



Future of Education Report 2023

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A note from Felix Ohswald

Co-founder and CEO of GoStudent

When I think about the classroom of the future I am certain of one thing: it will look very different to what you and I grew up with.

I can say with confidence that technology will transform the space in which children learn. I also believe more stock should be put into listening to the needs of each generation of learners. If we do this, we will reshape not just how we teach, but also the curriculum.

We've listened to the opinions and aspirations of thousands of children across Europe, to understand what they demand from their education and how they hope it will evolve to meet their expectations.

“ As we lead the shift towards making quality education more accessible through tech and innovation, we need to ensure it is the voices of children currently in the education system that drive our decisions. ”

Gen Z and Alpha are a motivated and ambitious generation, with big dreams!

They are inspired by new technologies, and want their learning to extend beyond the four walls of the classroom, developing life skills and interests that will prepare them for adulthood. We spoke to the next generation of psychiatrists, scientists and economists and realised they have a desire for a more holistic learning experience, covering personal and social skills alongside maths and the sciences.

By understanding and listening to their needs today, we are able to unlock each child's potential and set the course for better education in the future.

Felix Ohswald

Education must evolve to set children up for a successful future

When it comes to preparing for their future, children across Europe are ambitious and driven, with a clear vision of what they expect from the education system.

Generation Z and Alpha are demanding a holistic learning experience, to ensure they gain both knowledge and practical skills. There is a growing demand for an increased focus on real-life skills to be part of the school curriculum. Only one in three children believe school is teaching them the core skills to manage their finances (35%) and less than half believe they are being equipped to understand politics (46%). Parents feel the same way, hoping the curriculum will evolve to include a stronger focus on the environment, as well as current affairs, personal finance and mindfulness.

It's therefore unsurprising that parents are looking to sources of learning outside the classroom, with 70% considering additional tutoring.

When looking at ways to prepare for their future jobs, three in four children would like to see a greater use of technology in their education - with an emphasis on being trained to use tech. Despite a rapid shift towards online learning, driven by the COVID-19 pandemic, tech adoption in the classroom remains low. Only half of school children believe their teachers can effectively use tech, showing a clear need for more resources and training.

The same can be said for parents, less than a third (30%) of parents claim to be able to keep up with tech and the new digital aspects of learning - an issue that can be overcome if children still have access to tech-savvy role models and mentors outside the classroom.

What does this mean for the future of education and the classroom?

Despite there still being a gap to fill when it comes to basic tech training in the classroom, children are still more forward-thinking. Gen Z and Alpha are excited by the opportunities they see within the Metaverse for the future of the classroom. Among those aware of it, four in five children are interested in seeing the Metaverse being applied for educational purposes, with two-thirds believing it will make education more fun. Over half (57%) feel that it will allow them to learn more effectively, due to interactive and experiential learning environments.

In order to live up to this excitement, there is a strong need for both public and private institutions to focus on ensuring every teacher and child has access to all the training they need to get the best out of ever-advancing technologies. By supplementing in-classroom learning with virtual reality, and daytime teaching with additional afternoon support, children will be fully empowered to embrace the world of tomorrow.

Research methodology

Our mixed-methodology education report covers quantitative findings from 6,147 parents or guardians and 6,147 children, who were aged between 10 and 16 years old at the time of the survey (referred to as Gen Z and Alpha throughout this report).

The 20 minute survey was conducted in partnership with Opinium, across six European countries; Austria, Germany, France, Spain, Italy and the United Kingdom, from 28 October to 21 November 2022

In each country we interviewed around 1,000 parents or guardians and 1,000 children, ensuring a representative quota across age, gender and region within the countries surveyed.

During the same timeframe we conducted qualitative research in London, Paris, Hamburg, Vienna, Madrid and Rome to add to our findings. We spoke to children aged between 10 - 16 years old in two focus groups per country.

Our representative quota covered:

- A mix of age and gender
- A range of confidence and academic attainment levels
- Children who attend selective, fee-paying schools and non-selective schools

What do Gen Z and Alpha expect from their future?

Chapter 1

Ready to make their mark

A global pandemic. Energy scarcity. Rapid technological development. Geopolitical tensions. The ongoing climate crisis. No previous generation has experienced such rapid and unprecedented change on so many fronts as today's Gen Z and Alpha.

Yet despite this, or rather because of this, Gen Z and Alpha remain resolutely outward looking. They are hyper-aware of the consequences of their actions on the world, and view driving broader change and real-life impact as an integral part of their future careers.

This means that 'success' for the 2030 workforce is not determined strictly in terms of professional achievement. Rather, success is defined by personal fulfilment - with over nine in ten (91%) children surveyed stating that having a job that they love is a priority. And with 72% aspiring to make a difference in the world, purpose is important too.



So, what do Gen Z and Alpha think will make them love their job?

For many, it's having a role which allows them to realise wider societal improvement and to make a tangible difference to others. It is perhaps unsurprising that given the widespread ramifications of the COVID-19 pandemic, health and social care is the sector most young people aspire to work in, with technology a close second.

Realising that ambition

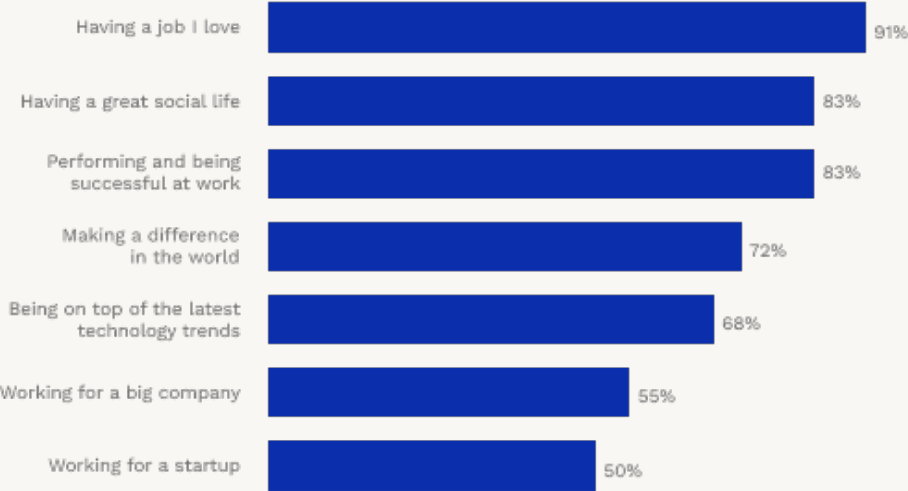
Because they are clear in their ambitions, children want to ensure they have the means to achieve them, yet more than half (53%) of children don't believe that school alone is enough to fully prepare them for their dream job, and a quarter (26%) are not planning to attend higher education because they don't think they will achieve the required grades.

This has led to parents to seek other ways to ensure their children can achieve their goals, with 70% considering tutoring to provide additional learning support, while children seek inspiring role models and mentors outside of the classroom.

Having a job that they love is a top priority for children in all countries

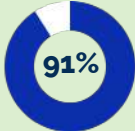
How important are each of the following to you in your future?

NET Agree: All children

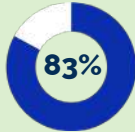


Q12: How important are each of the following to you in your future?
Base: All children n=6,147

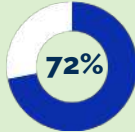
Gen Z and Alpha define success as **personal fulfilment** and are motivated by job satisfaction over performance.



of children aspire to have **jobs that they love**, regardless of whether they work at an established organisation or an ambitious startup.



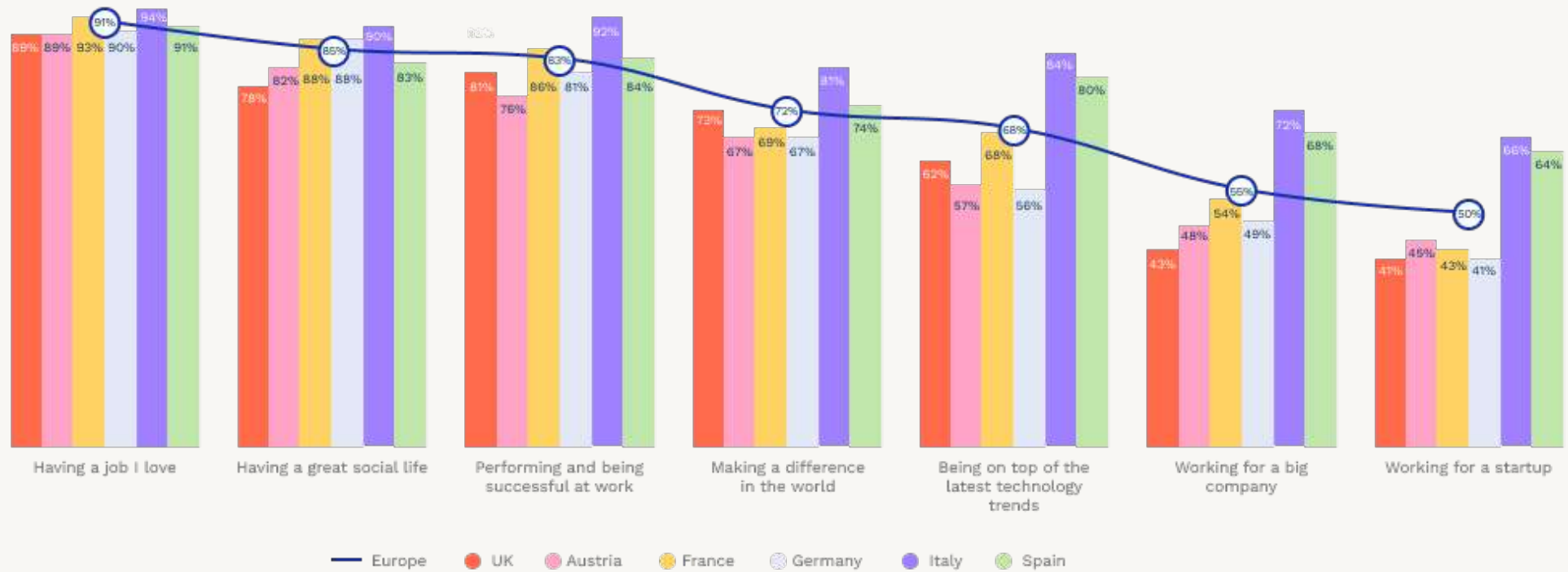
of children want to be successful at work, meaning professional performance is clearly important. Yet having a **great social life** is a higher priority overall (85%).



of children want to **make a difference** in the world.

How important are each of the following to you in your future?

NET Agree: All children



Q12: How important are each of the following to you in your future?

Base: All children n=6,147, UK children n=1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n=999



The most motivated

Children in Italy lead the way in aspiring to have a job they love. They are also the most driven to have a thriving social life and have the strongest desire to make a difference in the world.

Success before a social life

Children in the UK find a great social life less important than other countries, instead prioritising both job satisfaction and success.

Behind on tech trends

Children in Germany and Austria see keeping up with technology as significantly less important than their European neighbours.

“

(I want to be) a pediatrician. Because I like helping people and especially children, I like taking care of children.

10 - 12y/o, Italy

If you have the drive to strive for things, you can make it.

14 - 16y/o, UK

”

As children aspire to have a job they love, they seek roles that have **impact, or help others.**

Having witnessed the importance of the healthcare sector throughout the COVID-19 pandemic, children have clearly been inspired by health and social care careers. Medicine, physiotherapy and psychology being the most sought after for the future.

Finding a job in technology is also desirable, with children hoping to become engineers, programmers, games developers and web designers, amongst other digitally-focused careers.

TOP most sought-after job categories

All children

1. Health and social care
2. Computing / technology
3. Creative industry
4. Government / uniformed services
5. Education / teaching
6. Sports and leisure
7. Engineering and mechanic
8. Animal care
9. Law

Q1: If you could do any job in the world, what would it be?
Base: All children n=6,147

“

I want to be a dermatologist, I would like to be in medicine.

10 - 12y/o, France

I'd like to become a vet and help people.

10 - 12y/o, Spain

I want to be a scientist, I'm interested in botany, biology and climate change. I will need high grades and probably a university degree.

10 - 12y/o, UK

I would like to do something where I can help people, and that's what I would want to study.

