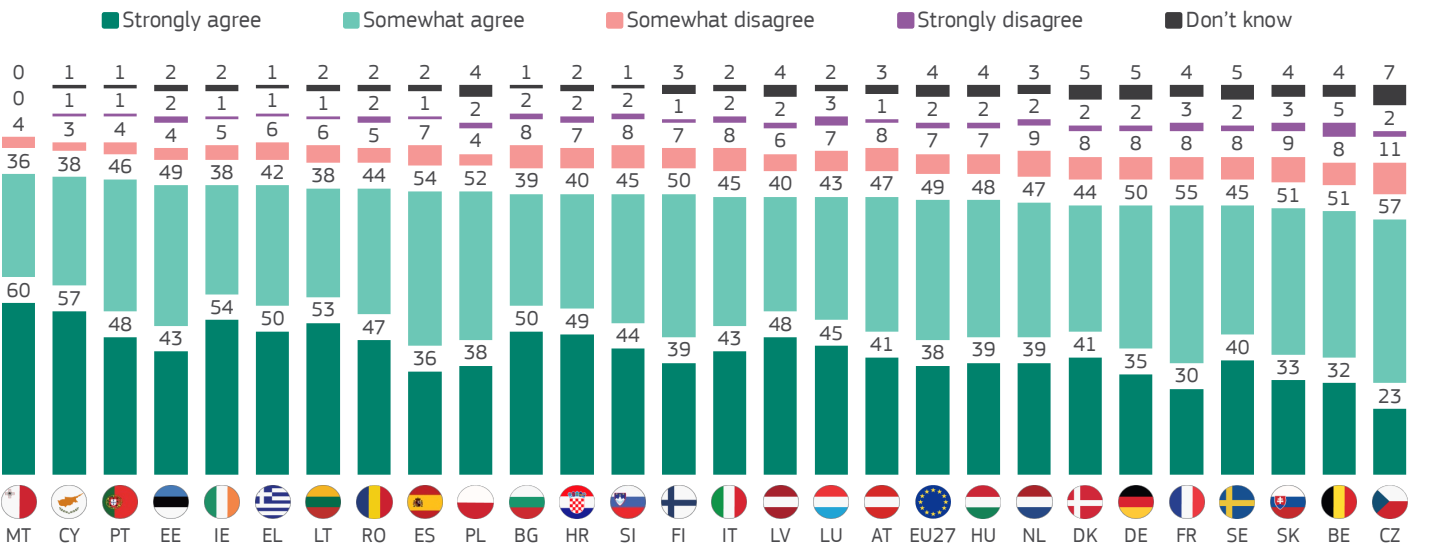
Socio-demographic considerations

The share agreeing that parents should be given guidance on how to support their children in developing the skills needed for interacting safely with technology increases with age (from 84% of those aged 15-24 to 91% of those aged 55 and over).

Q3/Q9 To what extent do you agree or disagree with the following statements?
Parents and families have a crucial role in teaching their children how to use technology safely and responsibly



Parents should be given guidance on how to support their children in developing the skills needed for interacting safely with technology



(%) Base: n=25 781 – All respondents

4.3. Digital skills and the impact on health

Over nine in ten respondents ‘strongly agree’ (53%) or ‘somewhat agree’ (39%) that **schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health**, with fewer than one in ten disagreeing with this statement (of which 5% ‘somewhat disagree’ and 1% ‘strongly disagree’).

Individual country results

Consistently high levels of agreement are observed across the Member States with the view that schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health. The proportion

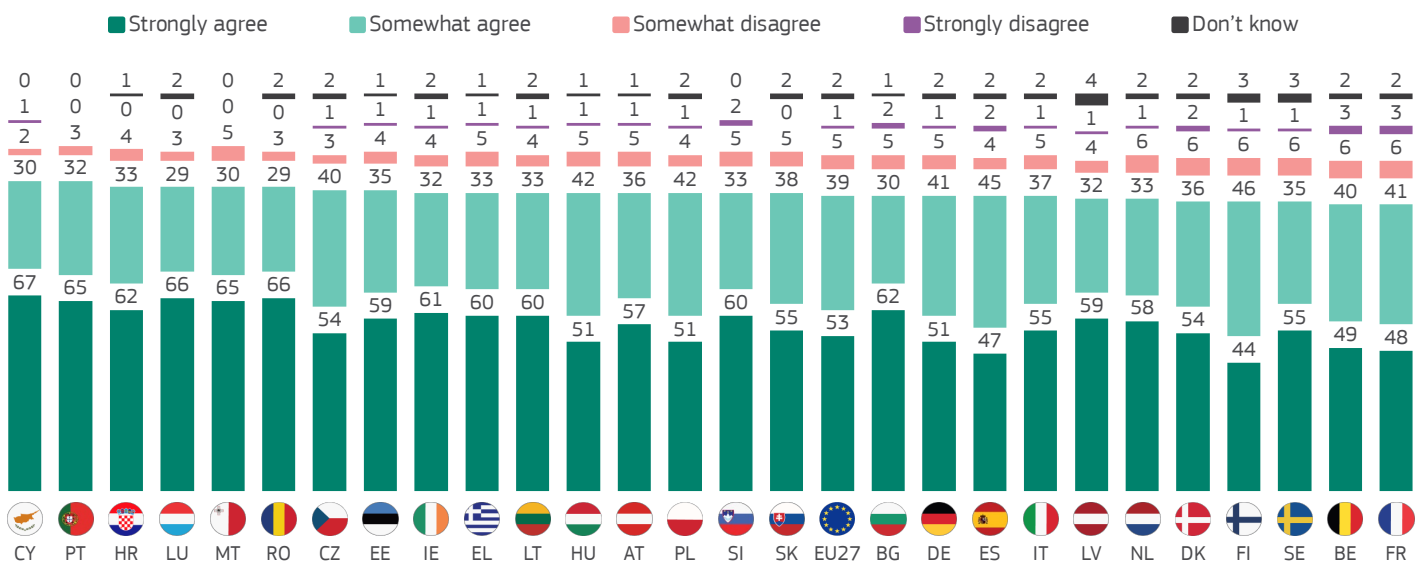
agreeing ranging from nearly nine in ten (89%) in Belgium and France, to almost all in Cyprus (97%) and Portugal (97%).

Socio-demographic considerations

Respondents aged 55 and over are somewhat more likely to agree that schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health (95% vs 88%-92% of younger age groups)

Respondents who completed their education aged 20 and over (93%) are more likely than those who completed it aged 15 or below (88%) to agree that schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health.

Q5 And to what extent do you agree or disagree with the following statements?
Schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health



(%) Base: n=25 781 – All respondents

5. Awareness and concerns of personal data handling in digital learning

5.1. Awareness of personal data collection in digital learning

Respondents were then asked about **the extent to which they felt aware of the type of personal data being collected when using digital learning tools**.¹

More than six in ten respondents report to be **'fully aware'** (14%) or **'somewhat aware'** (48%) of the type of personal data being collected when using digital learning tools.

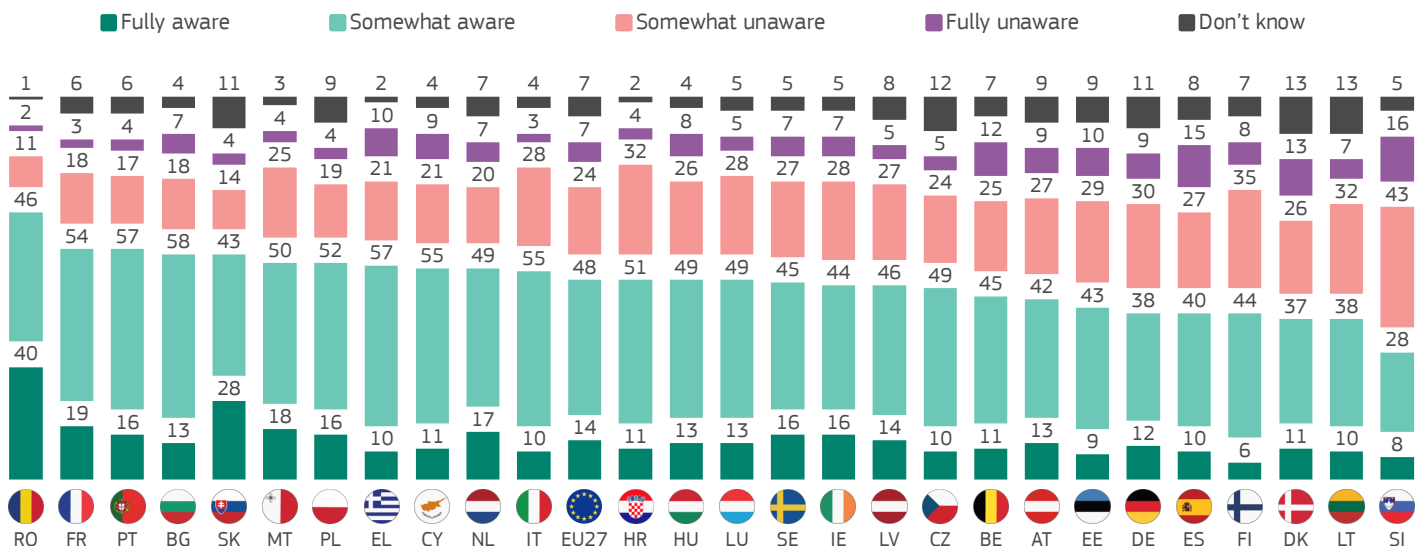
On the other hand, about three in ten are **'somewhat unaware'** (24%) or **'fully unaware'** (7%) of the type of personal data collection in digital learning.

