
World Youth Skills Day 2025
Youth empowerment through AI and digital skills
Youth survey results 2025
Insights into youth perceptions and experiences with AI and digital skills
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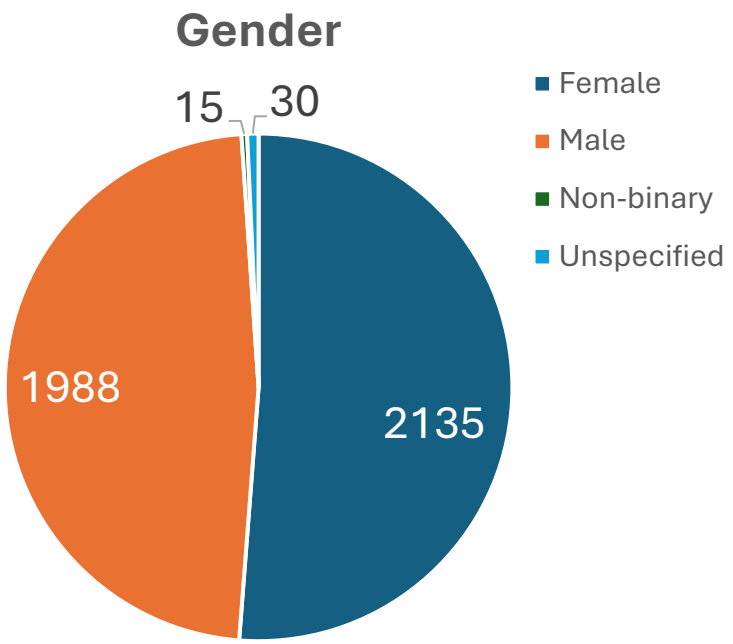
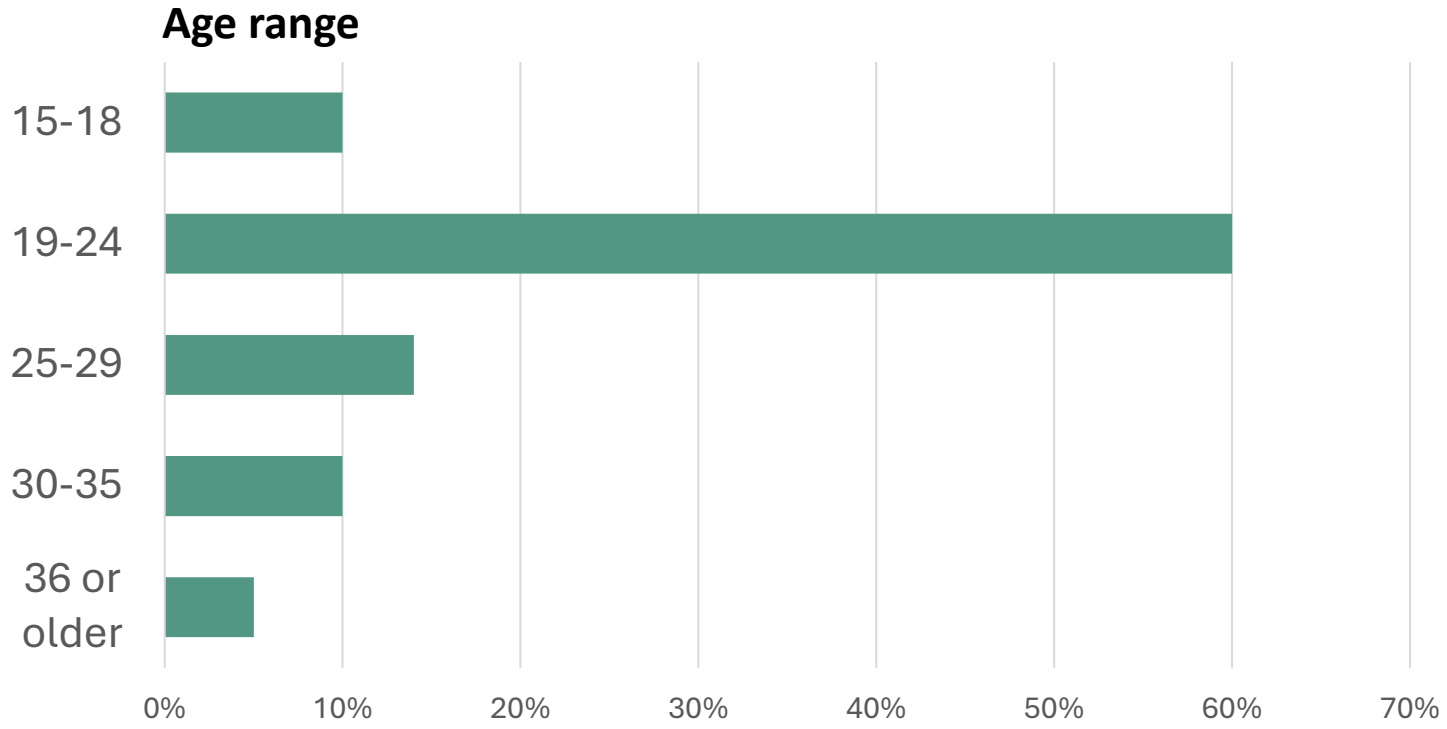
Demographics