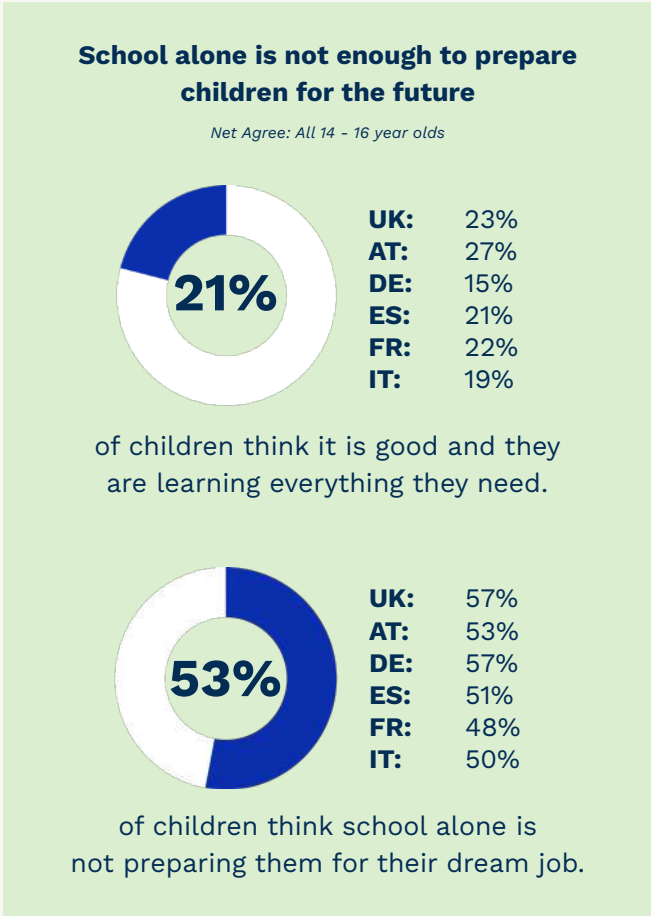
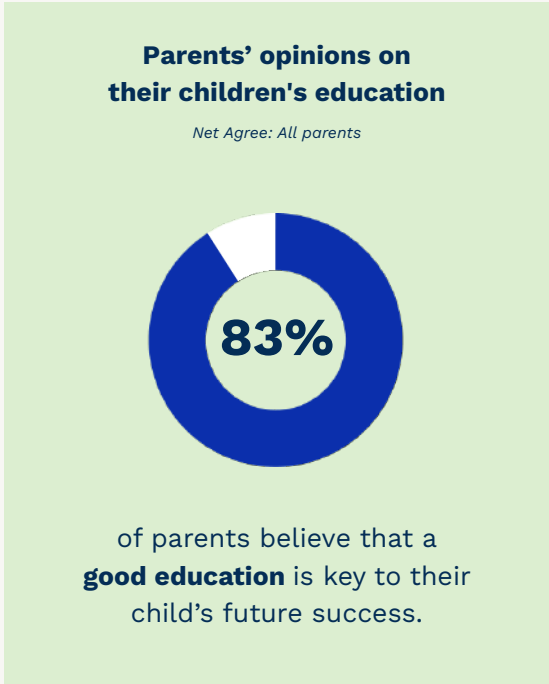
10 - 12y/o, Germany

I would like to do a job where I help others, I like psychology or psychiatry, I would like to be able to help people and give them hope. I would like to have a non-ordinary life, I want to live my life 100%.

13 - 16y/o, Italy

”

School alone is not enough



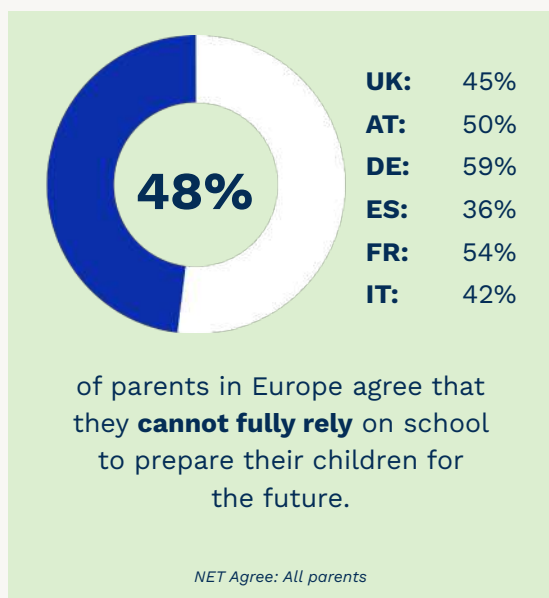
While **two-thirds (67%)** of children are confident they will be able to secure the job of their dreams in the future, **one-third (35%)** don't feel confident that they have all the means they will need to succeed.

53% of children think that school alone is not enough to fully prepare for their dream job, and across Europe only one-fifth (21%) believe school alone is enough to prepare them for the future.

Therefore both children and parents see the development of personal skills and gaining an understanding of broad, socially relevant topics as beneficial to complement schooling and enhance chances at future success.

P6: To what extent do you agree or disagree with the following statements around education? A good education is key to ensure my child's future success. **Base:** All adults n=6,147
Q3: Thinking about all the different subjects at school, do you think you are learning everything you need to prepare you for your future? **Base:** All 14-16 year olds n=2,751 **Q2:** Do you agree or disagree that school is teaching you the skills that you need to do your dream job? **Base:** All children n=6,147, UK children n=1,133, FR children n=1,000, IT children n=1,015, ES children n=1,000, DE children n=1,000, AT children n=999 **CT9:** When thinking about the future, to what extent do you agree or disagree with the following statements? I will do the job I am dreaming of today. **Base:** All 14-16 year olds n=2,571

Looking beyond the school system



Parents are already looking beyond the school system to help prepare their children for their future.

Almost half of parents in Europe believe that school isn't enough to provide their children with everything they need to prepare for the future.

70% of parents would consider additional support such as hiring a tutor to help their children achieve learning goals.

This is even higher in both Germany and Austria with eight in ten parents considering tutoring (**82%**), driven by the fact that **59% of parents in Germany** admit that they don't fully rely on school to prepare their children for the future.

WHY CHOOSE TUTORING?

Comparatively, urban parents rely more on school to prepare their children for the future than rural parents (55% vs 45%)

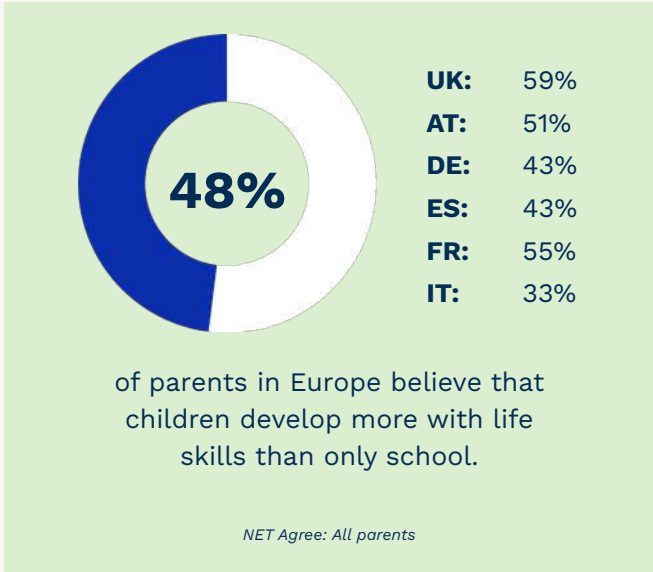
Online tutoring gives children in rural locations access to same tutors and additional learning opportunities as their urban peers.

Pie chart comes from P6: To what extent do you agree or disagree with the following statements around education?
 I completely trust the official school system to prepare my child for the future
Base: All adults n=6,147, UK adults n=1,133, FR adults n=1,000, IT adults n=1,015, ES adults n=1,000, DE adults n=1,000, AT adults n=999
Copy comes from S11: Would you ever consider hiring a tutor for your child?
Base: All adults with no children currently being tutored n=4,106

An increasing demand for a holistic education

Compared to the rest of Europe, UK-based parents are significantly more inclined to believe that children **develop more with life skills** than only school.

Whereas **two-thirds of parents in Italy** believe that school **school alone** gives children enough preparation for the future.



WHY CHOOSE TUTORING?

31% of parents believe that tutoring will help close the gap in the official curriculum and give their children more confidence at school.

Pie chart comes from P6: To what extent do you agree or disagree with the following statements around education?
Base: All adults n=6,147, UK adults n=1,133, FR adults n=1,000, IT adults n=1,015, ES adults n=1,000, DE adults n=1,000, AT adults n=999
Copy comes from P1: What are your personal reasons for using or considering tutoring for your child(ren)? Closing gaps in the official school system **Base:** All adults who would consider tutoring n=2,889

Children still see higher education as important

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I want to go to university and graduate. I also wanna travel the world!

10 - 12y/o, UK

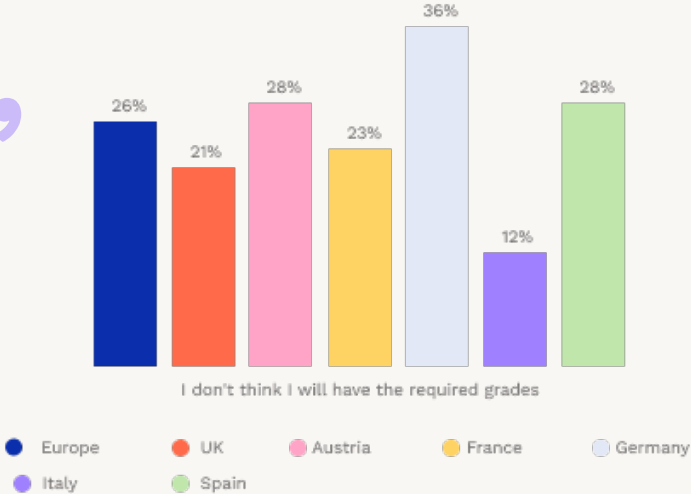
People who say that studies are useless to achieve stuff in life are lying...it makes a big difference to have a diploma.

13 - 16y/o, France

”

Children fear they will not get the grades to continue into higher education

NET Agree: All 14 - 16 year olds



WHY CHOOSE TUTORING?

Additional tutoring support can help children close their learning gaps, building the knowledge and confidence to achieve the grades they need.

Education continues to be seen as essential for success. **Nearly two-thirds** of 14 - 16 year olds across Europe plan to attend higher education.

90% of the children that plan to attend higher education, see it as pivotal for their future.

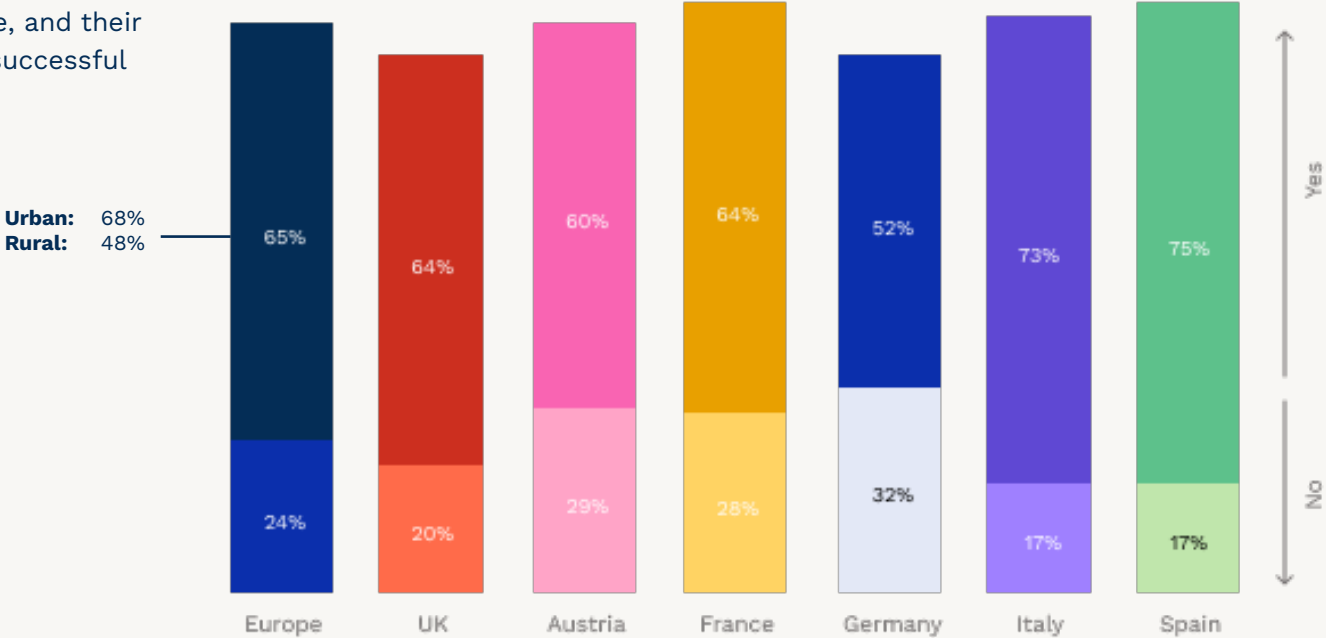
Across Europe 26% of children don't believe they will achieve the required grades to enable them to attend university, likely exacerbated by several years of COVID-19-disrupted schooling.