Individual country results

Respondents in Romania are overall the most likely to report being 'fully aware' or 'somewhat aware' of the type of personal data being collected when using digital learning tools (86%); moreover, 40% of respondents in Romania feel 'fully aware'. Romania is followed by France (73%), Portugal (73%), Bulgaria (71%) and Slovakia (71%) – in these countries, more than seven in ten respondents, in total, feel aware (although fewer respondents feel 'fully aware' – between 13% and 28%).

In contrast, more than half of respondents in Slovenia (59%) feel 'somewhat' or 'fully unaware' of the type of personal data collection in digital learning. Unawareness is also a more commonly shared sentiment in Finland (43%), Spain (42%), Denmark (39%), Estonia (39%), Germany (39%) and Lithuania (39%).

Q10 To what extent do you feel aware of the type of personal data being collected when using digital learning tools?



(%) Base: n=23 846 – All respondents (excluding those who indicated not using digital learning tools)

¹ Respondents who indicated that they do not use digital learning tools are excluded from the analysis presented in this section.

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Socio-demographic considerations

Women are less likely than men to report being aware of the type of personal data being collected when using digital learning tools (58% vs 66%). Awareness also decreases by age: from 66% of those aged 15-24, to 59% of respondents aged 55 and over.

Respondents who completed their education aged 20 and over (65%) and those who are still studying (64%) are more likely than those who completed their education at younger ages (52% of those who completed it aged 15 or younger and 60% of those who completed it aged 16-19) to report being aware of the type of personal data being collected when using digital learning tools.

Among occupational groups, self-employed respondents (67%) and employees (64%) show higher awareness compared to manual workers (58%) and those not working (59%).

Awareness of the type of personal data collection in digital learning also correlates with respondents' personal connection to education, whether through having children in school or being currently students themselves. Specifically, respondents with children in education are more likely than those without to be aware of this (66% vs 60%). Furthermore, current students are more likely than non-students to be aware of this (69% vs 61%).

5.2. Concerns about digital education data risks

Respondents were asked whether they were, or would be, concerned about a list of risks related to the use of digital tools for education or learning.

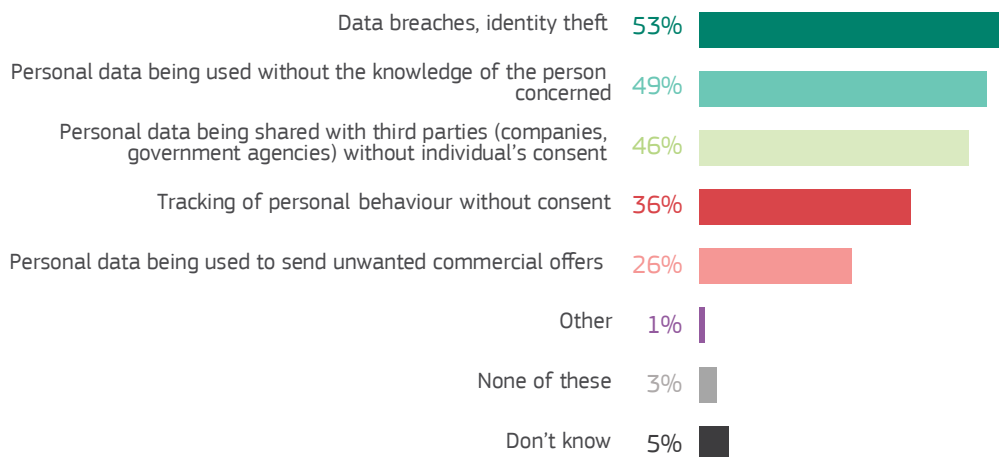
Just over half (53%) of respondents report concerns about **data breaches and identity theft**, and about half (49%) mention concerns about **personal data being used without the knowledge of the person concerned**.

Over four in ten indicate (46%) being concerned about **personal data being shared with third parties (companies, government agencies) without individual's consent**.

Over a third (36%) of respondents mention concerns about **tracking of personal behaviour without consent**.

About one in four (26%) report concerns about **personal data being used to send unwanted commercial offers**.

Q11 Are you (or would you be) concerned about any of the following risks related to the use of digital tools for education or learning? [MULTIPLE ANSWERS]



(%) Base: n=25 781 – All respondents

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Future needs in digital education

Individual country results

In 16 Member States, **data breaches and identity theft** appear as the top-ranking concern related to the use of digital tools for education or learning. The share selecting this response is overall the highest in Portugal (67%), followed by France (62%), Spain (61%) and Slovenia (60%). In contrast, four in ten respondents in Hungary (40%) are currently, or would be concerned about, this risk.

In seven Member States, respondents most commonly mention **personal data being used without the knowledge of the person concerned** as an important concern: Finland (57%), Luxembourg (54%), Malta (53%), Sweden (50%), Hungary (50%), Denmark (47%), Greece (47%). On the other hand, just over four in ten respondents in Estonia (42%) express concern for this risk.

In Germany, three concerns share the top ranking, each mentioned by 47% of respondents: data breaches and identity theft, personal data being used without the knowledge of the person concerned, and

personal data being shared with third parties (companies, government agencies) without individual's consent.

In the remaining three Member States – Ireland (55%), the Netherlands (49%) and Austria (49%) – **personal data being shared with third parties (companies, government agencies) without individual's consent** ranks as the top concern among respondents. In Slovakia, on the other hand, just under four in ten (38%) report being concerned about this risk.

Tracking of personal behaviour without consent is mentioned as a concern by between 27% of respondents in France and 47% in Estonia.

Finally, concern about **personal data being used to send unwanted commercial offers** is indicated by a proportion ranging from just under two in ten in Denmark (18%) and Sweden (19%), to over a third in Lithuania (34%) and Luxembourg (37%).

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Q11 Are you (or would you be) concerned about any of the following risks related to the use of digital tools for education or learning? [MULTIPLE ANSWERS]

		Data breaches, identity theft	Personal data being used without the knowledge of the person concerned	Personal data being shared with third parties (companies, government agencies) without individual's consent	Tracking of personal behaviour without consent	Personal data being used to send unwanted commercial offers	Other	None of these	Don't know
EU27		53	49	46	36	26	1	3	5
BE		52	50	44	31	29	0	3	6
BG		53	50	44	32	30	2	2	4
CZ		53	44	48	31	26	1	2	7
DK		44	47	46	39	18	1	3	10
DE		47	47	47	34	28	1	5	7
EE		57	42	45	47	30	1	2	5
IE		54	52	55	42	25	0	2	2
EL		42	47	46	39	32	1	1	2
ES		61	57	41	36	29	1	2	3
FR		62	48	48	27	26	1	2	5
HR		59	47	48	37	28	1	5	3
IT		53	49	43	41	21	1	2	4
CY		52	47	45	40	32	1	3	2
LV		49	47	48	35	30	0	1	7
LT		54	47	41	35	34	1	2	6
LU		45	54	44	36	37	1	4	5
HU		40	50	43	34	28	1	5	5
MT		50	53	52	42	28	1	4	2
NL		47	47	49	37	29	1	4	5
AT		44	48	49	36	29	1	5	7
PL		48	47	46	42	29	0	3	7
PT		67	54	49	41	22	0	1	3
RO		52	46	45	41	27	1	3	4
SI		60	46	50	34	27	1	2	3
SK		51	45	38	36	25	0	3	7
FI		56	57	53	37	28	1	2	4
SE		45	50	45	41	19	1	5	8

Note: The higher the share of respondents selecting a response, the darker green the cell. The highest-ranking response for each country is shown in dark green and white font.

(%) Base: n=25 781 – All respondents

Socio-demographic considerations

Women are somewhat more likely than men to be concerned about data breaches and identity theft (55% vs 50%) and personal data being used without the knowledge of the person concerned (51% vs 47%). Men are somewhat more likely to be concerned about personal data being used to send unwanted commercial offers (29% vs 24% of women).

Concerns about some digital education data risks also increase with age:

- data breaches and identity theft (from 48% of those aged 15-24 and aged 25-39, to 57% of those aged 55 and over)
- personal data being used without the knowledge of the person concerned (from 43% to 54%).

Respondents who completed their education aged 15 or younger are less likely than those who completed their education at later ages, or who are still studying, to report concerns about various risks. They are less likely to express concern about data breaches and identity theft (47% vs 52%-54% of those who completed their education at later ages, or who are still studying). This group is also less concerned about personal data being shared with third

parties (companies, government agencies) without individual's consent (38% vs 45%-48%). They (32%) are also less likely than those who completed their education aged 20 or over (38%) to be concerned about tracking of personal behaviour without consent. Furthermore, respondents who completed their education aged 15 or younger (41%) and those still studying (45%) are less likely than those who completed education at older ages (49%-51%) to express concern about personal data being used without the knowledge of the person concerned.

When it comes to occupational groups, respondents who are not working are more likely than all other groups to report concerns about data breaches and identity theft (56% vs 43%-52%) and personal data being used without the knowledge of the person concerned (52% vs 41%-48%).

Finally, respondents living in large towns or cities (39%) are more likely than those living in rural areas (34%) or small to medium-sized towns (34%) to express concern about the tracking of personal behaviour without consent.