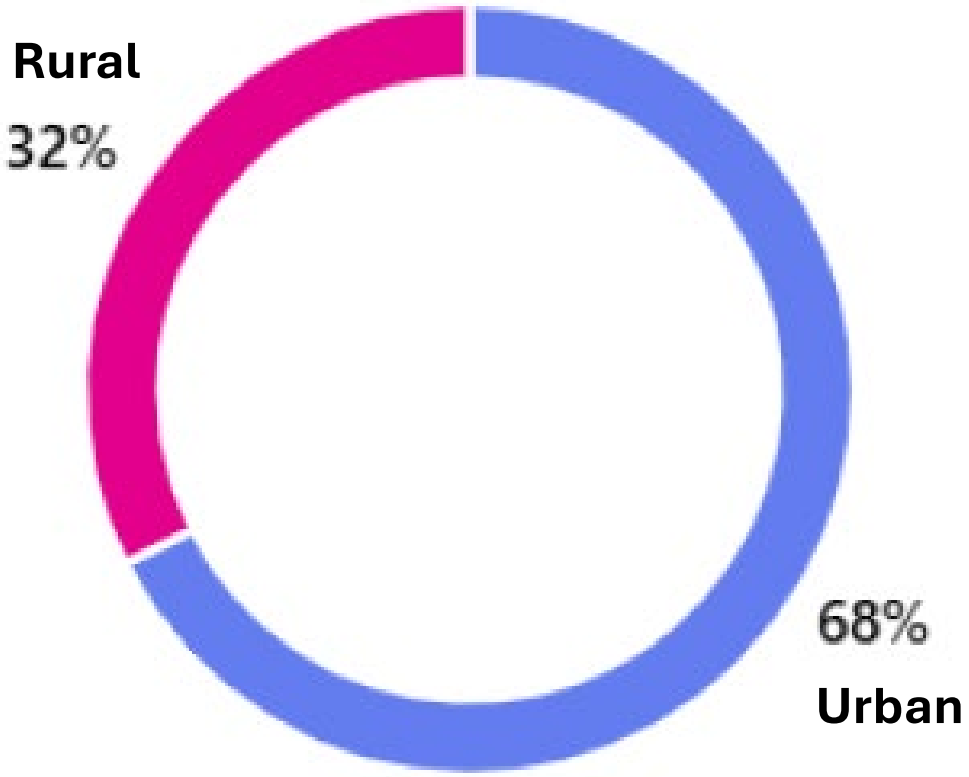


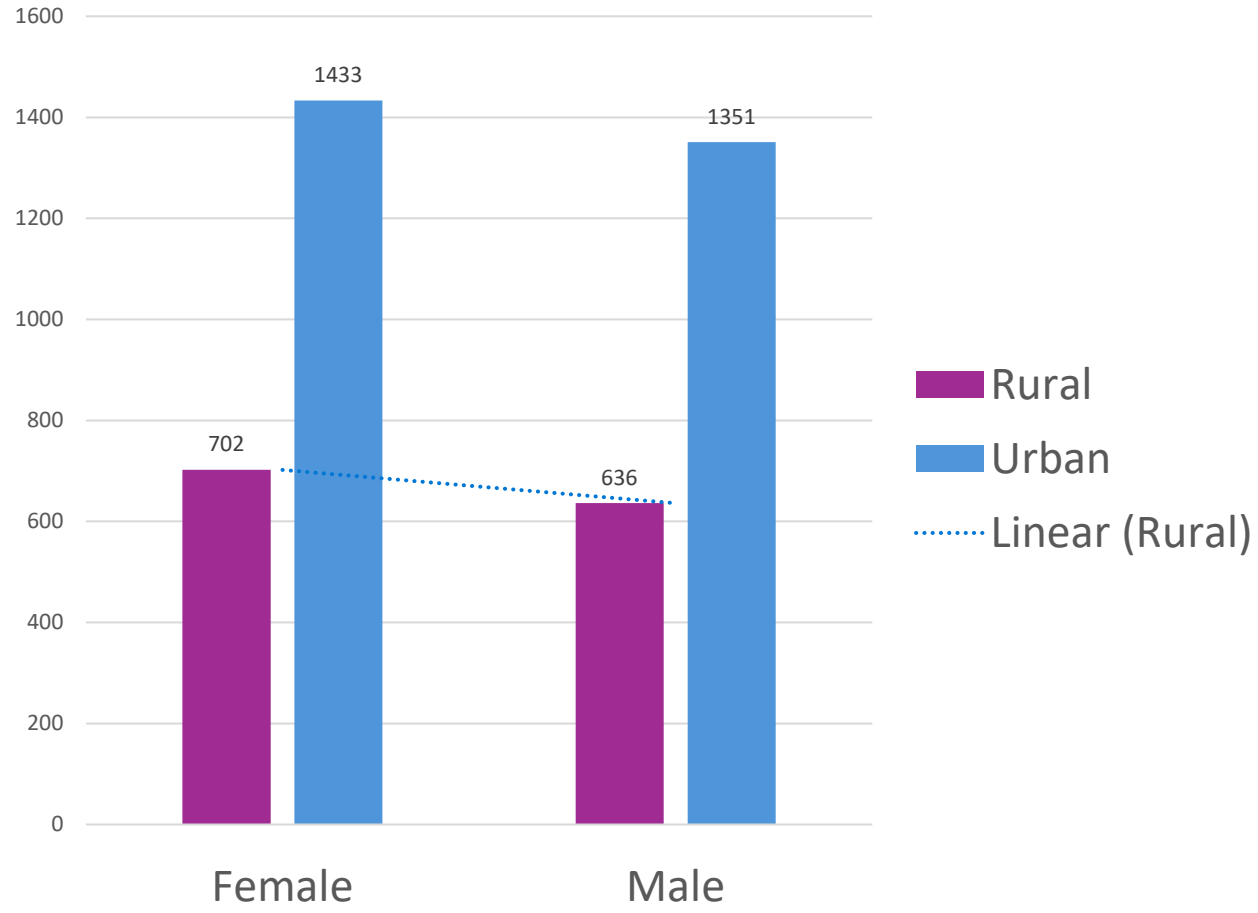
4268
Responses

128
Countries

Urban-rural gap

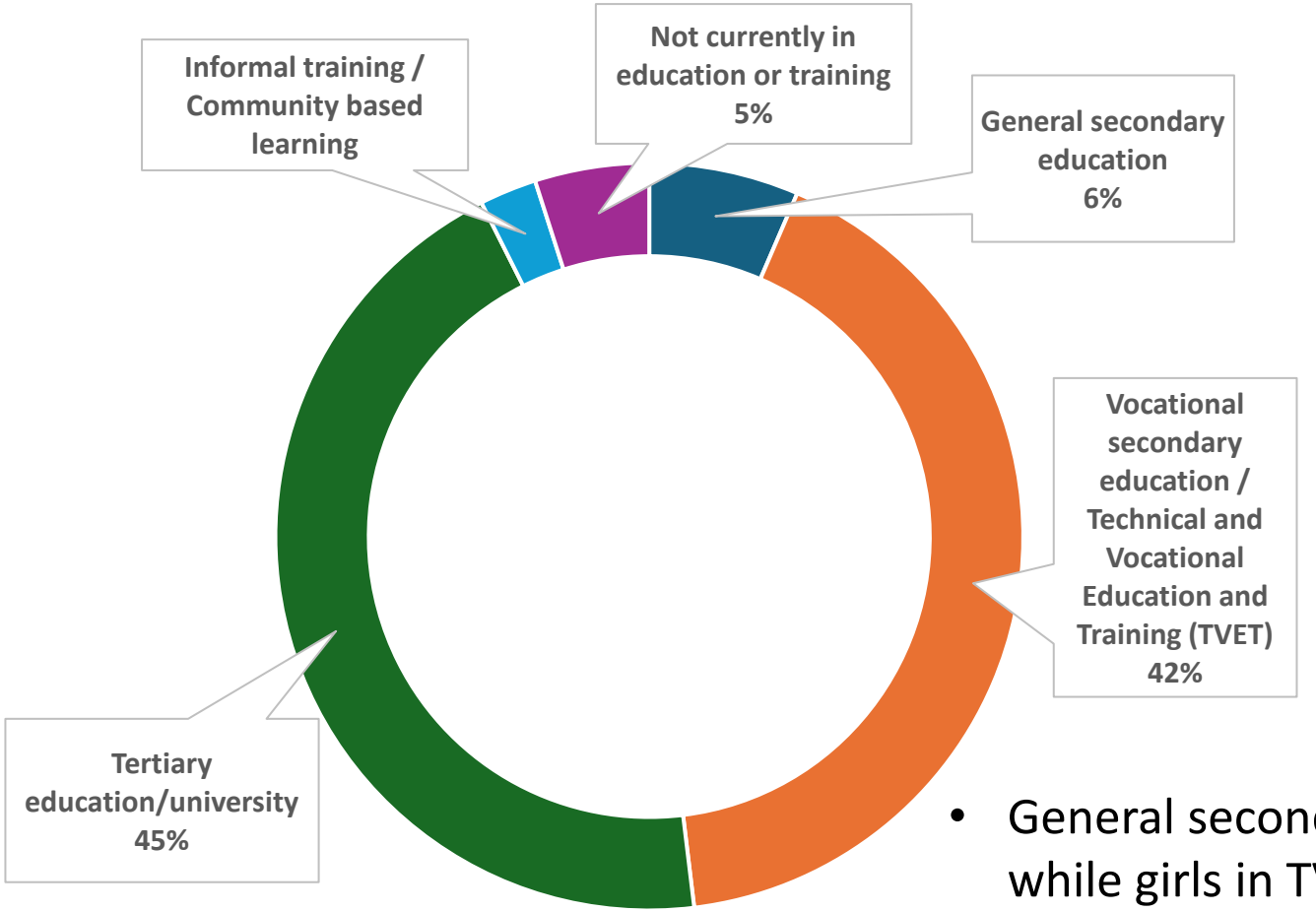
A significant urban-rural gap exists (68% urban vs 32% rural respondents). There is a higher number of both female and male respondents in urban areas compared to rural areas.