Bar chart comes from Q11A: You said you are not planning on attending higher education after school. Why is that? Base: All 14-16 year olds not planning on attending n=606, UK children n=95, FR children n=120 IT children n=76, ES children n=75, DE children n=131, AT children n=109 Copy comes from Q10: Are you planning to attend higher education (university, business school, etc.) after school? Base: All 14-16 year olds n=2,571 Second point comes from Q11B: You said you are planning on attending higher education after school. Why is that? Base: All 14-16 year olds planning on attending higher education n=1,670

Three out of four children in Spain and Italy are planning to attend higher education - the highest number in Europe. This matches their strong desire to work in a job that they love, and their ambition to perform and be successful at work.

Planning on attending higher education after school

All 14 - 16 year olds



Urban: 68%
Rural: 48%

*Not sure/Don't know not included

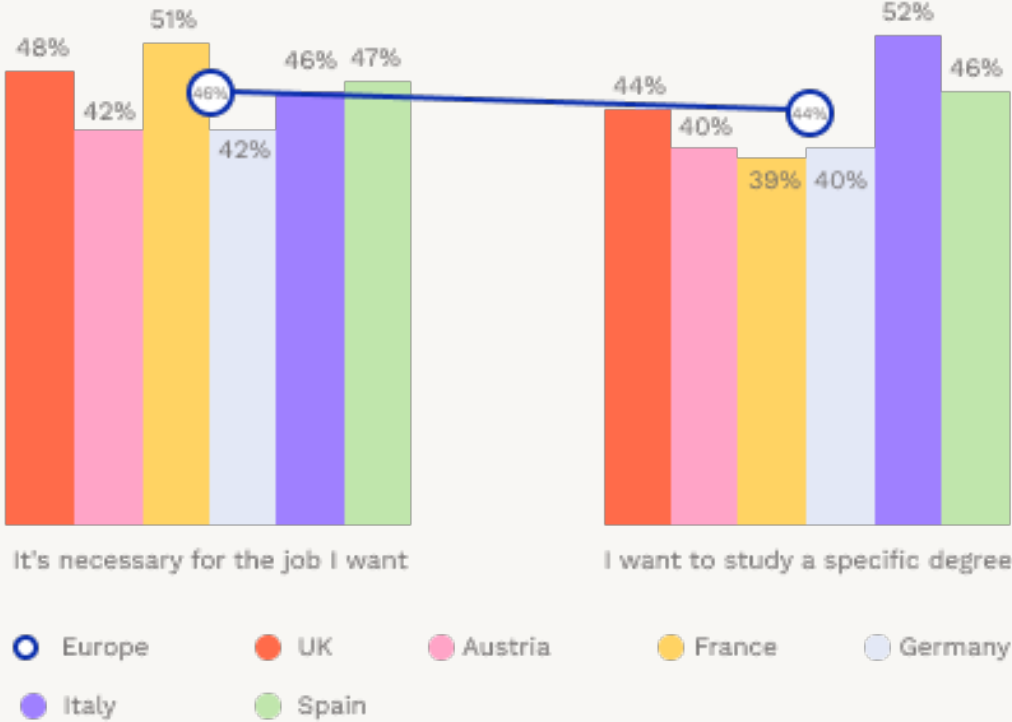
Q10: Are you planning to attend higher education (university, business school, etc.) after school?
Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=435, IT children n=456, ES children n=433, DE children n=404, AT children n=379

Higher education is seen as essential to achieve a dream job

Children who are planning to attend higher education see it as being pivotal to their future job prospects.

Reasons for attending higher education

Net Agree: All 14 - 16 year olds planning on attending



Q11B: You said you are planning on attending higher education after school. Why is that?
Base: All 14-16 year olds planning on attending n=1,670 UK children n=295, FR children n=280, IT children n=334, ES children n=325, DE children n=209, AT children n=226

Children rely on role models

Children widely recognise the importance of role models such as parents, tutors or mentors in helping them achieve their dream jobs. **67% agree they have inspiring people around to guide them.**

Many children understand that attaining the job of their dreams is dependent on studying hard and receiving support:

“

To make my dreams come true, I would need a lot of luck, many friends and family who can support me and that's it.

10 - 12y/o, Italy

I want to become a footballer or a P.E. teacher... maybe teach football or rugby. I'll need to train hard. I probably need my dad because he plays football.

10 - 12y/o, UK

Children seek emotional support and value external perspectives to help define current priorities and achieve their future dreams:

[About parents] They help me focus, they also tell me what's good and bad... they're my support. I see myself in them. I hope I will grow up to be like them one day.

13 - 16y/o, Spain

[About friends and family] When I'm sad they tell me what I am doing good.

10 - 12y/o, Germany

[About teachers] We also talk about life with our philosophy teacher... they empathise with students.

13 - 16y/o, France

”

CT9_4: When thinking about the future, to what extent do you agree or disagree with the following statements? I have inspiring role models around me to guide me
Base: All 14-16 year olds n=2,571

How do children imagine classrooms of the future?

Chapter 2

Expanding the curriculum to cover life

Born into a rapidly evolving world, Gen Z and Alpha are typified as a more socially conscious generation than their predecessors. This is exemplified by the subjects they wish to learn as part of their education, with two in three 14 - 16 year olds (67%) wanting increased focus on current affairs and social context within the curriculum.

Set against the context of the climate crisis, environmental topics are at the top of both the list of what parents want their children to learn at school (81%), as well as what children believe they are learning at school (64%). Parents are also very conscious of the societal pressure children may be feeling, with 77% seeking mindfulness as a subject in the school curriculum. Parents also put great stock in current affairs and personal finance (79% would like to see both in the curriculum) however, only one in three children believe school is teaching them the core skills to manage their finances (35%) and less than half believe they are being equipped to understand politics (46%).

Gen Z and Alpha want to be prepared for adulthood, and to feel well trained to make important decisions for themselves, as evidenced by our qualitative focus groups:

“

A subject that prepares you for the future would be good. For instance, how you make your tax declarations, things like that.”

13 - 16y/o, UK

I would like to learn how to manage money when I am older, you don't get taught that in school

13 - 16y/o, Germany

”

As digital natives, Gen Z and Alpha have a strong desire to learn more technology-related subjects at school, with one in two asking to learn about video game programming (51%) or AI (50%). Yet as more and more tech becomes accessible to children, there is clearly a need to go ‘back to basics’. For example to ensure there is training around how to keep safe online. Only 52% of children believe that school is teaching them the skills to do so.

How do these generations want to learn in school?

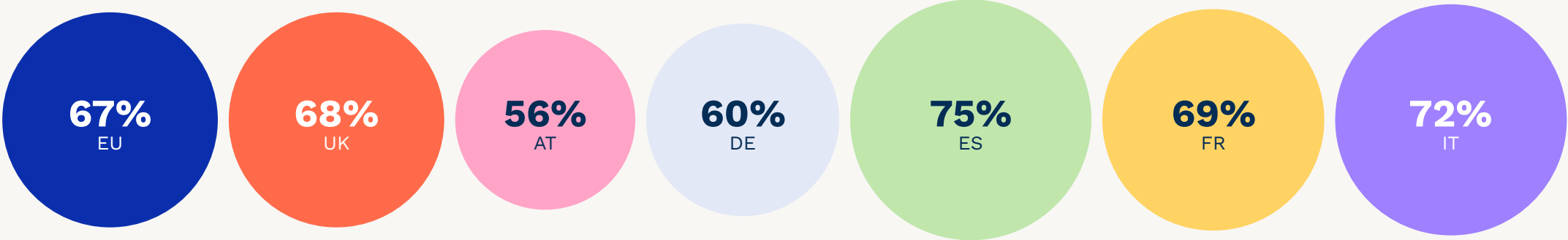
Unsurprisingly, school children want more tech to be incorporated into their education, with three in four (73%) stating tech makes it easier to learn. Tech is also seen as a way to develop creativity with more than two-thirds (69%) of children agreeing it enables them to do so.

However, tech adoption in the classroom is currently low, clearly driven by schools having a lack of access to funds or support when it comes to acquiring state-of-the-art devices. Three in four (75%) wish their school incorporated more technology within the curriculum to prepare them for their future jobs, and 76% wish they were trained to use tech.

The evolution of school subjects

How important is it for schools to increase their focus on current affairs / social context in the next 5 years?

NET Agree: All 14 - 16 year olds



86% of parents think children need to learn general knowledge and develop a broad understanding of socially relevant topics.

More than two-thirds of children also hope the curriculum will start to include wider social and current affairs topics.

CT7: To what extent do you agree or disagree it would be important for your school to do each of the following in the next 5 years?
 Inform/teach more about current affairs or social context (e.g. climate change, wars, energy, etc.)
Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=435, IT children n=456, ES children n=433, DE children n=404, AT children n=379
P6: To what extent do you agree that it is important that children acquire general knowledge and a broad understanding of many socially relevant topics?
Base: All adults n=6,147

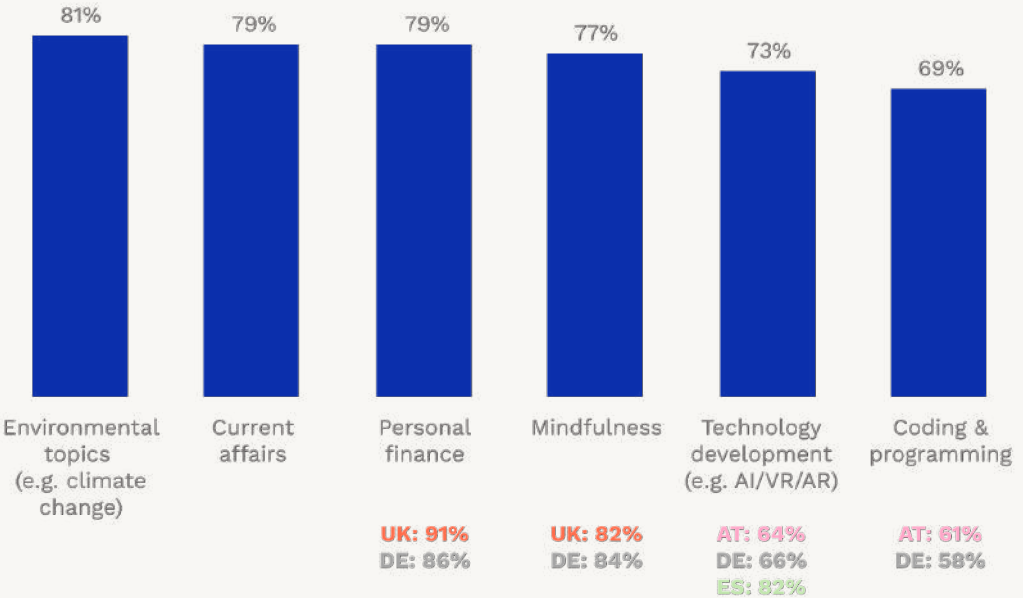
Inspiring subjects: a parent's perspective

Parents would like to see more 'big picture topics' taught alongside key life skills.
Parents desire for children to gain a greater understanding of the world around them.

In the context of the climate crisis and at a time of rapid political and social change, topics related to the environment and climate change are the most in-demand from parents, closely followed by teaching children to understand current affairs.

These subjects should be taught at school

NET Agree: All parents



There is also a strong desire for 'self development' topics such as personal finance and mindfulness, which empower children and set them up for challenges they may face once they leave school.

Levels of enthusiasm for these additional subjects are relatively consistent across Europe.

Parents in Germany and the UK are particularly keen for children to learn practical subjects and life skills like personal finance and mindfulness.

A demand for schools to teach technology development and coding stands out for Spain, while parents in Germany and in Austria are notably less keen for these tech-focused subjects to be taught in school.

T4: To what extent do you agree or disagree that these subjects should be taught at school?
Base: All adults n=6,147, UK adults n=1,133, FR adults n=1000, IT adults n=1015, ES adults n=1000, DE adults n=1000, AT adults n=999

School is starting to introduce wider topics

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I really like business, we learn many useful things, for instance, I'm learning how to make a budget, and that'll be super useful in my life, they also tell us how to manage expenses.