6. EU support for digital education

Finally, respondents were asked about **how the EU could best support successful digital education across EU Member States.**

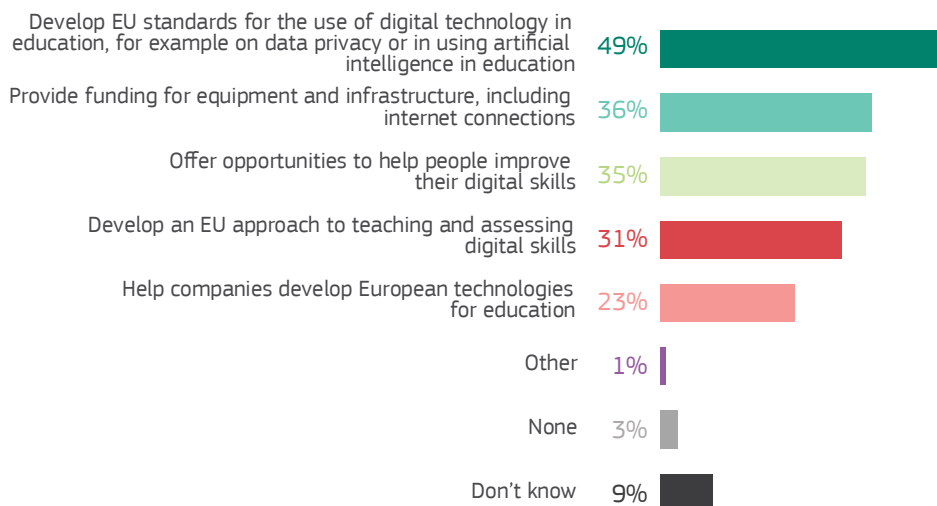
About one in two (49%) respondents recommend **developing EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education.**

More than a third of respondents think the EU can support successful education by **providing funding for equipment and infrastructure,**

including internet connections (36%); a similar figure is seen for **offering opportunities to help people improve their digital skills** (35%).

About three in ten (31%) respondents think the EU should **develop an EU approach to teaching and assessing digital skills.** Nearly one in four (23%) suggest **helping companies develop European technologies for education.**

Q12 In your opinion, how can the EU best support successful digital education across EU Member States? [MULTIPLE ANSWERS]



(%) Base: n=25 781 – All respondents

Individual country results

In 21 Member States, the top-ranking recommendation for EU support in digital education is to **develop EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education**. The share selecting this response is highest in Malta (62%), Portugal (60%), Ireland (57%) and Spain (57%). On the other hand, less than four in ten respondents in Czechia (37%) and Latvia (39%) suggest this measure.

In four Member States – Croatia (58%), Hungary (48%), Slovakia (44%) and Czechia (39%) – respondents most commonly recommend that the EU support digital education by **providing funding for equipment and infrastructure, including internet connections**. In contrast, just under one in four respondents in Sweden (23%) and Denmark (24%) recommend this support measure.

In Latvia, two recommendations share the top ranking, each mentioned by 39% of respondents: to develop EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education, and to **offer opportunities to help people improve their digital skills**. The latter measure is the top-ranking one in Estonia (selected by 49% of respondents). On the other hand, the lowest share recommending this measure can be found in Czechia (19%).

Developing **an EU approach to teaching and assessing digital skills** is mentioned by a share ranging from about one in five in Latvia (21%) and Slovakia (21%), to about four in ten in Italy (40%), Ireland (41%) and Spain (41%).

Finally, the highest proportions recommending **helping companies develop European technologies for education** can be found in Luxembourg (29%), Poland (29%), Finland (29%) and Romania (28%). Conversely, the lowest proportions suggesting this measure are observed in Hungary (14%), Lithuania (16%), Latvia (17%), Sweden (18%) and Greece (18%).

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Q12 In your opinion, how can the EU best support successful digital education across EU Member States? [MULTIPLE ANSWERS]

		Develop EU standards for the use of digital technology in education, for example on data privacy or in using	Provide funding for equipment and infrastructure, including internet connections	Offer opportunities to help people improve their digital skills	Develop an EU approach to teaching and assessing digital skills	Help companies develop European technologies for education	Other	None	Don't know
EU27		49	36	35	31	23	1	3	9
BE		49	31	34	28	22	1	4	11
BG		48	38	39	25	21	1	4	6
CZ		37	39	19	22	27	1	4	15
DK		44	24	29	25	24	1	3	18
DE		46	42	33	29	22	1	5	11
EE		43	48	49	29	25	1	1	6
IE		57	40	39	41	23	1	1	5
EL		50	46	41	32	18	0	2	4
ES		57	33	36	41	25	1	1	6
FR		49	26	29	30	23	1	6	11
HR		56	58	39	22	20	1	1	5
IT		50	35	37	40	20	0	2	6
CY		53	46	45	35	20	0	1	6
LV		39	38	39	21	17	1	1	13
LT		51	42	36	31	16	1	1	9
LU		49	31	44	25	29	0	3	10
HU		45	48	42	27	14	1	2	6
MT		62	44	46	34	27	1	1	2
NL		53	29	34	24	23	2	4	11
AT		46	36	37	24	27	1	5	10
PL		45	44	40	26	29	1	3	8
PT		60	39	47	34	27	0	1	5
RO		53	40	39	35	28	1	2	4
SI		56	39	38	25	21	1	2	7
SK		42	44	39	21	22	1	2	8
FI		53	39	34	26	29	1	2	8
SE		43	23	29	31	18	2	3	18

Note: The higher the share of respondents selecting a response, the darker green the cell. The highest-ranking response for each country is shown in dark green and white font.

(%) Base: n=25 781 – All respondents

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Socio-demographic considerations

Some variation in recommendations for EU support in digital education is observed by level of education. Respondents who have completed their education aged 15 or younger are less likely than those who completed their education at older ages or those still studying to suggest that EU support developing EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education (40% vs 48%-54% of other groups). This group (27%), and those who completed their education aged 16-19 (29%), are also less likely than those still studying and those who completed their education aged 20 or over to recommend developing an EU approach to teaching and assessing digital skills (34% each).

Manual workers are less likely than all other occupation groups to suggest providing funding for equipment and infrastructure, including internet connections (30% vs 36%-38% of other groups). They (27%) are also less likely than other employees (34%) to recommend

developing an EU approach to teaching and assessing digital skills.

Furthermore, respondents from larger households (four or more people) are more likely than those from smaller households (one or two members) to suggest developing EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education (54% vs 48%-49%). They are also more likely to recommend providing funding for equipment and infrastructure, including internet connections (41% vs 35%-37%).

Finally, respondents who are currently in education or training (54%) are more likely than non-students (48%) to recommend developing EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education.

Technical specifications

Between 7 and 14 May 2025, Ipsos European Public affairs carried out Flash Eurobarometer 564 at the request of the European Commission, Directorate-General for Education, Youth, Sport and Culture. It is a general public survey coordinated by the Directorate-General for Communication, 'Public Opinion and Citizens Engagement' unit. Flash Eurobarometer 564 covers the population of EU citizens, residents in one of the 27 Member States of the European Union, and aged 15 years and over.

All interviews were carried via Computer-Assisted Web Interviewing (CAWI), using Ipsos online panels and their partner network. Respondents were selected from online access panels, groups of pre-recruited individuals who have agreed to take part in research. Sampling

quota were set based on age (15-24 year-olds, 25-34 year-olds, 35-44 year-olds, 45-54 year-olds, 55-64 year-olds and 65+ year-olds), gender and geographic region (NUTS1, NUTS2 or NUTS 3, depending on the size of the country and the number of NUTS regions).





























Margin of error

Survey results are subject to sampling tolerances. The 'margin of error' quantifies uncertainty about (or confidence in) a survey result. As a general rule, the more interviews conducted (sample size), the smaller the margin of error. A sample of 500 will produce a margin of error of not more than 4.4 percentage points, and a sample of 1 000 will produce a margin of error of not more than 3.1 percentage points.

Statistical margins due to sampling tolerances
 (at the 95% level of confidence)

	various sample sizes are in rows				various observed results are in columns			
	5%	10%	25%	50%	75%	90%	95%	
n=50	±6.0	±8.3	±12.0	±13.9	±12.0	±8.3	±6.0	
n=100	±4.3	±5.9	±8.5	±9.8	±8.5	±5.9	±4.3	
n=200	±3.0	±4.2	±6.0	±6.9	±6.0	±4.2	±3.0	
n=500	±1.9	±2.6	±3.8	±4.4	±3.8	±2.6	±1.9	
n=1000	±1.4	±1.9	±2.7	±3.1	±2.7	±1.9	±1.4	
n=1500	±1.1	±1.5	±2.2	±2.5	±2.2	±1.5	±1.1	
n=2000	±1.0	±1.3	±1.9	±2.2	±1.9	±1.3	±1.0	

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	Number of interviews	Fieldwork dates	Population 15+ (absolute number)	Population 15+ (as % of EU27 population)
EU27 	25 781	07.05.2025-14.05.2025	383 603 764	100%
BE 	1 003	07.05.2025-13.05.2025	9 892 796	2.58%
BG 	1 002	07.05.2025-13.05.2025	5 534 456	1.44%
CZ 	1 003	07.05.2025-14.05.2025	9 172 797	2.39%
DK 	1 005	07.05.2025-13.05.2025	5 022 981	1.31%
DE 	1 018	07.05.2025-12.05.2025	71 818 299	18.72%
EE 	1 008	07.05.2025-14.05.2025	1 154 359	0.30%
IE 	1 017	07.05.2025-13.05.2025	4 338 938	1.13%
EL 	1 047	07.05.2025-14.05.2025	9 041 201	2.36%
ES 	1 022	07.05.2025-13.05.2025	42 189 318	11.00%
FR 	1 015	07.05.2025-10.05.2025	56 855 864	14.82%
HR 	1 011	07.05.2025-13.05.2025	3 319 752	0.87%
IT 	1 006	07.05.2025-12.05.2025	51 784 963	13.50%
CY 	508	07.05.2025-13.05.2025	818 909	0.21%
LV 	1 006	07.05.2025-14.05.2025	1 579 066	0.41%
LT 	1 007	07.05.2025-14.05.2025	2 467 008	0.64%
LU 	515	07.05.2025-13.05.2025	566 303	0.15%
HU 	1 004	07.05.2025-13.05.2025	8 199 448	2.14%
MT 	504	07.05.2025-14.05.2025	493 961	0.13%
NL 	1 020	07.05.2025-13.05.2025	15 228 902	3.97%
AT 	1 013	07.05.2025-12.05.2025	7 842 929	2.04%
PL 	1 004	07.05.2025-13.05.2025	31 082 980	8.10%
PT 	1 011	07.05.2025-13.05.2025	9 275 958	2.42%
RO 	1 000	07.05.2025-13.05.2025	16 034 437	4.18%
SI 	1 008	07.05.2025-13.05.2025	1 811 104	0.47%
SK 	1 005	07.05.2025-13.05.2025	4 557 290	1.19%
FI 	1 011	07.05.2025-13.05.2025	4 771 619	1.24%
SE 	1 008	07.05.2025-14.05.2025	8 748 126	2.28%

Questionnaire

INTRO Digital skills are defined as the ability to use and engage with digital devices and technologies. This includes for example using computers and the internet, communicating and collaborating online, and creating digital content. Digital skills also involve using digital tools safely and responsibly, evaluating information critically and protecting personal data. Thanks to digital skills individuals can use various digital platforms, applications and services at home, at work, for learning and for participating in society. This includes services such as artificial intelligence (AI) and generative AI (the use of artificial intelligence to create new content, like text, images, music, audio and videos).