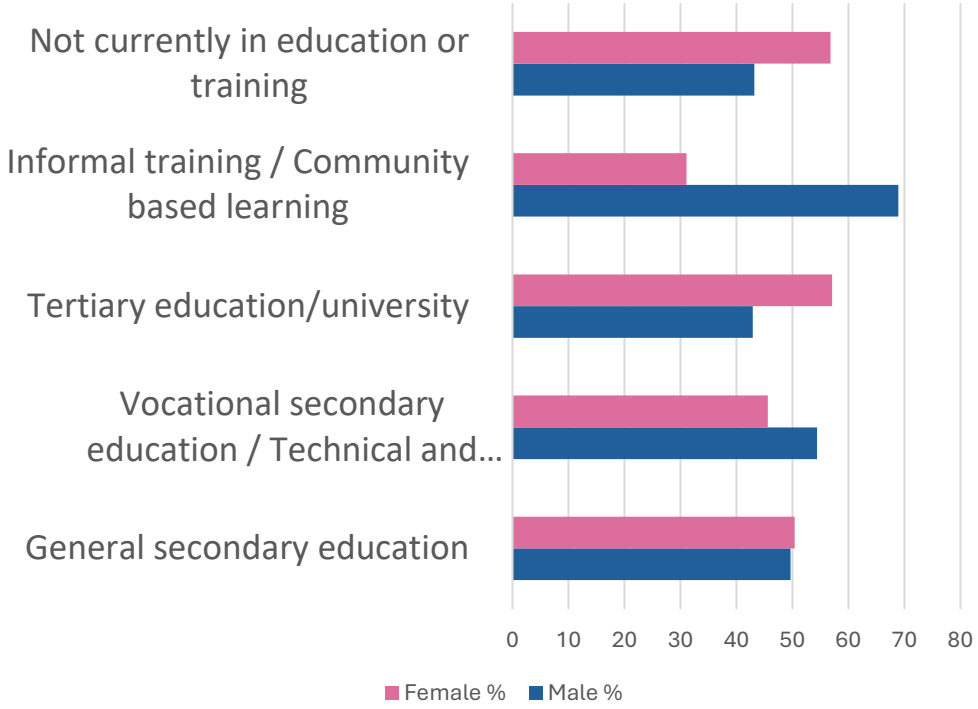




Level of education

There is a strong representation from Higher Education and TVET

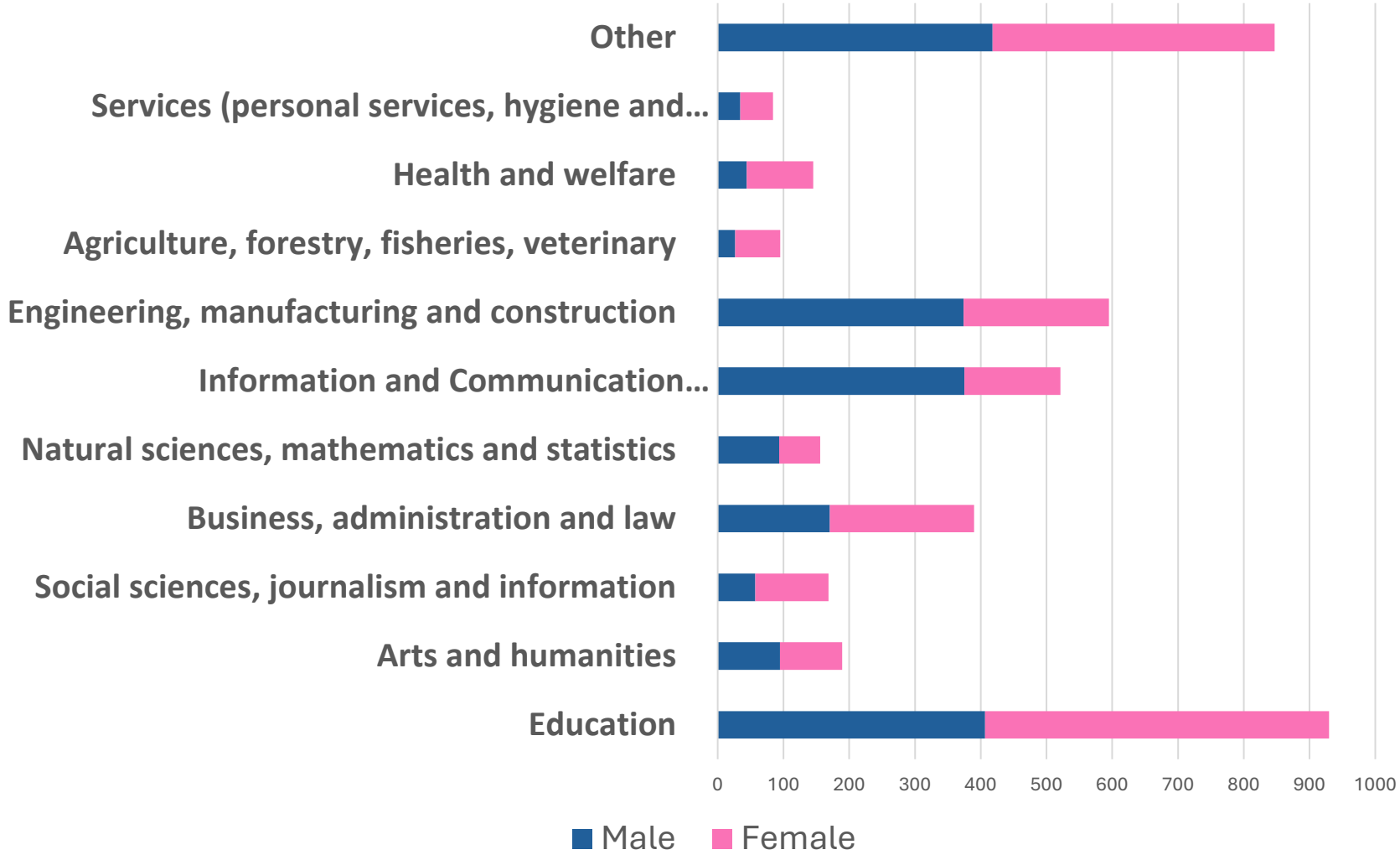




- General secondary education shows near-perfect gender parity, while girls in TVET are less compared to HE. More males than females are undertaking informal learning, while there are slightly more girls not in education and training than boys.

Field of study or training by gender

Females dominate Education and Business; Males dominate ICT, Engineering and Sciences.



Perceptions and experiences with AI

- AI has a transformative influence on learning, career prospects and daily lives.
- Education (learning and training) and Employment and job opportunities are identified as the most affected areas

AI usage in education (learning and training)

- **Research and Writing Assistance** is the most commonly used AI application, with a significant proportion of respondents using it daily or weekly.

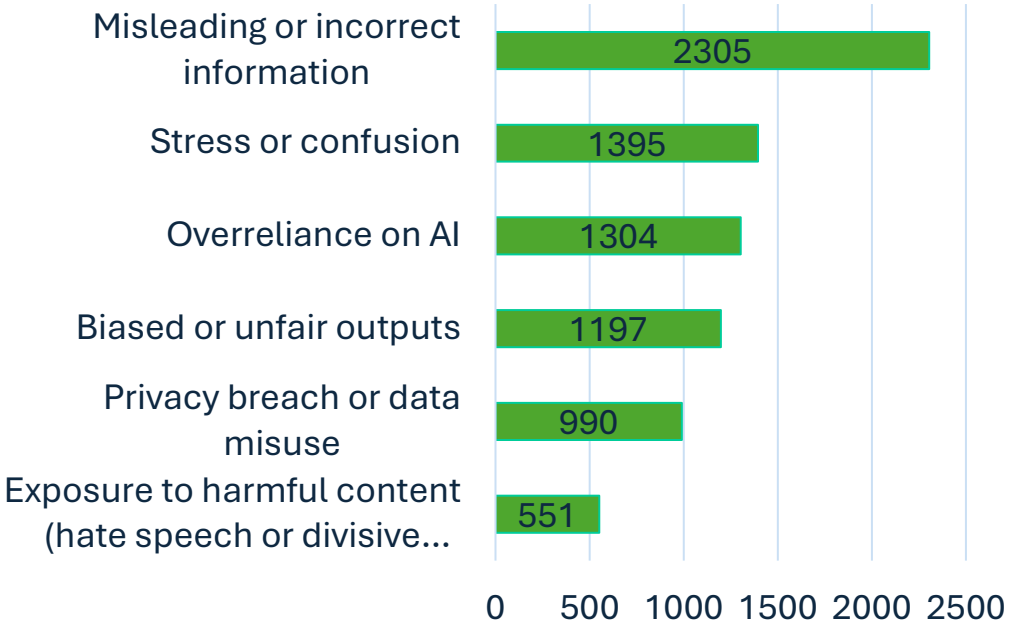
Activity Area	High Frequency Use	Moderate Use	Low Frequency Use
Research/Writing, Revision, Learning	✓		
Voice Assistants, Coding, Language		✓	
Creative writing and storytelling, Career Guidance, Social media/Content Management:		✓	
Mental Health, VR/Gaming, Image/Video generation, Operate Machines and Tools			✓

Perceptions and experiences with AI

- AI is helpful but requires balance; both benefits and risks are acknowledged
- While youth acknowledge AI's utility, awareness of its potential pitfalls and systemic issues is also very high

Effect Type	Description	Common Themes
Strongly Positive	AI enhances efficiency, access, and learning; opens new opportunities	Productivity, personalization, innovation
Mixed/Neutral	AI is helpful but requires balance; both benefits and risks are acknowledged	Efficiency vs. dependency, ethical use
Strongly Negative	AI fosters over-reliance, reduces critical thinking, threatens jobs, and raises ethical issues	Laziness, loss of originality, job displacement