13 - 16 y/o, Spain

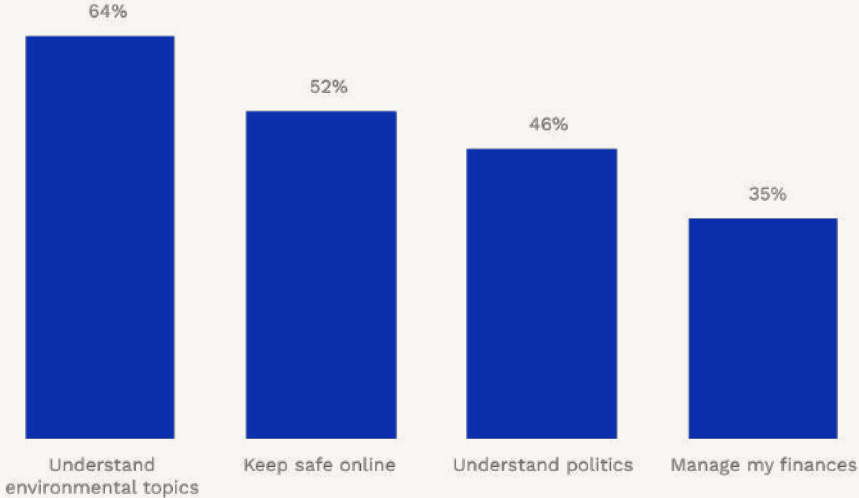
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Most children agree that school is teaching them how to **understand environmental topics**. Yet, despite having access to more online content than any previous generation, a clear risk is apparent - only **52%** of children believe they are being taught skills to **keep safe online**.

When it comes to learning life or practical skills, other perceived gaps in the curriculum are clear. Only one third of children believe that school is helping them gain an understanding of how to manage their personal finances, despite seeing it as a very useful life skill, and one also clearly sought after by parents.

School is teaching me the skills to ...

NET Agree: All children

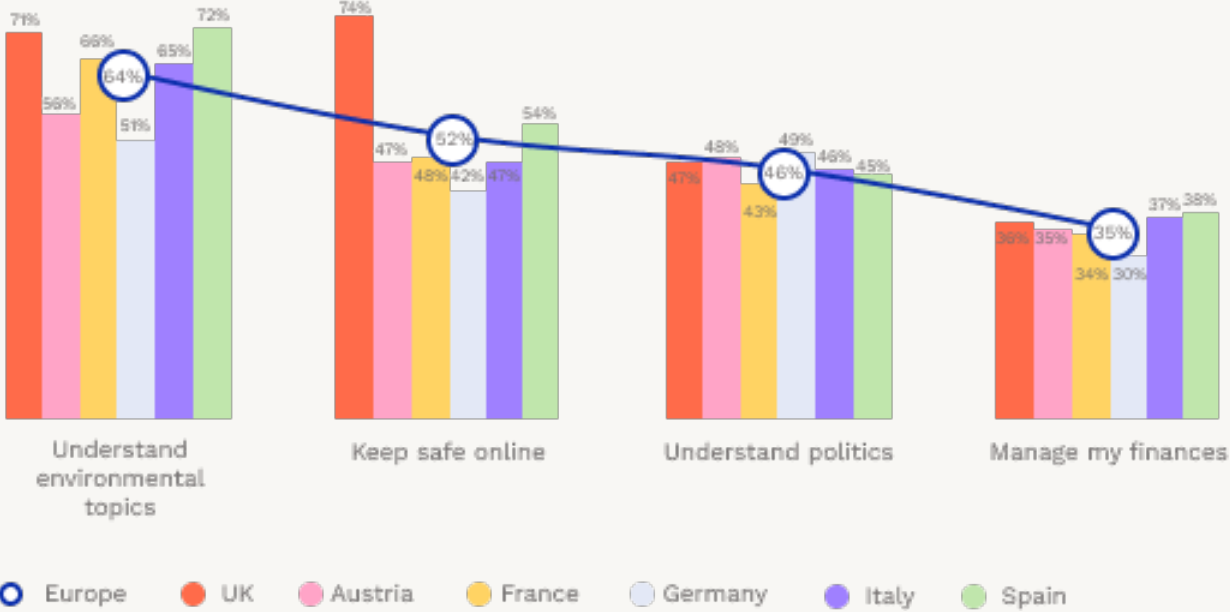


Q2: Do you agree or disagree that school is teaching you the skills that you need to...?
Base: All children n=6,147

Some topics are taught more than others

School is teaching me the skills to ...

NET Agree: All children



Children in the **UK and Spain** believe they are gaining a strong understanding of environmental topics - significantly more than the rest of Europe.

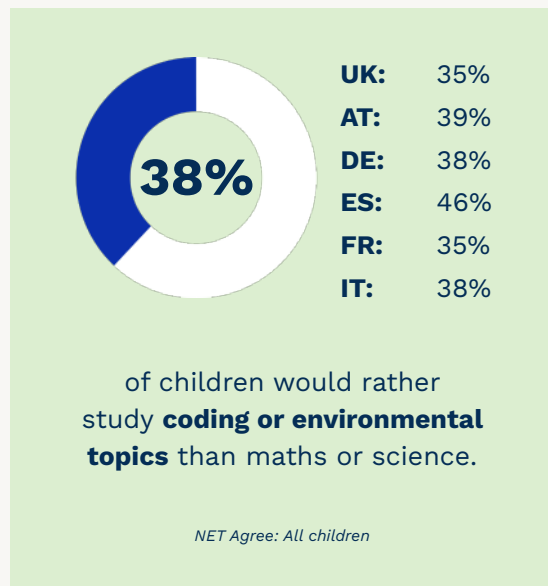
The **UK** is also the only country where a notable majority of children feel they are learning to keep safe online.

Aside from an understanding of politics, children in **Germany and Austria** fall below all the other countries when it comes to learning any of the holistic skills asked.

Q2: Do you agree or disagree that school is teaching you the skills that you need to...?
Base: All children n=6,147, UK children n=1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n=999

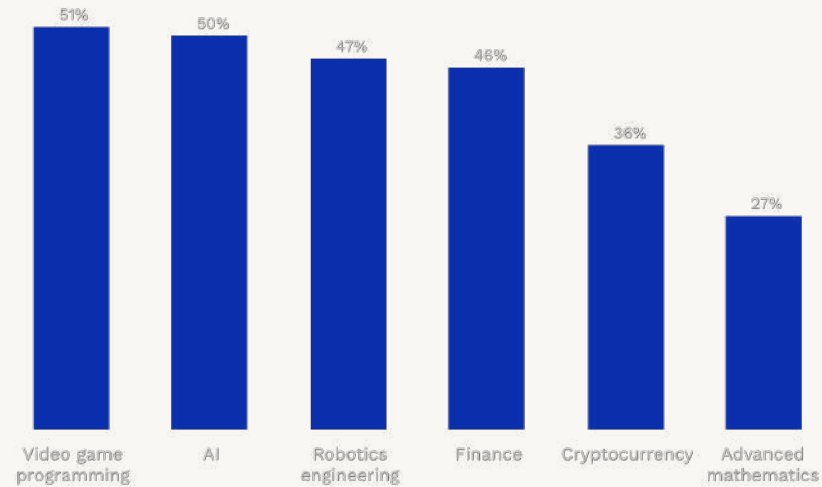
Inspiring subjects: a child's perspective

While the majority of children still want to learn maths and the sciences, there is a clear interest in 'non-traditional' subjects. Children want to learn topics beyond the typical curriculum, with technology-focused subjects being the most appealing.



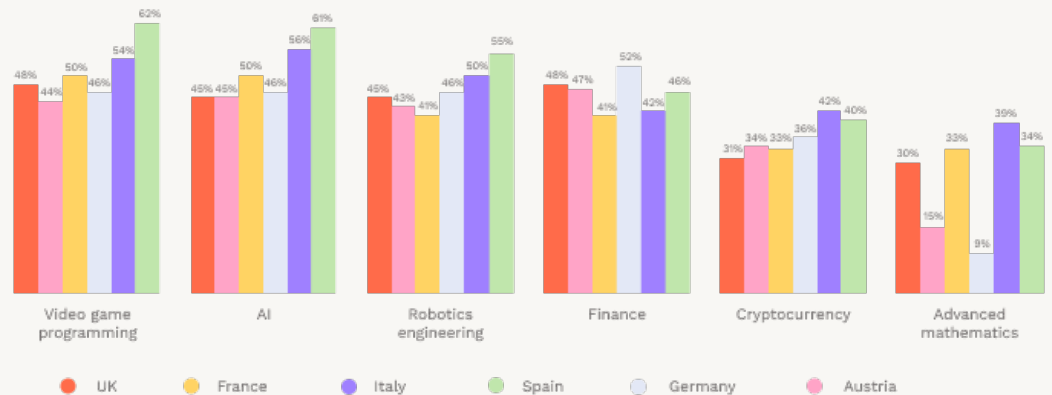
Subjects not currently taught, but which students would like to learn

Base: All children



Subjects not currently taught, but which students would like to learn

Base: All children



CT3: To what extent do you agree or disagree with the following statements? I would rather study coding or environment (climate change, pollution, wildlife, etc.) than maths or science

Base: All children n=6,147, UK children n=1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n=999

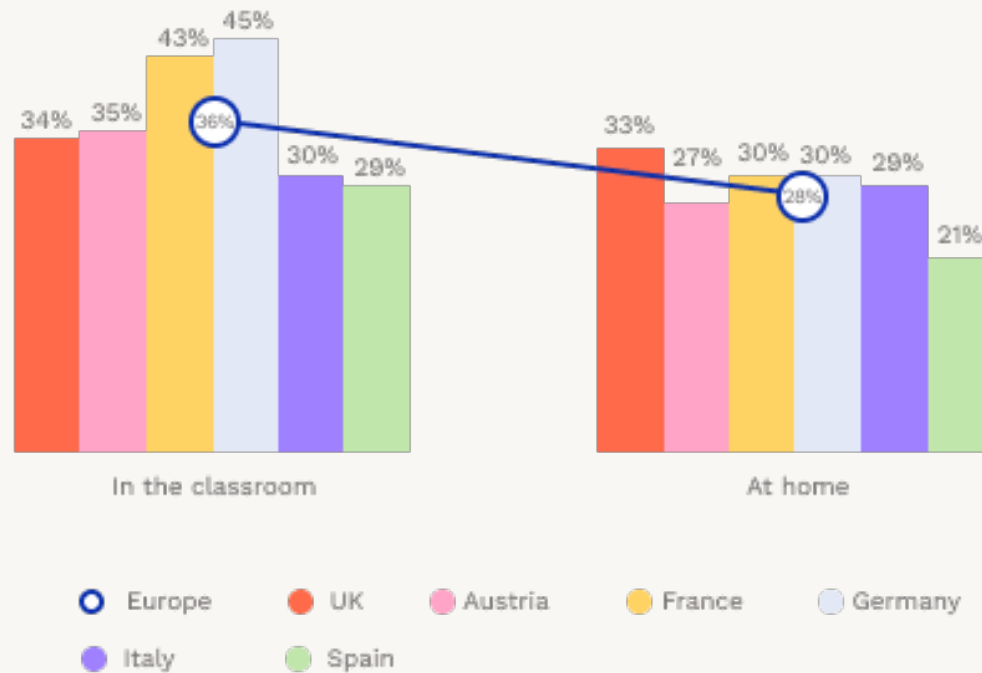
Q4: Which of the following subjects are you not currently studying at school but would want to?

Base: All children n=6,147, UK children n=1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n=999

Challenges to focus

How difficult do you find it to focus... in the classroom/at home?

Base: All children



36% of children feel distracted in a classroom environment as a result of the changes to the way they have experienced learning since 2020, with more time being spent learning at home, rather than in the classroom.

Q8: How easy or difficult do you find it to focus in the classroom and at home?

Base: All children n=6,147, UK children n=1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n=999

Whilst children love going to school to spend time with their friends, it's those same friends and classmates who pose the greatest challenge to concentration.

Boring lessons and difficult curriculums are also key factors that contribute to children's difficulty focusing at school or at home.

“

At a distance, remotely, I had problems with maths that the teachers themselves said I would not have had in face-to-face learning.

13-16 y/o, Italy

I have my own little game, when there is someone who doesn't listen to anything in English sitting next to me, and I give him the wrong answers, it's funny!