[ASK ALL]

Q1 And to what extent do you agree or disagree with the following statements?

(ONE ANSWER PER LINE) (RANDOMISE STATEMENT 1-6)

- Q1_1 Digital skills are essential for learning and education
Q1_2 Digital skills are essential to have a successful career
Q1_3 Expanding digital skills training is important to improve the economy of (YOUR COUNTRY)
Q1_4 Digital skills and digital literacy help protect you from being misled by online disinformation
Q1_5 Digital skills are essential for participation in society (for example for banking, health care, community engagement etc.)
Q1_6 Digital skills are necessary to be able to use generative AI tools (e.g. ChatGPT, Gemini, Copilot, etc.) safely and responsibly

(RESPONSE SCALE)

- | | |
|-------------------|-----|
| Strongly agree | 1 |
| Somewhat agree | 2 |
| Somewhat disagree | 3 |
| Strongly disagree | 4 |
| Don't know | 998 |

[ASK ALL]

Q2 Recent statistics show that 44% of 13-14 year olds in the EU lack basic digital skills. In your opinion, what are the most important reasons preventing them from developing their digital skills?

(UP TO THREE RESPONSES ALLOWED) (RANDOMISE STATEMENT 1-6)

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------|-----|
| The schools are not well-equipped (e.g. they do not have enough computers/tablets, or the internet connection at school is very slow) | 1 |
| School programmes do not devote enough attention to digital skills | 2 |
| Teachers are not adequately prepared to teach digital skills | 3 |
| Students are not motivated to learn digital skills | 4 |
| Parents or guardians are not knowledgeable enough to teach digital skills at home | 5 |
| Families cannot afford the equipment needed to practise digital skills (e.g. computers/tablets) | 6 |
| Other | 7 |
| None | 8 |
| Don't know | 998 |

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Future needs in digital education

[ASK ALL]

Q3 To what extent do you agree or disagree with the following statements?

(ONE ANSWER PER LINE) (RANDOMISE STATEMENT 1-4)

- Q3_1 Digital skills should be taught to everyone in schools and universities
Q3_2 The teaching of digital skills should start at an early age
Q3_3 Digital skills should receive the same amount of attention at school as reading, mathematics and science
Q3_4 Parents and families have a crucial role in teaching their children how to use technology safely and responsibly

(RESPONSE SCALE)

- | | |
|-------------------|-----|
| Strongly agree | 1 |
| Somewhat agree | 2 |
| Somewhat disagree | 3 |
| Strongly disagree | 4 |
| Don't know | 998 |

INTRO Across Europe, digital technologies are used widely for teaching and learning. For example: interactive whiteboards, laptops and tablets, online learning platforms, video materials, animations and 3D simulations, e-textbooks, mobile apps, games, etc.

[ASK ALL]

Q4 To what extent do you agree or disagree with the following statements?

(ONE ANSWER PER LINE) (RANDOMISE STATEMENT 1-7)

- Q4_1 Digital technologies can make education and training more accessible and inclusive
Q4_2 Digital technologies can make education and training more innovative
Q4_3 Digital technologies can be used to provide students access to tailored learning to meet their individual needs
Q4_4 Online learning can benefit lifelong learning by providing continuous access to education and training
Q4_5 Digital technologies can break down barriers to learning for people with disabilities
Q4_6 Digital technologies can increase inequalities in education
Q4_7 Digital technologies for education are too expensive for families

(RESPONSE SCALE)

- | | |
|-------------------|-----|
| Strongly agree | 1 |
| Somewhat agree | 2 |
| Somewhat disagree | 3 |
| Strongly disagree | 4 |
| Don't know | 998 |

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Future needs in digital education

[ASK ALL]

Q5 And to what extent do you agree or disagree with the following statements?

(ONE ANSWER PER LINE) (RANDOMISE STATEMENT 1-4)

Q5_1 There is a healthy balance between teaching and learning with and without digital technologies in schools in (YOUR COUNTRY)

Q5_2 Schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health

Q5_3 Personal digital devices, such as smartphones, should be banned from schools

Q5_4 Digital technologies specifically designed for learning should be promoted in schools

(RESPONSE SCALE)

Strongly agree	1
Somewhat agree	2
Somewhat disagree	3
Strongly disagree	4
Don't know	998

[ASK ALL]

Q6 What is your position on the use of Artificial Intelligence (AI) in education? AI in education can include tools like personalised learning software, teaching and learning assistants (e.g. chatbots) and recommendations for learning materials. It can also include generative AI, which means using AI to create new content, like text, images, music, audio and videos.

(ONE ANSWER ONLY)

AI does not belong in the classroom.	1
AI can benefit and bring risks to teaching and learning. The education community should assess and explore both.	2
AI can improve teaching and learning. The education community should not be afraid to experiment with it.	3
Don't know	998

[ASK ALL]

Q7 In your view, what is necessary to ensure that AI (including generative AI) is used in education appropriately?

(UP TO THREE RESPONSES ALLOWED) (RANDOMISE STATEMENT 1-5)

There should be common EU rules on how to use AI in education	1
Schools should help young people to understand and use AI	2
Teachers should be given support to know how and when to use AI tools	3
Schools and universities should have clear guidance on how and when to use AI	4
AI tools used in the classroom should be developed specifically for educational purposes	5
Other	6
None	7
Don't know	998

Flash Eurobarometer 564
Future needs in digital education

[ASK ALL]

Q8 To what extent do you agree or disagree with the following statement: In 2030, everyone will need to be AI-literate (know how to use and work with AI).

(ONE ANSWER ONLY)

Strongly agree	1
Somewhat agree	2
Somewhat disagree	3
Strongly disagree	4
Don't know	998

[ASK ALL]

Q9 To what extent do you agree or disagree with the following statements?

(ONE ANSWER PER LINE) (RANDOMISE STATEMENT 1-5)

- Q9_1 All teachers should be equipped with the skills to help students in recognising various forms of disinformation online (i.e. fake online content, AI-generated false text/videos/images)
- Q9_2 Teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology
- Q9_3 Schools need more support to safeguard students' privacy and prevent cybersecurity threats
- Q9_4 Parents should be given guidance on how to support their children in developing the skills needed for interacting safely with technology
- Q9_5 All teachers should be equipped with the skills to use and understand artificial intelligence (AI), including generative AI.

(RESPONSE SCALE)

Strongly agree	1
Somewhat agree	2
Somewhat disagree	3
Strongly disagree	4
Don't know	998

[ASK ALL]

Q10 To what extent do you feel aware of the type of personal data being collected when using digital learning tools?

(ONE ANSWER ONLY)

Fully aware	1
Somewhat aware	2
Somewhat unaware	3
Fully unaware	4
I don't use digital learning tools	5
Don't know	998

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Future needs in digital education

[ASK ALL]

Q11 Are you (or would you be) concerned about any of the following risks related to the use of digital tools for education or learning?

(UP TO THREE RESPONSES ALLOWED) (RANDOMISE STATEMENT 1-5)

Personal data being used without the knowledge of the person concerned	1
Personal data being shared with third parties (companies, government agencies) without individual's consent	2
Personal data being used to send unwanted commercial offers	3
Tracking of personal behaviour without consent	4
Data breaches, identity theft	5
Other	6
None of these	7
Don't know	998

[ASK ALL]














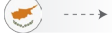













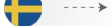
Q12 In your opinion, how can the EU best support successful digital education across EU Member States?

(UP TO THREE RESPONSES ALLOWED) (RANDOMISE STATEMENT 1-5)

Provide funding for equipment and infrastructure, including internet connections	1
Help companies develop European technologies for education	2
Offer opportunities to help people improve their digital skills	3
Develop EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education	4
Develop an EU approach to teaching and assessing digital skills	5
Other	6
None	7
Don't know	998

Data annex














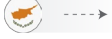













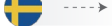
Q1_1 And to what extent do you agree or disagree with the following statements?
Digital skills are essential for learning and education

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		37	48	10	3	2
BE		31	48	13	5	3
BG		48	37	10	4	1
CZ		37	52	8	2	1
DK		32	50	12	4	2
DE		39	44	10	4	3
EE		58	37	3	1	1
IE		47	43	8	1	1
EL		48	42	7	1	2
ES		32	53	10	2	3
FR		22	55	14	5	4
HR		49	42	6	2	1
IT		33	49	14	2	2
CY		54	40	5	1	0
LV		71	24	3	1	1
LT		65	29	3	2	1
LU		39	46	10	4	1
HU		43	47	6	2	2
MT		56	38	5	1	0
NL		46	42	8	3	1
AT		42	47	8	2	1
PL		41	48	7	1	3
PT		42	51	5	1	1
RO		55	39	4	1	1
SI		44	44	9	3	0
SK		46	43	7	2	2
FI		48	42	7	2	1
SE		28	52	15	3	2

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Future needs in digital education














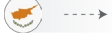













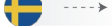
Q1_2 And to what extent do you agree or disagree with the following statements?

