



# The Future Report

Perspectives on technology  
from teenagers in Europe.

2025

Google

# Foreword



## Mindy Brooks

Vice President, Head of Google Kids & Families  
and Android Consumer Experience

### **At Google, we believe that understanding and supporting young people as they navigate the digital world is paramount.**

Listening to young people and their experiences and challenges is key to achieving this mission. Which is why we have partnered with Livity, an independent youth consultancy to deliver The Future Report, an in depth research project consulting over 7,000 teenagers across Europe on their digital lives.

The findings show that teens are actively striving for digital balance, with a majority reporting a healthy equilibrium between their online and offline lives. It's striking to see how important the ability to access educational and entertaining video content is for young people. Parents and family members are the most trusted source for advice on building healthy online habits, avoiding too much screen time and tackling safety questions, particularly for younger teens. Teens also demonstrate increasingly sophisticated critical thinking, proactively cross-referencing and checking online information for bias, for example. While enthusiastically adopting new AI tools for learning and creativity, they also express a clear desire for formal training and guidance from teachers on responsible AI use and how best to use AI for learning.

The report reveals key areas where young people need support – including worries that schools aren't keeping pace with technology, cautiousness about

over-reliance on AI, and a desire to better identify AI-generated content. There's also a digital divide in parental support, with nearly one in five teens reporting no support for managing their online habits, a figure more prevalent among those from lower-income backgrounds, demonstrating that parents need help to support their families' digital journeys.

At Google, we're playing our part to support kids and families online. Our Family Link tool provides flexible controls to manage screen time and content across devices. We build age-appropriate experiences with default protections, such as YouTube's 'supervised experience' for under 18s. Programmes like Be Internet Awesome and Meet LEO equip families with essential digital literacy and online safety skills. We are also investing in AI literacy initiatives, including Experience AI and Super Searchers which foster critical engagement with AI and are delivered in partnership with civil society across Europe.

By listening to their voices and recognising the varied experiences of teens, we gain a deeper understanding of the challenges they face and opportunities for further collaboration. Only by working collaboratively can we continue to build a safer, more enriching digital future where all young people can thrive confidently. The Future Report provides a clear roadmap for tech companies, policymakers, civil society, educators, parents and young people to work together towards this goal. As we continue to evolve our work, we will reflect on these insights to continue progress for a digital world that empowers, protects and respects young people today.

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# Executive Summary

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# Executive Summary

The Future Report is a landmark youth research initiative, commissioned by Google and delivered by Livity in collaboration with expert partners, to elevate the voices of teenagers across Europe.



It captures the insights, experiences and ideas of 7,000+ teens aged 13–18 from France, Greece, Ireland, Italy, Poland, Spain and Sweden, combining large-scale quantitative data with in-depth qualitative research from 70 teen participants. Through this dual approach, the report explores how young people engage with technology while navigating questions of learning, creativity, wellbeing, trust, and the future.

The findings reveal a generation that is curious, critical and hopeful. Teens are embracing AI for learning, creativity and problem-solving, but call for better guidance from schools and more training to use it responsibly. They show strong critical thinking when it comes to evaluating information online and are deeply aware of both the benefits and the risks of digital life.

The internet drives new interests, cultural understanding, and self-awareness, with both algorithmic recommendations and social connections playing major roles in discovery and learning.

Teens value balance between their online and offline worlds and look to parents, educators and tech companies for support. They also want technology designed with inclusion, wellbeing, and user agency in mind – and they expect a seat at the table in shaping that future.

**Teens are not a single, uniform group. Their needs, behaviours, and relationships with technology evolve significantly between younger teens (13–15) and older teens (16–18), and are further shaped by individual and familial factors as well as their environment and the kinds of content to which they are exposed.**

Understanding and addressing these evolving needs is critical to creating positive, safe, and empowering digital experiences.

Teens are not just technology users – they are its future architects. Listening to and collaborating with them is essential to building an online world that is safe, inclusive, and designed for human wellbeing.

Perspectives from European teenagers in The Future Report highlight key areas where stakeholders can work together to support positive, safe, and empowering digital experiences for young people.

These key areas focus around three core principles:

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**01****Ensure equitable and age-appropriate online experiences**

focusing on the evolving developmental needs of young people so that all teens, regardless of their background, have access to the information, education, entertainment and community they need to thrive.

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**02**

**Cultivate digital, AI and media literacy** to improve understanding of traditional and emerging AI technologies, helping users identify AI-generated content, fostering media literacy and critical thinking skills, and bridging socioeconomic gaps in access to these skills.

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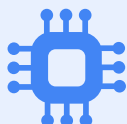
**03**

**Support shared responsibility for online safety** so that tech companies, policymakers, educators, and parents can each play their part in creating safe, empowering digital experiences for young people today and in the future.

Building on these principles, here are the key recommendations for what each stakeholder can do to support young people on their unique digital journeys.



### Tech companies



Create age-appropriate tools and protections; fund educational resources (especially for underserved groups); and develop AI responsibly with clear safeguards and transparency.



### Policymakers



Establish harmonized guidelines and international standards; promote programmes to help parents support children online; and integrate AI literacy and critical thinking into curricula.



### Educators/ civil society



Engage and support parents by signposting available digital literacy and online resources; use AI education resources to help students understand and use AI safely and responsibly.



### Parents & guardians



Maintain open communication with children about their online experiences and discuss healthy habits and strategies for safety; use parental controls to support balanced, age-appropriate online engagement; learn about AI tools to understand the benefits and risks.



# Methodology

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# Methodology

This study included qualitative and quantitative phases:

## 01 Quantitative Study

An online survey was conducted across France, Greece, Ireland, Italy, Poland, Spain and Sweden.

The quantitative survey was fielded among around 1,000 teens in each country, with a total sample of 7,038 participants aged 13-18 years old. The sample was representative of gender, socio-economic and regional demographics within the countries. The dates of the field work were: 30 April 2025 – 19 May 2025.

## 02 Qualitative Study

A total of 70 teens from France, Greece, Ireland, Italy, Poland, Spain and Sweden were recruited for focus groups.

Two focus groups were conducted in each country, split by age into younger and older groups. The focus groups were conducted from 21st April – 15th May 2025.

Participants were also required to complete creative tasks and questions on an online research platform where they completed tasks from 1st – 15th May. Examples of creative tasks included keeping a diary of when they used AI, designing a tech product that could solve an issue that affects society and more.

**A pre-requisite for recruitment, all participating teens were above the age of digital consent in their country.**

The sample was screened to ensure they were as representative as possible across the age groups and demographics such as gender, region and socio-economic group (inferred from parents' occupation).

Country	Age of digital consent
Ireland	16
Poland	16
Greece	15
France	15
Spain	14
Italy	14
Sweden	13

**In addition to demographic screening, participants in qualitative research were also screened using questions designed to ensure representation across behavioural typologies.**

By recruiting based on these diverse typologies, we ensured that the focus groups included a representative range of teens reflecting typical uses of technology and reflecting varied perspectives.

**01**

### **Tech Mavens**

They're typically the first to find, use and experiment with any new tech.

They teach their friends how to prompt with AI, they've definitely used Google Lens, and they have a strong point of view. They may well also be avid gamers.

**02**

### **Rebels With A Cause**

Highly engaged young people with a strong political and cultural point of view, they're the leaders of tomorrow and have a lot to say.

They use technology to learn about the world and campaign for issues they care about.

**03**

### **Culture Seekers**

Tech is a means to an end for this group – and that end is expressing themselves creatively.

This can be through music, art or writing and taking part in culture.

**04**

### **Kids Next Door**

They live with technology – not for technology.

They are casual tech users whose core interests lie elsewhere.



01

# AI, Creativity & Learning

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## 1.1 Overview

Teens have widely adopted AI tools (such as apps including Gemini and ChatGPT), using them in diverse ways to support learning, enhance creativity, and discover new interests and skills.

Both quantitative and qualitative data indicate that teens feel AI significantly boosts their learning and creative process. However, many research participants feel some schools are not keeping pace with AI integration and express a strong desire for more effective AI education.



“ AI is one of humanity’s greatest tools for self-improvement. It provides the opportunity to have a machine by your side that has made countless mistakes and learned from them. ”

Martino, 16, Italy

## 1.2 AI Usage

The majority of teens surveyed are using AI tools for learning and creative tasks at least a couple of times per week.

Older teens were more likely to have used AI tools in the past year\*:

**88%**  
of 13-15s

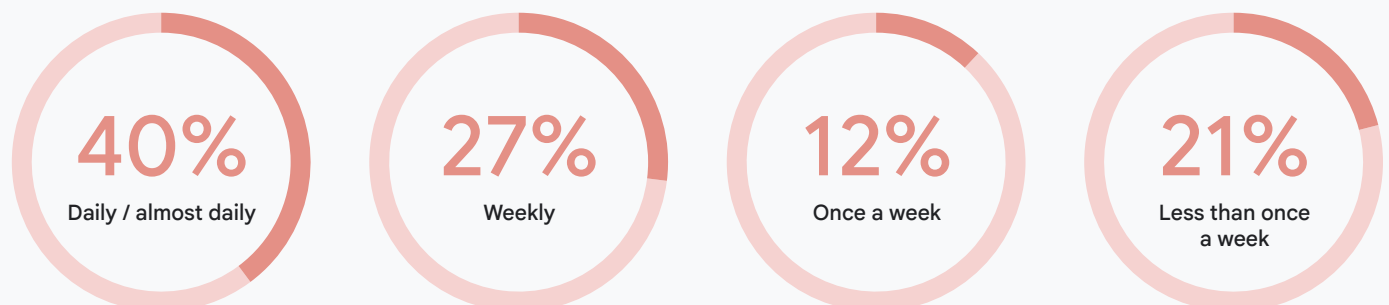
**96%**  
of 16-18s

“ AI is similar to an intelligence library ... you ask a question directly and it will go search for the answer. ”

Oscar, 18, Ireland

### Frequency of teens using AI in education or creative pursuits

Percentages are of those who have used AI tools in the past year.



How frequently, if ever, do you use AI tools in your education or creative pursuits (writing, coming up with new ideas or solutions, making art or music, etc.)?

Daily / Once every other day / A couple of times a week / Once a week / Once a fortnight / Once a month / Once every two months / Once every three to six months / Once every seven to 11 months / Once a year / Less than once a year, please specify in years / Never / This doesn't affect me

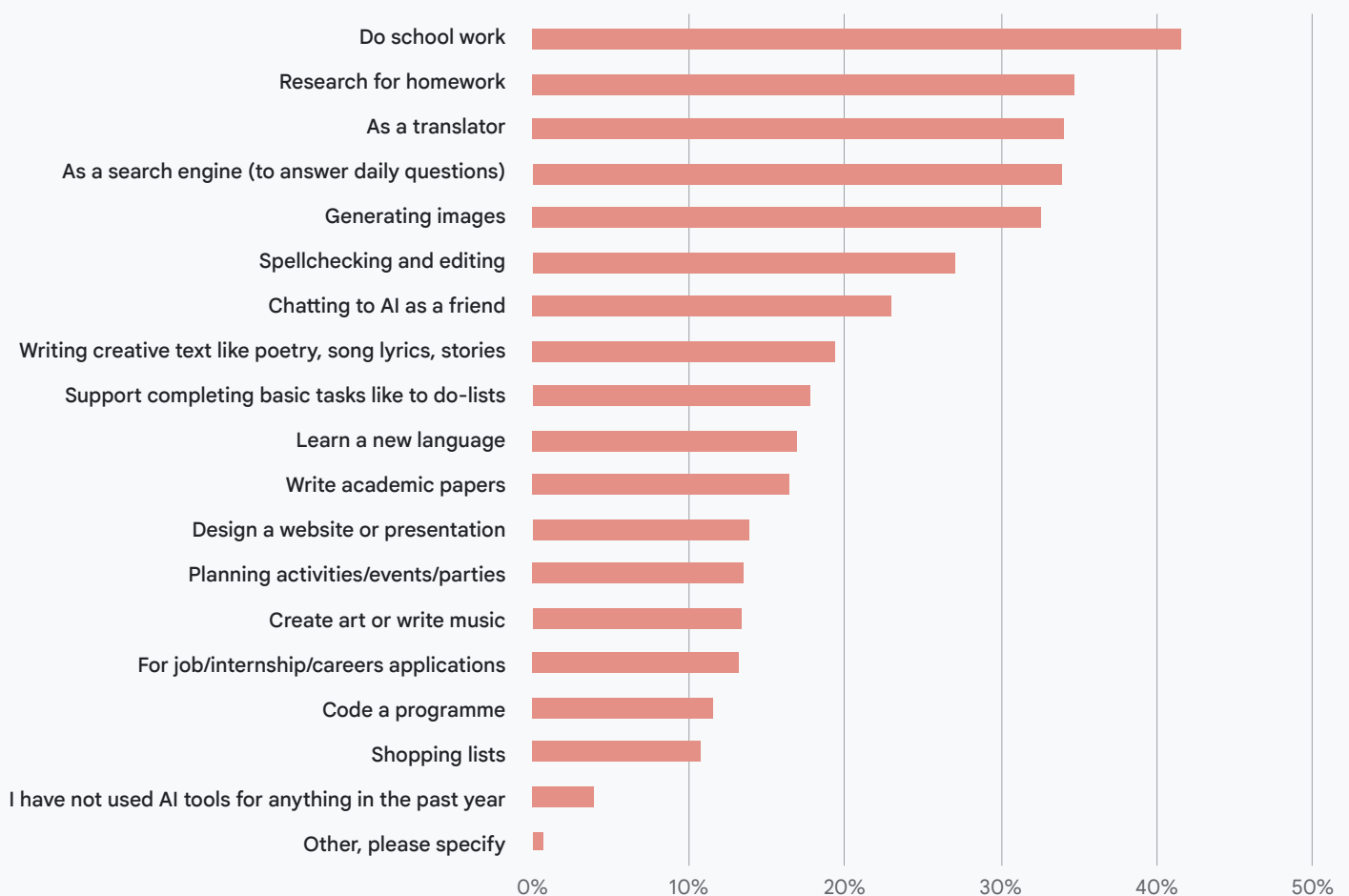
\* Reverse of 'I have not used AI tools for anything in the past year', 'This doesn't affect me - I have never used AI' and 'This doesn't affect me - I am not online / do not use the internet'

Teens reported using AI tools for a wide variety of purposes in the past year, including to support school work, in school (42%), for homework (35%), for generating images (33%), creative writing (19%) and more.