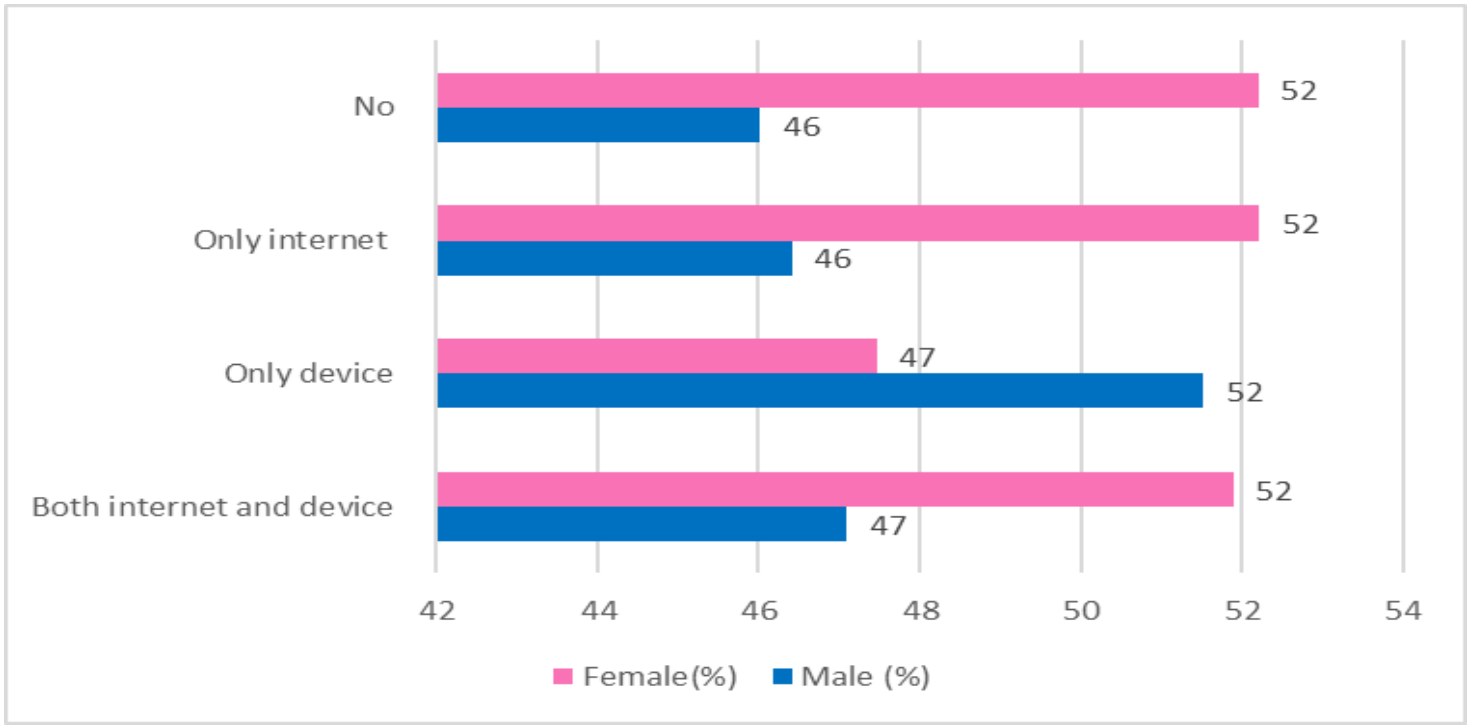
Negative effects from using AI tools

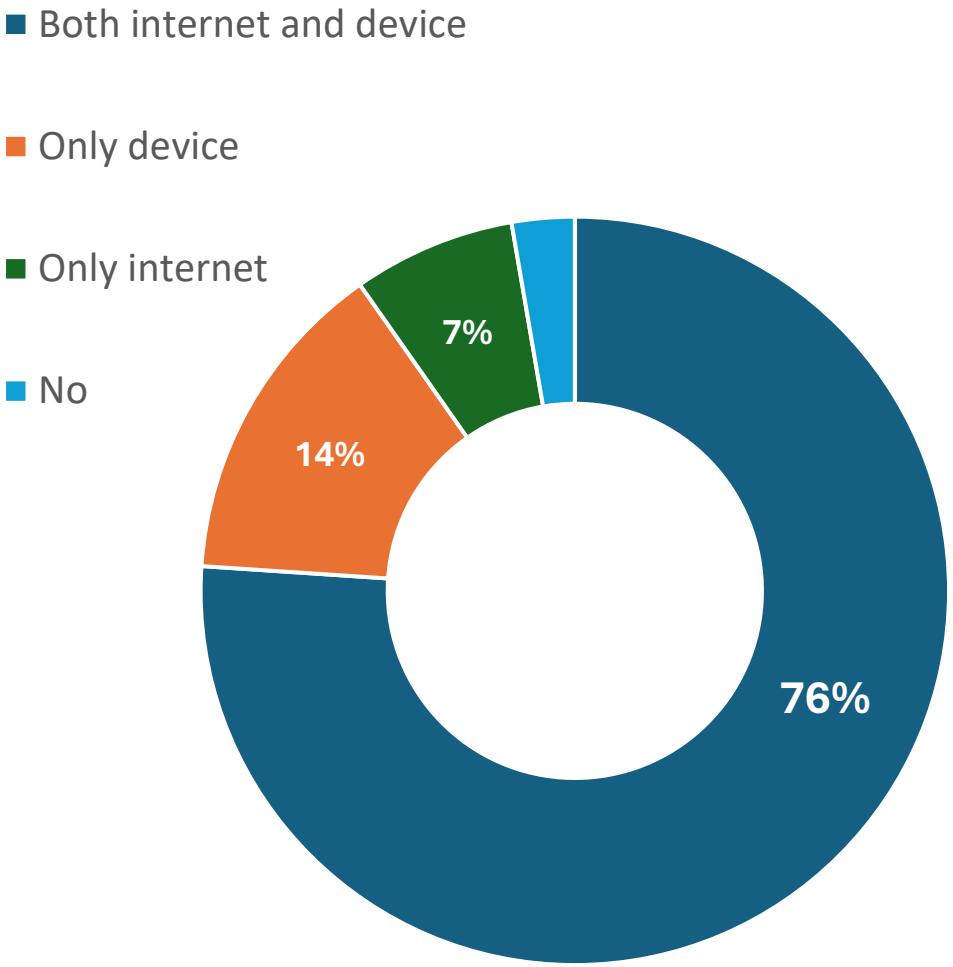


As a campus journalist, AI has tremendously affected my field of study; my writers publish articles that they didn't even make but rather are the product of AI prompts, which hurts me; they're not even hiding it at this point. The art of journalism has been distained because of artificial intelligence... I fear that my dream will be gone, AI doing the job I want in the future.

Access to digital & AI resources

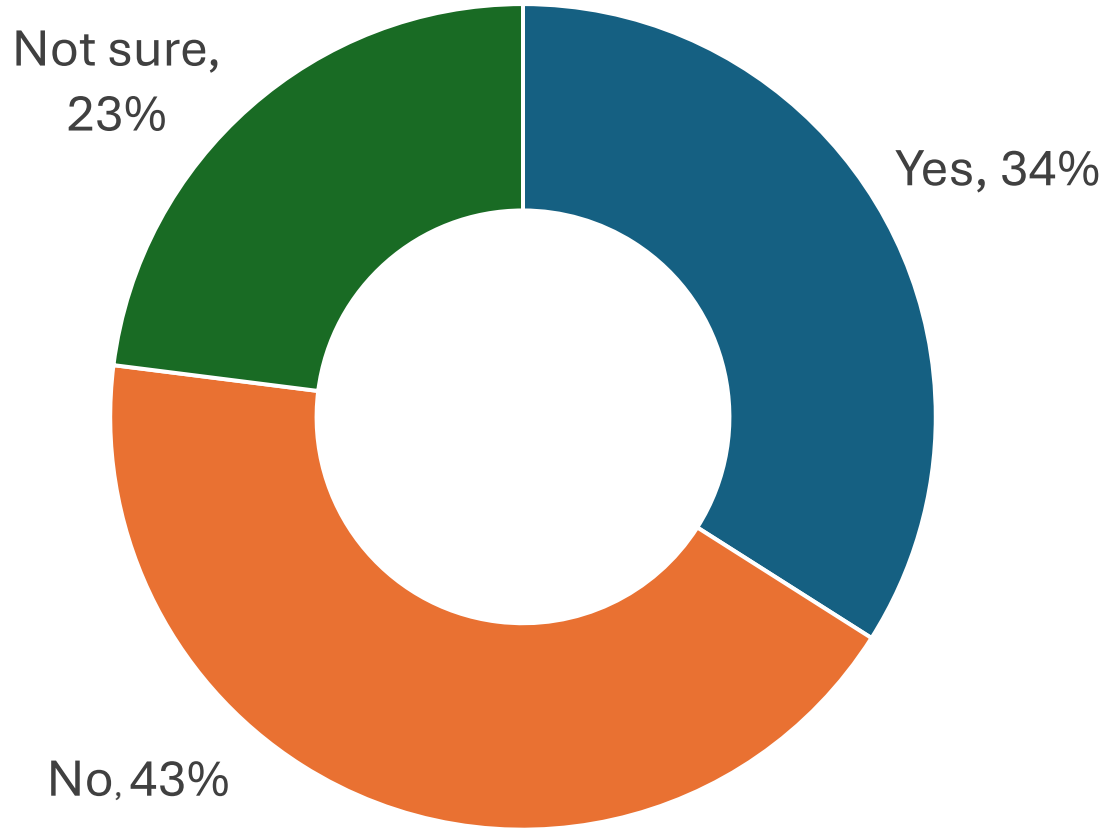
Most respondents have access to devices and the internet.
76% of respondents have both internet and a device, with smaller percentages having only a device (14%), only internet (7%), or neither at 3% with similar proportions for males and females across categories





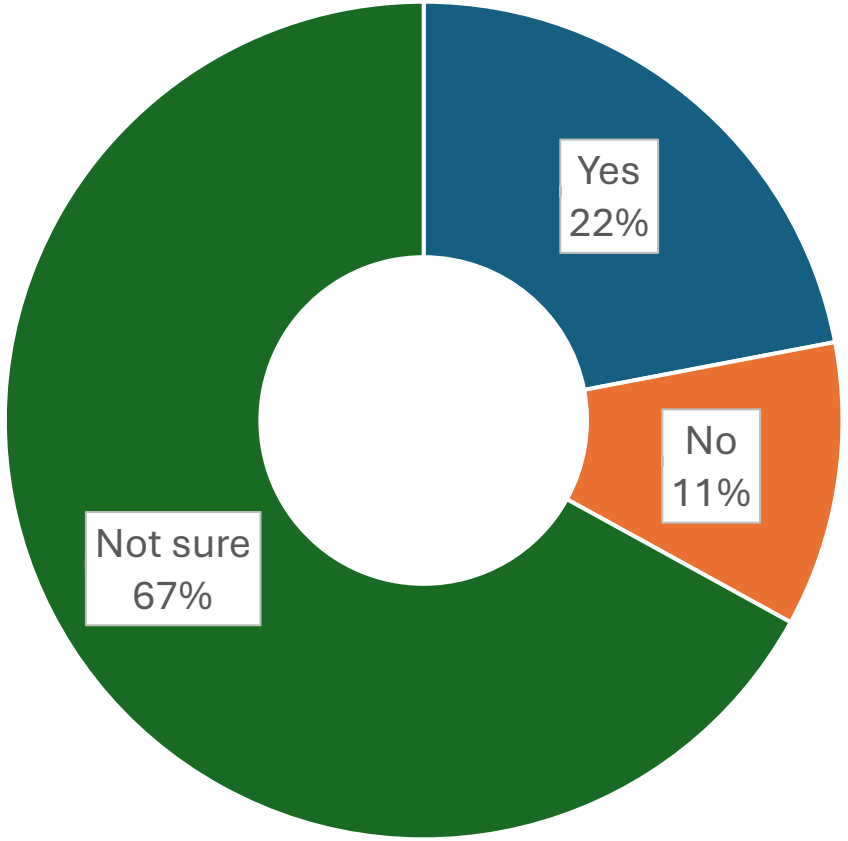
Access to digital & AI resources

- At least one third of schools use advanced digital tools
- 34% of respondents report their school/training institution provide AI-enhanced learning tools (e.g. robotics, VR/AR, AI simulations, gaming)