Digital skills are essential to have a successful career

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		32	48	12	4	4
BE		29	46	15	6	4
BG		44	39	11	5	1
CZ		33	50	11	2	4
DK		23	47	19	7	4
DE		35	44	12	4	5
EE		55	38	4	2	1
IE		33	45	15	4	3
EL		47	44	6	3	0
ES		30	51	11	3	5
FR		20	54	17	5	4
HR		40	47	8	4	1
IT		29	50	15	3	3
CY		51	39	8	1	1
LV		63	30	5	1	1
LT		62	31	4	2	1
LU		38	45	12	4	1
HU		38	49	8	3	2
MT		44	46	8	1	1
NL		34	46	12	5	3
AT		36	45	13	4	2
PL		31	52	10	2	5
PT		36	51	10	2	1
RO		55	36	5	2	2
SI		43	42	11	3	1
SK		44	43	9	2	2
FI		53	40	4	2	1
SE		27	48	15	5	5

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Future needs in digital education














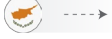













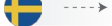
Q1_3 And to what extent do you agree or disagree with the following statements?
Expanding digital skills training is important to improve the economy of (YOUR COUNTRY)

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		39	47	7	2	5
BE		29	49	10	4	8
BG		45	40	10	3	2
CZ		39	49	6	1	5
DK		33	47	9	3	8
DE		41	45	7	2	5
EE		49	41	5	2	3
IE		49	41	6	1	3
EL		42	45	8	2	3
ES		34	50	8	2	6
FR		26	55	9	3	7
HR		54	38	5	1	2
IT		40	46	8	2	4
CY		52	40	5	1	2
LV		51	36	6	3	4
LT		61	31	4	2	2
LU		46	42	6	2	4
HU		43	46	6	1	4
MT		51	41	4	1	3
NL		39	45	10	2	4
AT		43	43	9	2	3
PL		46	46	4	1	3
PT		47	46	4	1	2
RO		59	35	2	1	3
SI		45	42	9	3	1
SK		44	44	7	2	3
FI		44	45	6	2	3
SE		31	49	10	2	8

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Future needs in digital education














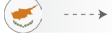













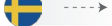
Q1_4 And to what extent do you agree or disagree with the following statements?

Digital skills and digital literacy help protect you from being misled by online disinformation

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		37	43	11	4	5
BE		32	46	11	5	6
BG		51	35	9	4	1
CZ		38	46	11	1	4
DK		39	44	9	3	5
DE		28	43	16	5	8
EE		58	35	4	1	2
IE		47	40	8	2	3
EL		44	44	8	3	1
ES		39	47	7	2	5
FR		24	46	15	8	7
HR		53	38	6	2	1
IT		40	43	11	2	4
CY		50	39	9	2	0
LV		57	30	7	4	2
LT		58	32	6	3	1
LU		40	42	11	5	2
HU		47	41	8	2	2
MT		54	38	6	1	1
NL		45	41	8	3	3
AT		37	41	14	5	3
PL		33	48	8	3	8
PT		52	37	8	1	2
RO		53	38	5	1	3
SI		46	38	11	4	1
SK		41	43	10	2	4
FI		59	34	4	1	2
SE		45	41	8	3	3














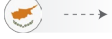













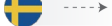
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Future needs in digital education

Q1_5 And to what extent do you agree or disagree with the following statements?
Digital skills are essential for participation in society (for example for banking, health care, community engagement etc.)

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		42	47	7	2	2
BE		40	48	7	3	2
BG		48	39	8	4	1
CZ		37	53	7	2	1
DK		50	41	6	2	1
DE		38	47	8	3	4
EE		59	36	3	1	1
IE		49	42	8	1	0
EL		47	45	6	1	1
ES		37	53	6	2	2
FR		30	55	9	3	3
HR		51	41	5	2	1
IT		46	45	7	1	1
CY		52	43	3	1	1
LV		69	26	3	1	1
LT		66	27	4	2	1
LU		49	42	6	3	0
HU		40	49	8	2	1
MT		57	39	3	1	0
NL		54	37	6	2	1
AT		42	45	10	2	1
PL		43	47	6	1	3
PT		44	49	6	1	0
RO		55	37	4	2	2
SI		42	45	9	3	1
SK		52	39	6	1	2
FI		65	31	3	1	0
SE		51	40	6	2	1








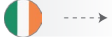





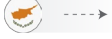













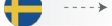
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Future needs in digital education

Q1_6 And to what extent do you agree or disagree with the following statements?
Digital skills are necessary to be able to use generative AI tools (e.g. ChatGPT, Gemini, Copilot, etc.) safely and responsibly

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		40	45	8	3	4
BE		34	49	9	4	4
BG		51	35	8	4	2
CZ		35	50	7	2	6
DK		42	42	7	3	6
DE		39	45	9	3	4
EE		52	38	5	1	4
IE		43	44	8	1	4
EL		47	42	6	2	3
ES		39	48	6	2	5
FR		25	55	11	4	5
HR		49	39	7	2	3
IT		44	43	8	2	3
CY		54	36	6	1	3
LV		56	31	5	2	6
LT		55	35	5	2	3
LU		50	36	8	3	3
HU		47	43	6	1	3
MT		57	34	7	0	2
NL		43	39	9	4	5
AT		45	41	9	2	3
PL		46	44	5	1	4
PT		50	41	6	1	2
RO		54	35	7	2	2
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SK		44	44	7	1	4
FI		46	41	7	2	4
SE		40	41	9	3	7














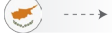













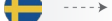
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Future needs in digital education

Q2 Recent statistics show that 44% of 13-14 year olds in the EU lack basic digital skills. In your opinion, what are the most important reasons preventing them from developing their digital skills? [MULTIPLE ANSWERS]

		The schools are not well-equipped (e.g. they do not have enough computers/tablets, or the internet connection at school is very slow)	Teachers are not adequately prepared to teach digital skills	Parents or guardians are not knowledgeable enough to teach digital skills at home	Families cannot afford the equipment needed to practise digital skills (e.g. computers/tablets)	School programmes do not devote enough attention to digital skills	Students are not motivated to learn digital skills	Other	None of these	Don't know
EU27		47	41	38	37	35	13	2	1	5
BE		43	34	39	49	28	11	2	2	5
BG		38	38	37	29	37	25	2	1	3
CZ		30	41	37	43	32	12	2	1	6
DK		38	43	33	22	32	10	3	2	10
DE		57	48	39	34	32	10	2	1	5
EE		30	43	48	43	36	14	2	0	4
IE		48	35	43	41	36	15	1	0	3
EL		50	40	33	43	37	17	1	1	1
ES		52	45	46	40	29	16	2	1	4
FR		40	43	37	35	34	12	2	1	5
HR		49	38	41	39	43	14	2	0	2
IT		52	44	27	31	45	10	1	2	3
CY		48	42	35	33	43	18	1	2	3
LV		27	32	38	43	33	18	1	1	7
LT		35	36	41	39	33	17	1	2	4
LU		23	37	55	34	38	13	3	3	4
HU		44	30	47	50	28	10	2	1	3
MT		30	32	48	29	47	17	2	0	4
NL		29	36	46	43	32	14	2	1	7
AT		36	45	49	36	36	13	2	1	5
PL		44	35	43	34	43	11	1	1	5
PT		58	32	43	47	35	9	1	0	2
RO		51	40	28	47	42	20	1	1	3
SI		32	31	41	47	38	15	2	1	3
SK		45	32	37	49	32	14	1	1	3
FI		33	37	49	41	35	19	2	1	5
SE		30	35	38	34	30	11	4	1	10

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Future needs in digital education














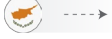













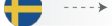
Q3_1 To what extent do you agree or disagree with the following statements?
Digital skills should be taught to everyone in schools and universities

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		49	43	5	2	1
BE		39	48	8	3	2
BG		57	33	8	2	0
CZ		44	48	6	1	1
DK		51	41	5	1	2
DE		52	38	6	2	2
EE		58	38	3	0	1
IE		59	35	4	1	1
EL		59	33	5	2	1
ES		44	49	4	1	2
FR		34	54	7	3	2
HR		61	32	5	2	0
IT		53	40	4	2	1
CY		72	26	2	0	0
LV		68	27	3	1	1
LT		69	25	4	1	1
LU		48	44	5	2	1
HU		49	43	5	2	1
MT		64	31	4	1	0
NL		51	40	6	1	2
AT		54	38	5	2	1
PL		45	47	5	1	2
PT		62	35	2	1	0
RO		67	30	1	1	1
SI		49	38	8	4	1
SK		49	44	5	1	1
FI		56	38	3	2	1
SE		43	43	8	3	3

Flash Eurobarometer 564
Future needs in digital education

Q3_2 To what extent do you agree or disagree with the following statements?














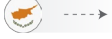













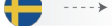
The teaching of digital skills should start at an early age

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		32	44	16	5	3
BE		25	45	19	7	4
BG		38	37	17	7	1
CZ		19	47	25	5	4
DK		35	43	13	5	4
DE		35	46	12	4	3
EE		34	42	17	4	3
IE		39	40	15	5	1
EL		37	41	15	6	1
ES		34	47	11	4	4
FR		19	45	22	9	5
HR		36	37	16	9	2
IT		42	41	12	3	2
CY		43	37	16	4	0
LV		29	45	15	8	3
LT		39	40	15	4	2
LU		20	43	22	14	1
HU		38	41	15	4	2
MT		50	34	12	3	1
NL		36	43	14	5	2
AT		36	40	18	4	2
PL		28	46	16	5	5
PT		30	44	18	6	2
RO		37	41	16	5	1
SI		23	38	22	17	0
SK		31	41	19	5	4
FI		31	46	17	4	2
SE		21	42	26	9	2

Flash Eurobarometer 564
Future needs in digital education

Q3_3 To what extent do you agree or disagree with the following statements?














