AI AMPLIFIED

WHAT GEN ZS THINK OF AI

year 13

IN COLLABORATION WITH

KPMG   Microsoft

We are year 13

FOUNDED IN 2011, YEAR13 IS A GEN Z PUBLISHER AND ED-TECH WHOSE PURPOSE IS TO SUPPORT YOUNG PEOPLE TO LIVE HAPPIER, HEALTHIER AND MORE FULFILLED LIVES, AND WHOSE MISSION IS TO UPGRADE THE SCHOOL-TO-WORK TRANSITION.

Year13 connects with 3.5 million young people each month and all Year13 content is created by an in-house team of Gen Z creators. Year13 also owns Career Tools, Australia's largest school to work transition platform, with over 1200+ subscribing schools.
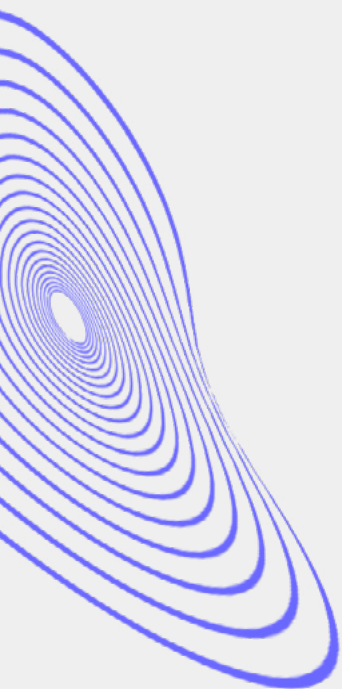
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Contents

Methodology

One national survey of Australian youth conducted by Year13 in December 2023.

Total responses = 1048

This survey formed the basis of this research paper and was designed to gather comprehensive information about the views on artificial intelligence of Australian youth aged 15 to 24. The survey was conducted online and respondents were sourced via social media. Survey respondents were not informed of the subject matter of the survey prior to taking it so as to not bias the results. Youth quotes featured in this report were sourced from extended response questions included in the survey, some of which have been edited for clarity and brevity.

A total of 1048 survey responses provides a large enough sample size to draw valid conclusions that represent Australia's youth population. With a sample size of at least n=1048. We are 95% confident that the true result of the population falls within the interval defined by our results ±3%.

In addition to descriptive statistics for each survey question, the analysis includes statistically significant differences across the following variables/groups: gender, low socio-economic status (SES) background and culturally and linguistically diverse (CALD) background. These groups are self-reported and locations of respondents haven't been tracked. Any relevant and significant differences amongst these variables and groups compared to the average have been highlighted.

See the next pages for a full demographic snapshot.

Demographic breakdown

NT **1%**

QLD **17%**

WA **10%**

SA **6%**

NSW **30%**

ACT **3%**

VIC **29%**

TAS **3%**

Metropolitan — 59%

Regional — 36%

Rural — 5%
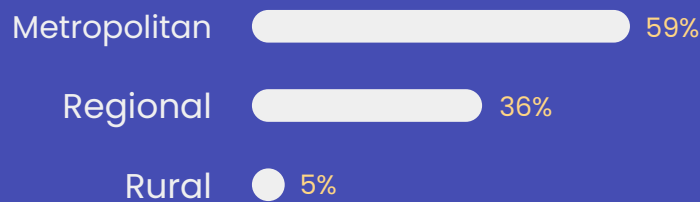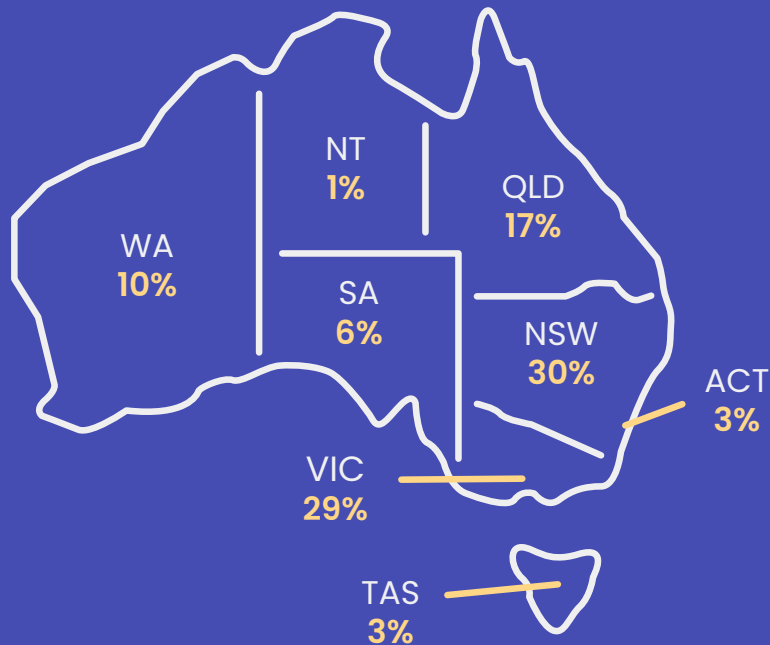
OUR RESPONDENTS