10-12 y/o, France

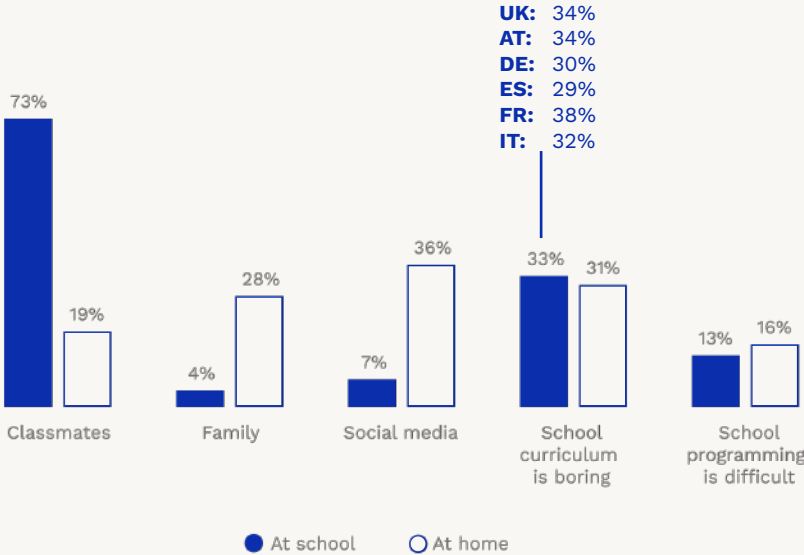
That's great, going to school... having fun, being with other people. They don't have to be your best friends and you can have fun with them.

13-16 y/o, Germany

”

Causes of distraction

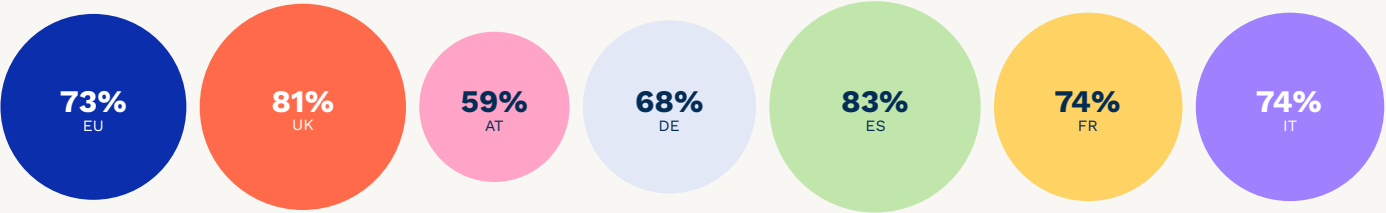
Base: All children who find it difficult to focus



Q9: Why do you find it difficult to focus in the classroom?
 Base: All children who find it difficult to focus in the classroom n=2,210, UK children n=381, FR children n=427, IT children n=306, DE children n=452, AT children n=354
 Q9_1: Why do you find it difficult to focus at home?
 Base: All children who find it difficult to focus at home n=1,750

Technology makes it easier to learn

NET Agree: All children



The majority of children in all countries agree that technology makes it easier to learn, with **Spain and the UK** having the strongest positive sentiment towards tech.

Just as parents in **Germany and Austria** are less keen for their children to learn tech topics at school, children in both countries are also don't feel strongly that tech makes it easier for them to learn.

Q7: Please read the sentences below and tell us if you agree or disagree with them. Technology makes it easier for me to learn Base: All children n=6,147

It's easier to learn with technology

“

We have electronic blackboards, and they save it so you can review everything they've written there. That's cool.

13 - 16 y/o, Spain

In my opinion the fact that we have increased technology in these last two years, even with the professors who inevitably had to learn, in my opinion it has been useful.

13 - 16 y/o, Italy

It's not easier to learn with technology

When you have the technical device, some might rather play around instead of learning, and I think it's a more decent learning when you learn without it. So, sometimes it's a misuse of the technology.

10 - 12 y/o, Germany

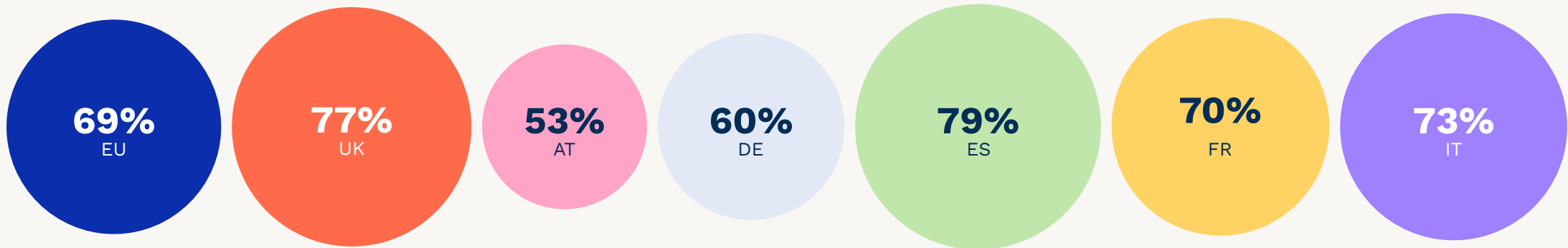
”

Technology fuels creativity

Creativity is notoriously difficult to unlock, yet children feel that tech particularly enables them to develop and tap into their creative potential.

Technology allows me to develop my creativity

NET Agree: All children



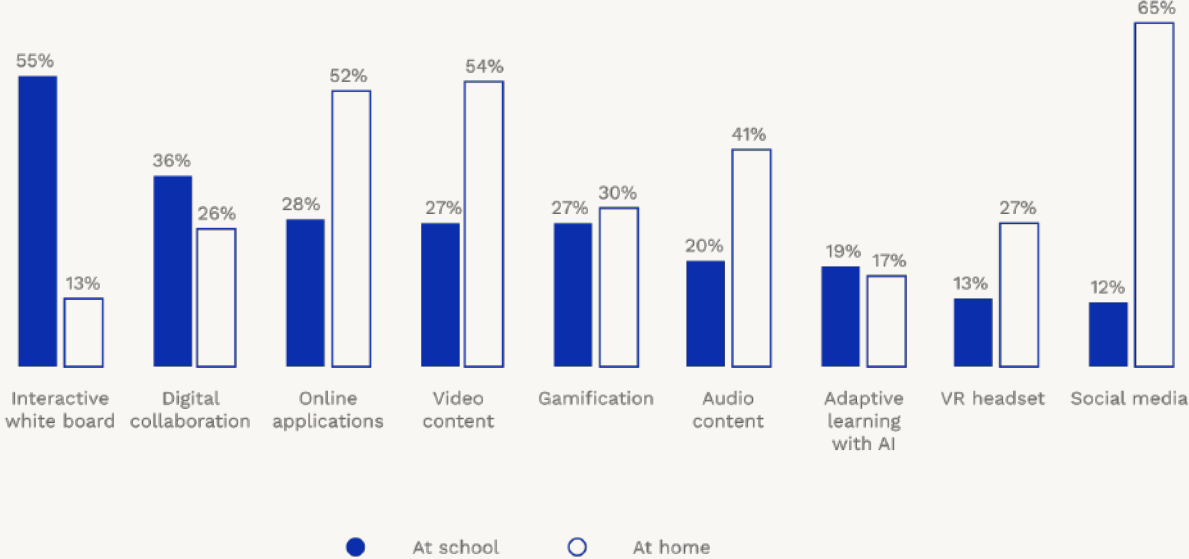
Q7: Please read the sentences below and tell us if you agree or disagree with them.

Technology allows me to develop my creativity

Base: All children n=6,147

Applications or software used to study / learn

Base: All children



Technology supports learning both inside and outside the home, but a wider variety of technologies are used at home. We see that often, due to a resource shortage in the education system, there is still limited access to tools and tech in classrooms.

WHY CHOOSE TUTORING?

The use of tech to enhance learning is still largely untapped in schools.

GoStudent tutors use a digital classroom, online apps, video/ audio content and gamification to enhance their lessons and keep learners engaged.

Q5A: Which of the following applications or computer assisted programs (software, etc.), if any, are you using to learn/study? This could be either at home or at school. Base: All children n=6,147

The evolution of learning

Children want to learn through play. Technology is valued for being an interesting and engaging method of learning at school.



Games in lessons help create an inspiring atmosphere for learning

“

I'm more into English; we have a game with a computer provided by the school; there are quizzes, the teacher chooses, and so there's a good atmosphere because we go 'ah no, I didn't succeed at that question' and at the end we have little presents for those who win.

10 - 12y/o, France

I think schools will be much more modern, classrooms are much bigger, there will be video material, there are no more books, only computers.

10 - 12y/o, Austria

When asked how they envisage how education will evolve, children imagine there will be much more tech in the future

You wear glasses, virtual glasses and you can do everything in the virtual world.

10 - 12y/o, Germany

It's a tablet with information and it searches for itself. There are voice commands.

10 - 12y/o, France

Instead of books they will put something more technological... you can download all the books.

10 - 12y/o, Italy

Drone flying through the air, no teacher.

13 - 16y/o, UK

There's a board and pens. It will write down what you need to learn.

10 - 12y/o, UK

”

What is the impact of technology on education?

Chapter 3

“Children do not believe the current classroom, with all its social benefits, will disappear by 2050 - just a third (33%) of all 14–16 year olds believe that by 2050 classrooms will be virtual only. Point being, the classroom will not be replaced by technology. Instead, the classroom will be augmented by technology: The classroom will be key to form in-person connections in the physical world and supercharged by digital learning experiences in the virtual world.”



Alexander Nick

Director of Future Labs,
GoStudent

The digital classroom

For Gen Z and Alpha, technology plays a fundamental and growing role in not only what they want to learn, but how they want to do so. A substantial three quarters of all pupils (75%) want schools to incorporate more tech into their day-to-day lessons.

But is the education sector prepared for this change?

Parents and children don't think so.

Despite the pandemic having had a significant impact on tech adoption within the education sector, the sheer quantity of other changes that came with the shift from classroom-learning to a more hybrid model has left teachers unable to focus on keeping up with the latest tech. Nor have teachers had access to sufficient resources, training and development. Consequently only half (52%) of children believe that their teachers are good with tech and encourage them to use it, and one-in-three pupils (33%) do not feel that they themselves are well-trained enough to use tech to learn.

This problem is not only limited to the classroom. Parents also feel that they are struggling to keep up with the rapid pace of change in the education space. Less than a third (30%) of all surveyed said that they were able to keep up with tech and the new digital aspects of learning techniques.

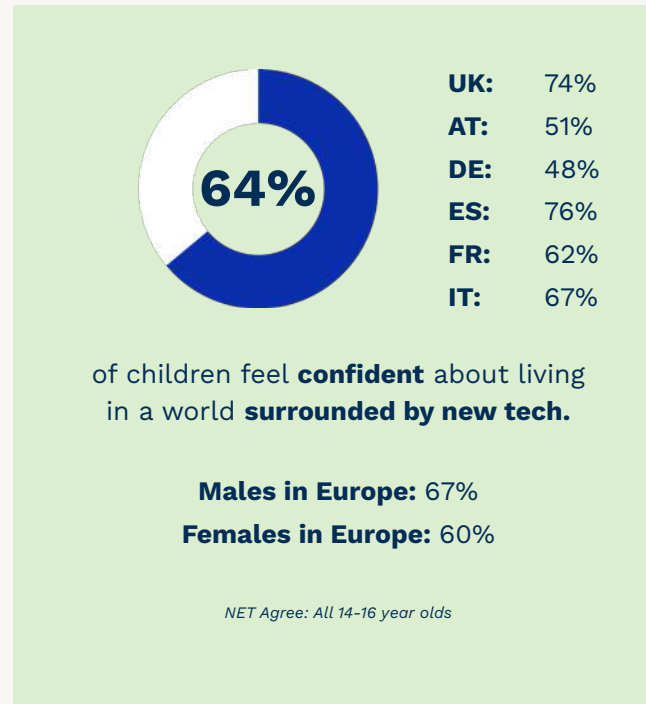
This is evidence that a significant investment of both public and private resources needs to be made in order to ensure that teachers and mentors are capable of getting the best out of the tools and tech at their disposal.

Developing the classroom of the future

Children do not believe the current classroom, with all its social benefits, will disappear by 2050 - just a third (33%) of all 14–16 year olds believe that by 2050 classrooms will be virtual only - those children who are aware of the Metaverse recognise it as pivotal to the future of education.