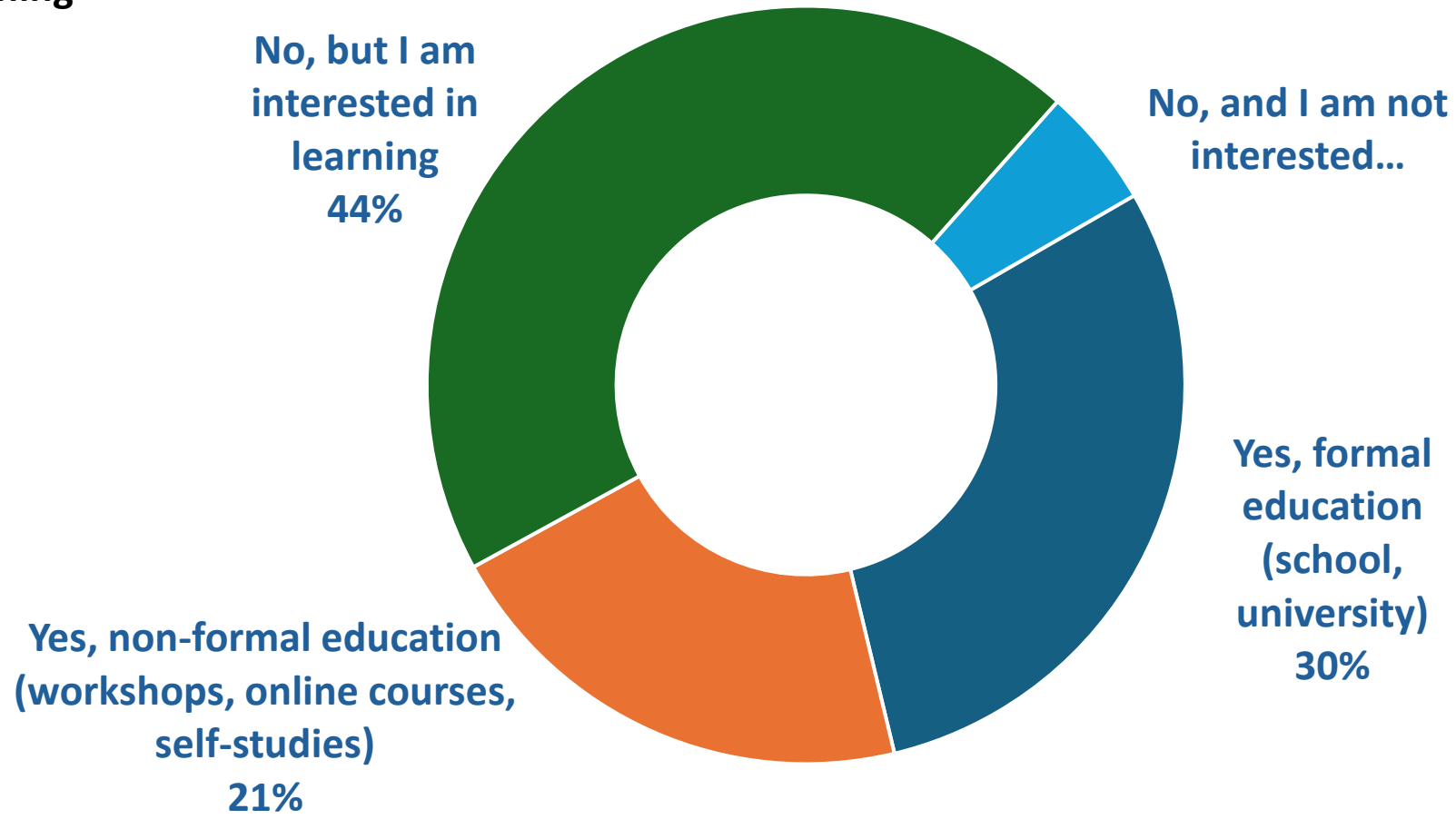
Access to digital & AI resources

- **There is limited financial support available for receiving digital or AI education and training**
- Only 22% of respondents have benefited from scholarships, grants or financial support. While 67% suggest a lack of awareness about available financial aid or a perceived absence of such opportunities.



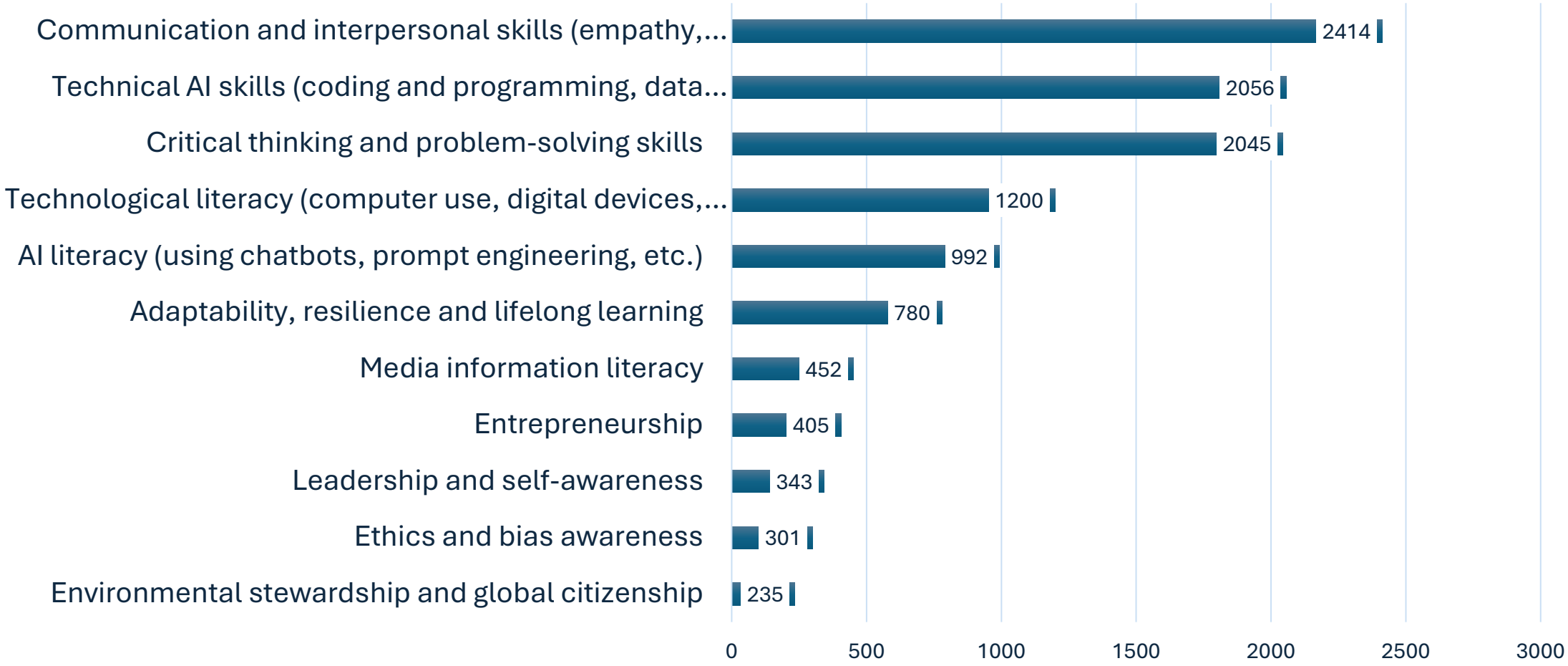
AI/Digital skills training

- **Only half of students receive AI/digital skills training**
- There's a significant gap in formal AI/digital skills training. Only 30% have received formal education (school/university) and 21% have received non-formal education. Crucially, **44% are interested in learning but have not received training**



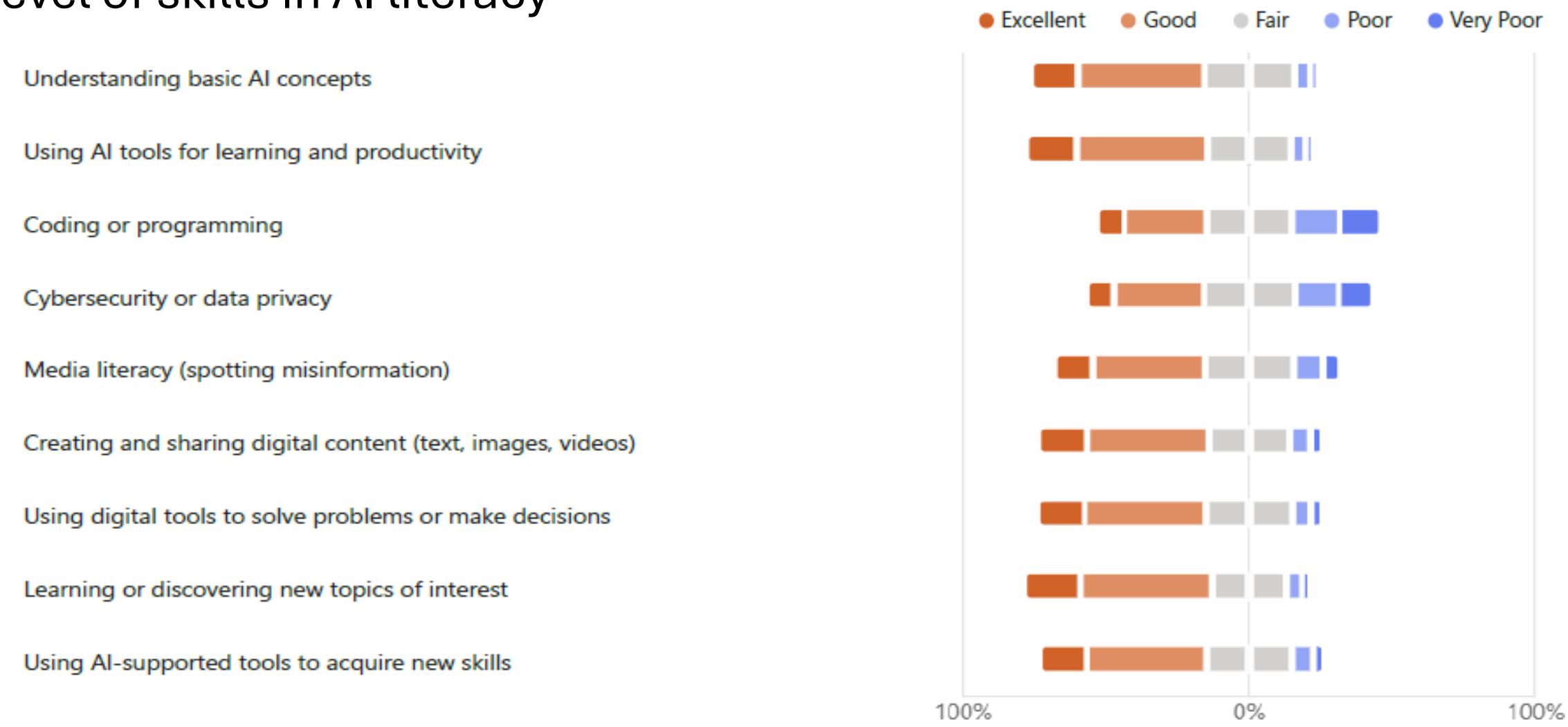
The most important skills in the age of AI

There is strong recognition of the need for both soft skills and technical competencies in an AI-driven future