40%
are in high school

41%
are in university

5%
are in TAFE

70%
are working

3%
are of Aboriginal or Torres Strait Islander origin

14%
consider themselves to have a disability

26%
are from a culturally and linguistically diverse (CALD) background

14%
are from a low socioeconomic status (low SES) background

GENDER BREAKDOWN

48%
Male

48%
Female

3%
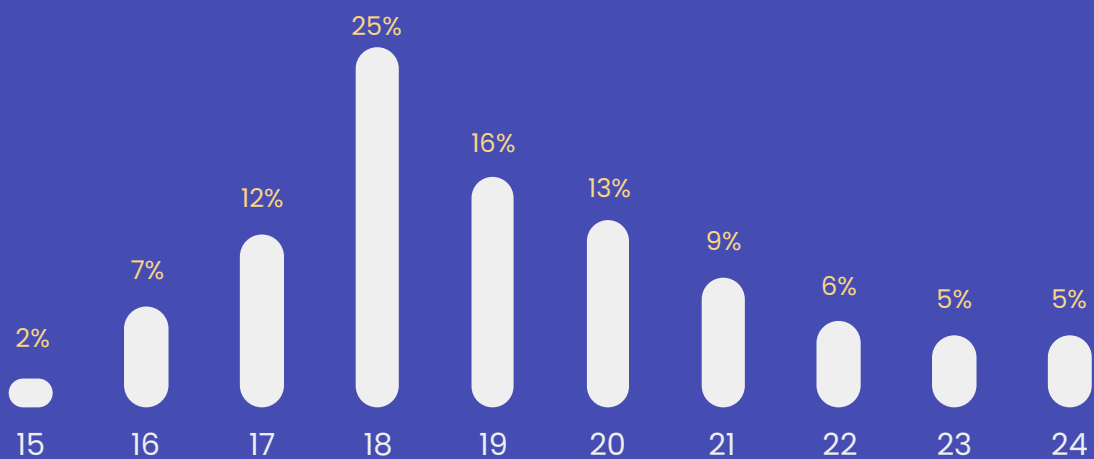Non-binary/
non-conforming

0.5%
Other

0.5%
Prefer not to say

AGE BREAKDOWN

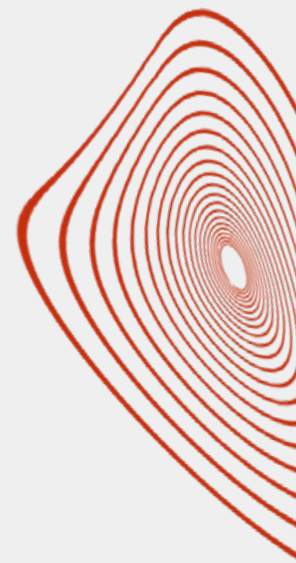| 15	16	17	18	19	20	21	22	23	24
2%	7%	12%	25%	16%	13%	9%	6%	5%	5%

Introduction

This AI Amplified report, made by Year13 in collaboration with Microsoft and KPMG, delves into the evolving landscape of young people's perceptions, interests, and engagement with Artificial Intelligence (AI) in Australia. This report accompanies the AI Amplified e-learning Academy, developed to promote AI skill uptake and advancement with young people to equip them with the skills to use this technology safely and responsibly. For the purposes of this report the definition of AI primarily focusses on generative AI technology like ChatGPT.

Examining the various facets of young people's lives with AI today, this study has found that a quarter of Gen Zs already have a considerable knowledge of AI, with the intention of the AI Amplified program to spread this knowledge to young people more broadly. A key finding to emerge is how gender, socioeconomic status (SES), and culturally and linguistically diverse

(CALD) backgrounds are significant determinants shaping interest and understanding levels towards AI, with males and people from low SES and CALD backgrounds showing heightened engagement with AI compared to the average.

Looking towards their futures about a third of young Australians say they see AI playing a crucial role in their education and career paths, with AI skilling being central to allowing them to do this. Consequently, the report sheds light on the growing interest among young people in acquiring AI skills, with the finding that there is a need to communicate to more young people why becoming skilled in AI will benefit their employment prospects in the future. Currently, young people from low SES and CALD backgrounds showcase the promising opportunities for AI skill development and advancement within these communities. However, persistent gender disparities amongst females in

IT engagement[1,] reflected in the findings here of lower levels of interest among females towards AI, underscore the need for targeted interventions to bridge this gap.

The diverse applications of AI among youth are also explored, with more than four fifths of young people using generative AI tools for personal, educational or work purposes. ChatGPT is the most widely utilised AI tool for carrying out these functions, with it alongside other generative AI tools like Snapchat My AI facilitating various tasks such as information organisation, summarisation and analysis. However, while the results show young people collectively are performing a wide range of tasks with AI, no single task, like summarising information, has been done by more than roughly a third of young people. This means there remains ample scope to educate young people about the breadth of AI's capabilities and its potential applications to increase the amount of young people utilising AI for these various personal, education and work tasks.

A key finding to emerge has been how AI serves primarily as a complementary tool for most school and university students to assist in their academic endeavours, dispelling popular notions that young people are outsourcing their work and study entirely to AI. But despite the widespread usage of generative AI tools for educational purposes, less than half of school students report formal exposure to AI-related education at school, signalling a demand for increased integration of AI activities and projects in classrooms.

The multifaceted perceptions of AI's societal impact have also been delved into, with a notable divergence found between positive and negative sentiments towards AI. While optimism surrounds AI's potential for productivity gains and increased leisure time, concerns regarding its potential to lead to cyber warfare, job displacement, and privacy risks persist among young people. The overarching finding to emerge is that many young people see both positive and negative aspects of AI, causing them at present to mainly have a neutral view on its impact on society.

The findings in this report show the dynamic landscape of youth engagement with AI in Australia, highlighting both the opportunities and challenges as the nation navigates the complexities of AI's integration into our everyday lives, education and workplaces. Year13, in collaboration with Microsoft and KPMG, are working to amplify AI knowledge and skills to young people across Australia so they can utilise this new technology in an informed manner and in a way which benefits their study, work and personal lives as we progress in the digital age.

[1]*STEM Equity Monitor Data Report 2023*, Australian Government Department of Industry, Science and Resources
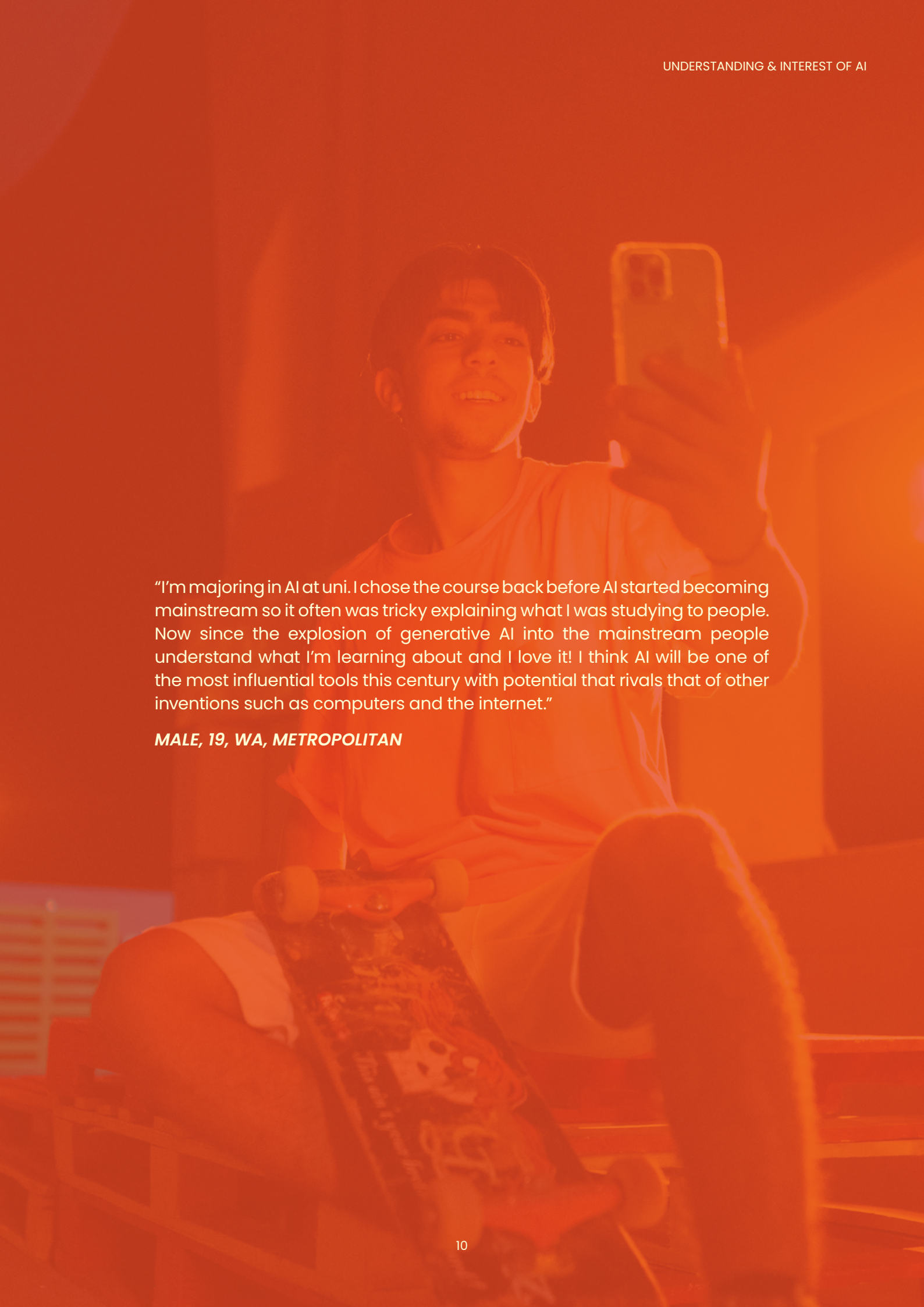
Understanding & Interest in AI