The Metaverse is rich with learning opportunities due to the way it makes learning interactive, empowering children to virtually visit historical eras, converse with vendors at foreign fruit markets and conduct experiments in world-class laboratories. Children already recognise this, with four-in-five children (80%) expressing interest in seeing it applied for educational purposes – significantly ahead of more leisurely activities such as online shopping (71%) and as a way of seeing friends (69%). Nearly two-thirds (64%) think it will make education more fun whilst over half (57%) think it will allow them to learn more effectively.

Confidence using technology



Gen Z and Alpha are the first true digital natives, and the majority of 14 - 16 year olds feel confident about being surrounded by new tech, especially in **Spain** and the **UK**.

Yet there is still a long way to go to ensure all children feel like they have a strong grasp of the rapidly changing tech landscape we live in. This is especially clear in **Germany and Austria**, where, despite being born into the digital age, more than half of children do not yet feel confident to live in such a world.

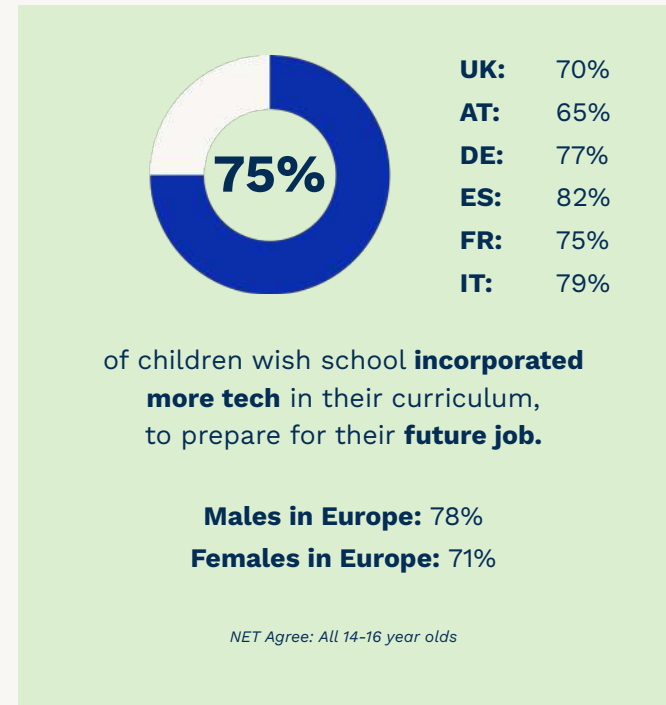
CT9: When thinking about the future, to what extent do you agree or disagree with the following statements?
 I feel confident about living in a world surrounded by new technologies

Base: All 14-16 year olds n=2,571, Male n=1,320, Female n=1,238, UK children n=465, FR children n=435, IT children n=456, ES children n=433, DE children n=404, AT children n=379

Technology at school

If schools included more tech 66% of children in Europe already feel well trained to learn with it.

Regardless of confidence levels, the majority of 14 - 16 year olds still want their school to incorporate more tech into their curriculum to help prepare them for their future jobs.



Q7: Please read the sentences below and tell us if you agree or disagree with them. I wish my school incorporated more technology in our curriculum to prepare for my future job. I feel well-trained to learn with technology.

Base: All children n=6,147, Male n=3,029, Female n=3,060, UK children n= 1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n= 999

“

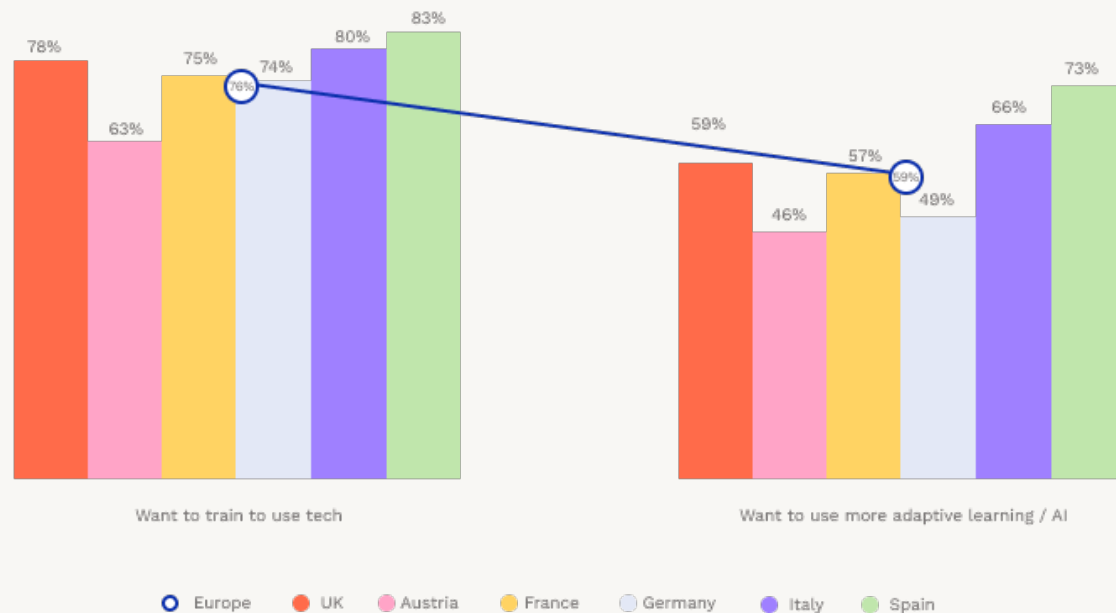
We need to learn how to work with technical devices. There are no jobs where you don't need computers.

”

13-16 y/o Austria

To what extent would it be important for your school to do each of the following in the next 5 years?

Net Agree: 14 - 16 year olds



WHY CHOOSE TUTORING?

Online learning environments such as tutoring give students an opportunity for more digital training.

Gen Z understands the important role that technology will play in their future and they expect schools to recognise that too. More than **three-quarters of 14 - 16 year olds (76%)** think it is important to get tech training at school.

59% of children want to see even more advanced tech on the curriculum, believing it is important to use more AI to learn at their own pace with customized programs (adaptive learning) within the next five years.

CT7: To what extent do you agree or disagree it would be important for your school to do each of the following in the next 5 years?
 Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=434, IT children n=456, ES children n=433, DE children n=404, AT children n=379

How will technology change the classroom?

44% of children imagine the classroom of 2050 will be improved by AI, because it enables them to learn at their own pace.

However, the majority of children do not believe that offline learning methods and human teachers will disappear entirely, showing the importance children continue to put in establishing personal relationships.

Still, more than **one-third (39%)** agree that most teaching will be done using interactive digital content and **one-third (33%)** do foresee avatar teachers conducting lessons in virtual reality classrooms.

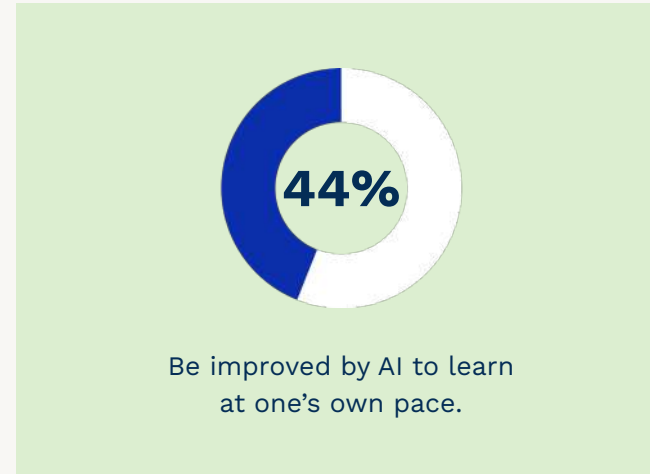


CT8: To what extent do you agree or disagree with the following statements about the future of learning? By 2050, learning will...

Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=434, IT children n=456, ES children n=433, DE children n=404, AT children n=379

By 2050, learning will...

Net: Agree (14 - 16 year olds)



It will be different. I can't imagine that it will just be the same. I think that there will be much more devices, and of course, there will also be pen and paper, but more will use tablets or so, and everything will be much more progressed.

13 - 16y/o, Germany



Teachers will be holograms which wouldn't be very good because you wouldn't be getting that human interaction.

13 - 16y/o, UK

CT8: To what extent do you agree or disagree with the following statements about the future of learning? By 2050, learning will...

Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=434, IT children n=456, ES children n=433, DE children n=404, AT children n=379

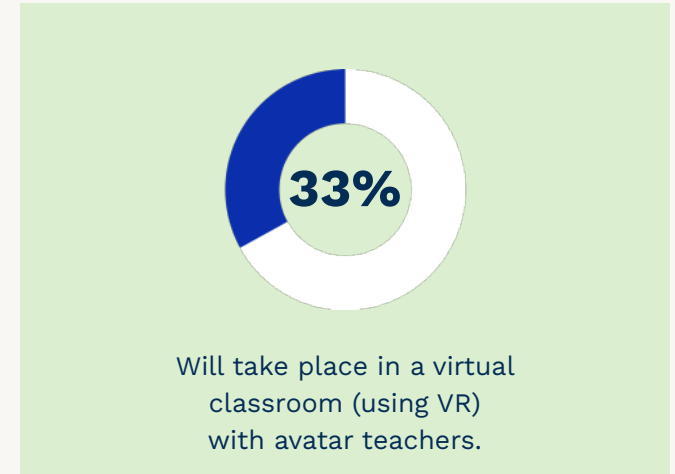
By 2050, learning will...

Net: Agree (14 - 16 year olds)



With new technology, instead of reading everything and learning it, downloading it into your own memory so it's in your head. It's very difficult, but it could happen.

13 - 16y/o, Spain



Greater use of technology, this would bring benefits both in terms of work and personal happiness.

13 - 16y/o, France

We should still have classes, we want to be with people, groups of people learning together.

13 - 16y/o, France

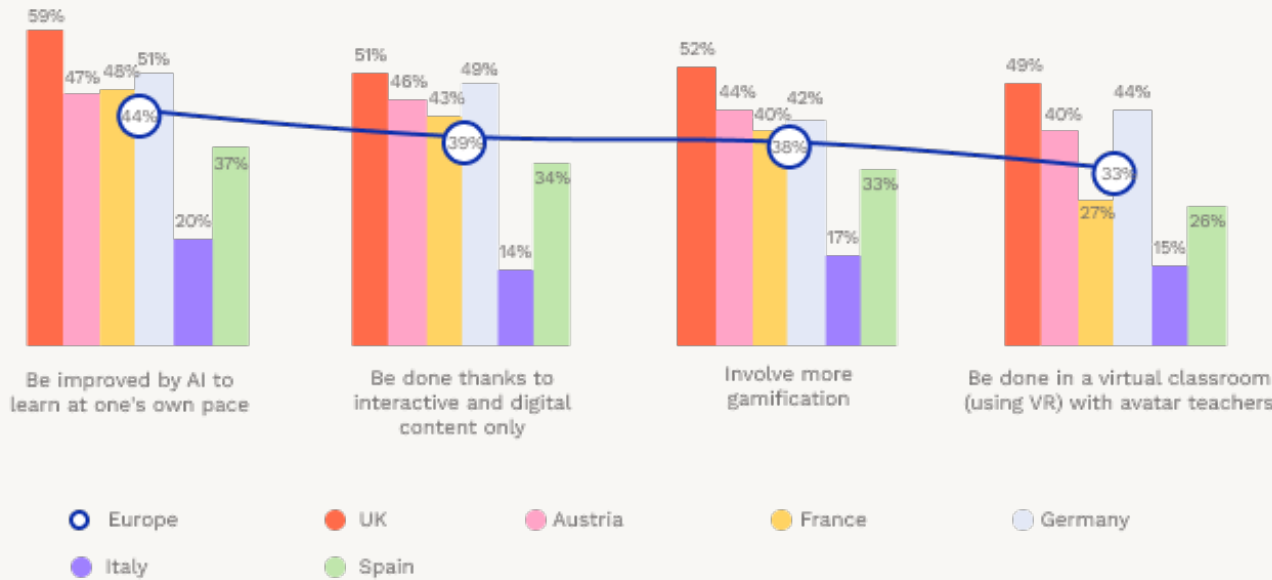
CT8: To what extent do you agree or disagree with the following statements about the future of learning? By 2050, learning will...

Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=434, IT children n=456, ES children n=433, DE children n=404, AT children n=379

Children have very different opinions about the classroom of 2050

By 2050, learning will...

Net Agree: 14 - 16 year olds



“

I never understand anything in class, I have to watch videos at home. I think it's also because you can do it at your own pace. You can pause it and rewatch it anytime.