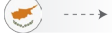













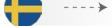
Digital skills should receive the same amount of attention at school as reading, mathematics and science

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		33	45	15	5	2
BE		24	46	18	8	4
BG		49	36	11	3	1
CZ		27	49	18	3	3
DK		26	42	23	6	3
DE		36	42	15	5	2
EE		37	45	14	3	1
IE		34	42	16	6	2
EL		44	41	11	3	1
ES		30	48	14	5	3
FR		20	47	24	6	3
HR		48	38	9	5	0
IT		37	45	13	3	2
CY		49	37	10	2	2
LV		41	39	14	5	1
LT		44	40	11	4	1
LU		23	43	22	12	0
HU		36	44	15	4	1
MT		40	43	14	2	1
NL		34	43	17	5	1
AT		32	43	18	5	2
PL		32	51	11	3	3
PT		32	49	15	3	1
RO		54	36	6	3	1
SI		31	40	20	8	1
SK		38	46	12	2	2
FI		26	47	20	5	2
SE		23	44	22	8	3

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Future needs in digital education














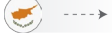













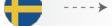
Q3_4 To what extent do you agree or disagree with the following statements?

Parents and families have a crucial role in teaching their children how to use technology safely and responsibly

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		38	49	9	2	2
BE		33	51	11	3	2
BG		42	45	10	3	0
CZ		34	53	10	1	2
DK		48	42	6	2	2
DE		47	44	6	1	2
EE		43	48	7	1	1
IE		49	42	7	1	1
EL		47	42	9	1	1
ES		39	52	6	1	2
FR		24	58	12	3	3
HR		34	49	14	3	0
IT		33	50	13	2	2
CY		53	40	5	2	0
LV		50	40	7	2	1
LT		53	39	6	1	1
LU		57	36	6	1	0
HU		36	50	10	2	2
MT		50	45	5	0	0
NL		44	48	6	1	1
AT		52	38	8	1	1
PL		38	49	8	1	4
PT		49	45	4	1	1
RO		45	47	5	2	1
SI		42	42	12	3	1
SK		37	49	11	1	2
FI		42	48	7	1	2
SE		37	48	10	3	2














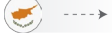













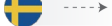
Flash Eurobarometer 564
Future needs in digital education

Q4_1 To what extent do you agree or disagree with the following statements?
Digital technologies can make education and training more accessible and inclusive

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		31	52	10	2	5
BE		18	56	14	4	8
BG		38	43	13	4	2
CZ		24	62	6	2	6
DK		29	50	10	3	8
DE		34	51	9	2	4
EE		39	51	6	2	2
IE		45	45	7	1	2
EL		40	47	9	1	3
ES		28	55	9	4	4
FR		18	56	15	3	8
HR		43	49	5	2	1
IT		31	52	11	2	4
CY		49	44	5	0	2
LV		52	39	5	1	3
LT		50	41	6	2	1
LU		30	55	9	2	4
HU		31	54	9	2	4
MT		46	45	6	2	1
NL		30	49	13	3	5
AT		33	52	10	2	3
PL		35	52	6	2	5
PT		39	51	8	1	1
RO		50	41	4	2	3
SI		36	48	11	4	1
SK		31	53	10	1	5
FI		30	54	10	2	4
SE		32	49	11	2	6

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Future needs in digital education














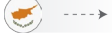













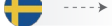
Q4_2 To what extent do you agree or disagree with the following statements?
Digital technologies can make education and training more innovative

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		35	52	8	2	3
BE		24	57	10	4	5
BG		48	40	8	2	2
CZ		30	59	7	1	3
DK		30	49	10	3	8
DE		33	53	8	2	4
EE		41	49	6	2	2
IE		47	47	4	1	1
EL		45	46	7	1	1
ES		33	55	6	3	3
FR		23	59	10	3	5
HR		48	44	5	2	1
IT		40	48	8	2	2
CY		54	40	4	1	1
LV		52	38	6	1	3
LT		55	36	5	2	2
LU		36	52	7	3	2
HU		37	50	8	2	3
MT		51	42	5	1	1
NL		38	49	8	2	3
AT		34	53	8	2	3
PL		38	53	5	1	3
PT		46	48	4	1	1
RO		55	37	5	2	1
SI		39	48	9	3	1
SK		42	48	7	0	3
FI		30	52	10	3	5
SE		30	50	12	2	6

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Future needs in digital education

Q4_3 To what extent do you agree or disagree with the following statements?














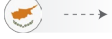













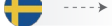
Digital technologies can be used to provide students access to tailored learning to meet their individual needs

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		33	54	7	2	4
BE		24	58	9	3	6
BG		43	47	7	1	2
CZ		26	62	7	1	4
DK		32	50	8	3	7
DE		34	52	7	2	5
EE		38	53	5	1	3
IE		43	48	5	1	3
EL		42	48	6	2	2
ES		31	57	7	1	4
FR		20	61	12	2	5
HR		44	47	6	2	1
IT		36	52	7	1	4
CY		50	43	5	0	2
LV		49	43	4	1	3
LT		46	45	5	1	3
LU		28	55	11	2	4
HU		29	53	11	3	4
MT		46	47	5	0	2
NL		34	53	7	1	5
AT		36	51	7	2	4
PL		39	54	3	1	3
PT		36	57	6	0	1
RO		52	40	4	2	2
SI		31	53	11	3	2
SK		35	53	6	1	5
FI		28	58	7	1	6
SE		35	51	8	1	5

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Future needs in digital education














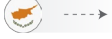













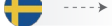
Q4_4 To what extent do you agree or disagree with the following statements?

Online learning can benefit lifelong learning by providing continuous access to education and training

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		33	52	9	3	3
BE		24	54	11	5	6
BG		34	41	18	6	1
CZ		27	58	9	2	4
DK		30	51	10	3	6
DE		37	49	8	2	4
EE		42	48	7	1	2
IE		47	45	5	1	2
EL		44	44	9	2	1
ES		29	55	9	3	4
FR		19	60	12	4	5
HR		42	48	7	2	1
IT		33	50	12	2	3
CY		54	37	7	1	1
LV		49	38	8	2	3
LT		53	36	6	3	2
LU		32	53	9	4	2
HU		40	46	9	3	2
MT		45	47	7	1	0
NL		32	50	10	3	5
AT		39	48	8	2	3
PL		39	54	3	1	3
PT		41	52	5	1	1
RO		46	40	10	3	1
SI		39	48	10	2	1
SK		38	44	12	3	3
FI		46	46	6	1	1
SE		25	52	12	3	8

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Future needs in digital education














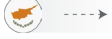













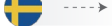
Q4_5 To what extent do you agree or disagree with the following statements?
Digital technologies can break down barriers to learning for people with disabilities

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		36	48	8	2	6
BE		26	53	9	4	8
BG		49	40	7	2	2
CZ		33	49	9	2	7
DK		38	45	5	2	10
DE		33	47	10	3	7
EE		42	45	6	2	5
IE		49	41	5	1	4
EL		45	41	9	2	3
ES		34	51	7	2	6
FR		25	58	8	3	6
HR		49	41	5	2	3
IT		42	45	8	1	4
CY		53	36	7	1	3
LV		57	34	5	1	3
LT		48	40	6	2	4
LU		36	48	7	3	6
HU		26	50	12	5	7
MT		47	45	6	1	1
NL		32	49	10	2	7
AT		35	45	12	2	6
PL		43	46	5	1	5
PT		50	43	3	1	3
RO		52	38	5	2	3
SI		40	43	10	3	4
SK		43	46	6	1	4
FI		35	49	8	2	6
SE		37	45	7	2	9

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Future needs in digital education














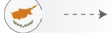













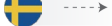
Q4_6 To what extent do you agree or disagree with the following statements?

Digital technologies can increase inequalities in education

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		21	43	21	6	9
BE		23	45	18	5	9
BG		21	37	27	10	5
CZ		19	47	22	4	8
DK		21	43	18	4	14
DE		19	42	22	7	10
EE		16	36	31	9	8
IE		25	41	19	5	10
EL		21	40	24	10	5
ES		23	43	18	7	9
FR		24	50	16	4	6
HR		24	45	20	7	4
IT		17	39	28	9	7
CY		22	39	27	6	6
LV		21	40	18	9	12
LT		20	41	20	10	9
LU		21	47	20	6	6
HU		22	40	25	7	6
MT		19	46	18	10	7
NL		22	42	19	6	11
AT		19	40	28	5	8
PL		21	44	19	4	12
PT		24	45	20	6	5
RO		29	40	17	8	6
SI		28	45	17	7	3
SK		21	45	22	4	8
FI		19	45	23	4	9
SE		19	45	20	5	11

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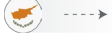













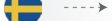
Q4_7 To what extent do you agree or disagree with the following statements?
Digital technologies for education are too expensive for families

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		21	46	20	5	8
BE		24	47	16	6	7
BG		20	45	23	7	5
CZ		21	41	25	4	9
DK		19	38	21	6	16
DE		19	42	22	7	10
EE		15	40	28	5	12
IE		26	50	15	4	5
EL		23	49	19	4	5
ES		21	48	18	3	10
FR		19	49	17	6	9
HR		23	51	18	5	3
IT		21	46	25	4	4
CY		19	45	25	4	7
LV		26	47	16	4	7
LT		23	47	18	6	6
LU		14	52	24	5	5
HU		28	49	15	4	4
MT		18	50	22	4	6
NL		20	47	19	4	10
AT		18	43	24	7	8
PL		17	46	19	4	14
PT		32	51	13	2	2
RO		32	51	12	2	3
SI		27	46	17	7	3
SK		25	46	19	3	7
FI		22	45	19	3	11
SE		20	46	18	5	11

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Future needs in digital education

Q5_1 To what extent do you agree or disagree with the following statements?