A significant amount of young people are already knowledgeable about generative AI and recognise the importance of developing their AI literacy. Our research has found 27% of Gen Zs self-report that they have a very good to excellent understanding of AI while 25% say they are very to extremely interested in the technology. Looking towards their futures, about a third (32%) of young people say AI will play a very to extremely important role in their future education and career.

One of the most significant findings to emerge from this report is that low-SES youth and culturally and linguistically diverse (CALD) youth are more likely to be interested in and have a better understanding of AI than average. This signals the potential for generative AI tools to democratise access to knowledge, skills and information with young people from marginalised backgrounds. It's also been found however that female interest and understanding of AI is significantly lower than that of males, necessitating efforts to address this imbalance.

The AI Amplified program, developed by Year13 in collaboration with Microsoft and KPMG, aims to increase understanding of how to use AI to help drive up youth interest in using the technology. Educating young people on the different ways generative AI technology can be used for their benefit will be key in promoting its wider uptake and acceptance, especially by promoting gender diverse perspectives on AI usage with young women and girls.

"I'm majoring in AI at uni. I chose the course back before AI started becoming mainstream so it often was tricky explaining what I was studying to people. Now since the explosion of generative AI into the mainstream people understand what I'm learning about and I love it! I think AI will be one of the most influential tools this century with potential that rivals that of other inventions such as computers and the internet."

MALE, 19, WA, METROPOLITAN

How would you describe your understanding of AI?

38%

25%

20%

7%

9%

Excellent   Very good   Good   Fair   Poor
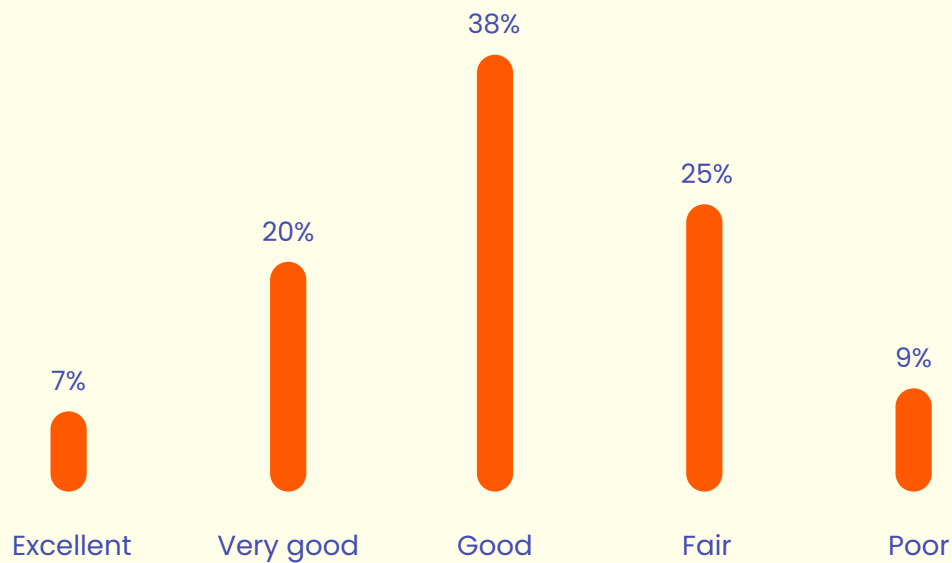
INSIGHT: 33% of males say they have a very good/excellent understanding of AI compared to 20% of females.

INSIGHT: 41% of young people from a low SES background say they have a very good/excellent understanding of AI compared to 25% of young people not from a low SES background.

"In terms of my future career in medical imaging I am so excited for the ability of AI to discern between significant clinical findings. It can improve the pace of the workflow, decrease false positive and false negatives. This can reduce radiation dose to patients by eliminating repeat scans or unnecessary scans. It has also helped me to focus on the specifics of my communication with others by helping me organise ideas."

FEMALE, 20, NSW, REGIONAL

How would you describe your level of interest in AI?

6%	19%	44%	25%	7%
Extremely interested	Very interested	Somewhat interested	Not so interested	Not at all interested
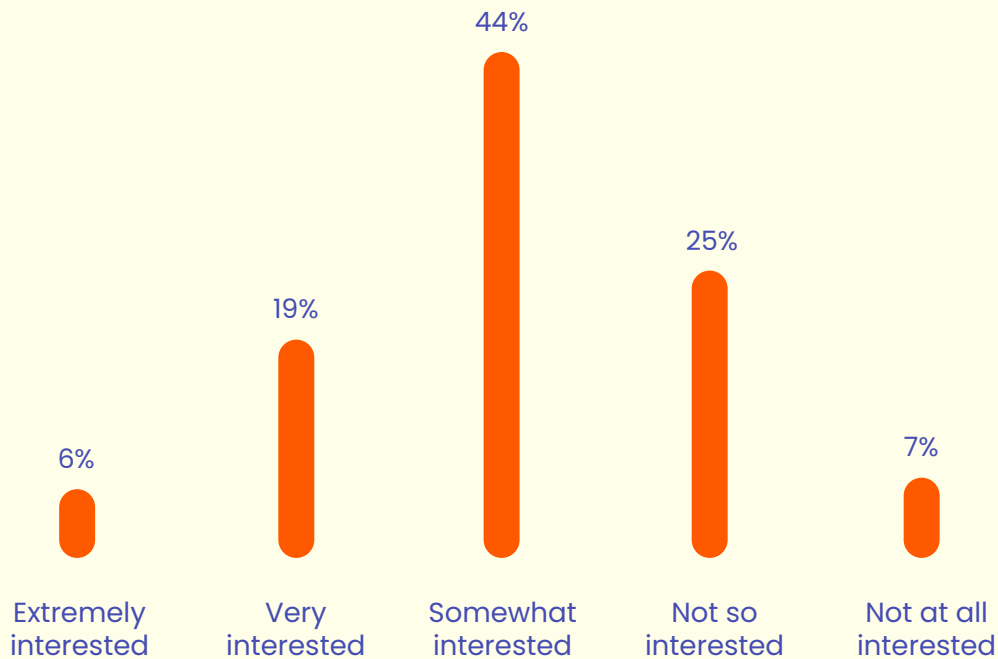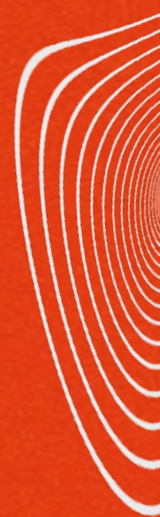
INSIGHT: 32% of males say they are very/extremely interested in AI compared to 18% of females.