”

13 - 16 y/o, Spain

Despite children in **Germany and Austria** finding that technology doesn't make it easier for them to learn, they agree more than the European average, that tech such as digital, interactive content and virtual classrooms will be common in 2050.

Spain and Italy lead the way with wanting more tech in the current curriculum to help them achieve their dream job but they are below the average of children who believe that more tech will be present in future learning environments.

CT8: To what extent do you agree or disagree with the following statements about the future of learning? By 2050, learning will...
 Base: All 14-16 year olds n=2,571, UK children n=465, FR children n=434, IT children n=456, ES children n=433, DE children n=404, AT children n=379

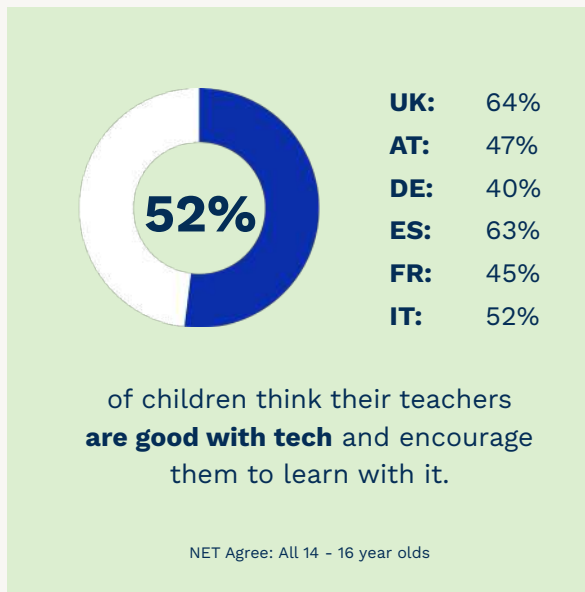


**Do teachers need more technology training?
A child’s view.**

Despite the prominent role tech plays in daily life, **only half of European children** believe their teachers are good with tech, showing a training gap when it comes to ensuring teachers are able to stay on top of the rapid changes in the sector.

Children in the UK and Spain have the most confidence in their teacher’s tech ability, aligning with children in the two countries believing that tech makes it easier for them to learn. Children in **Germany** fall significantly below the European average, **only 40%** agree that their teachers are good with tech and encourage them to learn with it.

But teachers are not alone. Parents also struggle with technology. Despite 79% of parents thinking tech is the future, 46% of parents still don’t feel fully comfortable using tech, finding it difficult to keep up with new digital learning techniques.



WHY CHOOSE TUTORING?

We ensure that GoStudent tutors are experienced with tech and our innovative virtual lesson space GoClass ensures children are encouraged to use digital tools to learn.

“Some teachers use a lot of technical devices and new technologies, but there are some who just don’t know anything about it.”

13 - 16 y/o, Austria

Q7: Do you agree or disagree with thinking that your teachers are good with tech and encourage you to learn with it?
Base: All children n=6,147, UK children n=1,133, FR children n=1000, IT children n=1015, ES children n=1000, DE children n=1000, AT children n=999

The Metaverse: impact on the future

How children think the Metaverse will benefit them

The Metaverse is one of the biggest advancements in technology in recent years, and some children are excited about it.

Children see almost as much potential for the Metaverse as a tool to learn as they do for gaming because of the opportunity it has for interactivity and virtual experiences. 80% of children who are aware of the Metaverse are interested in trying it - ranking higher than more leisurely activities such as online shopping or seeing friends.

“

Imagine having a conversation with historical figures using Virtual Reality and how it would influence your worldview. Imagine entering the bloodstream and becoming a white blood cell battling a fast-spreading virus... The Metaverse can help children experience and understand subjects, increase their motivation to pay attention, and help form longer-lasting memory nodes.

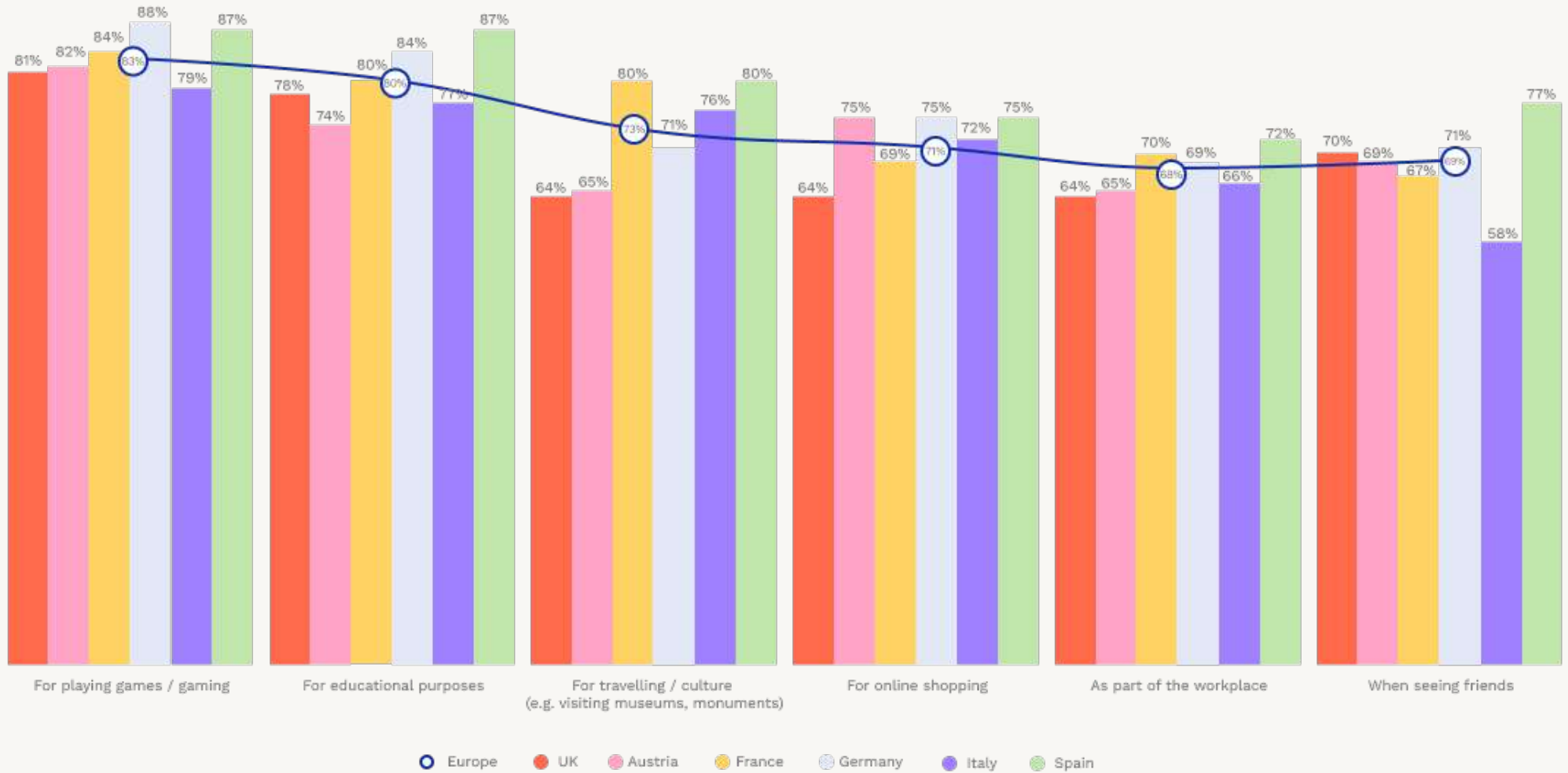
Alexander Nick,
Director of Future Labs, GoStudent

”

When we refer to the Metaverse we mean a virtual-reality space where users can interact with a computer-generated environment and other users. In the Metaverse, users navigate a virtual world that mimics aspects of the physical world using technology such as virtual reality (VR), augmented reality (AR), AI, social media and digital currency.

How interesting would it be to apply the Metaverse to the following areas?

NET Agree: All 14 - 16 year olds who have heard of the Metaverse



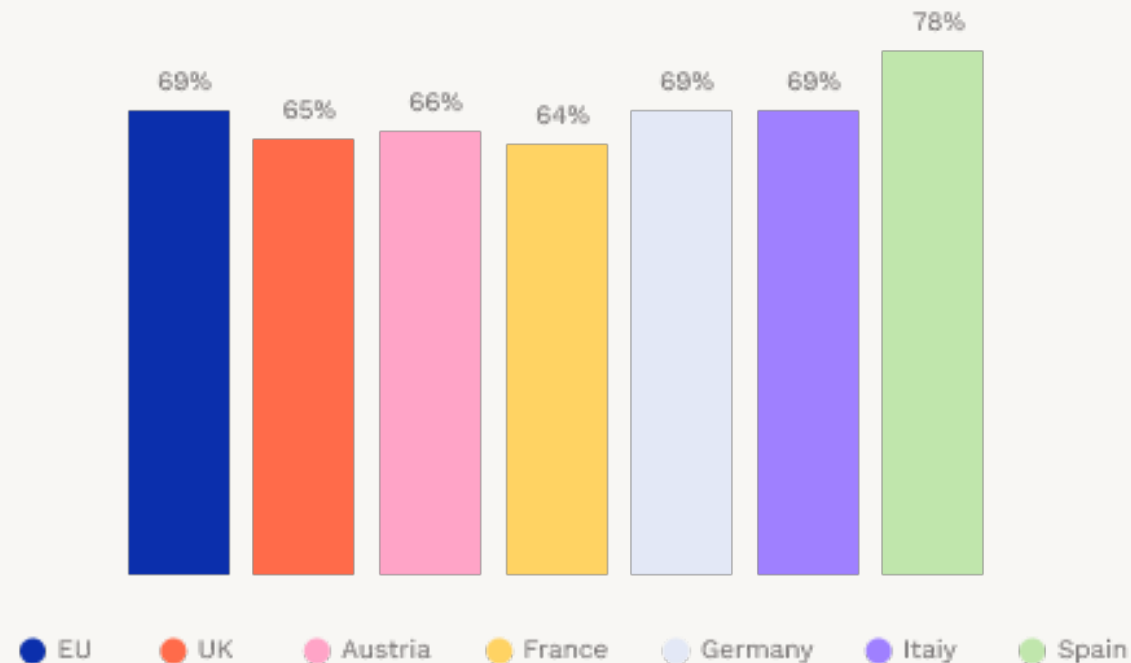
CT6: How interesting would it be to apply the Metaverse to the following areas?

Base: All children who know of Metaverse n=3,483, UK children n=714, FR children n=461, IT children n=703, ES children n=710, DE children n=412, AT children n=483

Parents see educational potential in the Metaverse

Interest in using the Metaverse for education: a parent's view

NET Agree: All parents



“

VR experiences are becoming increasingly popular and parents are often concerned that their teenager will get addicted to video games. Yet students are as interested in the Metaverse for educational purposes as they are in gaming, and this is an opportunity we cannot miss. Let's make our children addicted to learning!

Alexander Nick,
Director of Future Labs, GoStudent

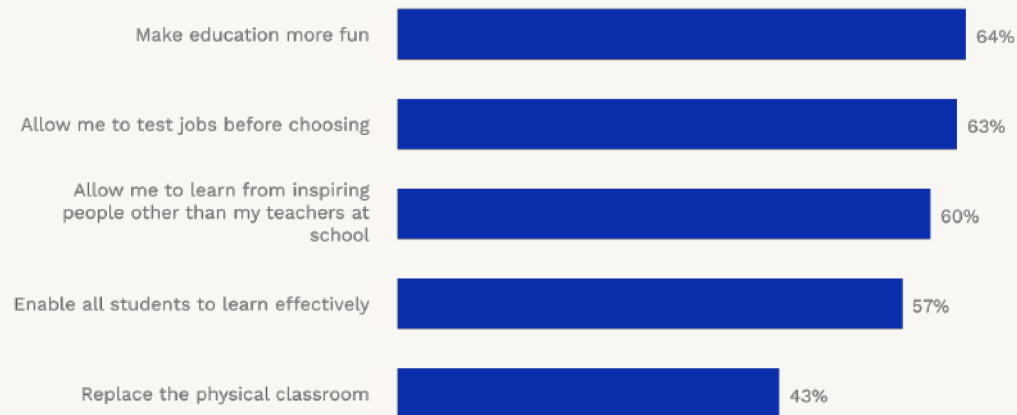
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T9: How interested would you be in using the Metaverse across the following areas?

Base: All adults n=6,147, UK adults n=1,133, FR adults n=1000, IT adults n=1015, ES adults n=1000, DE adults n=1000, AT adults n=999

Children think the Metaverse will...