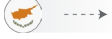













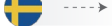
There is a healthy balance between teaching and learning with and without digital technologies in schools in (YOUR COUNTRY)

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		11	30	32	12	15
BE		10	32	28	11	19
BG		22	39	23	7	9
CZ		5	28	36	8	23
DK		21	41	16	5	17
DE		9	21	35	18	17
EE		5	32	28	5	30
IE		23	42	17	5	13
EL		8	29	36	20	7
ES		12	32	34	9	13
FR		7	33	33	12	15
HR		11	30	33	17	9
IT		11	30	39	9	11
CY		4	23	39	23	11
LV		9	29	22	11	29
LT		16	35	21	7	21
LU		5	38	25	8	24
HU		12	24	33	20	11
MT		13	36	30	6	15
NL		13	34	24	9	20
AT		9	26	35	10	20
PL		11	31	29	11	18
PT		14	38	29	9	10
RO		21	37	23	9	10
SI		14	34	27	15	10
SK		10	31	34	8	17
FI		10	40	25	4	21
SE		10	33	25	6	26

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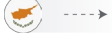













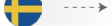
Q5_2 To what extent do you agree or disagree with the following statements?

Schools should teach young people how to manage the impact of digital technologies, such as social media, on their mental and physical health

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		53	39	5	1	2
BE		49	40	6	3	2
BG		62	30	5	2	1
CZ		54	40	3	1	2
DK		54	36	6	2	2
DE		51	41	5	1	2
EE		59	35	4	1	1
IE		61	32	4	1	2
EL		60	33	5	1	1
ES		47	45	4	2	2
FR		48	41	6	3	2
HR		62	33	4	0	1
IT		55	37	5	1	2
CY		67	30	2	1	0
LV		59	32	4	1	4
LT		60	33	4	1	2
LU		66	29	3	0	2
HU		51	42	5	1	1
MT		65	30	5	0	0
NL		58	33	6	1	2
AT		57	36	5	1	1
PL		51	42	4	1	2
PT		65	32	3	0	0
RO		66	29	3	0	2
SI		60	33	5	2	0
SK		55	38	5	0	2
FI		44	46	6	1	3
SE		55	35	6	1	3







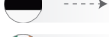
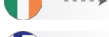


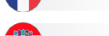

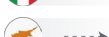

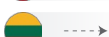













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Future needs in digital education

Q5_3 To what extent do you agree or disagree with the following statements?
Personal digital devices, such as smartphones, should be banned from schools

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		31	38	18	8	5
BE		36	37	15	7	5
BG		38	32	18	10	2
CZ		23	36	24	8	9
DK		29	36	21	9	5
DE		24	35	22	12	7
EE		14	37	32	11	6
IE		37	32	18	8	5
EL		38	35	20	5	2
ES		36	42	12	5	5
FR		39	41	12	4	4
HR		30	40	19	9	2
IT		31	37	21	7	4
CY		23	36	29	10	2
LV		25	42	19	11	3
LT		31	37	17	12	3
LU		42	36	14	6	2
HU		14	25	32	24	5
MT		32	40	18	7	3
NL		37	35	17	8	3
AT		33	34	20	8	5
PL		25	41	17	8	9
PT		24	44	23	6	3
RO		27	34	22	13	4
SI		43	35	15	6	1
SK		26	39	23	6	6
FI		27	38	22	7	6
SE		33	38	18	8	3














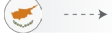













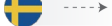
Flash Eurobarometer 564
Future needs in digital education

Q5_4 To what extent do you agree or disagree with the following statements?
Digital technologies specifically designed for learning should be promoted in schools

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		37	50	7	2	4
BE		28	51	11	4	6
BG		51	39	8	1	1
CZ		27	54	10	2	7
DK		31	49	9	2	9
DE		40	47	7	2	4
EE		37	51	7	1	4
IE		45	45	6	1	3
EL		47	42	7	2	2
ES		34	54	7	2	3
FR		22	60	10	3	5
HR		48	42	7	2	1
IT		41	49	7	1	2
CY		59	34	5	1	1
LV		47	39	8	2	4
LT		49	41	5	1	4
LU		40	47	9	2	2
HU		42	49	6	1	2
MT		52	38	7	1	2
NL		35	49	9	3	4
AT		41	45	8	2	4
PL		34	53	5	2	6
PT		49	46	4	0	1
RO		57	35	4	2	2
SI		41	45	8	4	2
SK		47	45	4	1	3
FI		29	56	8	2	5
SE		30	50	12	2	6

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Future needs in digital education








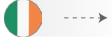





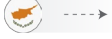













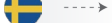
Q6 What is your position on the use of Artificial Intelligence (AI) in education?

	AI does not belong in the classroom	AI can benefit and bring risks to teaching and learning. The education community should assess and explore both	AI can improve teaching and learning. The education community should not be afraid to experiment with it	Don't know
EU27 	22	54	17	7
BE 	26	53	15	6
BG 	25	57	15	3
CZ 	19	56	18	7
DK 	21	57	13	9
DE 	22	53	17	8
EE 	12	63	19	6
IE 	27	43	21	9
EL 	18	57	21	4
ES 	19	60	15	6
FR 	28	48	16	8
HR 	24	59	14	3
IT 	20	54	18	8
CY 	14	60	22	4
LV 	16	61	14	9
LT 	20	53	18	9
LU 	24	55	17	4
HU 	20	57	17	6
MT 	11	47	39	3
NL 	21	57	16	6
AT 	23	56	16	5
PL 	22	51	18	9
PT 	16	52	25	7
RO 	16	56	24	4
SI 	24	49	22	5
SK 	20	54	19	7
FI 	17	65	14	4
SE 	24	50	16	10

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Future needs in digital education














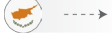













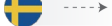
Q7 In your view, what is necessary to ensure that AI (including generative AI) is used in education appropriately?

[MULTIPLE ANSWERS]

		Schools and universities should have clear guidance on how and when to use AI	Teachers should be given support to know how and when to use AI tools	AI tools used in the classroom should be developed specifically for educational purposes	Schools should help young people to understand and use AI	There should be common EU rules on how to use AI in education	Other	None	Don't know
EU27		41	41	36	31	30	1	3	6
BE		41	44	28	29	30	1	4	6
BG		41	29	44	24	30	1	3	3
CZ		36	39	36	35	15	1	4	8
DK		49	42	28	37	21	1	2	9
DE		42	46	34	38	27	1	4	5
EE		43	50	39	41	18	1	2	6
IE		49	39	39	27	32	1	2	5
EL		42	43	41	26	28	0	2	3
ES		44	40	41	28	35	1	2	5
FR		38	38	36	23	32	1	4	6
HR		46	38	44	32	32	1	2	2
IT		39	39	35	27	35	1	3	4
CY		48	42	39	32	33	0	0	4
LV		36	33	31	31	21	1	2	9
LT		42	34	32	29	28	1	3	7
LU		51	42	30	40	28	1	2	5
HU		36	40	35	35	21	1	2	6
MT		55	45	40	33	32	0	1	2
NL		49	45	23	29	26	1	5	7
AT		46	47	30	42	28	1	4	4
PL		36	38	38	35	25	1	2	8
PT		43	42	44	33	40	0	1	5
RO		33	40	45	31	32	2	2	5
SI		40	38	35	29	30	1	2	5
SK		46	31	35	29	22	1	2	7
FI		55	44	33	35	23	1	1	4
SE		49	37	31	24	24	2	3	9

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Future needs in digital education














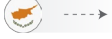













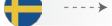
Q8 To what extent do you agree or disagree with the following statement: In 2030, everyone will need to be AI-literate (know how to use and work with AI).

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		20	43	19	9	9
BE		19	40	18	13	10
BG		34	41	15	6	4
CZ		12	37	28	13	10
DK		23	43	15	10	9
DE		19	40	22	12	7
EE		18	34	27	12	9
IE		21	46	16	9	8
EL		24	48	16	8	4
ES		21	47	15	6	11
FR		19	46	16	7	12
HR		19	43	19	15	4
IT		20	45	21	7	7
CY		29	45	15	7	4
LV		24	42	15	12	7
LT		24	41	18	9	8
LU		20	46	17	13	4
HU		24	41	20	9	6
MT		23	48	17	7	5
NL		18	38	21	13	10
AT		17	38	26	13	6
PL		16	46	17	7	14
PT		25	49	14	5	7
RO		26	50	13	6	5
SI		25	41	17	13	4
SK		17	36	27	9	11
FI		22	41	20	8	9
SE		24	44	17	7	8

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Future needs in digital education

Q9_1 To what extent do you agree or disagree with the following statements?














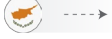













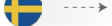
All teachers should be equipped with the skills to help students in recognising various forms of disinformation online (i.e. fake online content, AI-generated false text/videos/images)

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		47	42	6	2	3
BE		40	45	8	3	4
BG		57	32	7	2	2
CZ		39	49	7	1	4
DK		49	38	8	1	4
DE		49	40	6	2	3
EE		47	41	8	1	3
IE		56	36	4	1	3
EL		55	37	5	1	2
ES		43	47	5	2	3
FR		39	46	7	4	4
HR		54	36	6	2	2
IT		52	40	5	2	1
CY		67	26	4	1	2
LV		60	31	5	1	3
LT		64	29	4	1	2
LU		57	34	6	2	1
HU		46	43	7	1	3
MT		64	29	6	1	0
NL		46	39	8	3	4
AT		53	37	6	2	2
PL		42	47	5	1	5
PT		56	39	4	0	1
RO		60	33	4	2	1
SI		51	39	7	2	1
SK		49	40	6	2	3
FI		52	39	5	1	3
SE		58	32	5	2	3

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Future needs in digital education

Q9_2 To what extent do you agree or disagree with the following statements?