INSIGHT: 31% of young people from a CALD background say they are very/extremely interested in AI compared to 22% of young people not from a CALD background.

How important will AI's role be in your own future education and career?

37%

24%

23%

8%

6%

Extremely important

Very important

Somewhat important

Not so important

Not at all important
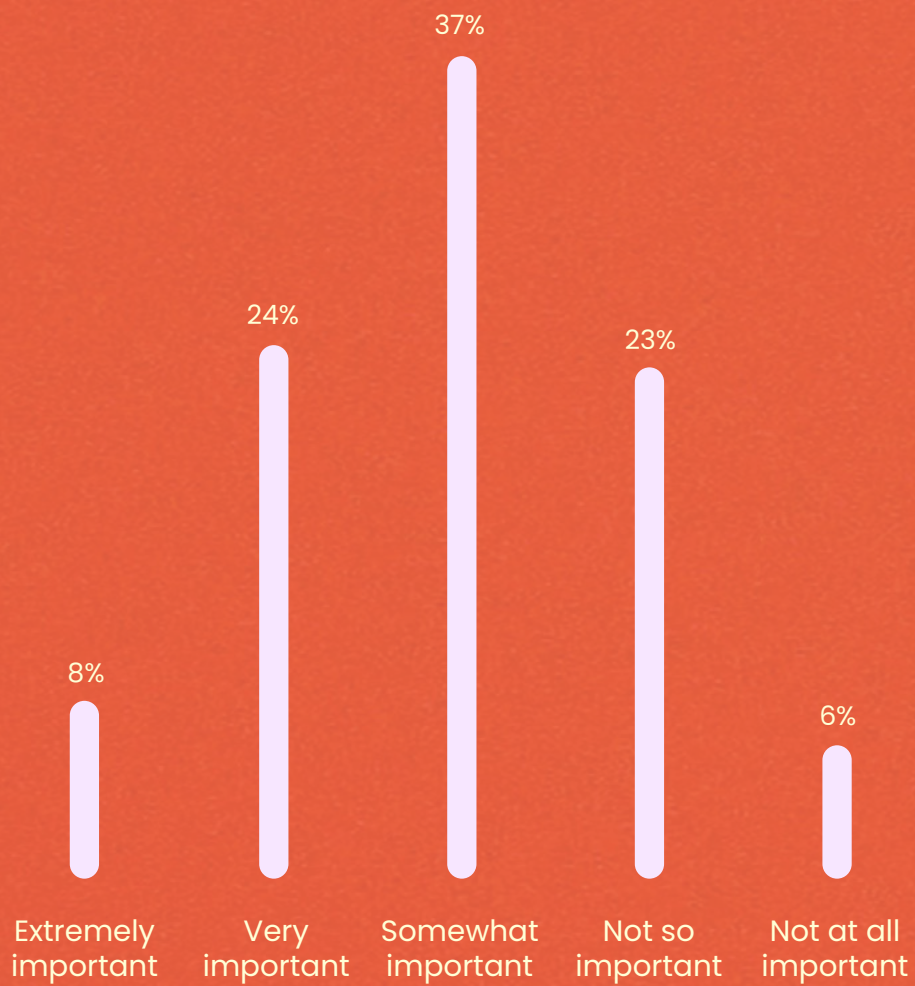
"In my opinion AI is one of the best creations by mankind. Even though it has a downside to it such as eliminating jobs, it can be very helpful as well. I have used AI such as ChatGPT and Snapchat My AI to aid with my school work and assignments and also start up my business. It helped me so much to start my business. I am excited to see the AI industry grow and also excited to hopefully work in it."

MALE, 18, VIC, METROPOLITAN

"I have personally used AI to summarise large and technical pieces of information, allowing me to draw my own conclusions and understandings from a particular concept. I plan on studying business so I believe in the future I will be using AI to organise large pieces of data and information in order to make decisions that not only benefit an organisation but society as well, enabling individuals and businesses to contribute positively to the world and embody being positive global citizens."

FEMALE, 18, NSW, METROPOLITAN

"Working in the public service sector has showed me some of its uses. I understand its future benefits and see its positive factors, such as increasing productivity, removing repetitive jobs and especially useful in my sector removing excessive paperwork. This is the way of the future but for job security and general safety management, it must be regulated by enforcement bodies and the government."

MALE, 19, NSW, METROPOLITAN

Openness to Learn about AI

Getting young people skilled up in AI will be an essential part of the modern education and work landscape. Currently, however, just a quarter (28%) of young people say they are very to extremely interested in learning AI skills, leaving a significant amount of young people who don't yet feel a high degree of need to be skilled in this emerging technology. But with employers set to increasingly require AI skills and to increasingly prioritise hiring workers who have developed them, all young people need to be given the best opportunity to acquire them so they are not at a disadvantage in the future.

The AI Amplified program therefore focuses on not just what AI skills young people need to learn, but on the larger context of why young people need to learn AI skills. By helping them to understand AI's importance in the modern-day worker's skillset and why employers value this capability so highly, this will provide young people with a greater sense of purpose to help encourage and guide their learning of AI skills. Alongside this, AI Amplified promotes AI skill uptake in a way which resonates with females to proactively help avoid gender inequality becoming entrenched in AI.

"AI excites me because it is an obvious technological advancement which will change the world as we know it. I'm particularly intrigued in how it will aid in space exploration. Although I do not have any interest in careers with AI, I think I should learn some basics on creation and how to use it as it will be a large part of the upcoming development of technology."

FEMALE, 20, VIC, REGIONAL

How interested are you in learning AI skills?