Skills perceptions, important skills

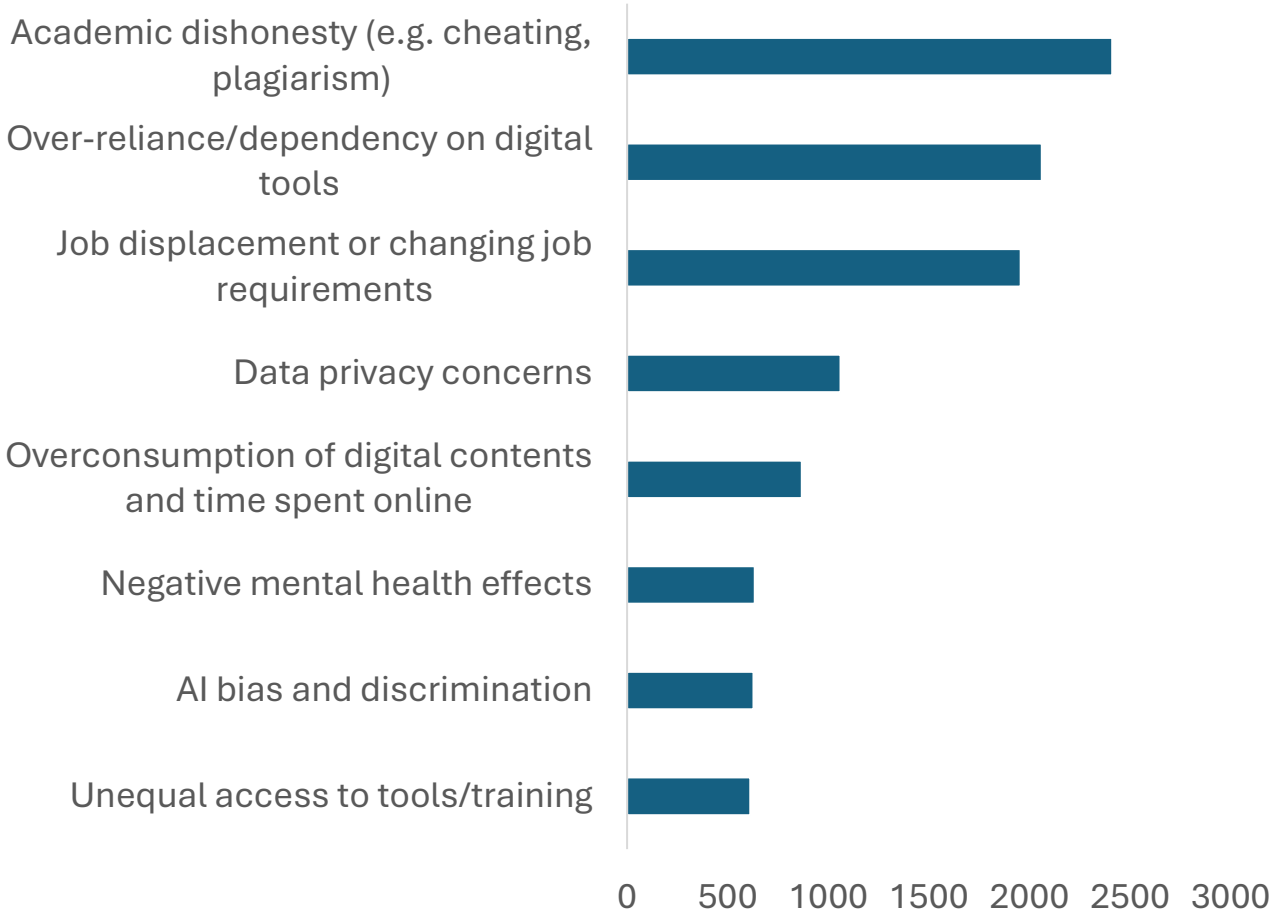
Level of skills in AI literacy



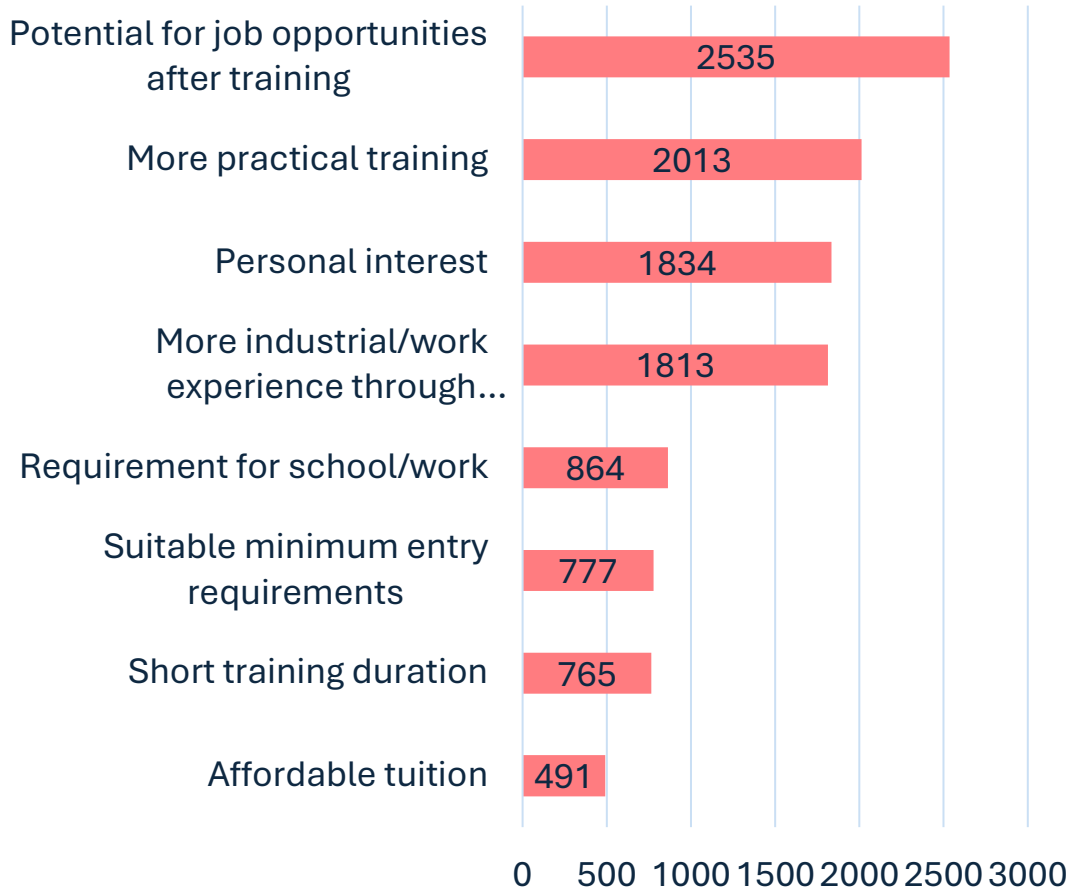
Concerns and motives

Employment prospects is the main motivation for acquiring AI skills

Top concerns

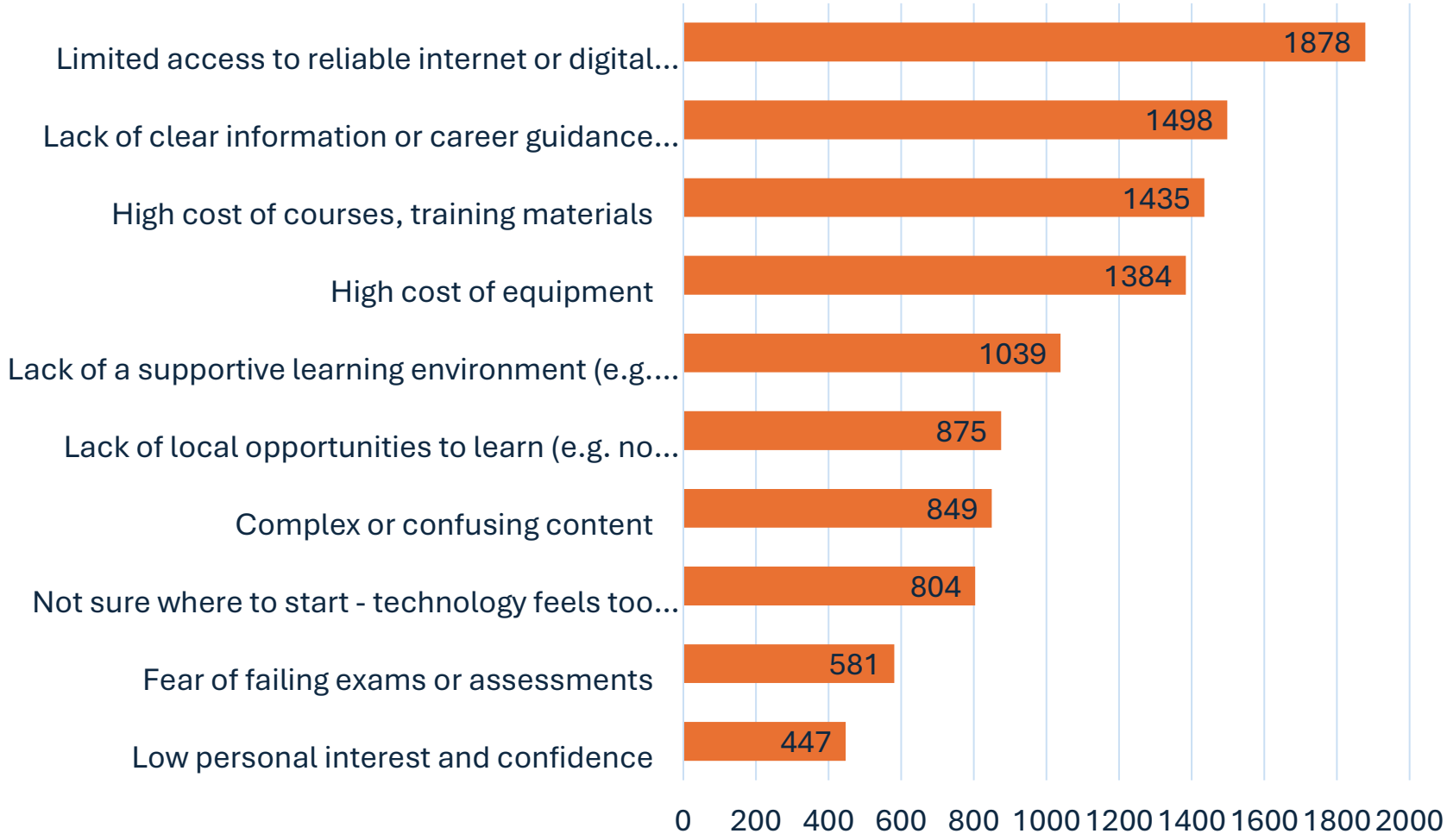


Main motivation for acquiring AI skills



Main barriers in learning AI and digital skills

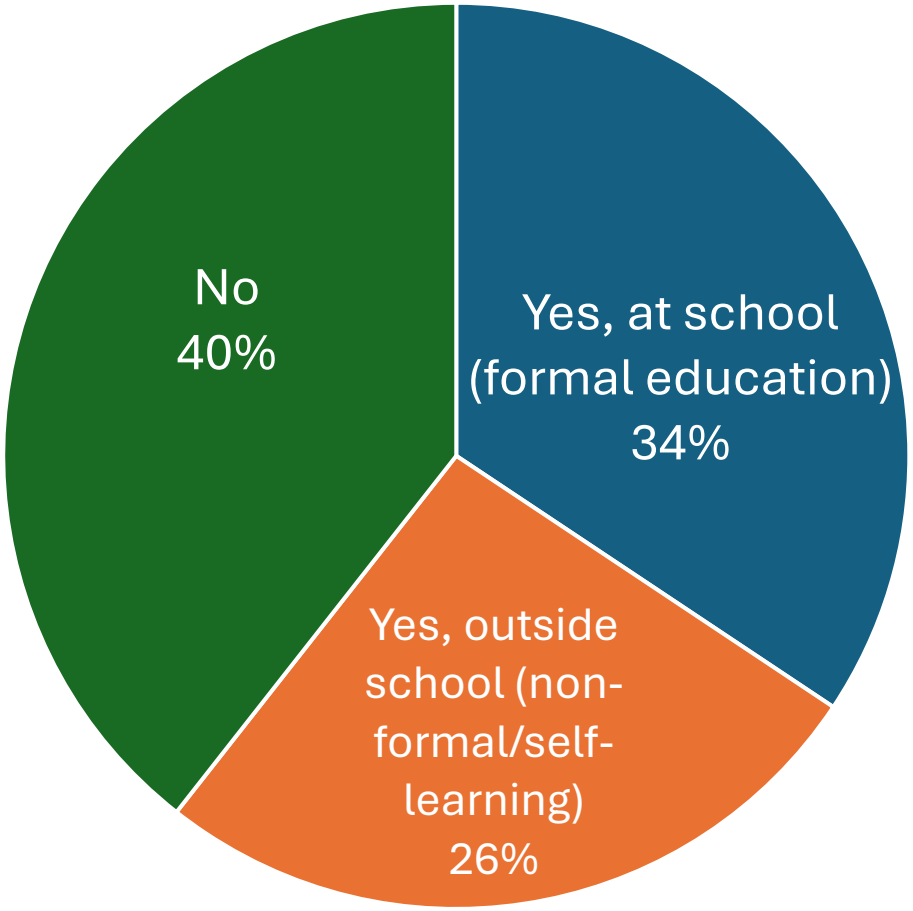
Both infrastructural and informational challenges exist



- Lack of access is the biggest barrier
- 76% access suggests broad availability; it doesn't preclude a significant portion of the remaining 24%
- While 76% of respondents have both internet and a device, access also includes reliability or sufficiency.

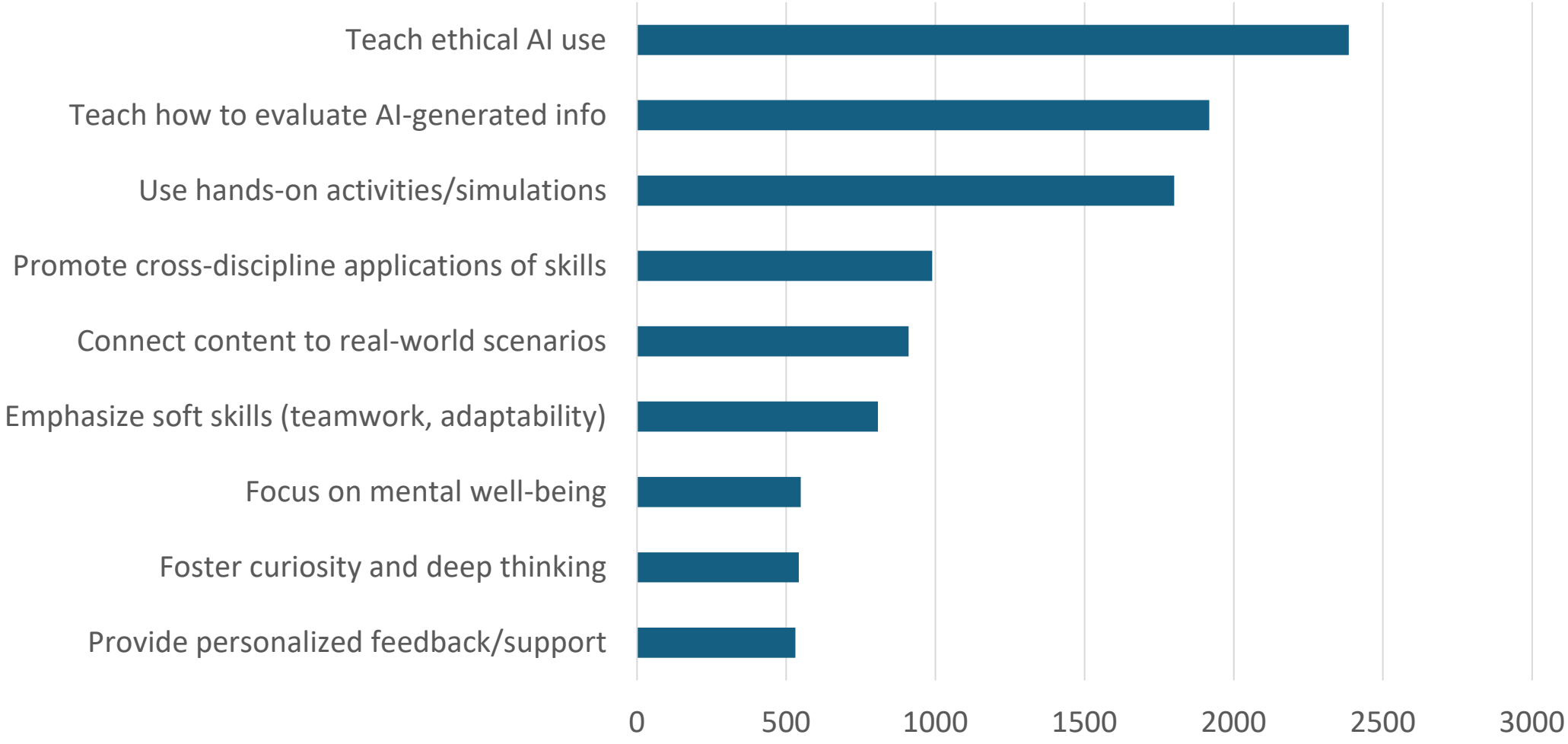
Ethical considerations

- **40% have not received training about ethical AI use and media literacy** or digital responsibility



Recommendations: Curriculum development and pedagogical approaches.

Teachers, this is what you should know regarding fostering AI understanding among youth



Recommendations: Support required by youth on applying AI more effectively in learning/work