“ It’s part of my daily life: for sports, to find good workouts for the gym, for college, for my revision. I use it for a lot of things. ”

Ghalia, 18, France

### Percentage of teens who use AI tools for various reasons



What, if anything, have you used AI tools for in the past year? (Select all that apply)

Do school work / Research for homework / As a translator / As a search engine (to answer daily questions) / Generating images / Spellchecking and editing / Chatting to AI as a friend / Writing creative text like poetry, song lyrics, stories / Support completing basic tasks like to do-lists / Learn a new language / Write academic papers / Design a website or presentation / Planning activities/events/parties / Create art or write music / For job/internship/careers applications / Code a programme / Shopping lists / I have not used AI tools for anything in the past year / This doesn't affect me – I have never used AI / This doesn't affect me – I am not online / do not use the internet / Other, please specify

## 1.3

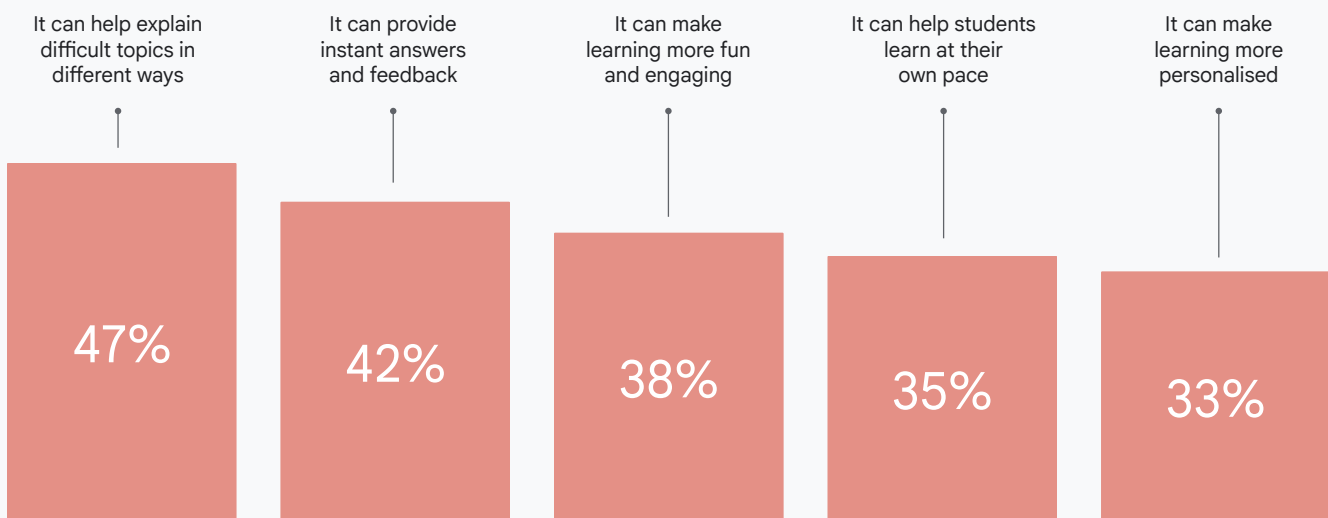
## AI &amp; Learning

## Teens appreciate the benefits of AI tools for supporting their learning experience.

They see AI tools as beneficial for explaining difficult topics in different ways (47%), providing instant feedback (42%), and making learning more engaging and fun (38%).

Research participants feel that AI is a valuable learning tool for delving deeper into topics, improving comprehension, supporting those with special educational needs, and studying for tests.

### Benefits of using AI platforms for learning



What benefits, if any, do/could you see in using AI platforms like ChatGPT or Gemini etc. for learning? (Select all that apply)

It can help explain difficult topics in different ways / It can provide instant answers and feedback / It can make learning more fun and engaging / It can help students learn at their own pace / It can make learning more personalised / I don't/couldn't see any benefits / Other, please specify

## Explaining challenging topics

“ I had a math problem I didn't understand, and I asked AI to explain it to me like I was 10 years old. ”

Sol, 14, Spain

“ AI is able to explain much better than my teachers. ”

Ali, 18, Sweden



## Revising for tests

“ I just asked it (AI) to make me flashcards and then I used them to study. ”

Oscar, 18, Ireland

“ To prepare for the chemistry test, I asked AI to generate exercises to test my knowledge. ”

Marina, 16, Italy

“ I use it as a tool to search for information and articles when writing various papers. I also often ask it to shorten things I need to learn for a test so I can understand them better. ”

Nela, 17, Poland

## Supporting those with special educational needs and disabilities

“ As a dyslexic, I have an AI programme I use for writing and it's much faster if I put the text through this than if I go through word for word. ”

Axel, 16, Sweden

“ I have problems with writing and reading but with the help of AI digital forums, reading services, typing services, it's such a big difference and now when you're on computers, it just gets better and better. It's so nice that people who have a bit of a hard time in school also get the same chance as everyone else. ”

Mafalada, 15, Sweden

## Programming

“ I use it when I'm programming, it can be good to give tips on how to solve something. I mean, I don't let it write the whole code, it has to say how to read it in code, and then I write it myself. You can get ideas. ”

Vilgot, 15, Sweden

“ I personally now use artificial intelligence for school ... either for some algorithm in computer science when I need help or for ... equations. For essays, I do not prefer it at all ... because then how are we going to evolve? ”

Eleni, 17, Greece

## Creative inspiration

“ I used it earlier because I have an assignment from my cooking course to create an original menu. I decided to make it with a seafood theme ... I asked for an idea for a fish-based dish. ”

Sohann, 16, France

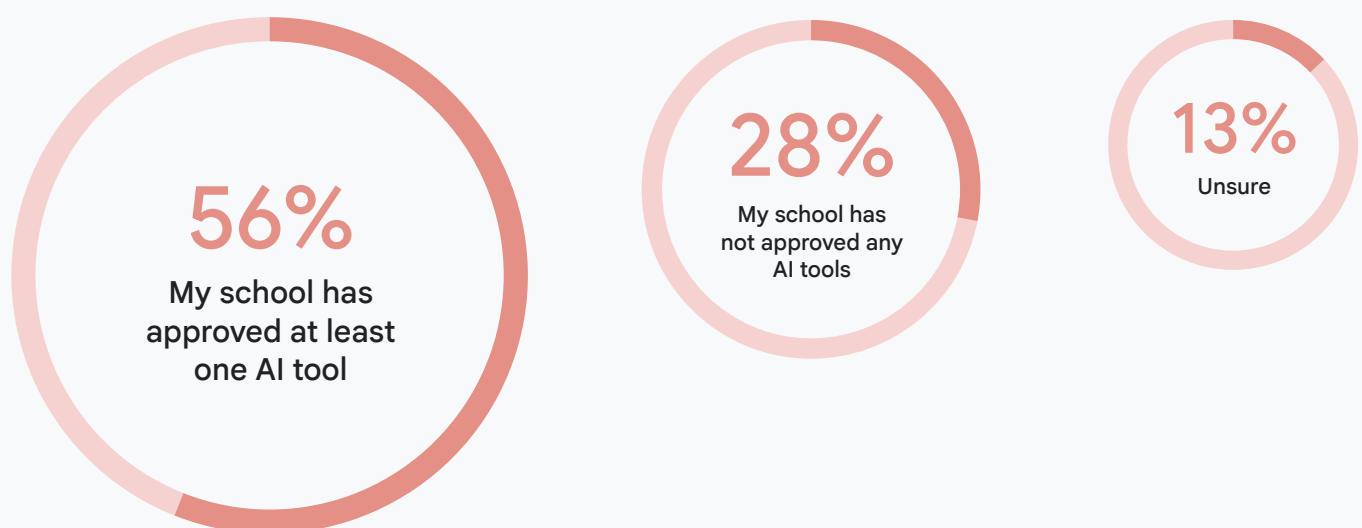
While 56%\* of research participants reported their schools had approved at least one AI tool for them to use, over a quarter (28%) believed their schools had not approved the use of any AI tools.

A further 13% were unsure of their school's approach on AI. Many expressed a desire for schools to embrace AI and provide guidance on how to get the best out of it.

“ If we had to think of some rules for using AI in education and learning, that would be good. We could create a specific framework around AI usage. ”

Dimitria, 18, Greece

Percentage of teens who say their school has approved the use of AI tools for schoolwork



What AI tools, if any, are approved by your school for use with schoolwork? (Select all that apply)

ChatGPT / My school has not approved any AI tools / Gemini / Snapchat AI / Unsure / This doesn't affect me – I do not go to school / Other, please specify

\* Reverse of 'My school has not approved any AI tools', 'Unsure' and 'This doesn't affect me – I do not go to school'

“ I think school is lagging behind ... it's just a bunch of old guys who don't know much about technology ... I think we should learn how to use AI in a better way than what we do now. ”

Ali, 18, Sweden

“ It's very important to learn how to prompt AI, because I think that in the end you have to ask questions that are detailed so that you get what you want. ”

Hugo, 14, Spain

“ In our school, the professors are against us using AI, especially for doing our homework. I think it's because they have not yet understood how it works. I believe that, if used in the correct way, it can be very useful. ”

Anita, 17, Italy

“ I'd like to know how AI works. I think that, if it is something that will become part of our daily life then everyone should know how to use it. ”

Carla, 15, Spain

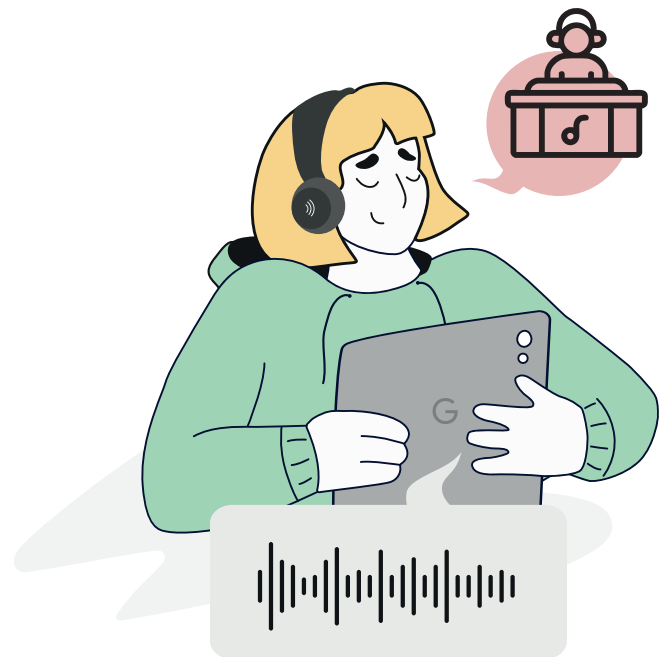
“ I think it would be good in transition year, if there could be a technology module to teach people how to use AI properly. ”

Ailbhe, 18, Ireland

## 1.4 AI & Creativity

### Teens believe AI enhances their creativity.

81% of those who have used AI tools reported that they have helped them improve one or more aspect of their creativity either 'somewhat' or 'greatly'. They reported that AI improves\* their creativity in a number of ways, ranging from activities such as making games or coding projects to craft based creativity.



Percentage of teens saying AI tools have helped them enhance their creativity in a number of ways

**65%**

Coming up with new ideas or solutions to problems

**56%**

Creative writing

**50%**

Making visual art

**49%**

Video creation or editing

**45%**

Designing things

**43%**

Making games or coding creative projects

**43%**

Craft based creativity

**42%**

Making music or sound based projects

To what extent has using AI improved or limited your creativity in the following areas? (Greatly limited/Somewhat limited/Neither improved nor limited/Somewhat improved/Greatly improved/This doesn't affect me)

Creative writing (e.g. stories, poems, scripts) / Coming up with new ideas or solutions to problems / Making visual art (e.g. drawing, graphic design, digital art) / Making music or sound-based projects / Video creation or editing (e.g. short-form content, vlogs, films) / Designing things (e.g. fashion, interiors, packaging, products) / Making games or coding creative projects / Craft-based creativity (e.g. DIY, physical making, handcrafts)

\* Greatly improved' and 'Somewhat improved' answers combined

Over half (56%) of teens say AI helps them discover new interests and skills. 60% of male respondents were likely to feel this way compared to 52% of female respondents.

“ It also has the ability to create new ideas and can even create images and videos in just seconds. ”

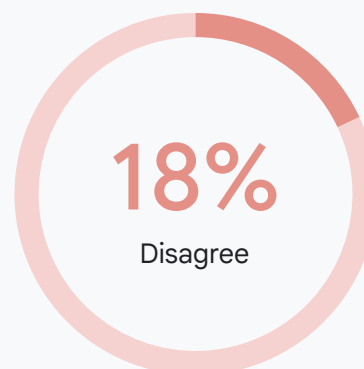
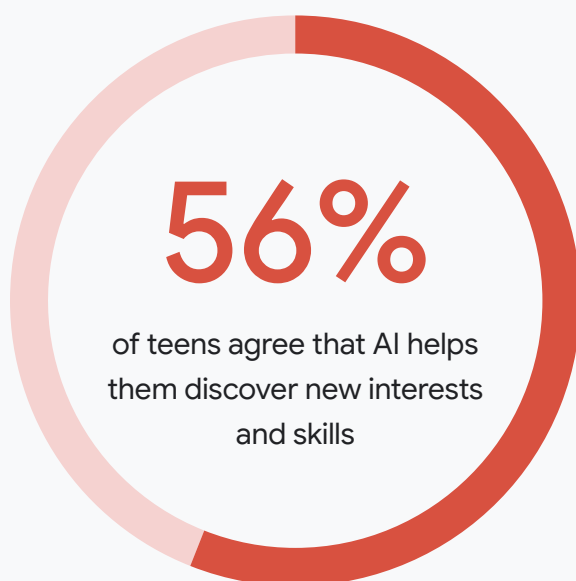
Ailbhe, 18, Ireland

“ I use it to translate ancient languages and decode hieroglyphs. ”

Martyna, 16, Poland

### Teen views on AI tools helping them discover new interests or skills

Percentages are of those who have used AI tools in the past year.



To what extent do you agree or disagree with the statement 'AI tools have helped me discover new interests or skills'?

Strongly disagree / Somewhat disagree / Neither agree nor disagree / Somewhat agree / Strongly agree



02

# Trust & Information Quality

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## 2.1 Overview



**Teens demonstrate a sophisticated understanding of the need to critically evaluate what they see online.**

They report scrutinising the credibility of much of the digital information they find online. They also say they often cross-reference information across multiple platforms and actively seek out diverse perspectives of trusted adults and friends to fact check and form a comprehensive understanding of issues. However, for some, the sheer volume of information can make that feel like a daunting task.

While acknowledging AI's benefits, research participants are also aware of its limitations and emphasise the importance of critical thinking and tools to investigate the trustworthiness of AI generated information.

“ If I am unsure about information I have obtained, I verify it on the reliable websites I use most often. I also use the internet and social media to educate myself so I can easily recognise false information or fake news. ”

Marina, 16, Italy

## 2.2

# Consideration of the trustworthiness of information

## A significant number of teens actively assess the reliability of online content.

When using the internet, AI, or other technologies for learning, 55% say they consider the trustworthiness of information, 'Always' or 'Often'.

This critical thinking about trustworthiness is more prevalent among older teens (16-18 years) at 60%, compared to younger teens (13-15 years) at 48%.