35%

27%

20%

10%

8%

Extremely
interested

Very
interested

Somewhat
interested

Not so
interested

Not at all
interested
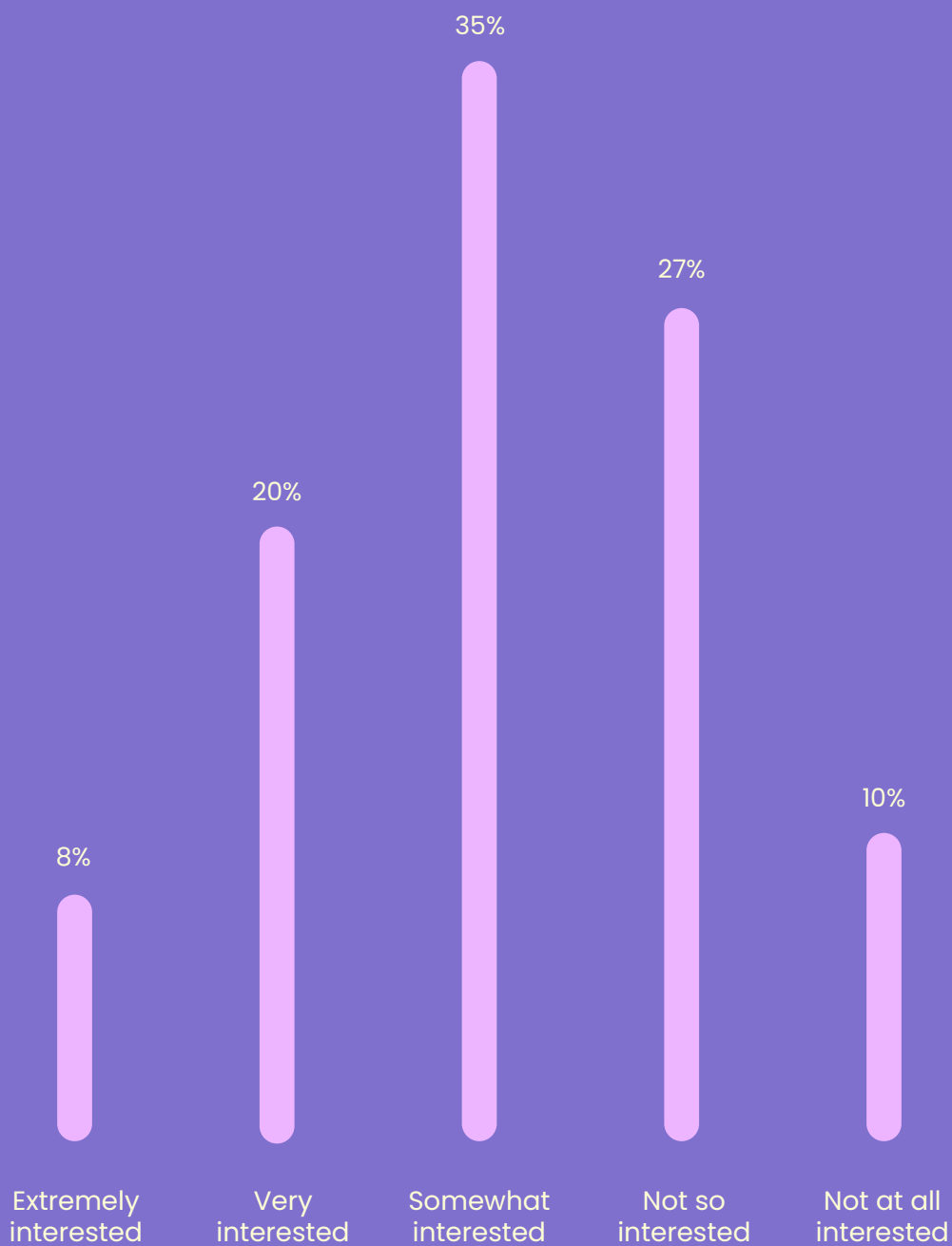
INSIGHT: 33% of males say they are very/extremely interested in learning AI skills compared to 24% of females.

INSIGHT: 38% of young people from a low SES background say they are very/extremely interested in learning AI skills compared to 26% of young people not from a low SES background.

INSIGHT: 34% of young people from a CALD background say they are very/extremely interested in learning AI skills compared to 26% of young people not from a CALD background.

42%

OF YOUNG PEOPLE SAY THEY ARE INTERESTED IN ATTENDING WORKSHOPS, SEMINARS OR EVENTS RELATED TO LEARNING HOW TO USE AI.

INSIGHT: 53% of young people from a low SES background say they are interested in attending workshops, seminars or events related to learning how to use AI compared to 39% of young people not from a low-SES background.

"I imagine I will be using AI in a future career as I am going into the engineering field. For this reason I think it would be very beneficial for me to get ahead of the curve and learn about AI and how it can be incorporated into this field. I would hope they teach about AI at university but I wouldn't be surprised if they're still a bit behind in that regard."

MALE, 18, SA, REGIONAL

"The increase of AI in our day to day life concerns me simply because I do not yet understand the basics of AI technology, the risks associated. I would like to learn. I live outdoors and work on a farm so I have not found the need to use AI yet, but am curious to do so. It has been interesting to see my sister who is in year 11 experience AI become part of the classroom."

FEMALE, 20, TAS, REGIONAL
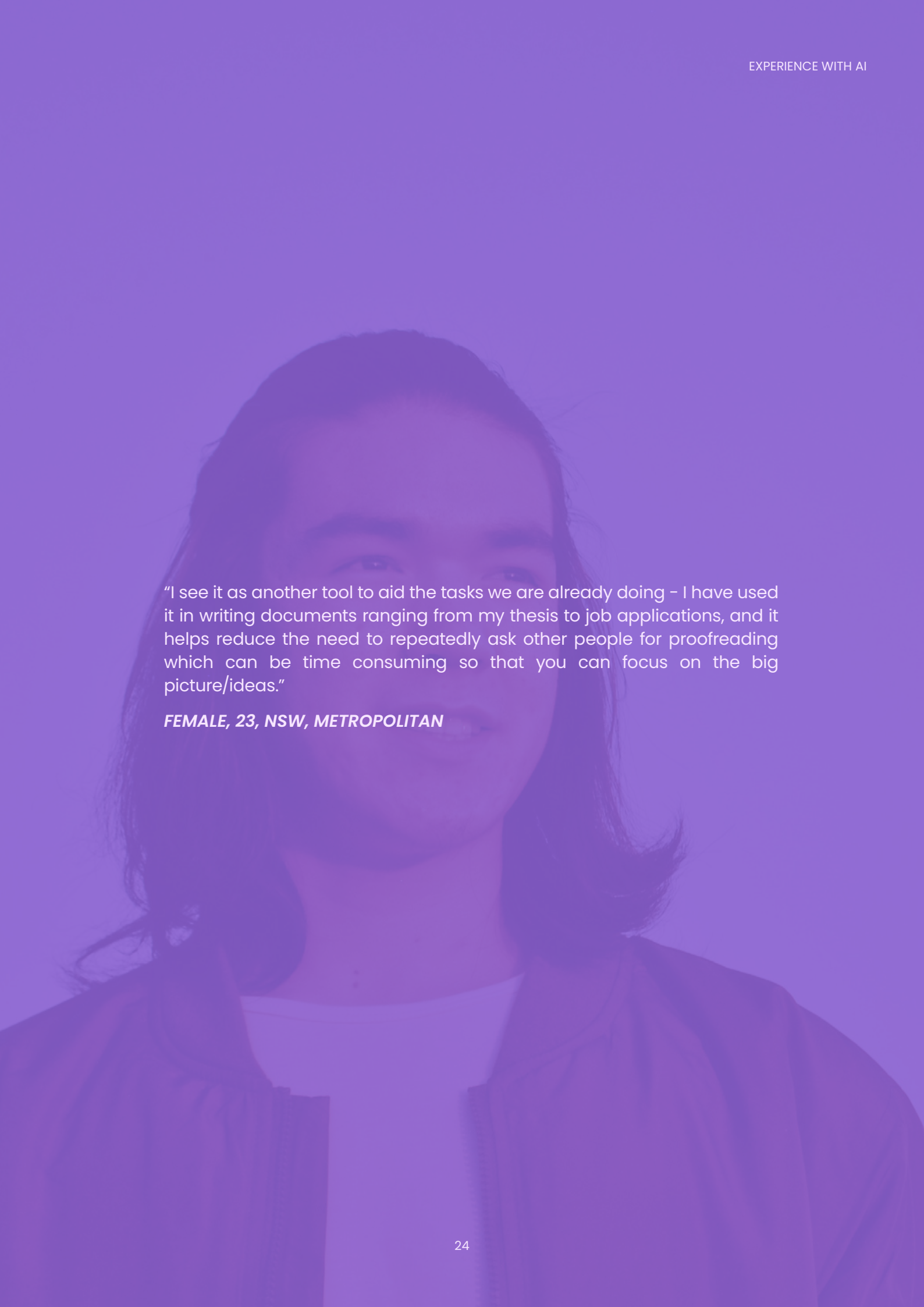
Experience With AI