Theme	Needs / insights
Training & guidance	- Hands-on workshops, practical tutorials, real-world case studies - Clear ethical-use guidelines (academic honesty, privacy)
Access & infrastructure	- Reliable internet, modern devices, premium AI tools - Affordable access; localized languages; accessibility features
Institutional & peer Support	- Integration into curricula and teacher training - Mentorship from AI experts; peer communities/forums for knowledge sharing
Ethical use & best Practices	- Guidance on critically evaluating AI outputs - Strategies to avoid over-reliance and misuse

"Access to high-quality training and resources on how to effectively use AI tools for learning and work would be invaluable. This would include tutorials, workshops and ongoing support to address challenges and questions as they arise. Additionally, having a community or forum where users can share best practices and troubleshoot problems would significantly enhance the learning experience and promote effective AI usage."

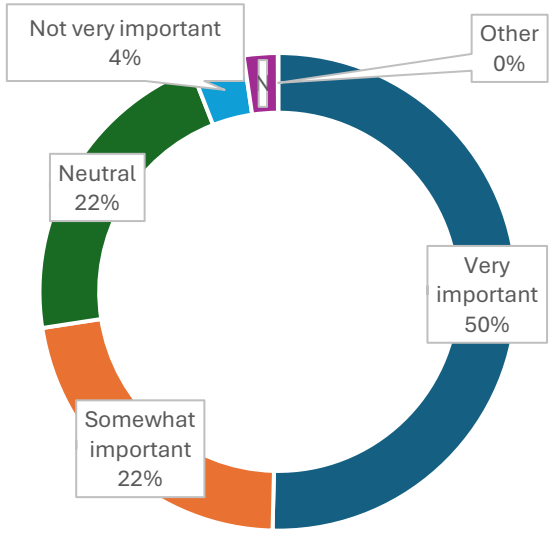
"Financial support for internet and AI materials accessibility as well as training fee".