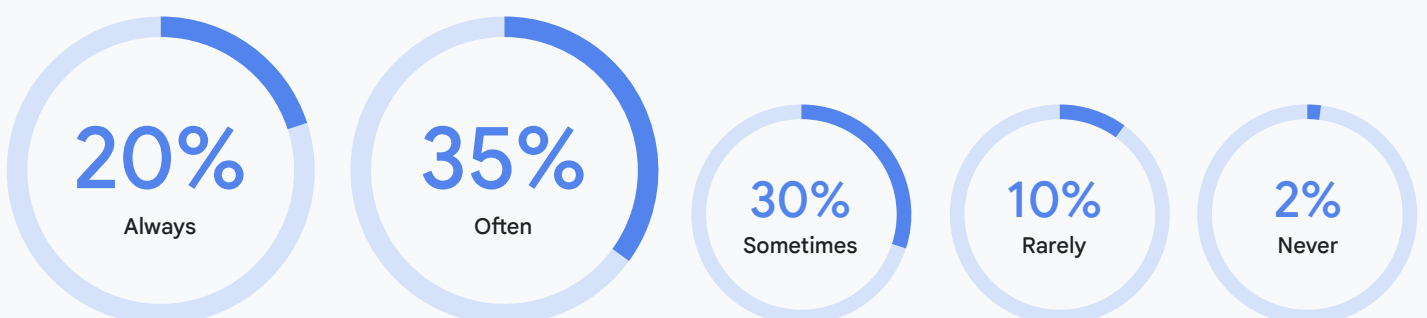
Those from higher income backgrounds demonstrate a greater inclination to consider trustworthiness (68%) than young people from lower income backgrounds (49%).

“ You need to be hypercritical of what information you take in and how much you let it affect your opinion ... it's very easy for lies and false information to be spread. ”

Joe, 18, Ireland

### How frequently teens consider trustworthiness of online information for learning

Percentages are of those who are online/use the internet.



When using the internet, AI or other technologies for learning, how much, if at all, do you think about the trustworthiness of the information you find?

Always / Often / Sometimes / Rarely / Never / This doesn't affect me

## 2.3

### Verifying online information

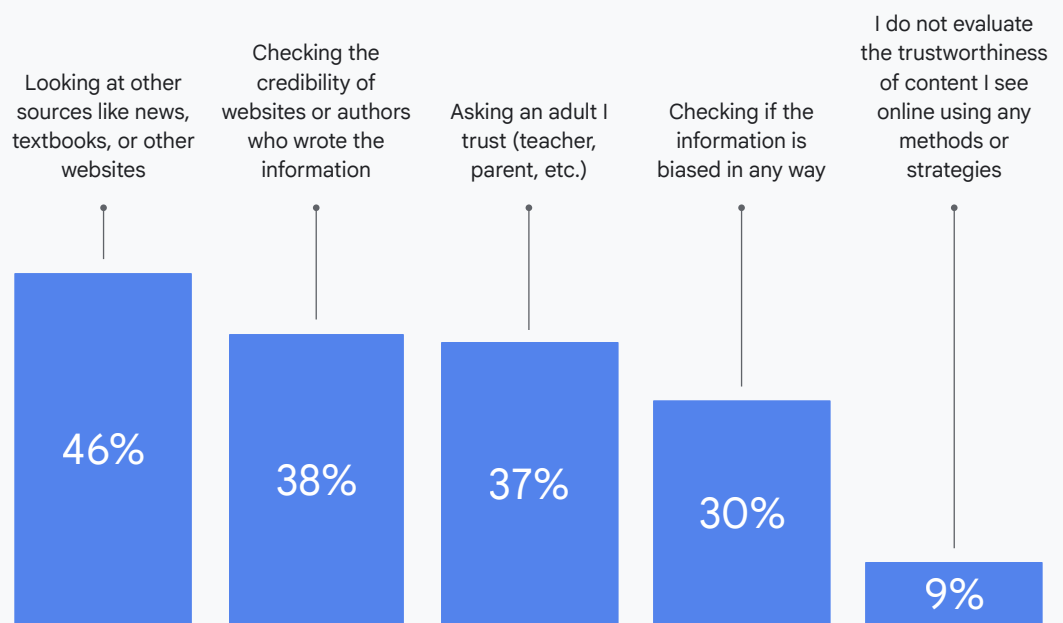
Teens describe using a range of strategies to verify information, with the most common being cross-referencing with other sources such as news outlets or textbooks (46%).

Another widely used approach, cited by 38% of teens, involves checking the credibility of websites or authors. Additionally, 37% of teens turn to trusted adults like teachers or parents for confirmation.

This is particularly prevalent among younger teens at 47% of those aged 13-15 years, compared to 32% of those aged 16-18 years.

Overall, 30% of teens say they check for bias in information, and this method is more common among older teens aged 16-18 years (35%) than younger ones aged 13-15 years (22%). Only 9% of all teens say they do not check the trustworthiness of content at all.

#### Teen use of methods to check trustworthiness of online information



What methods or strategies, if any, do you use to check if information you find online is trustworthy? (Select all that apply)

Looking at other sources like news, textbooks, or other websites / Checking the credibility of websites or authors who wrote the information / Asking an adult I trust (teacher, parent, etc) / Checking if the information is biased in any way / I do not evaluate the trustworthiness of content I see online using any methods or strategies / Other, please specify

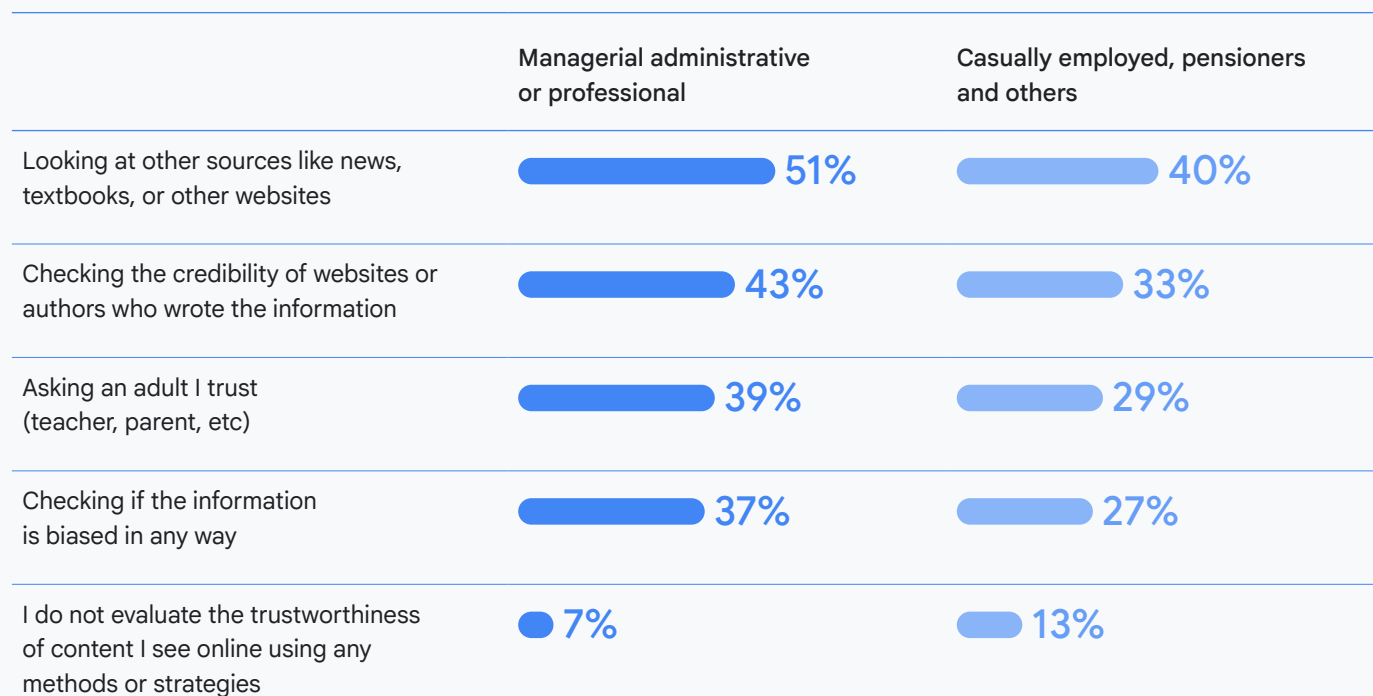
Research participants from higher income backgrounds were more likely than those from lower income backgrounds to employ all of the strategies listed.

“ I check if more sources talk about this piece of news and the authority of such pages. If newspapers like Corriere della Sera talk about it, the piece of news is more likely to be true. ”

Alessandro, 15, Italy

## Teen use of methods to check trustworthiness of online information

### Occupation of parent or guardian\*



What methods or strategies, if any, do you use to check if information you find online is trustworthy? (Select all that apply)

Looking at other sources like news, textbooks, or other websites / Checking the credibility of websites or authors who wrote the information / Asking an adult I trust (teacher, parent, etc) / Checking if the information is biased in any way / I do not evaluate the trustworthiness of content I see online using any methods or strategies / Other, please specify

\* Socioeconomic grading used in the UK National Readership Survey and by the Office of National Statistics.

“ Even certain news websites can be biased so I usually check the news from RTÉ as I believe their information is more factual. ”

Thomas, 16, Ireland

“ When I’m in doubt about the veracity of an answer, I type it into Google and compare the results. Usually, typing the right internet prompt will lead you to the correct answer. ”

Ludovico, 18, Italy



“ I asked, for example, what the difference is between the right and the left, just to see. It brought up some rather borderline things. That’s why I often ask my teachers. And I always search, for example, on Le Monde, on many newspaper websites. When a big event happens, you still have to get informed separately, because you can’t always trust AI on these subjects. ”

Shogann, 17, France

Teens reported that verifying information can sometimes feel like a big task.

“ But there is also the question of whether we can verify everything in principle, because we do not have enough time to verify everyone’s information. You have to trust some people and somehow you have to intuitively sense it, when it is that person that we can actually trust and when that information can hurt us in some way. ”

Maja, 18, Poland

“ It depends, sometimes I look into whether things are true or false. I then look at reliable pages, which are big or well-known news sites on my phone. But I don’t care about everything I see, I only check on what I care about. I think it depends if it is important. ”

Lucia, 15, Sweden

“ If I look for something I don’t know and Google gives me an answer and it’s wrong, then how do I know if this is right or wrong? ... When I don’t know things, I don’t know how to identify if what Google is giving me is true or not. ”

Julio, 18, Spain

## 2.4 AI, Critical Thinking & Trust

**While teens value the benefits of AI they are careful not to become over-reliant on it and frequently cited the importance of maintaining critical thinking skills.**

Trust in AI comes with understanding of its limitations and how to navigate those, based on their experience. Teens cite many instances of checking sources to ensure the information AI is giving them is correct.

“ AI can be a shortcut,  
but it shouldn't do the  
thinking for you. ”

Jack, 17, Ireland

“ I’m afraid it might partly replace thinking skills ... Or it will just take away part of the work and cause us to develop worse skills. ”

Jagna, 17, Poland

“ In most cases, AI is better than us. Yet, we should not delegate the tasks that enable us to improve as human beings. ”

Martino, 16, Italy

“ I don’t want to use AI for everything. I still want to rely on my own mind and only turn to it when I actually need help or don’t have a solution myself ... So I draw a line between what’s helpful and what starts taking over. I don’t want to use it so much that it ends up consuming all my life and free time. ”

Roksana, 18, Poland

“ I want to know what happens to the things I put into (AI chat bots), if it saves them or not, and if someone can see it later. That should be clear. ”

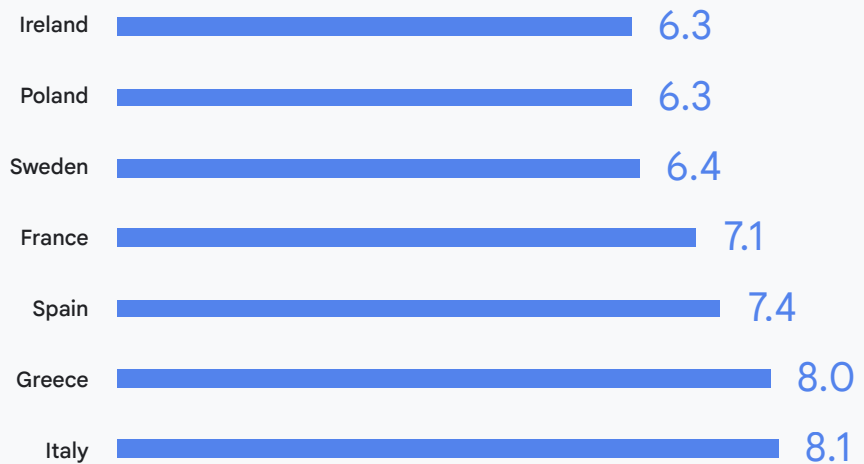
Sol, 14, Spain



## Teen trust in AI-generated information

On a scale of 1–10, how much do you trust the information you get from AI tools/sources?

Responses from participants who took part in the qualitative research groups.



“ I feel okay using AI to find information about things I don't know. Although it doesn't always give information that's 100% accurate so I try to verify it somehow. ”

Nela, 17, Poland

“ I use AI to solve simple questions and difficult ones but either way I always try to make sure it's not the only 'word' I'm taking. ”

Oscar, 18, Ireland

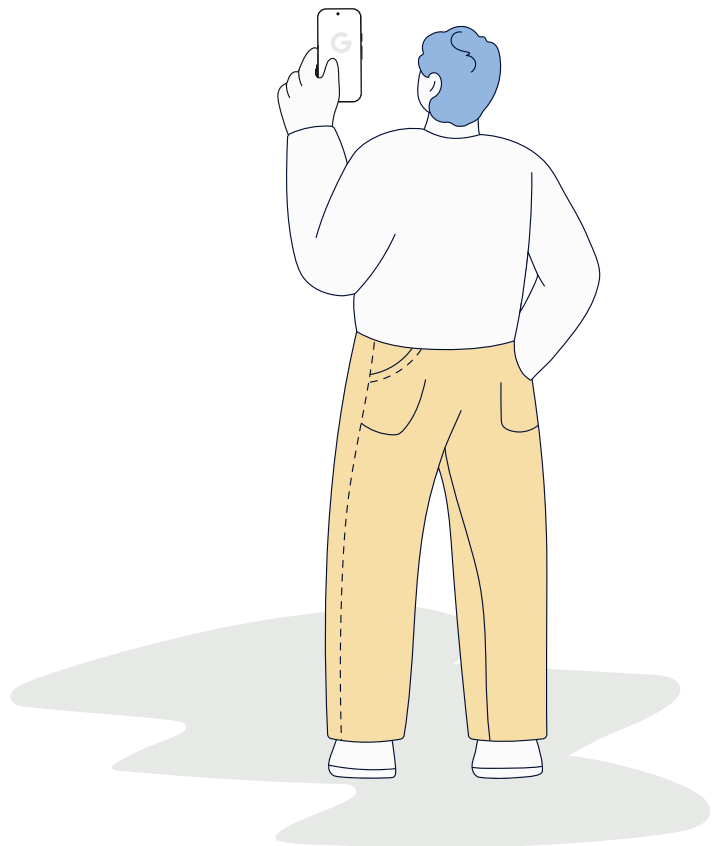
“ I don't trust too much AI when it comes to information. There are times when it gives me information that isn't correct. ”

Claudia, 18, Spain

They support steps to help them navigate AI generated content and misleading information.