A large amount of Gen Zs have already used generative AI tools before, creating a strong base from which further youth AI skill advancement can be built upon. Overall, most young people (84%) say they have used generative AI tools before, principally for personal (64%) and education (60%) purposes compared to a smaller amount for work purposes (15%).

Currently the most widely used generative AI tool by a significant margin is ChatGPT which nearly three quarters (71%) of young people say they have used. In comparison, the second most widely used generative AI tool is Snapchat My AI which only a little over a quarter (27%) of young people say they have used.

The AI Amplified program aims to increase the amount of young people using generative AI tools overall while also increasing how useful these tools are to them individually. This will create a wider pool of young AI users who have a deeper understanding of how to utilise generative AI tools for the purposes they need. This growing pool of young people skilled in AI will then be able to transfer these skills into their careers creating a pipeline of workers skilled in AI entering the workforce.
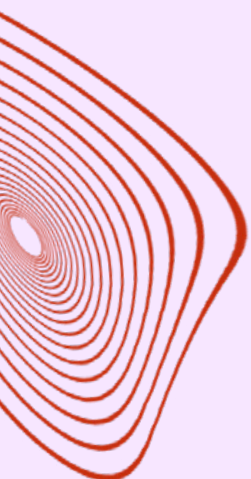
"I see it as another tool to aid the tasks we are already doing - I have used it in writing documents ranging from my thesis to job applications, and it helps reduce the need to repeatedly ask other people for proofreading which can be time consuming so that you can focus on the big picture/ideas."

FEMALE, 23, NSW, METROPOLITAN

What purposes have you used generative AI tools for? (Tick all that apply)

64%

60%

15%

16%

Personal

Education

Work

I haven't used AI
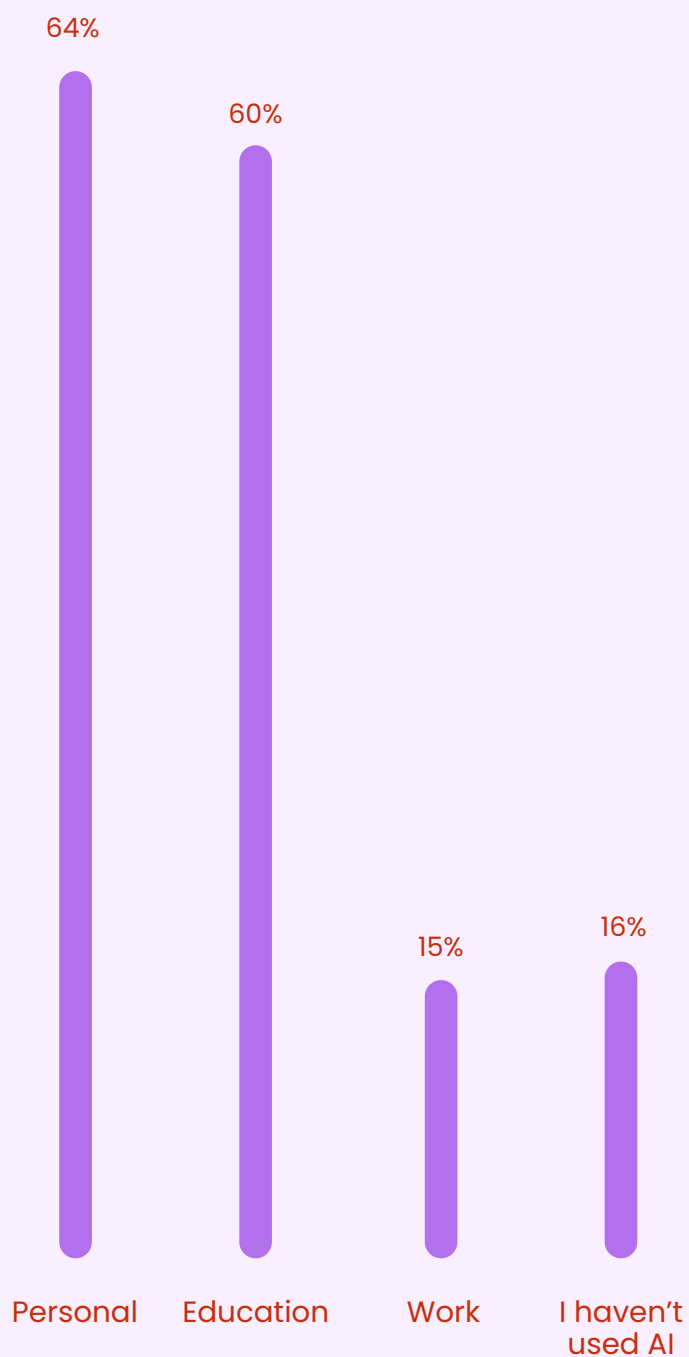
INSIGHT: **74% of school students and 68% of university students say they have used generative AI tools for education purposes.**