"Directional support form trainers"

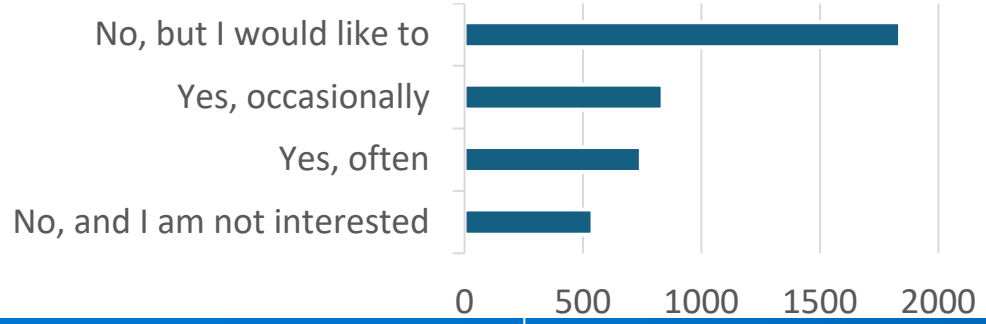
Recommendations: Youth engagement and participation

- Youth want to be involved in shaping AI policies and governance and more than 72 % perceive their engagement as **very to somewhat important**

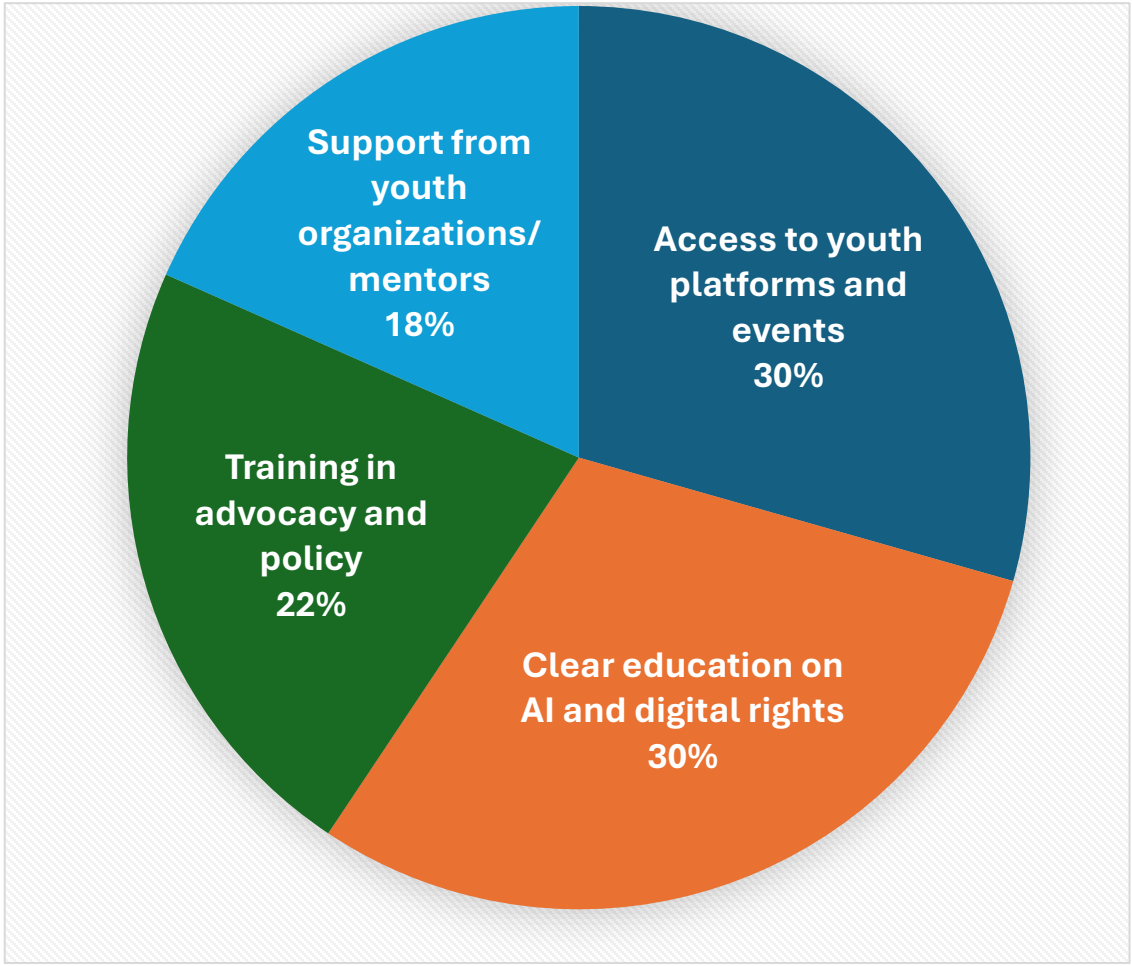
Importance in shaping AI policies and governance



Current Level of participation

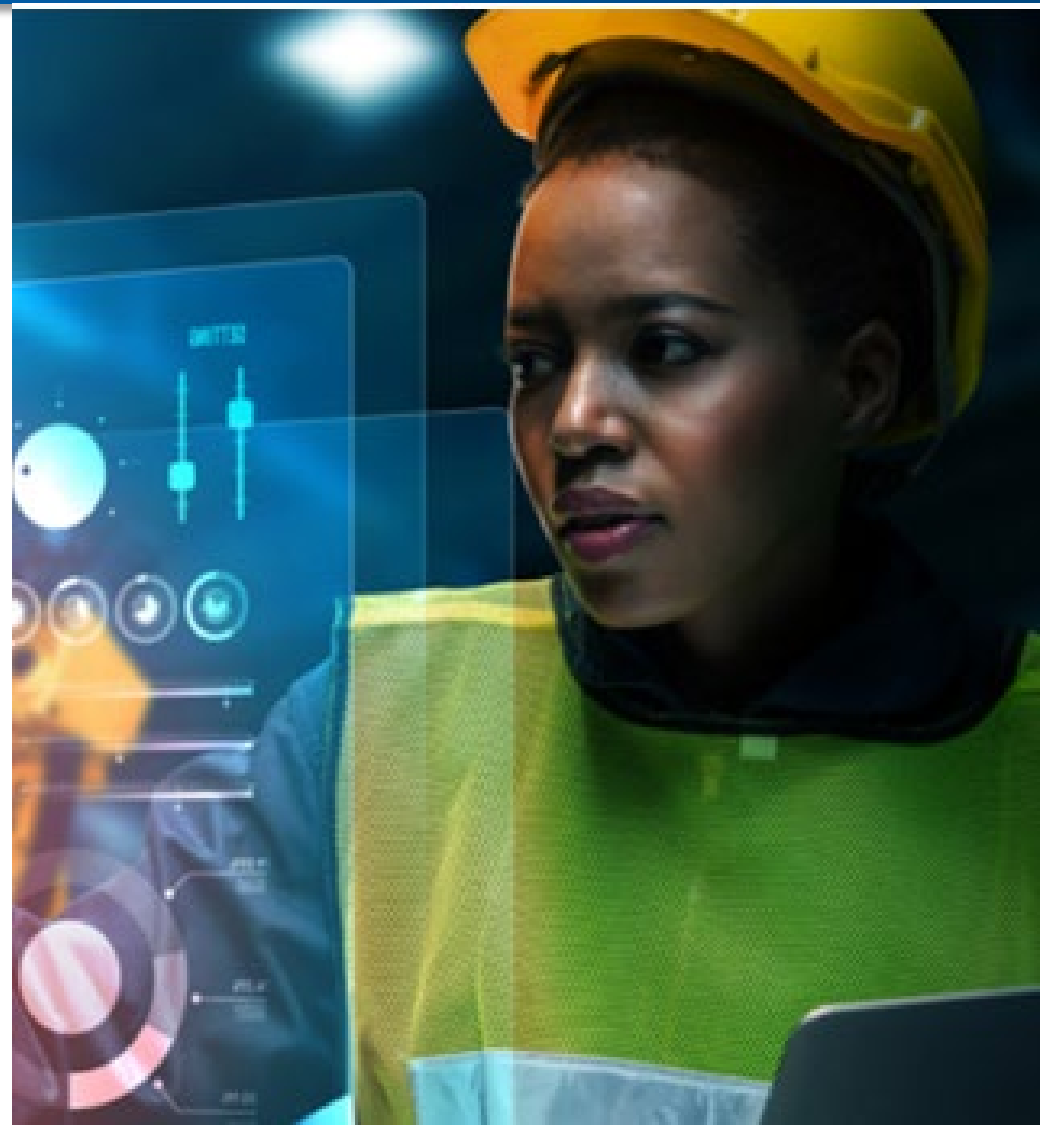


How to enhance youth engagement



Recommendations: Message to decision-makers about needs and hopes for digital and AI education

- I want them to know how helpful Ai is.
- Nobody is teaching us how to use it properly. It is not seen as a tool, just a way to cheat.
- To tell us about it more.
- I would like you to know that there is not much opportunity as we do not have the necessary tools.
- Short training to learn how to use AI (Court formation pour apprendre comment utiliser l'IA)
- To give us what we really need when asking AI questions
- That we are different in our own way, and some are in need of AI more than others
- To assist all those who need equipment
- For instance, where I am residing it's been more than 30 years not having clinics, police station and libraries, even our schools don't have libraries. I would wish for AI be introduced to old and young people who will be able to interact with it as time goes on because technology is leading in this century.
- 工作学习需求 (link work and study needs)



Key messages

1

Enhance reliable access: Focus on providing *reliable* internet and device access, not just basic availability, to support advanced AI learning.

2

Expand ethical AI education: Meet the demand for AI skills with comprehensive, practical training that *integrates* ethical use, media literacy and digital responsibility.

3

Cultivate critical skills: Prioritize teaching critical thinking, problem-solving and communication alongside technical AI skills.

4

Include youth in policy: Create accessible avenues for youth to actively participate in shaping AI policies and ensure they are informed about their digital rights.

5

Address concerns transparently: Proactively tackle issues like misinformation, over-reliance, and job impact through education and forward-thinking policies.

Disclaimer

Not UNEVOC's views: Youth critiques (e.g. of education systems, AI ethics gaps) are their lived experiences, not institutional critiques.

Use with caution: Data should inform—not replace—rigorous policy analysis.

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WYSD 2025 Youth survey report on AI and digital skills

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Item	Description
Online participation	1895 registrations
In-Person participation	110
Number of delegates	6
Youth Voices	24 processed submissions from Europe - 6 Americas - 5 Africa - 1 Middle East and NA - 2 Asia and the Pacific - 10
Survey	**4268 responses** from 128 countries