“ There should be ... an obligation to tag this content that was created by AI ... some kind of watermark. There is more and more AI generated content, which is more difficult to recognize at first glance. ”

Roksana, 18, Poland



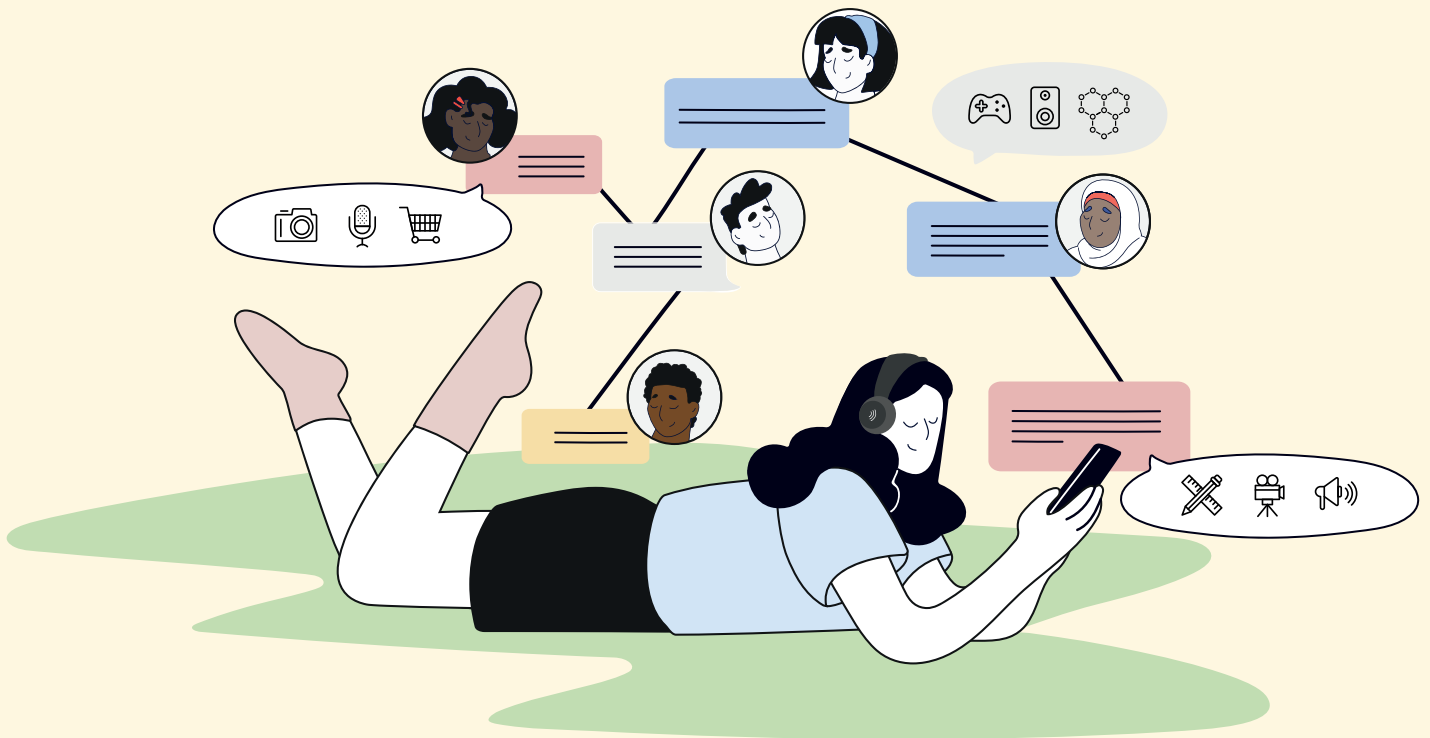
A young man with curly hair and a young woman with long hair are standing in front of a brick wall. Both are smiling and holding smartphones. The man is on the left, wearing a brown t-shirt and jeans. The woman is on the right, wearing a striped t-shirt and pants. The scene is lit with warm, golden light, suggesting sunset or sunrise.

03

# Discovery & Connection

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## 3.1 Overview



Teens participating in the research see the internet as a key source of learning, entertainment, and connection, with many discovering new interests online regularly.

27% cite algorithmic recommendations as their main source of discovery\*, and many often find them helpful (57%)\*\*. Social connections also matter, with 24% exploring new topics through friends' shared content.

Overall, personalised recommendations and observing others online play a major role in shaping teens' online learning and self-exploration.

“ I think that YouTube is one of the most interesting platforms for people, because of the content you can find on it. ”

Ludovico, 18, Italy

\* Respondents who are online/use the internet and discover new topics, interests, hobbies or other content online

\*\*Always' and 'Often' answers combined.

### 3.2

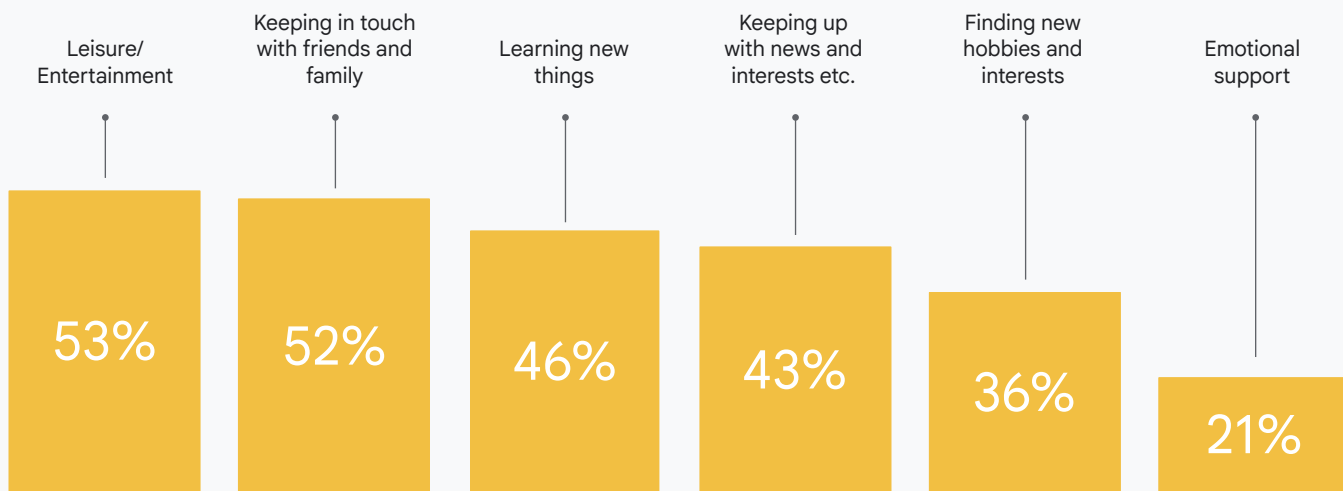
## The benefits that teens experience being online

Research participants cite learning new things, entertainment, and being connected to friends and family as the top three benefits to being online.



### Benefits to teens of being online

Percentages are of those who are online/use the internet.



What, if anything, are the benefits you experience from being online? (Select all that apply)

Leisure/Entertainment / Keeping in touch with friends and family / Learning new things / Keeping up with news and interests etc. / Finding new hobbies and interests / Emotional support / There are no benefits I experience from being online / Other, please specify



“ The internet is worldwide so you can learn what’s going on on the other side of the world. You have a lot of information about what’s going on in the news, on social media, in articles you find on a website. Ultimately, without being on the other side of the world you can know what’s going on there or what people do there. ”

Claudia, 18, Spain

“ I’m in the Scouts so I have a lot of friends from all over the country. The biggest benefit for me is that I’m able to stay in touch with them. ”

Anna, 17, Ireland

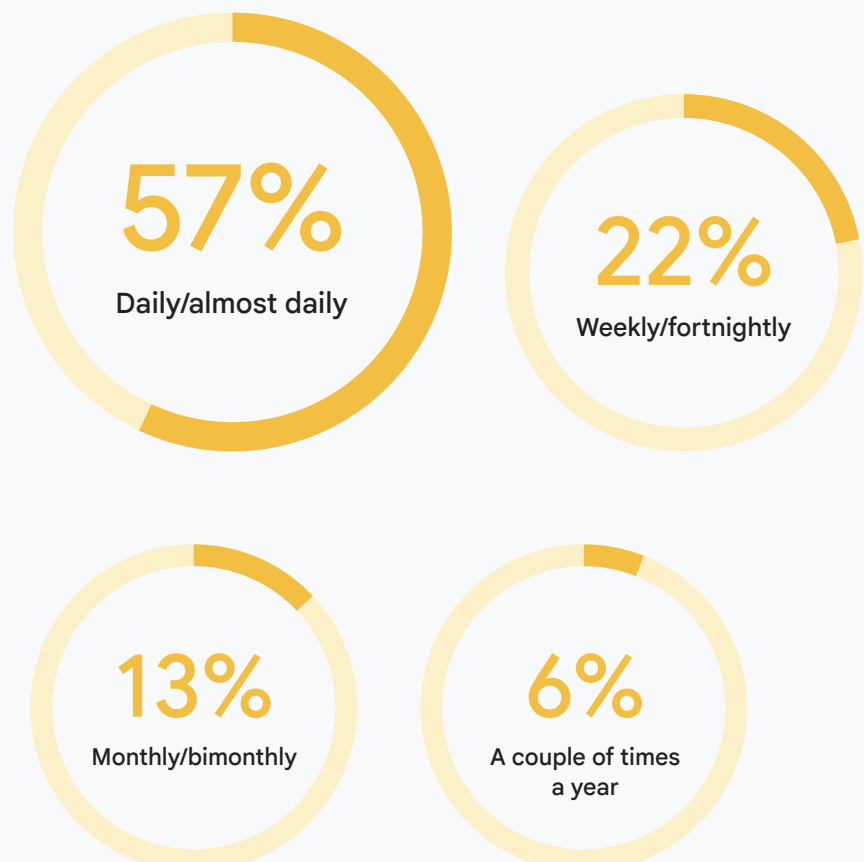
### 3.3

## Discovery of new interests and passions

The internet plays a major role in sparking new passions. Over half of teens say they discover fresh topics or interests online at least a couple of times a week\*.

#### Frequency of teens discovering new topics, interests, hobbies or other content online

Percentages are of those who are online/use the internet.



How often, if ever, do you discover new topics, interests, hobbies or other content (artists, music, books, films, ideas) online?

Daily / Once every other day / A couple of times a week / Once a week / Once a fortnight / Once a month / Once every two months / Once every three to six months / Once every seven to 11 months / Once a year / Less than once a year, please specify in years / Never

\* Daily, 'Once every other day' and 'A couple of times a week' answers combined.

## Delving deeper into how teens discover new interests online, recommendations by algorithms play a pivotal role.

Over a quarter (27%) of research participants say these algorithms are their primary method for discovering new topics or interests.

Beyond algorithms, social connections still remain a significant pathway to discovery. Nearly a quarter (24%) of teens report finding new interests through content shared by friends or individuals they know.

Active searching still accounts for a substantial portion of discovery, with nearly one in five research participants (19%) actively seeking out new topics. This suggests a proactive element to online exploration, where teens intentionally pursue specific areas of curiosity. Online communities and forums were cited by over 1 in 10 (12%) teens.

### Teens' most frequent means of discovering new topics or interests online

Percentages are of those who are online/use the internet and discover new topics, interests, hobbies or other content online.

# 27%

Content recommended to me by an algorithm

# 24%

Content shared by friends or people I follow

# 19%

Actively searching for topics

# 13%

Content shared by media/organisations/publications

# 12%

Through online communities or forums

How, if any particular way, do you most often discover new topics or interests online?

Content recommended to me by an algorithm (e.g., 'For You' page, suggested videos, explore pages) / Content shared by friends or people I follow / Actively searching for topics (e.g., using search bars, hashtags) / Content shared by media/organisations/publications / Through online communities or forums / There is no way I most often do this / Other, please specify

A significant majority of teens find algorithm driven recommendations useful in uncovering ‘genuinely interesting content’.

Personalised recommendations are welcome and seen to improve the learning experience online.

17%

always find them helpful

33%

sometimes find them helpful

39%

often find them helpful

11%

rarely or never find them helpful

## Ways personalised recommendations improve teen online learning experiences

Percentages are of those who are online/use the internet.

41%

Suggesting videos about new educational topics I'm interested in

35%

Suggesting videos about personal issues relevant to me e.g. mental health

35%

Recommending videos about news and current affairs

34%

Showing videos from new creators covering educational topics

How often, if ever, do algorithm-driven recommendations on platforms (e.g. For You pages, suggested content) help you find something genuinely interesting? (Respondents who are online/ use the internet)

Always / Often / Sometimes / Rarely / Never

In which ways, if any, do personalised recommendations improve your learning experience online? (Select all that apply)

Suggesting videos about new educational topics I'm interested in / Suggesting videos about personal issues relevant to me e.g. mental health / Recommending videos about news and current affairs / Showing videos from new creators covering educational topics / This doesn't affect me / Personalised recommendations do not improve my learning experience online – I don't find them helpful / Other, please specify

## 3.4

### Learning about themselves and the world around them

Teens described using the internet as a window into the lives, cultures, and experiences of others, which in turn helps them better understand themselves.

Online they observe how people live in different countries and cultures, what they eat, how they think, and what challenges they face – broadening their worldview and sense of identity.

For some, the internet offers a lifeline to more accepting communities and perspectives that validate their personal experiences.



“ I think social media has improved our ability to understand other people’s opinions, and I also believe that we must be open-minded and ready to listen to different ideas. ”

Alessandro, 15, Italy

“ You can talk to people from other places, see how they live, and you realise that your way of thinking isn’t the only one. ”

Lia, 18, Spain

“ I often discover new cultural figures through YouTube videos. I'm into seeing how people live in other countries – what their culture and food are like. I just love observing it all from a distance. ”

Szymon, 17, Poland

“ I used to watch videos of people in India building DIY houses with everything they could find in nature. That was something that I was very passionate about, happening on the other side of the world. ”

Lorenzo, 18, Italy

“ I am gay and live in an area that was previously part of this anti-LGBT sphere. It's like people discriminate a lot against people like me. And the internet gives me access to people from ... societies where it is more accepted, where I can learn something about me, where I can see that my experiences are not something strange. ”

Konstanty, 18, Poland

“ You can check out a YouTube video about another culture that is interesting and then go on and do more research about it. ”

Bernard, 13, Sweden

## 3.5

# Video as education and entertainment

**Video content plays a central role in the daily digital lives of teens across Europe.**

Whether for entertainment, education, or exploration, video sharing platforms like YouTube are a key gateway to discovery, belonging and self improvement. This chapter explores how teens engage with video content, how frequently they watch it, and why it holds such strong appeal.

Video is not just a pastime – it is a meaningful source of inspiration, learning, and cultural awareness that shapes how young people understand themselves and the world around them.