How much has AI helped you with your education?*
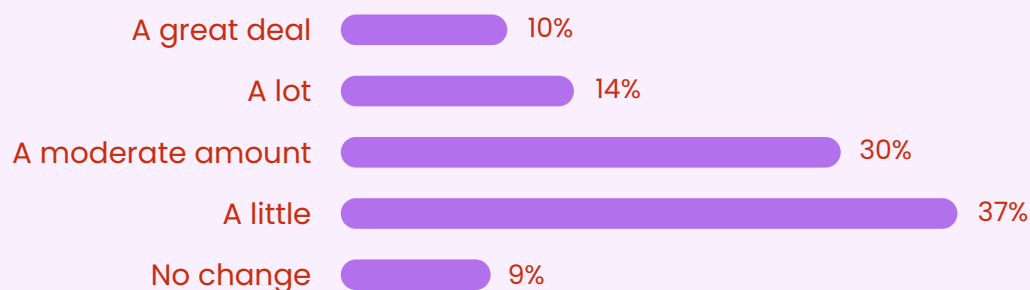
A great deal — 10%
A lot — 14%
A moderate amount — 30%
A little — 37%
No change — 9%

*Answered only by respondents who have used generative AI tools for education purposes.

How much has AI helped with your work?*

A great deal — 14%
A lot — 13%
A moderate amount — 23%
A little — 37%
No change — 13%
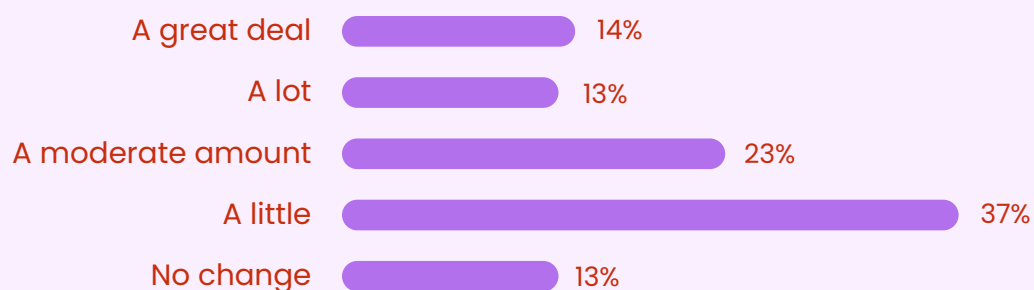
*Answered only by respondents who have used generative AI tools for work purposes.

"AI is absolutely fabulous in supporting me to understand and condense my medical school content, coming up with fun and exciting workable titles for my essays and providing inspiration for structuring my group presentations. AI has massively saved me time and allowed me to enjoy spending my life having fun rather than always studying so hard."

FEMALE, 21, ACT, METROPOLITAN

"AI has been a part of my life ever since in high school. I have been using AI to synthesise new ideas, obtaining knowledge, and to paraphrase some hard terminologies. It saves me time and energy to look for new resources as well as paraphrasing hard keywords to help me understand the usage of the word, and starting on assignments by giving out ideas which I will adapt and improvise using my own knowledge."

MALE, 19, NSW, REGIONAL

"I've used Snapchat My AI as a way to chat to help me with my assignment and my thinking and understanding. I use it like a tutor. I can ask questions in my own way, and most of the time it will produce an answer tailored to my query. I never plagiarise or copy, I just use it as a springboard to help my learning progress. And it normally gathers ideas better for me to understand, so I can move on with writing my work."

FEMALE, 19, NSW, METROPOLITAN

Which of the following generative AI tools have you used? (Tick all that apply)

Tool	Percentage
ChatGPT	71%
Snapchat My AI	27%
Quillbot	16%
Grammarly Go	15%
Dall-E	10%
Canva AI image generator	10%
Microsoft Copilot	9%
Notion AI	8%
Google Bard	7%
Discord Midjourney Bot	5%
Adobe Firefly	3%
Duolingo Max	3%
Studyable	1%
Jasper	1%
Other	4%
None of the above	17%
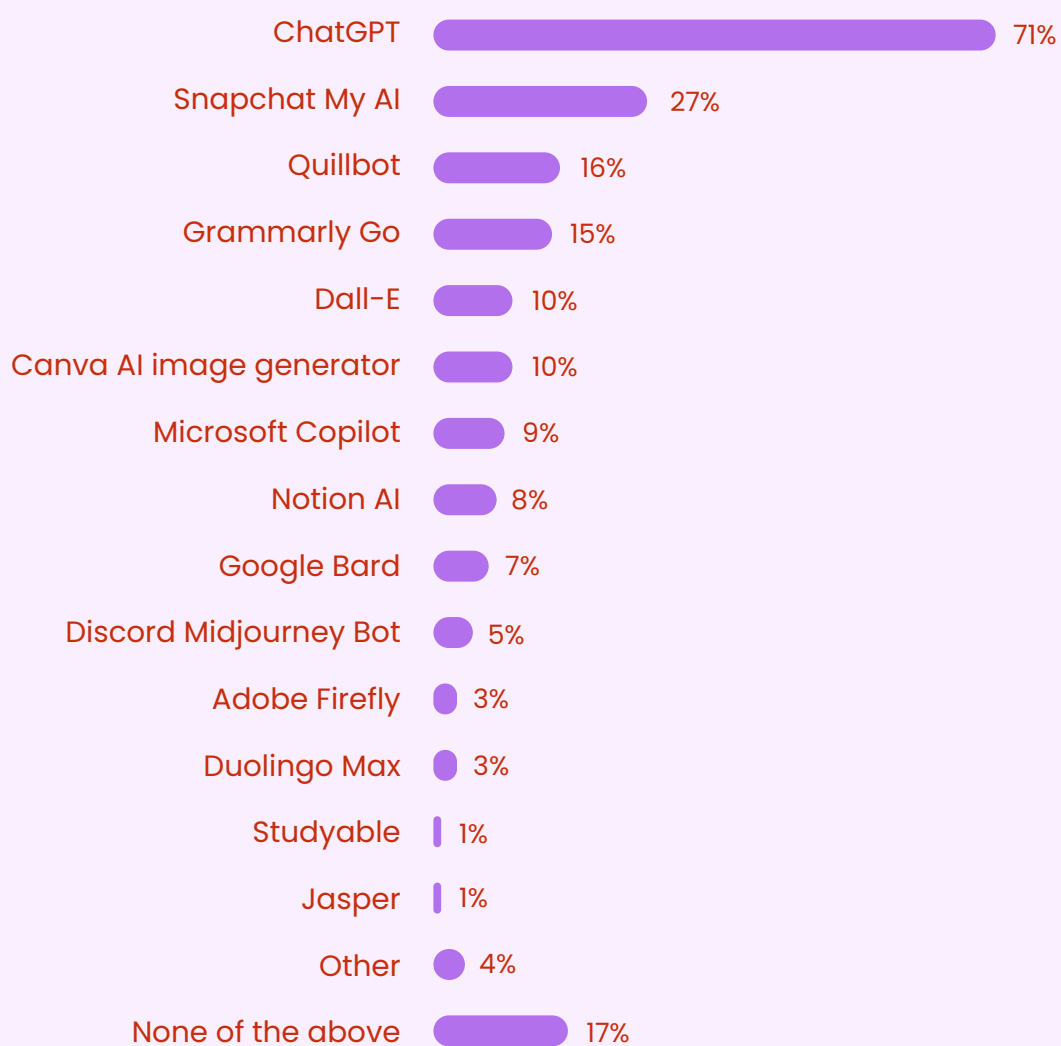
Tasks Done With AI

Young people collectively have used AI tools to undertake a broad range of tasks. Overall, 86% of young people indicate they have done at least one specific task with AI, including a third who say they have used it to summarise information and text (39%), chat with an AI chatbot (35%), for assignment research (34%), and to improve their writing (33%).