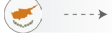













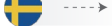
Teachers should play a key role in supporting children in developing the skills needed for interacting safely with technology

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		38	50	7	2	3
BE		31	52	10	3	4
BG		51	38	8	2	1
CZ		29	57	8	1	5
DK		42	46	7	2	3
DE		33	53	8	2	4
EE		30	52	13	1	4
IE		45	46	6	1	2
EL		49	43	5	2	1
ES		38	52	5	2	3
FR		28	56	9	4	3
HR		42	45	9	2	2
IT		44	47	6	2	1
CY		58	36	5	0	1
LV		49	41	8	1	1
LT		43	42	11	2	2
LU		35	51	9	3	2
HU		37	50	7	2	4
MT		52	41	6	1	0
NL		36	49	9	3	3
AT		37	51	8	2	2
PL		34	52	8	1	5
PT		54	41	3	1	1
RO		58	36	3	2	1
SI		36	49	10	3	2
SK		38	50	7	1	4
FI		35	53	6	2	4
SE		32	51	10	2	5

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Q9_3 To what extent do you agree or disagree with the following statements?














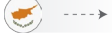













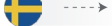
Schools need more support to safeguard students' privacy and prevent cybersecurity threats

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		46	42	6	2	4
BE		38	46	7	3	6
BG		61	31	5	1	2
CZ		37	48	7	1	7
DK		44	41	6	2	7
DE		46	41	6	2	5
EE		45	44	4	1	6
IE		56	34	6	1	3
EL		60	32	5	1	2
ES		45	46	4	2	3
FR		42	45	7	2	4
HR		58	33	6	1	2
IT		42	46	7	2	3
CY		69	25	3	0	3
LV		54	34	6	1	5
LT		54	33	6	2	5
LU		51	39	6	1	3
HU		49	41	5	2	3
MT		61	32	4	1	2
NL		45	41	6	2	6
AT		48	39	7	2	4
PL		42	48	3	2	5
PT		61	33	3	1	2
RO		58	36	3	1	2
SI		49	38	9	2	2
SK		47	41	6	1	5
FI		43	44	7	1	5
SE		46	37	8	2	7

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Future needs in digital education

Q9_4 To what extent do you agree or disagree with the following statements?














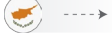













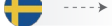
Parents should be given guidance on how to support their children in developing the skills needed for interacting safely with technology

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		38	49	7	2	4
BE		32	51	8	5	4
BG		50	39	8	2	1
CZ		23	57	11	2	7
DK		41	44	8	2	5
DE		35	50	8	2	5
EE		43	49	4	2	2
IE		54	38	5	1	2
EL		50	42	6	1	1
ES		36	54	7	1	2
FR		30	55	8	3	4
HR		49	40	7	2	2
IT		43	45	8	2	2
CY		57	38	3	1	1
LV		48	40	6	2	4
LT		53	38	6	1	2
LU		45	43	7	3	2
HU		39	48	7	2	4
MT		60	36	4	0	0
NL		39	47	9	2	3
AT		41	47	8	1	3
PL		38	52	4	2	4
PT		48	46	4	1	1
RO		47	44	5	2	2
SI		44	45	8	2	1
SK		33	51	9	3	4
FI		39	50	7	1	3
SE		40	45	8	2	5

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Future needs in digital education














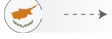













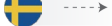
Q9_5 To what extent do you agree or disagree with the following statements?

All teachers should be equipped with the skills to use and understand artificial intelligence (AI), including generative AI

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
EU27		35	46	11	3	5
BE		26	50	13	5	6
BG		42	39	12	4	3
CZ		24	50	16	3	7
DK		40	42	10	3	5
DE		33	46	12	3	6
EE		29	47	15	4	5
IE		44	41	8	3	4
EL		43	44	9	3	1
ES		33	50	9	3	5
FR		26	51	12	5	6
HR		43	41	10	4	2
IT		41	42	12	2	3
CY		53	38	6	1	2
LV		44	39	9	3	5
LT		43	39	10	3	5
LU		43	39	12	3	3
HU		28	47	15	5	5
MT		52	40	5	2	1
NL		31	44	16	5	4
AT		34	46	13	4	3
PL		33	49	8	3	7
PT		44	43	8	2	3
RO		50	40	6	2	2
SI		37	46	12	3	2
SK		35	48	10	3	4
FI		30	48	12	4	6
SE		40	41	12	3	4








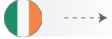





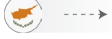













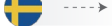
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Future needs in digital education

Q10 To what extent do you feel aware of the type of personal data being collected when using digital learning tools?

		Fully aware	Somewhat aware	Somewhat unaware	Fully unaware	I don't use digital learning tools	Don't know
EU27		13	43	22	6	9	7
BE		10	40	23	11	10	6
BG		12	55	17	7	6	3
CZ		9	45	22	5	8	11
DK		9	32	22	11	15	11
DE		10	32	25	7	17	9
EE		8	38	26	8	12	8
IE		15	42	26	6	6	5
EL		10	55	20	10	3	2
ES		9	36	25	14	9	7
FR		18	50	16	3	7	6
HR		10	49	30	4	5	2
IT		10	53	27	3	3	4
CY		11	54	20	9	2	4
LV		13	43	25	4	7	8
LT		9	35	29	7	8	12
LU		12	46	27	4	6	5
HU		12	43	22	7	13	3
MT		17	49	24	4	3	3
NL		16	45	19	6	7	7
AT		11	36	24	8	13	8
PL		15	47	18	4	8	8
PT		15	54	17	4	4	6
RO		38	44	10	3	4	1
SI		7	26	40	15	7	5
SK		26	40	13	4	6	11
FI		5	40	32	7	9	7
SE		14	41	24	6	10	5


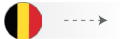
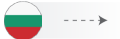


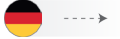
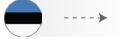
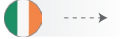
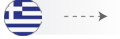


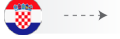

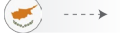
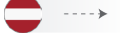
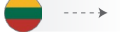
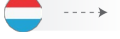
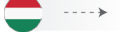
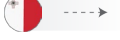
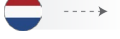
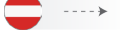




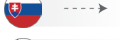
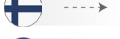
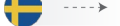
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Future needs in digital education

Q11 Are you (or would you be) concerned about any of the following risks related to the use of digital tools for education or learning? [MULTIPLE ANSWERS]

		Data breaches, identity theft	Personal data being used without the knowledge of the person concerned	Personal data being shared with third parties (companies, government agencies) without individual's consent	Tracking of personal behaviour without consent	Personal data being used to send unwanted commercial offers	Other	None of these	Don't know
EU27		53	49	46	36	26	1	3	5
BE		52	50	44	31	29	0	3	6
BG		53	50	44	32	30	2	2	4
CZ		53	44	48	31	26	1	2	7
DK		44	47	46	39	18	1	3	10
DE		47	47	47	34	28	1	5	7
EE		57	42	45	47	30	1	2	5
IE		54	52	55	42	25	0	2	2
EL		42	47	46	39	32	1	1	2
ES		61	57	41	36	29	1	2	3
FR		62	48	48	27	26	1	2	5
HR		59	47	48	37	28	1	5	3
IT		53	49	43	41	21	1	2	4
CY		52	47	45	40	32	1	3	2
LV		49	47	48	35	30	0	1	7
LT		54	47	41	35	34	1	2	6
LU		45	54	44	36	37	1	4	5
HU		40	50	43	34	28	1	5	5
MT		50	53	52	42	28	1	4	2
NL		47	47	49	37	29	1	4	5
AT		44	48	49	36	29	1	5	7
PL		48	47	46	42	29	0	3	7
PT		67	54	49	41	22	0	1	3
RO		52	46	45	41	27	1	3	4
SI		60	46	50	34	27	1	2	3
SK		51	45	38	36	25	0	3	7
FI		56	57	53	37	28	1	2	4
SE		45	50	45	41	19	1	5	8

Flash Eurobarometer 564
Future needs in digital education

Q12 In your opinion, how can the EU best support successful digital education across EU Member States?
 [MULTIPLE ANSWERS]

		Develop EU standards for the use of digital technology in education, for example on data privacy or in using artificial intelligence in education	Provide funding for equipment and infrastructure, including internet connections	Offer opportunities to help people improve their digital skills	Develop an EU approach to teaching and assessing digital skills	Help companies develop European technologies for education	Other	None	Don't know
EU27		49	36	35	31	23	1	3	9
BE		49	31	34	28	22	1	4	11
BG		48	38	39	25	21	1	4	6
CZ		37	39	19	22	27	1	4	15
DK		44	24	29	25	24	1	3	18
DE		46	42	33	29	22	1	5	11
EE		43	48	49	29	25	1	1	6
IE		57	40	39	41	23	1	1	5
EL		50	46	41	32	18	0	2	4
ES		57	33	36	41	25	1	1	6
FR		49	26	29	30	23	1	6	11
HR		56	58	39	22	20	1	1	5
IT		50	35	37	40	20	0	2	6
CY		53	46	45	35	20	0	1	6
LV		39	38	39	21	17	1	1	13
LT		51	42	36	31	16	1	1	9
LU		49	31	44	25	29	0	3	10
HU		45	48	42	27	14	1	2	6
MT		62	44	46	34	27	1	1	2
NL		53	29	34	24	23	2	4	11
AT		46	36	37	24	27	1	5	10
PL		45	44	40	26	29	1	3	8
PT		60	39	47	34	27	0	1	5
RO		53	40	39	35	28	1	2	4
SI		56	39	38	25	21	1	2	7
SK		42	44	39	21	22	1	2	8
FI		53	39	34	26	29	1	2	8
SE		43	23	29	31	18	2	3	18



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