## Teens are watching video content multiple times per week.

Almost three quarters (72%)\* of teens say they watch video content at least a couple of times a week. 23% watch at least once every other day, while over a third (35%) watch every day.

Younger teens (13-15 years) are more likely to say they watch videos daily, at 41% compared to 31% of those aged 16-18 years.

“ I think viewing video sharing platforms does make you more aware ... you definitely learn a lot about cultures and different, like, beliefs and religions. So I think it’s good in that way, how global it is. ”

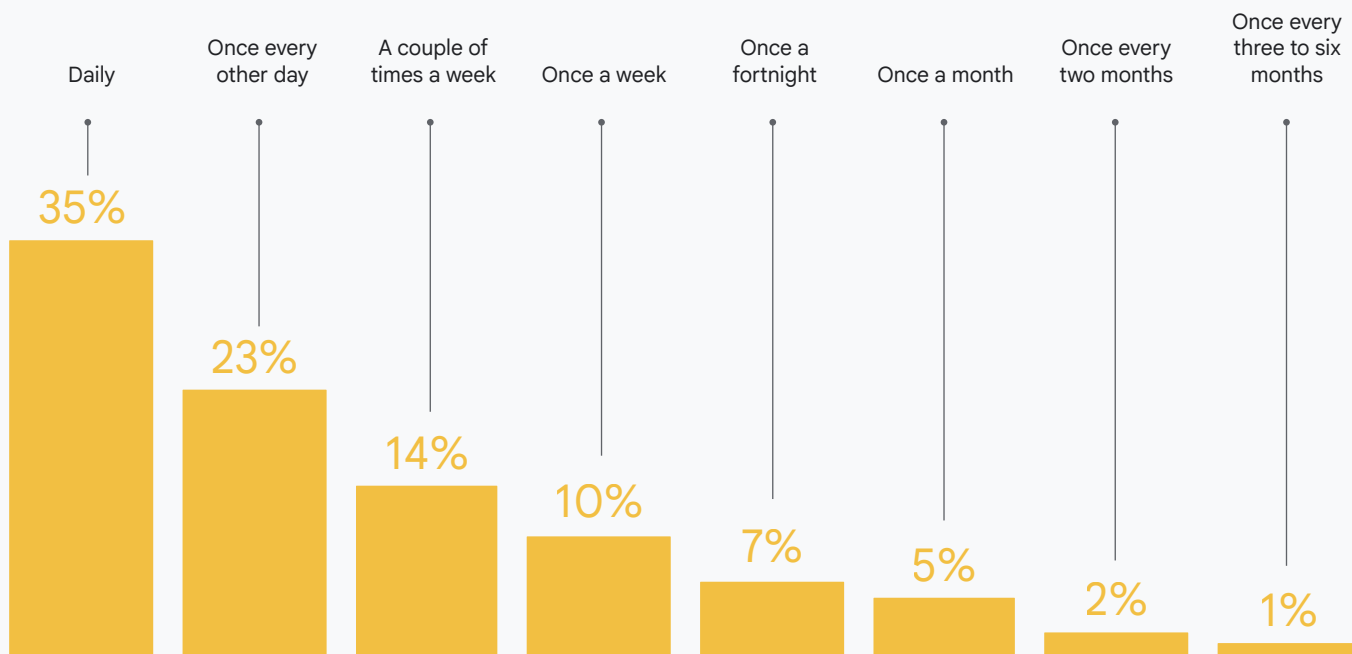
Cait, 16, Ireland

“ I learn more from YouTubers I know. ”

Albert, 14, Spain

## How often teens say they watch video content

Percentages are of those who are online/use the internet and use platforms to watch videos to learn something new for fun/outside of school



How often do you watch videos to help with your learning for school or fun?

Daily / Once every other day / A couple of times a week / Once a week / Once a fortnight / Once a month / Once every two months / Once every three to six months / Once every seven to 11 months / Once a year / Less than once a year, please specify in every years

\* 'Daily', 'Once every other day' and 'A couple of times a week' answers combined

## Video content is favoured for both learning and fun.

Teens across the countries surveyed favour video content for learning something new, whether for school or for fun.

According to teens (13-18)\* in 7 EU countries\*\* surveyed by Livity, 74% on average watched videos on YouTube to learn something new for school; and 71% on average watched videos on YouTube to learn something new for fun/outside of school.

YouTube offers videos that inspire curiosity and imagination, celebrate diverse perspectives and encourage kids to uncover their own interests and passions.

“ I use YouTube a lot myself at work, purely for my homework and it is so interesting, it brings me joy. ”

Fryni, 18, Greece



\* Differing digital age of consent: Greece and France (15-18), Spain and Italy (14-18), Ireland and Poland (16-18)

\*\* France, Greece, Ireland, Italy, Poland, Spain and Sweden

Teens in qualitative research expressed the joy they found in discovering new interests and passions through video.

In many cases, video is cited as their preferred medium for learning, finding inspiration in observing diverse people and cultures, and simply enjoying entertainment.

According to teens (13-18)\* in 7 EU countries\*\* surveyed by Livity, YouTube is the #1 platform of choice for having the best recommendations for helping them find new interests.

“ You see people make documentaries on YouTube that are, like, seven hours long on some niche topic ... and it's just so much time and effort have been put into this, and it shows you, like, just the beauty of being human in a space where you wouldn't be able to see it otherwise, right? ”

Oscar, 18, Ireland

“ You get a different view of how we have it in Sweden. You might see a lot of videos of people who have it a little worse, or countries that are a little poorer. And then you see that in Sweden you might have it much better than you actually think. ”

Axel, 16, Sweden

“ If I go on Youtube, it's because I want to dedicate a portion of my time to watch a video, to get informed or entertained. ”

Martino, 16, Italy

\* Differing digital age of consent: Greece and France (15-18), Spain and Italy (14-18), Ireland and Poland (16-18)

\*\* France, Greece, Ireland, Italy, Poland, Spain and Sweden



04

# Wellbeing & Support for Teens

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## 4.1

## Overview



**Teens value their online and offline worlds, and are conscious of balancing these aspects of their lives.**

The majority of research participants feel positive and confident they are managing well online and enjoy its benefits while taking steps to protect themselves and stay safe.

Parents/guardians and family members are their most trusted source of support and advice on healthy online habits, and the early teen years (13-15 years) are a crucial period for establishing good online habits under parents' guidance, as younger teens show a significantly higher reliance on parental support and guidance compared to older teens (16-18 years).

Some teens expressed doubts about whether parents/guardians know enough about social media and online information, and report helping their family members with their online activities.

**“ It’s the ultimate combo. I create things online that change something offline. Online gives me a voice, offline gives me a purpose ... Technology connects me with the world, but above all, it allows me to create my own. ”**

**Szymon, 17, Poland**

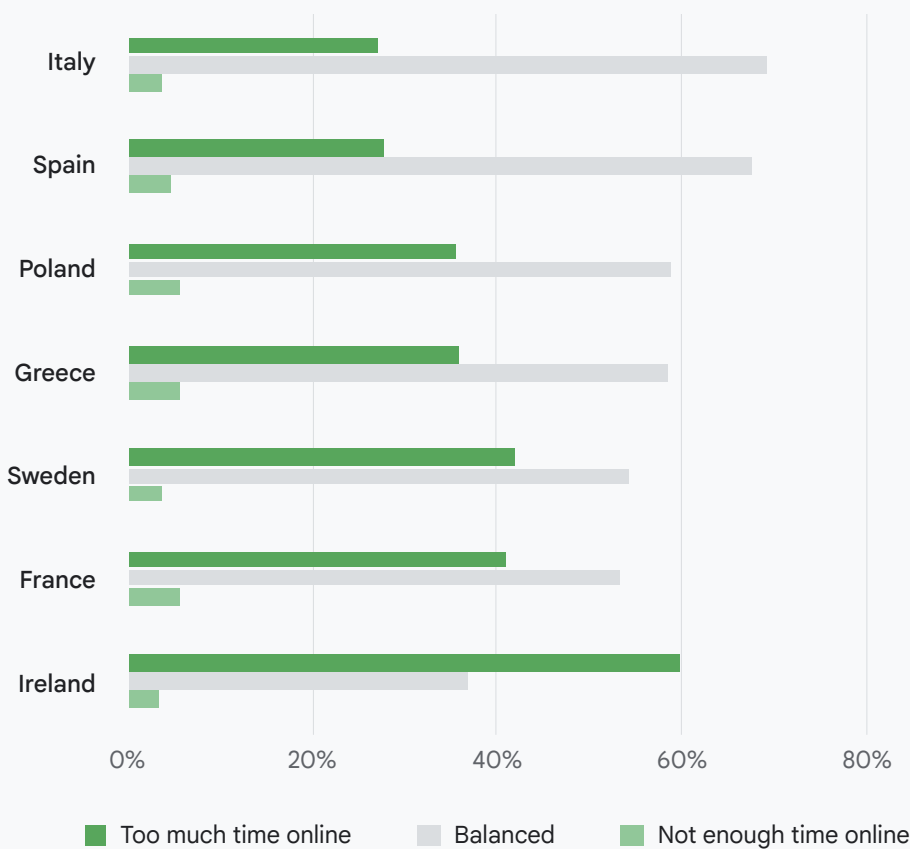
## 4.2

## Digital balance and wellbeing

Research participants are conscious of the time they spend online and the majority (57%) reported that their offline and online activities are ‘balanced’.

### Teen view of balance between online and offline activities

Percentages are of those who are online/use the internet.



How would you best describe your current balance between online and offline activities?

Too much time online / Balanced / Not enough time online

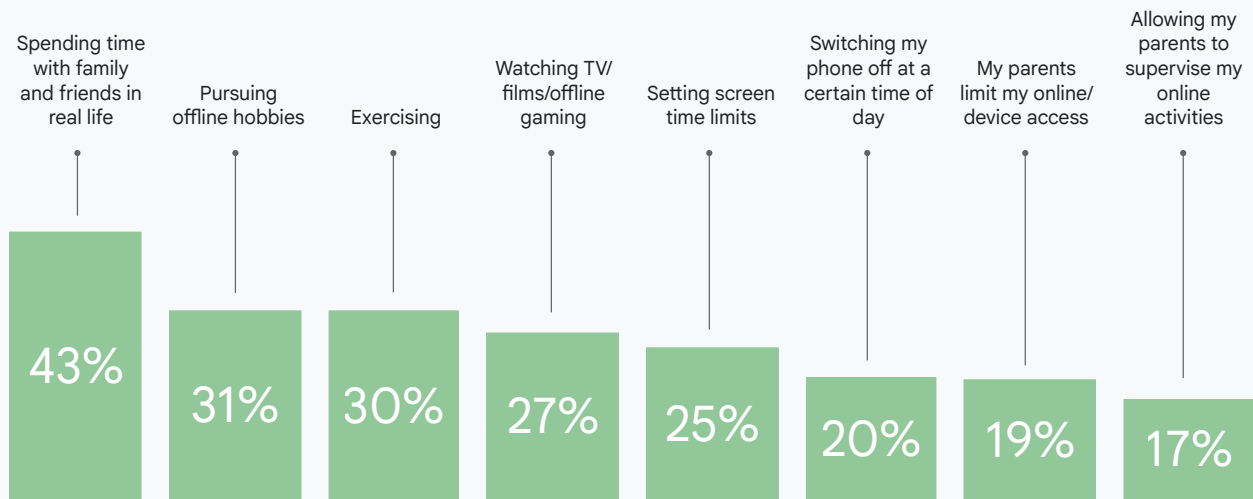
Teens actively seek to maintain balance by investing in their offline activities such as spending time with family and friends (43%), pursuing hobbies (31%) and exercising (30%).

A quarter (25%) set screen time limits as a further step to balance their online and offline lives.

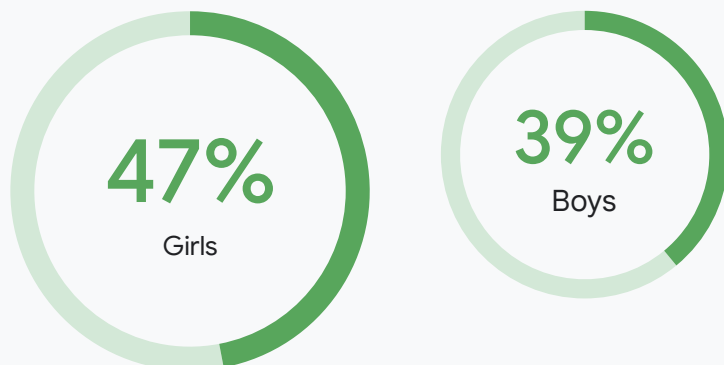
“ I go out to be with friends, to spend time, joke around and play together not to sit on a bench and start scrolling on our phones. ”

Anita, 15, Italy

### Ways teens say they balance online and offline life



Girls are more likely than boys to spend time with family and friends in real life as a way to balance their online and offline lives.



What steps, if any, do you take to balance online and offline life? (Select all that apply)

Spending time with family and friends in real life / Pursuing offline hobbies / Exercising / Watching TV/Films/Offline Gaming / Setting screen time limits / Switching my phone off at a certain time of day / My parents limit my online/device access / Allowing my parents to supervise my online activities / I do not take any steps to balance online and offline life / Other, please specify

## 4.3

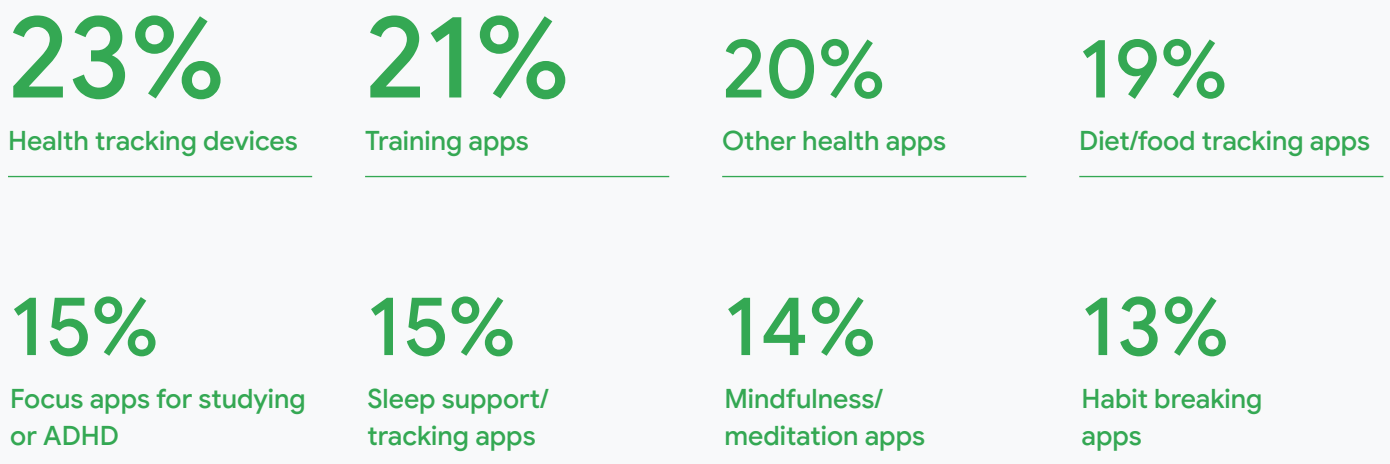
# Using technology tools for health

Tech is seen to play an important role in health and wellbeing with 70%\* of teens using various technologies and apps connected to their mental and physical health.