NET Agree: All children age 14 - 16 who have heard of the Metaverse



64% of children think the Metaverse will make learning more fun, but far fewer believe it will replace the physical classroom, reflecting the value they continue to place on personal interactions.

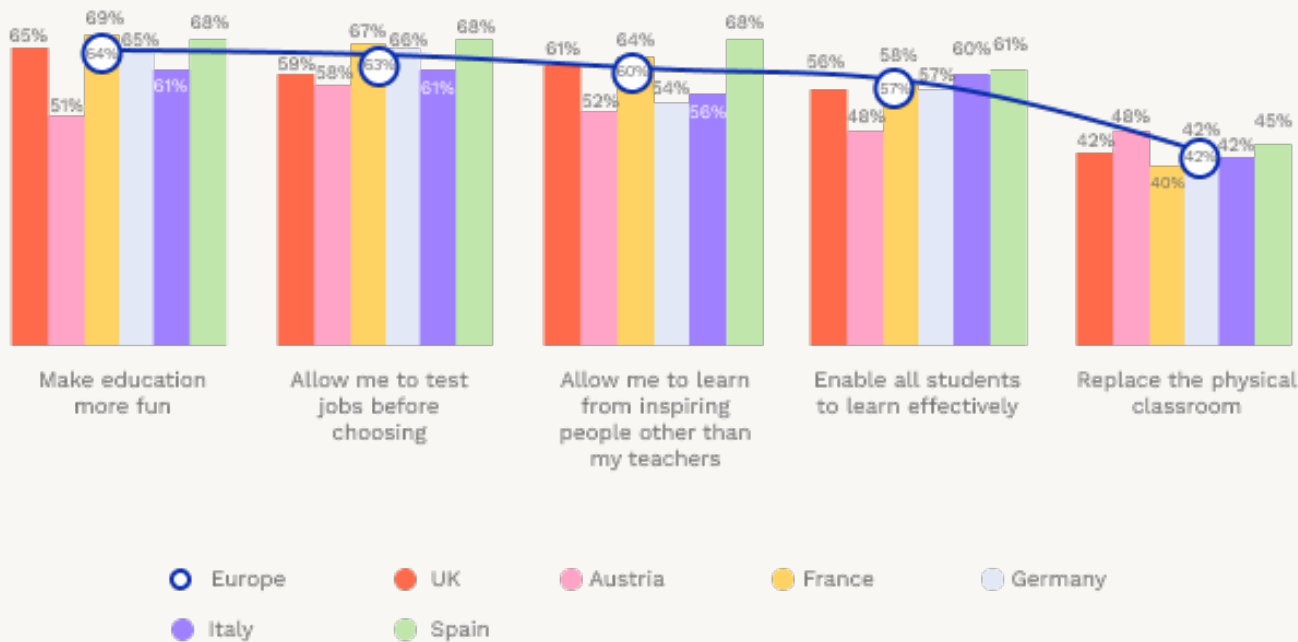
Aside from making education more fun and effective, children see it as a way to learn from inspiring figures outside of a school environment - enabling them to interact with mentors or tutors who bring an extra dimension to the topics they are learning.

Additionally, with so many children focused on attaining their dream job, it is no surprise that 63% of children who are aware of the Metaverse see it as a tool to enable them to test jobs before choosing what they want to do in the future.

CT6B: To what extent do you agree or disagree with the following statements around the Metaverse for education?
Base: All 14-16 year olds who have heard of the Metaverse n=1,705

Children think the Metaverse will...

NET Agree: All children age 14 - 16 who have heard of the Metaverse



Perceptions about the Metaverse are relatively consistent across markets. Yet children in **Spain** are significantly more enthusiastic about the potential to test jobs ahead of committing, and the ability to learning from inspiring people other than teachers.

Children in Austria remain unconvinced about how it can make education more fun or effective.

“ Once students leave school, they face a crucial decision to pick a career path. A decision, made with imperfect information, that will often dictate decades of one's life. Students would love to experience jobs to make an informed decision with the help of the Metaverse. To illustrate, there are not enough STEM graduates to fill open STEM jobs. Imagine building an experience that will show how it feels to build and launch a software product that helps millions of people... ”

Alexander Nick,
Director of Future Labs, GoStudent

CT6B: To what extent do you agree or disagree with the following statements around the Metaverse for education?
Base: All 14 - 16 year olds who have heard of the Metaverse n=1,705, UK children n= 337, FR children n=251, IT children n=355, ES children n=342, DE children n=210, AT children n=210

The GoStudent perspective

Chapter 4

The GoStudent perspective

From the four walls of a classroom to the four corners of a digital screen, the nature of learning is changing, and so too are the wants and needs of children.

With seven out of ten children in Europe in agreement, the results of this study serve to strengthen our belief that technology is key to improving learning methods and driving innovation in the education sector.

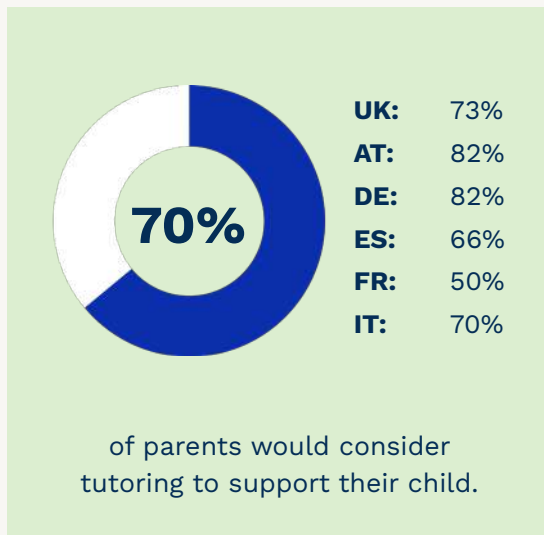
Buying into new technologies will be crucial to levelling the playing field when it comes to quality of learning. A science lab in the Metaverse only needs to be built once virtually in order to grant students across the globe access to the most state-of-the-art equipment. Using AI to mark standardised tests will free up teacher capacity, allowing them to spend more face time with their students. This is a future we are so excited about!

We are not there yet but, at GoStudent, we want to take active steps towards this vision. In addition to facilitating access to quality tutoring, GoStudent will continue to create adaptive learning methods, just as we already do with Seneca, the UK-founded AI-based learning platform. We will keep honing how we provide tutoring, but also the subject and topics covered. Lastly, we hear loud and clear that the next generation is ready to embrace virtual reality learning, so we are accelerating our work in this space.

Just as tech proves to be an enabler to learning, it is heartening that 70% of parents would consider hiring a tutor to support their child in achieving their goals. This cements our belief that through tailored education, each child's full potential can be unlocked.

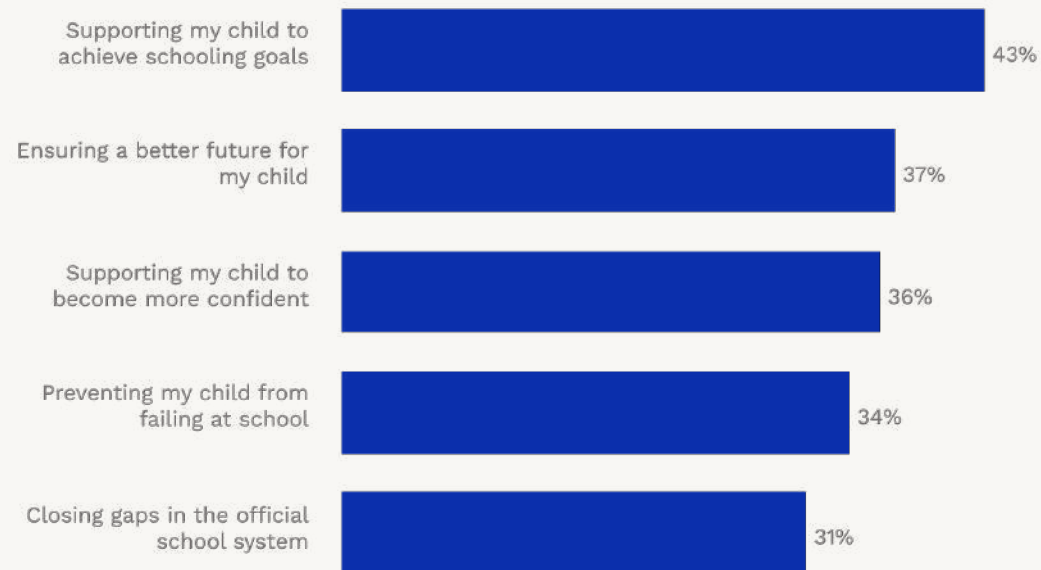
WHY CHOOSE TUTORING?

Across all countries, the top motivations for considering tutoring are related to both **achieving schooling goals** and ensuring children are set up for a **successful future**.



TOP 5 reasons to consider tutoring across Europe

NET Agree: All parents with no children currently being tutored



S11: Would you ever consider hiring a tutor for your child?

Base: All adults with no children currently being tutored n=4,106, UK adults n=890, FR adults n=783, IT adults n=655, ES adults n=442, DE adults n=710, AT adults n=626

P1: What are your personal reasons for using or considering tutoring for your child(ren)?

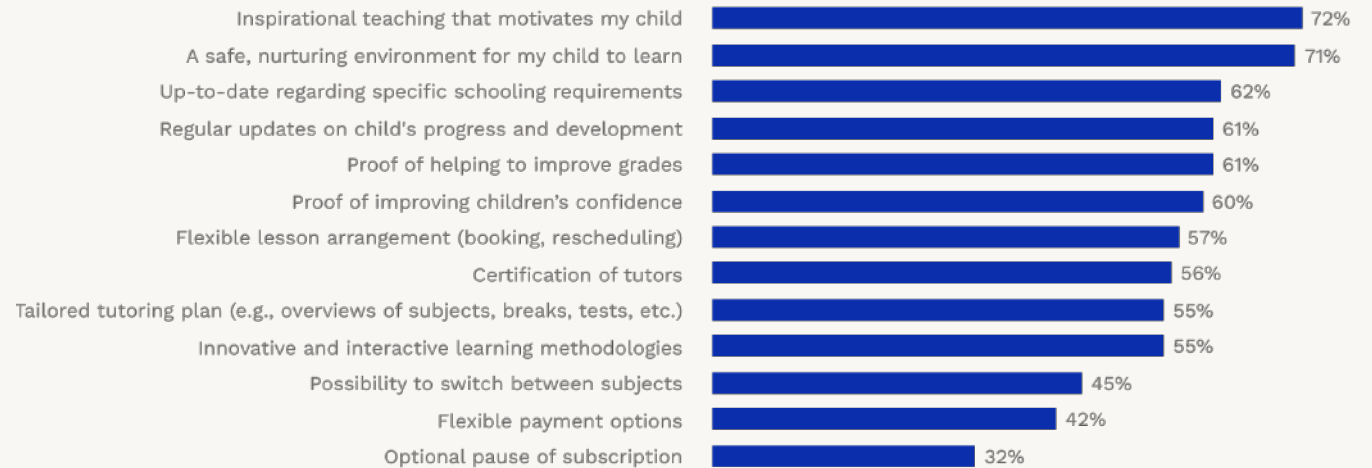
Base: All adults who would consider tutoring n=2,889

Ensuring children are ‘learning from inspiring mentors in a safe environment’ is a top criteria for parents when selecting a tutoring provider.

Functional criteria such as flexible payment options or the possibility of pausing a subscription are less important, showing the priority for the parents is the effectiveness of the service provided.

How important is each of the below when it comes to tutoring and selecting a provider?

NET Agree: All parents who would consider tutoring



P4. How important are each of the below when it comes to tutoring and selecting a provider?
 Base: All adults who would consider tutoring n=2,889



About GoStudent

GoStudent, one of the world's leading online tutoring providers, is a venture-backed EdTech scale-up with innovation at its core. Committed to harnessing the best of technology to reimagine education, GoStudent is working towards a future of hybrid learning.

Key to realising its vision is the application of technology to traditional learning environments. Within the GoStudent group sit AI-driven content platform, **Seneca Learning**, open tutoring marketplace, **Tus Media, Fox Education**, which provides communication solutions for schools and families, and offline tutoring business, **Studienkreis**. The GoStudent Group aims to bring the best of these online and offline worlds together to unlock every child's full potential.

Founded in 2016 by Felix Ohswald (CEO) and Gregor Müller (COO), the Austrian company has expanded to more than 15 countries and was named Europe's first EdTech unicorn in 2021.



**Unlocking the full
potential of every child**