Of those who use technology connected to their health, these include health tracking devices (23%), training apps (21%) and health management apps, e.g. for diabetes (20%).

### How teens are using technology connected to their mental or physical health

Percentages are of those who use technology to support their mental or physical health.



What technology (devices and apps/services), if any, do you use to support your mental or physical health? (Select all that apply)

I do not use any technology to support my mental or physical health / Health tracking devices (Apple watch, fitbit etc) / Training apps (Strava, Nike Run Club etc) / Other health apps e.g. for diabetes, periods, pill reminders (My sugr, Flo etc) / Diet or food tracking apps (MyFitnessPal, etc) / Focus apps for studying or ADHD (Forest etc) / Sleep support/tracking apps (Sleep Cycle etc) / Mindfulness/meditation apps (Calm, headspace etc) / Habit breaking apps (To quit biting nails etc) / Prefer not to say / Other, please specify

\* Reverse of 'I do not use any technology to support my mental or physical health' and 'Prefer not to say'.

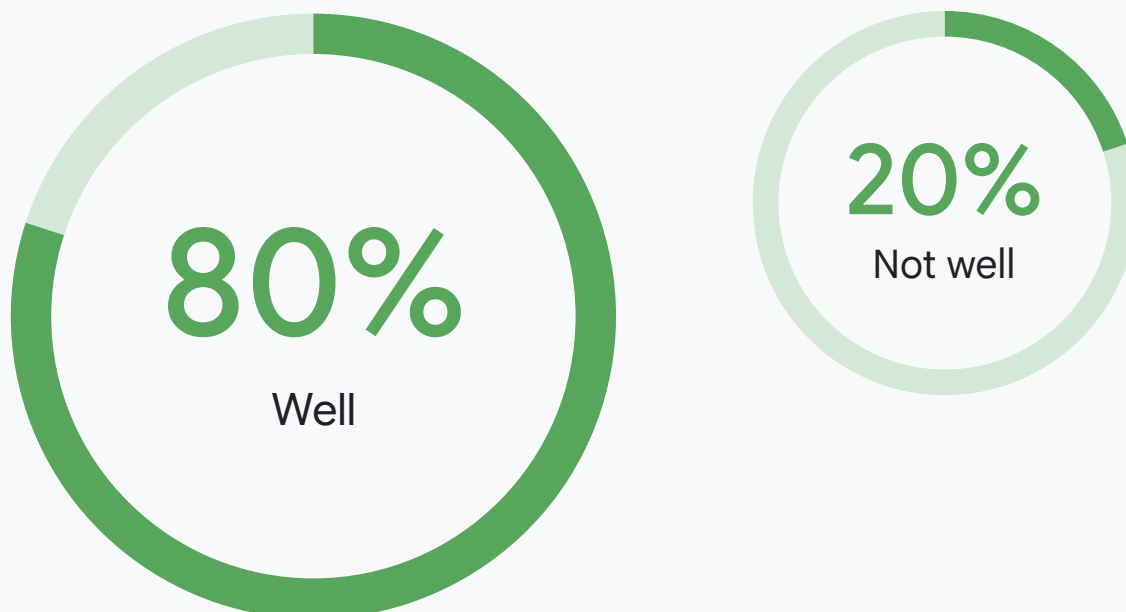
## 4.4

### Managing online habits and staying safe

A large majority of research participants (80%) felt they managed their online habits (e.g. screentime, social media and being safe online) 'well'\*.

#### How well teens manage their online habits

Percentages are of those who are online/use the internet.



How well, if at all, do you feel you manage your online habits? (things like screentime, social media, being safe online etc)

Very well / Quite well / Not very well / Not well at all

\* Very well' and 'Quite well' answers combined.

Those from higher income backgrounds are most likely to say they manage their online habits 'well' compared to those in the lowest income households, (85% compared to 75%).

### How well teens manage their online habits

Occupation of parent or guardian*	Very well	Quite well	Not very well	Not well at all
Higher managerial, administrative or professional	39%	46%	12%	3%
Intermediate managerial, administrative or professional	24%	58%	16%	2%
Supervisory or clerical, junior managerial, administrative or professional	19%	61%	17%	2%
Skilled manual workers	17%	60%	21%	3%
Semi-skilled and unskilled manual workers	18%	61%	18%	3%
Casual or lowest grade workers, pensioners, and others who depend on the welfare state for their income	21%	55%	19%	5%

How well, if at all, do you feel you manage your online habits? (things like screentime, social media, being safe online etc)

Very well / Quite well / Not very well / Not well at all

\* Socioeconomic grading used in the UK National Readership Survey and by the Office of National Statistics.

**When it comes to taking steps to stay safe online, top actions include being careful what they share online and with whom (47%), and using strong passwords (44%).**

Other regular practices for staying safe include blocking or muting other users (29%) and using the reporting functions on platforms (22%). Talking to a trusted adult about staying safe online was also important for almost a third (27%).

Being careful about what they share online and with whom, means they prefer to connect with people they know in closed, private conversations.

“ When we post something, we do it in private accounts ... because anything can be used against you. And everything stays online forever. ”

Carla, 18, Spain

“ I rarely use social media to express my personal opinions because I feel more vulnerable and under scrutiny when I do. ”

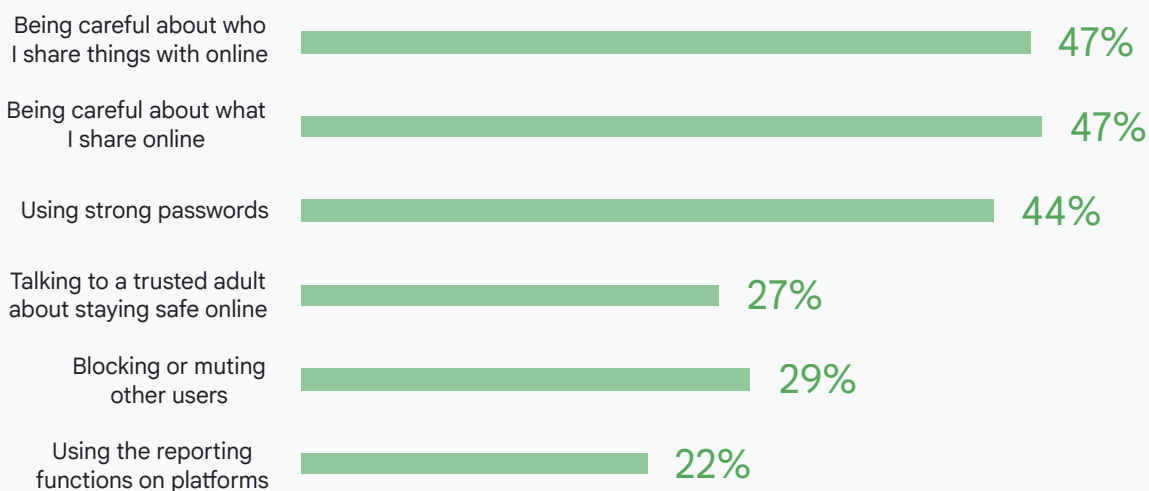
Marina, 16, Italy

“ I’d often maybe repost an Instagram story on an issue. But ... I’ve never spoken out about it, because I’d be worried just how people would take it ... just what others would think. ”

Cáit, 16 Ireland

## Ways teens are staying safe online

Percentages are of those who are online/use the internet.



What practices, if any, do you regularly follow to stay safe online? (Select all that apply)

Being careful about what I share online / Being careful about who I share things with online / Using strong passwords / Blocking or muting other users / Talking to a trusted adult about staying safe online / Using the reporting functions on platforms / I do not follow any practices regularly to stay safe online / Other, please specify

## 4.5

# Parents and guardians and teens growing together online

## Parents/guardians and family members are the most trusted source of advice about healthy online habits.

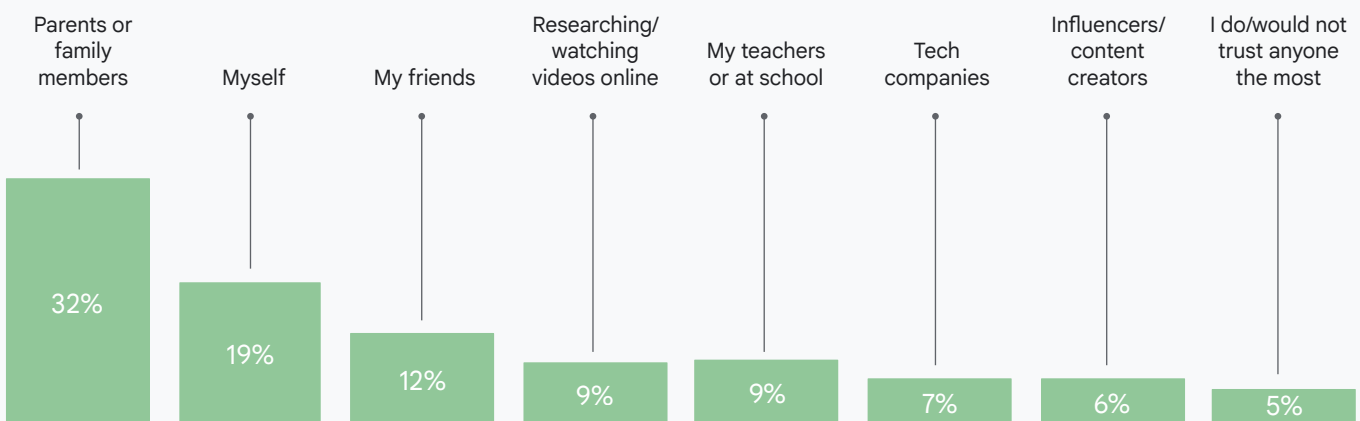
Parents/guardians and family members are the most trusted source of advice about healthy online habits, for over a third of teens (32%), followed by friends (12%) and teachers/school (9%). Meanwhile almost a fifth (19%) of research participants have most trust in themselves.

As expected, teens become less reliant on parents and family members as they grow up. Aged 13-15 years, 54% trusted parents/guardians the most to learn about online healthy habits compared to 19% of those aged 16-18 years.



### Most trusted sources for learning about healthy online habits

Percentages are of those who are online/use the internet.



Who, if anyone, do/would you trust the most to learn about healthy online habits?

Speaking to my parents or family members / Myself / From my friends / From my teachers or at school / Researching/watching videos online / Tech companies / From influencers / content creators / I do/would not trust anyone the most / Other, please specify









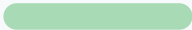








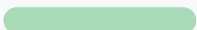
## Teens turn to their parents/guardians for help with online challenges.

Teens ask their parents/guardians for help when they encounter specific challenges online. Research participants' most common concerns shared with their parents/guardians are suspected scams or fraud (68%), cyberbullying (63%) or uncomfortable interactions with others online (58%)\*.

As they grow up, teen dependence on parent/guardian assistance with these online concerns decreases rapidly.

## Propensity to ask for help from parents/guardians in a range of situations

Percentages of those who are online/use the internet.

	All teens (Likely)	13-15 years	16-18 years
When there is suspected scams or fraud	 68%	 77%	 62%
When/if I'm being cyber bullied or harrassed online	 63%	 74%	 56%
When/if there is questionable content or misinformation online	 56%	 66%	 50%
When/if there is an issue with privacy settings or concerns	 57%	 68%	 49%
When/if there is inappropriate content online	 52%	 62%	 46%
When/if I experience uncomfortable interactions with others online	 58%	 70%	 51%

How likely or unlikely would you be to ask for your parent/guardian's help in the following situations? (When there is suspected scams or fraud / When/if I'm being cyber bullied or harrassed online / When/if there is questionable content or misinformation online / When/if there is an issue with privacy settings or concerns / When/if there is inappropriate content online / When/if I experience uncomfortable interactions with others online)

Very likely / Somewhat likely / Neither likely nor unlikely / Somewhat unlikely / Very unlikely

\* 'Very likely' and 'Somewhat likely' answers combined.

Many teens rely on parents/guardians to support them with managing online habits and supervising screen time, but some receive no support.

Over a third (36%) of research participants rely on their parents/guardians to support them with managing online habits and supervising screen time. 1 in 5 teens report receiving no support at all.

Those from lower income backgrounds were less likely to receive support managing their online habits from their parents: 23% reported receiving no support compared to 15% from higher income households.

“ I feel like it’s a bit of a solo mission. ”

Anna, 17, Ireland

## Ways teens get support with managing their online habits

Percentages are of those who are online/use the internet.

33%

Screen time controls on my phone

36%

My parents manage or supervise my online habits/screen time

25%

Using controls in-app

22%

Advice from influencers/content creators

20%

I do not get support for managing my online habits from anywhere

Where, if anywhere, do you get support with managing your online habits? (Select all that apply)

My parents manage or supervise my online habits/screen time / Screen time controls on my phone / Using controls in-app / Advice from influencers/content creators / I do not get support for managing my online habits from anywhere / Other, please specify

**Teens display high awareness of the impact of too much screen time on their mental and emotional health with many research participants describing efforts to find a balance.**

While teens acknowledge overall they have a good balance, when it comes to self regulation they sometimes struggle to put what they know into practice.

FOMO ('Fear Of Missing Out') and the perceived need to stay updated online with news and trends, and to avoid being out of touch socially, are some of the reasons it is difficult to maintain an optimal balance of time on and offline.

“ If you're not on it then you don't really understand the jokes, you don't really understand what's happening in school, you don't really understand what everyone's talking about. ”

Cáit, 16, Ireland

“ I have a love-hate relationship with TikTok and Instagram. I have both of them deinstalled because I spent too much time on them. But I'm sure I'm gonna reinstall them like I always do and MAYBE one day I'll have a healthy relationship with those evil twins. ”

Konstanty, 18, Poland

“ When I am on TikTok, I feel like I stop thinking and I don't like it. I like to be aware of the things I do. ”

Marina, 16, Italy

## Teens report that their parents/guardians use a mix of methods to monitor their online activity.

The level of parental monitoring and supervision lessens over time as teens grow older and more independent. However parents/guardians are still supporting their teens by using these methods and more to monitor their online activity as they reach 18.

Over a third of research participants (35%)\* say their parents had never used strategies or tools to monitor their activity online while 12% said they were unsure.

	13-15 years**	16-18 years**
Device phone settings	29%	21%
In app settings	27%	19%
Time control/monitoring or parental control apps which allow you to monitor time	30%	19%
Internet router controls	24%	21%
Access to passwords	30%	18%
Taking devices to check them	28%	18%

Over half (55%) of research participants claim their parents use a mix of methods to monitor their online activity:

24%

Device/phone settings

24%

Time-control/monitoring parent app

23%

Access to passwords

22%

In-app settings

22%

Internet router controls

Have your parents/guardians ever used the following strategies or tools to monitor your online activity? (Device phone settings / In app settings / Time control/monitoring or parental control apps which allow you to monitor time / Internet router controls / Access to passwords / Taking devices to check them)

They currently do this / They have used this in the past but don't use it now / They have never used this / Unsure

\* Mean of 'They have never used this' answer to: 'Device or phone settings / In app settings / Time control, monitoring or parental control apps which allow you to monitor time / Internet router controls / Access to passwords / Taking devices to check them

\*\* Percentages are of those who are online/use the internet.

## Teens' views of parents' abilities to understand the online world varies, with some seeing a need to help older family members.

Teens feel their parents/guardians generally understand social media and online information very well but there were concerns that some parental knowledge doesn't go far enough.

While almost a third (31%) said their parents/guardians understand social media and online information very well, 17% wished their parents/guardians knew more about it.

A fifth (21%) said their parents/guardians are worried about the wrong things online and 16% are concerned about parental abilities to recognise AI or fake information (16%).

“ We're kind of used to it by now, like we can tell when something is fake, but my mum still forwards those fake WhatsApp messages. ”

Carla, 18, Spain

### Teen views on parent/guardian understanding of social media, the internet and online information

31%

They understand social media and online information very well

26%

They only understand some forms of social media and online information

21%

They are worried about the wrong things online

16%

They often cannot recognise AI or fake information

19%

They teach me about social media and online information

17%

I wish they knew more about social media and online information

9%

They do not understand how social media works

Which of the following, if any, describe how good your parents/guardians are at understanding social media and the internet, and online information? (Select all that apply)

They understand social media and online information very well / They only understand some forms of social media and online information / They are worried about the wrong things online / They teach me about social media and online information / I wish they knew more about social media and online information / They often cannot recognise AI or fake information / They do not understand how social media works / None of these

## Together, parents and teens learn from and support each other in the online world.

Almost a fifth of young people said their parents teach them about social media and online information. In turn, teens shared examples of helping their parents.

“ Through an AI software, I simulated a cyber attack on my home wifi connection and I realised it wasn't secure. I told my parents and we fixed the issue. ”

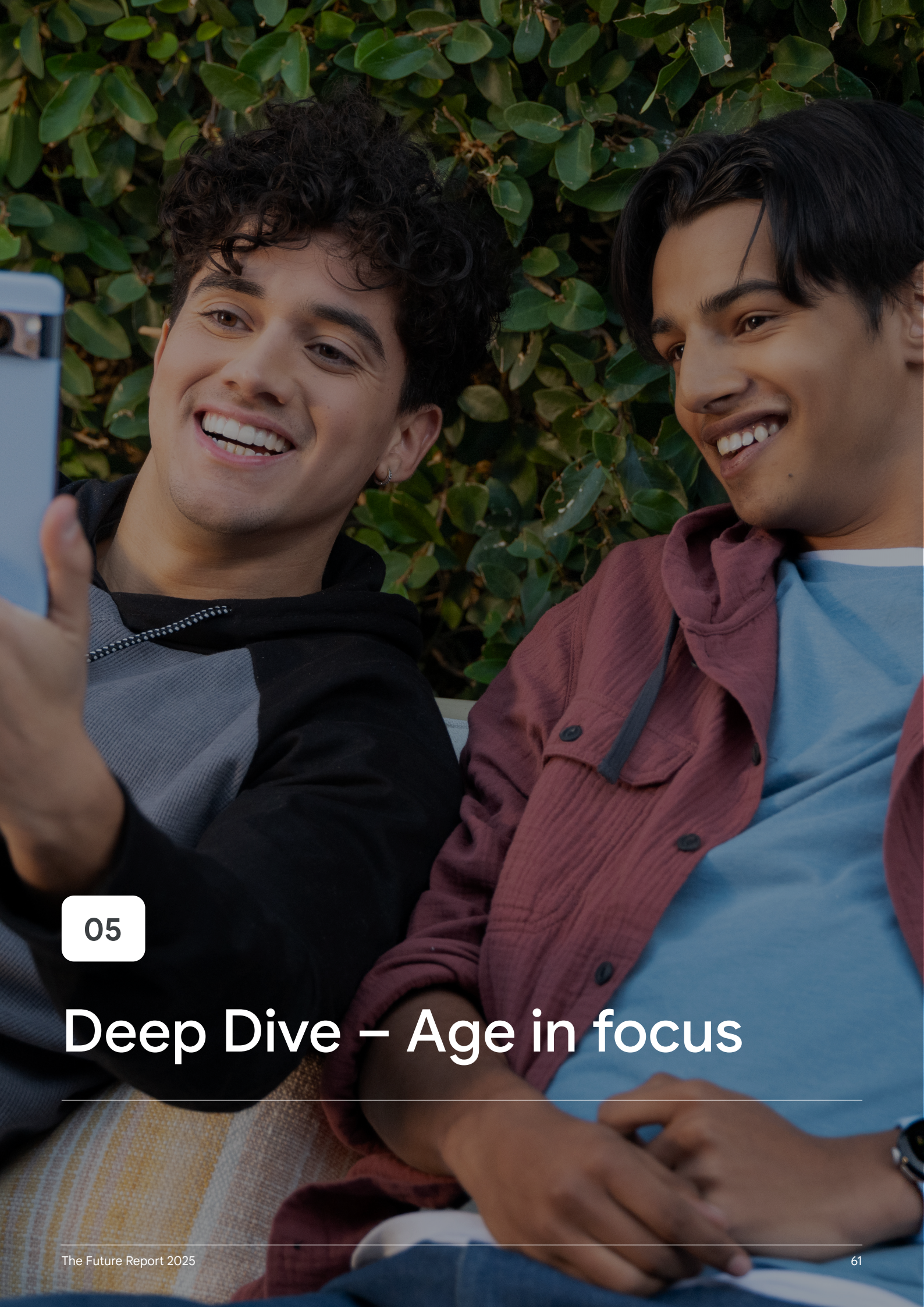
Mattia, 14, Italy

“ I am always willing to help them, for example by teaching them how to avoid online scams. They are less familiar with technology, so it is more difficult for them to distinguish fake news. ”

Ludovico, 18, Italy

“ My aunt entered her Facebook login details on a suspicious website and unfortunately her account was taken over. So then I tried to show my parents how it works more or less, how easy it is to copy such a Facebook page. Sometimes I have to show them how the world works in which we don't really live. But I like it because it's a bit like translating another language. ”

Szymon, 17, Poland



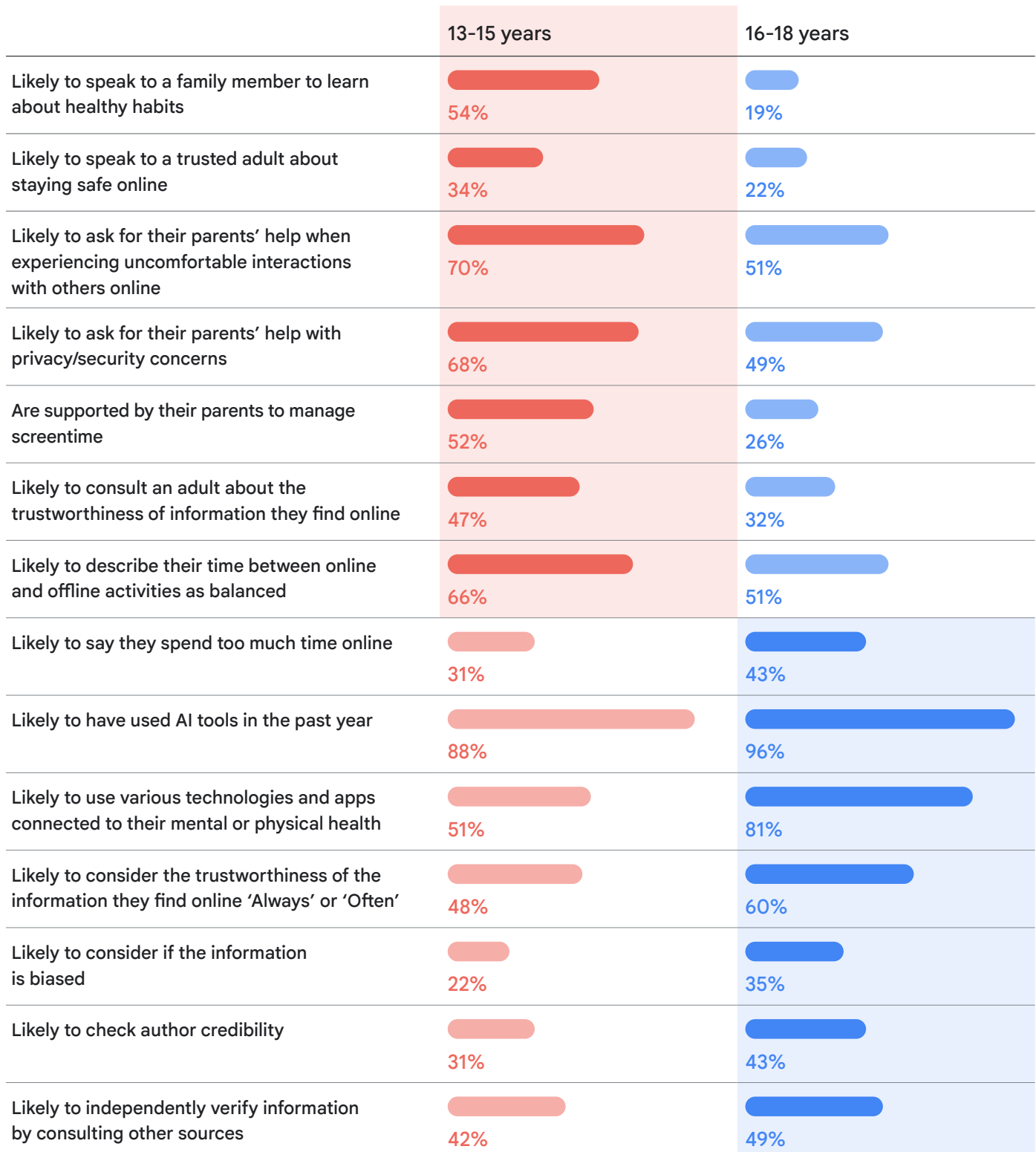
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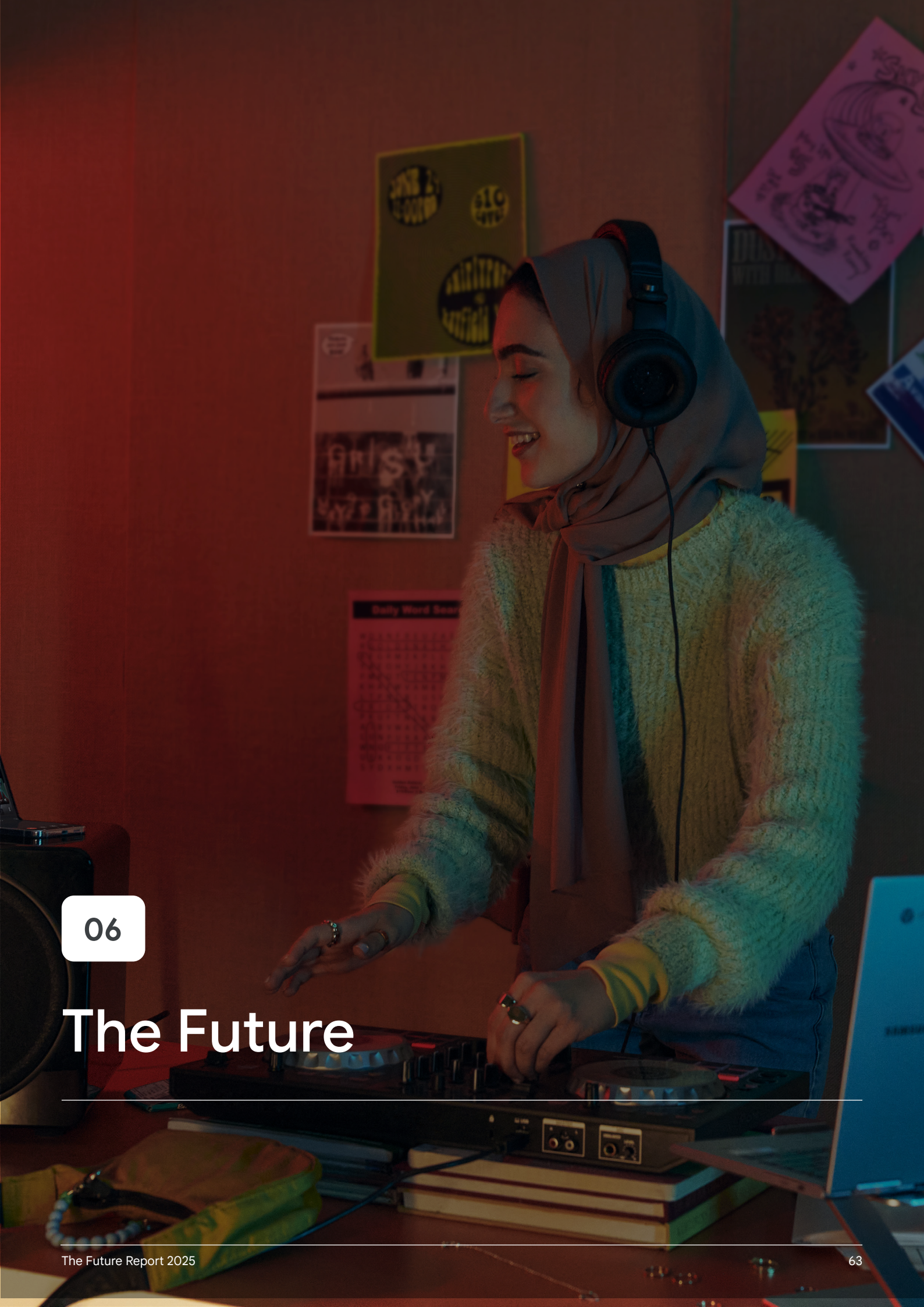
# Deep Dive – Age in focus

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# Deep Dive

As expected, younger teens are more supported by their parents, while older teens are more thoughtful about information trustworthiness.





06

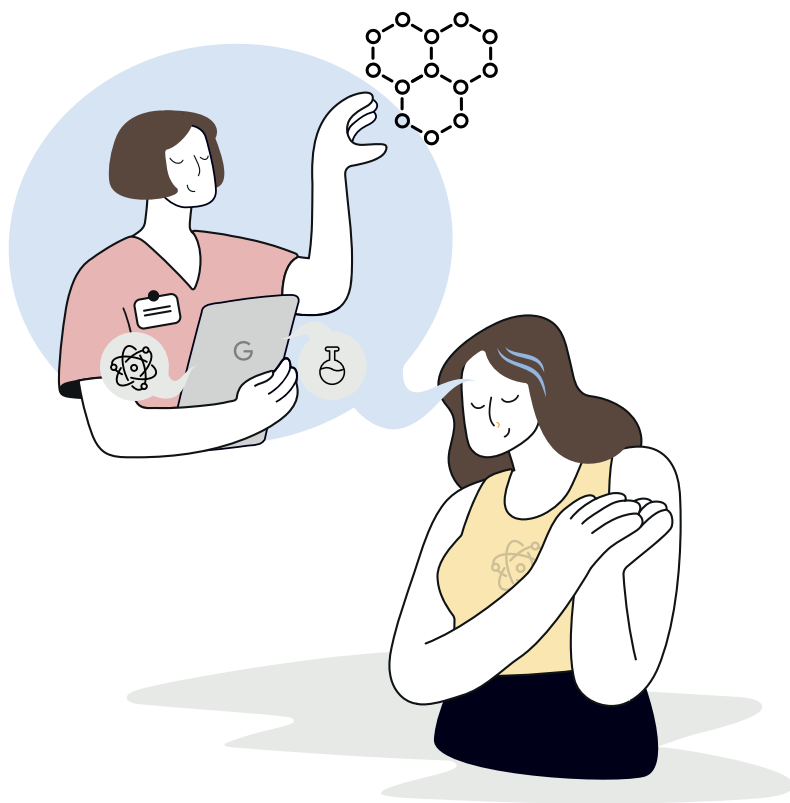
# The Future

## 6.1 Overview

**Teens see technology as a powerful tool for shaping a better future when it is designed with people in mind.**

From education and healthcare to creativity, inclusion and real-world problem solving, young people are full of ideas for how tech can be used for good. They want tools that are accessible, empowering and human-first, not ones that replace people or create harm.

This section explores the areas where research participants see the greatest potential for positive impact, as well as the values and expectations they believe future technologies should uphold.



“ The voices of young people are extremely important, because they’re the ones who are going to grow up in this society. We have had technology since we were kids, and we will continue to have technology for our lives. So we should listen to current kids and teenagers. ”

Heidi, 16, Ireland

## 6.2

# Technology to help create a better future

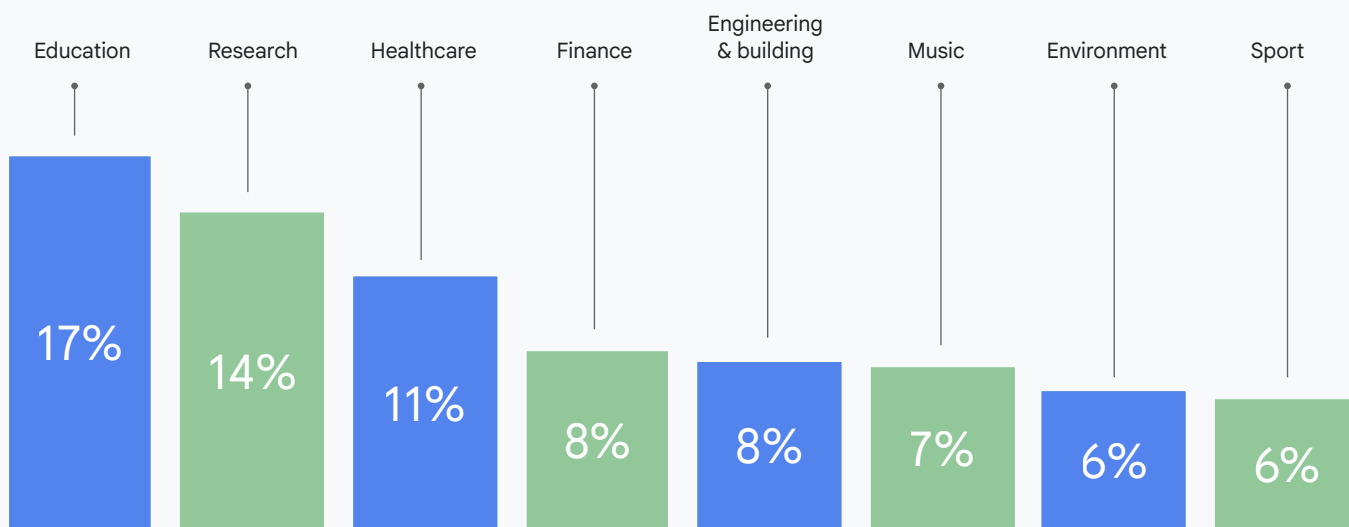
### Teens have clear desires about the future of technology.

They believe it can help create a better future, and display the most optimism in the areas of education, research and healthcare.

“ I would like technology to advance healthcare, making it more precise and enabling it to solve diseases for which there is currently no cure. ”

Lorenzo, 18, Italy

### Where teens think technology could have the biggest future impact



Where, if anywhere, do you think technology could have the biggest impact in the future?

Education / Research / Healthcare / Finance / Engineering and building / Music / Environment / Sports / Art, design, architecture / Transportation / Social justice issues or conflict / Politics / I do not think technology could have the biggest impact anywhere in the future / Other, please specify

In an open-ended question, participants identified the following ways in which technology could create a better future.

These ideas have been aggregated into the following themes:

### Creativity & Innovation

Responses that highlight **technology's role in fostering new ideas, inventions, or creative outputs**. This includes AI for design, robotics for innovation, open-source tools, and scientific or cultural breakthroughs.

### Healthcare & Support

**Technology that supports physical and mental health** through faster diagnoses, personalised treatments, AI diagnostics, wearable health devices, telemedicine, and digital mental health support.

### Education & Learning

**Technology as a tool to enhance access to education**, customise learning experiences, support students with diverse needs, and improve teaching methods – especially through online platforms, AI tutors, and adaptive systems.

### Social Impact & Inclusion

**Technology's power to make society fairer and more inclusive** – helping marginalised groups, improving communication across languages, supporting people with disabilities, and offering digital access regardless of background.

## Climate

- “ Technology can help create a better future by supporting environmental sustainability through innovation. ”  
18, Greece
- “ Helping provide positive solutions for the environment. ”  
14, Spain
- “ Automation and precision farming can increase food production while reducing negative effects on the environment. ”  
16, Ireland

## Education

- “ AI tutors can provide support tailored to individual students' needs. ”  
18, Ireland
- “ Everyone can get the help they need regardless of who their parents are or which school they attend. ”  
14, Sweden
- “ By being educational for the youngest and by helping the most vulnerable. ”  
18, France

## Health

- “ Improve the treatment of incurable diseases (for example: cancers). ”  
18, France
- “ Doctors in underserved or rural locations can be accessed through virtual healthcare. ”  
18, Ireland
- “ Creating treatments for diseases and health problems based on the person most in need. ”  
17, Italy

## Creativity and innovation

- “ With automation and home automation, it is possible to optimize the use of resources and energy. ”  
15, Spain
- “ Everyone can collaborate and come up with new innovations. ”  
16, Sweden
- “ Technology can help make the future better in simple ways, such as making our daily life easier. For example, it can help in health with faster tests or treatments, in education with easy access to knowledge, and in the environment with solutions for clean energy. If we use it correctly, it can improve our lives without harming people or nature. ”  
18, Greece

## Social impact & inclusion

- “ By helping people with motor and intellectual disabilities to live independently and be autonomous. ”  
17, Italy
- “ Use technology to improve situations in poorer countries, create more technology that benefits nature. ”  
16, Sweden
- “ Create a better society and address climate change. ”  
15, Spain

## 6.3

# Teens call for inclusive technology designed for user well-being

**Teens want technology that actively supports their mental and emotional wellbeing, through features they can opt into, and through thoughtful design that considers their needs from the start.**

They support safer digital spaces where they can thrive, and tech that offers age-appropriate experience and guidance.

Teens feel this is especially important for those more vulnerable to harm or affected by the digital divide. From tools to limit time online, to tools that help them understand what they are seeing online, young people want protection by default, not just by choice, and they see a role for both tech companies, parents, regulators and educators in making that happen.

Teens want to see collaboration between governments and experts to ensure development of technology and online spaces that are safer for all.

“ Create digital spaces that foster healthy interactions, diverse perspectives, and constructive dialogue. Protect the most vulnerable, children, the elderly, and people in mental health crises – because they use these platforms too. ... And if possible, default settings should be designed with people in mind – with built-in time limits that can be adjusted, but which ensure that an app isn’t harmful to someone who installs it without knowing how to use it properly. ”

Maja, 18, Poland

“ Privacy settings are so confusing on some platforms – you shouldn’t have to go looking for them, they should be clear. ”

Aileen, 17, Ireland

“ Tech companies should have clear warnings, develop algorithms that protect us and hire experts that know how to make apps that are less addictive. ”

Kanya, 16, Sweden

“ If AI can tell me which news is real and which is fake, that would be super useful. Like having a filter to help you trust stuff. ”

Hugo, 15, Spain

“ There should be default settings which give people the positive aspects of social media, more than causing tiredness and overwork, so that it is more wisely designed. ”

Jagna, 17, Poland

“ I think it’s up to the government and the people to decide. In fact, I think we should have some kind of vote. The government makes a proposal, and then the people give their opinion. That way, everyone has their say. ”

Daphné, 15, France

“ There should be rules for using it – this is how you use it, and this is what you should never do, especially for making images or videos. ”

Hugo, 15, Spain

## 6.4

### Teens want more training on how to use technology

Research participants say they want more training on how to safely use technology.

“ Teachers could help integrate digital safety in our education and create safe classrooms so that we can speak about cyberbullying, how to check sources and about integrity. ”

Kanya, 16, Sweden

“ I would like my teachers to teach us how to show respect for others, for example by commenting on social media in a polite manner and avoiding insults. ”

Alessandro, 15, Italy

“ I wish teachers at school would teach us more about how to use technology safely, both for studying and in everyday life. ”

Emilce, 15, Italy

## 6.5

### Teens want to be heard and involved

#### Young people exhibit a clear desire to be active participants in the evolution of technology.

Teens are not just users of technology, but its future architects. Their vision is for a technological landscape that is collaborative, inclusive, and fundamentally geared towards improving human well-being and tackling pressing societal issues.

Their involvement in the development process is therefore not just a preference, but a vital necessity for creating a future where technology truly serves us all.

“ The first person who will be affected by a product will be the user ... it's important to have the opinion of the people for whom the product will become part of their habits. ”

Mila, 15, France

“ I think they should definitely give a voice to the public and just people who will be using technology in their everyday lives. ”

Cáit, 16, Ireland

“ They should listen to us teens, our opinions in a way that they use them as well. ”

Ionela, 16, Greece

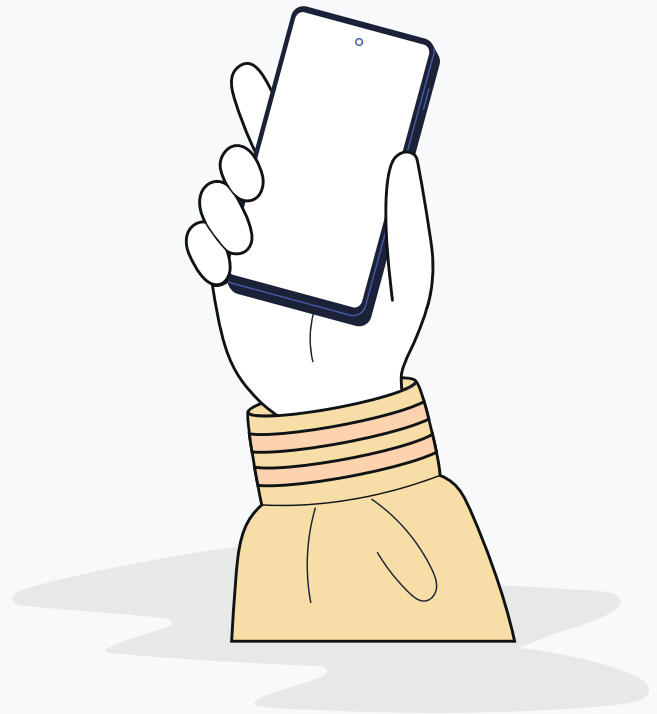


# Recommendations

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## Recommendations

Teens are not a single, uniform group; their needs, behaviours, and relationships with technology change significantly as they mature from younger teens (13-15) to older teens (16-18) years.



A teen's online experience is also uniquely shaped by individual and familial factors as well as their environment and the kinds of content to which they are exposed.

We believe that understanding and addressing the evolving needs of young people is crucial, and we consistently listen to their voices through research studies and wider engagement forums.

Perspectives from European teenagers in The Future Report highlight key areas where stakeholders can work together to support positive, safe, and empowering digital experiences for young people.

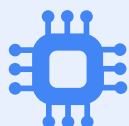
**These key areas focus around three core principles:**

- 01 Ensure equitable and age-appropriate online experiences** focusing on the evolving developmental needs of young people so that all teens, regardless of their background, have access to the information, education, entertainment and community they need to thrive.
- 02 Cultivate digital, AI and media literacy** to improve understanding of traditional and emerging AI technologies, helping users identify AI-generated content, fostering media literacy and critical thinking skills, and bridging socioeconomic gaps in access to these skills.
- 03 Support shared responsibility for online safety** so that tech companies, policymakers, educators, and parents can each play their part in creating safe, empowering digital experiences for young people today and in the future.

Building on these principles, here are the key recommendations for what each stakeholder can do to support young people on their unique digital journeys.

Recommendations

## Tech companies



- **Invest in and promote tools** and age-appropriate experiences, with baseline protections, that empower, respect and protect young people online.
- **Provide robust educational curricula and funding resources** that can be leveraged by civil society, educators, and caregivers including underserved communities.
- **Develop AI responsibly** with safety filters and responses that are in the best interests of children, and create tools and standards that make it easier to identify AI-generated content.

Recommendations

## Policymakers



- **Establish harmonized guidelines** and international standards that empower and protect teenagers, recognizing the different needs of younger and older teens while maintaining access to education and information through age-appropriate experiences.
- **Integrate AI literacy and critical thinking** frameworks into national curricula.
- **Promote national programmes** to help parents and carers understand and navigate the online world.

Recommendations

## Educators / civil society



- **Engage and support parents** by signposting digital literacy and online safety resources that are available to them.
- **Leverage AI education resources** to help students understand and use AI safely and responsibly that make it easier to identify AI-generated content.

Recommendations

## Parents & guardians



- **Maintain open communication** with children about their online experiences and discuss healthy habits, strategies for safety and verifying information.
- **Make use of parental control and wellbeing tools** to provide structured age-appropriate support that helps teens thrive, maintaining balance between online and offline lives.
- **Actively learn about AI tools** to better understand how young people are using them, understanding benefits and limitations.



Thank you

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## **Thank you to all the teenagers and parents who participated in The Future Report.**

Your time, insights and contributions have been invaluable in helping us understand how young people across Europe are experiencing and shaping the digital world. Whether through surveys, focus groups or creative tasks, your input has helped bring depth and perspective to the findings.

A special thank you to the teens who shared their experiences. Your voices are central to this work, and your views will help inform better, more inclusive approaches to technology in the future.

We also appreciate the support of parents and carers who enabled participation and helped ensure that young people had the space to engage.

**Google & Livity**