When grouping AI usage into broader key themes, AI is most used to help young people organise and find information, including to assist them with summarising information, text, notes and research (53%), while they most want to learn to use AI for organising, including time management, budgeting and travel planning (49%).

The AI Amplified program aims to broaden young people's perspective on AI's capabilities so they can find more uses for it which they might not have considered. While the findings show young people collectively have used AI for a broad range of tasks, no more than roughly a third of young people have undertaken each of these specific individual tasks. By getting more young people knowledgeable and comfortable using AI for a range of different tasks this will help to elevate these numbers, increasing the utility of AI.
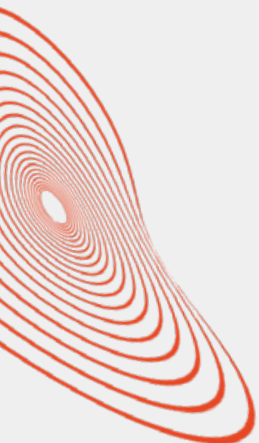
"I have used AI in the past to create art for a digital art competition, I have used AI to determine an effective weight loss routine, I have used AI to guide me on how to write a great cover letter for internships, I have used AI to breakdown abstract concepts in my university degree. My usage of AI is primarily positive. I enjoy having it readily available for free when I wonder how I can best expand my own creative and intellectual rigour."

MALE, 23, VIC, METROPLITAN

Which of these specific tasks have you done with AI? (Tick all that apply)

Task	Percentage
Summarising information & text	39%
Chatting with an AI chatbot	35%
Assignment research	34%
Improving writing	33%
Writing	31%
Proofreading	30%
Simplifying complex ideas	29%
Rewriting texts	28%
Exam study	26%
Creative ideas	25%
Thought starters	22%
Making notes	21%
Images	18%
Email	17%
Work research	16%
Applying for jobs	16%
Activity recommendations	14%
Artistic inspiration	11%
Coding	10%
Art	10%
Travel planning	8%
Language learning	8%
Recipes	8%
Music	5%
Therapy	3%
Voiceovers	2%
Other	4%
None of the above	14%

"AI excites me as I keep on finding out new everyday uses for it. I've used AI for translation, summarising, assignment ideas and writing so far. The languages that AI can translate surprises me - it includes ancient languages and smaller languages which translators don't even offer. I'd love to use it more in my day to day uni and work - find out how to incorporate it in my writing more. I've seen many of my friends use it much more than me, and I'm keen to jump on the AI train. I haven't used AI as much in writing because I can usually tell when AI is used without editing the writing."

MALE, 21, NSW, METROPOLITAN

"I use AI regularly in my assignments. I am dyslexic and I use AI to help me expand or decrease what I've written, to replace words and make what I've written better or to summarise text blocks into points I can use in assignments. AI has helped me pass my assignments in university and my learning support teacher recommends I use it."

FEMALE, 20, QLD, METROPOLITAN

"As I'm currently working towards a degree in computer systems engineering, a large focus of my course has been on AI systems and how they are made and function. Currently, my primary use for AI has been making flash cards to study, as well as using it to simplify complex topics that I can then branch out on. I've also used it in my personal time trying to break down my project car's goal into simple steps for my non-mechanic brain."

MALE, 20, WA, REGIONAL

What have you done with AI and what would you like to learn to use AI for? (Tick all that apply)

🔴 What have you done with AI
🟣 What would you like to learn with AI

Help me organise & find information
(e.g. assist with summarising info/text/notes/research)
53%
44%

Help me derive insight
(e.g. analysis, creative ideas)
42%
33%

Help me communicate
(e.g. assist with crafting content/resumes)
36%
36%

Help me organise
(e.g. time management, budgeting, travel planning)
25%
49%

Help me collaborate
(e.g. group assignments, task planning/management)
15%
29%

Help me code
(e.g. coding, creation of digital assets/websites/other)
12%
31%

None of the above
24%
19%

"I've really only used AI to play around and make trip planners, but I'd like to use it to summarise notes and make studying easier."

FEMALE, 18, NSW, METROPOLITAN

"I have used AI to help me with coding and complex calculations in assignments (which only helps at a small scale). What I would like to use it for is organising and for it to help with managing finances."

MALE, 20, VIC, METROPOLITAN

"I use it to help understand concepts and summarise things for uni but I would love to learn how to make better use of it for organisation and other ways to make my life easier."

FEMALE, 20, QLD, REGIONAL

AI in Education

Contrary to concerns about young people outsourcing their assignments and exam study entirely to AI, only 2% of school and university students say they prefer to use AI as much as possible for getting their work done. Instead, 16% say they prefer to do their own work and use AI about equally while 53% say they try to do their work as much as possible themselves. The remaining 29% of school and university students say they have never used AI for their assignments and exam study.

In schools more than 1 in 2 (55%) students say they have used AI to help with their English studies, making it the most popular high school subject for which AI is used, ahead of second-placed mathematics for which about a fifth (19%) of school students say they use AI.

Solidifying the need for education initiatives like the AI Amplified program is the finding that just 40% of school students say they have learnt about how to use AI at school, while 55% say they would like to see more AI-related activities and projects in schools. AI Amplified therefore aims to ensure all students have equitable access to free AI education, even if their school does not offer it or if they've already left school, so all young people can be on an equal footing to become skilled in AI.

"AI should be considered a tool to aid people and not the only solution. For example, I use AI to help me broaden/refine my word choice, organise my arguments more concisely and to help with tone, but I still write an initial version of whatever I'm working on and make edits afterwards."

FEMALE, 21, VIC, METROPOLITAN

Which of the following best describes how you use AI in your assignments and exam study?

● School students   ● University students

- 57% — I prefer to do it myself as much as possible (School students)
- 50% — I prefer to do it myself as much as possible (University students)
- 16% — I prefer to do it myself and use AI about equally (School students)
- 17% — I prefer to do it myself and use AI about equally (University students)
- 1% — I prefer to use AI as much as possible (School students)
- 2% — I prefer to use AI as much as possible (University students)
- 26% — I haven't used AI for assignments and exams (School students)
- 31% — I haven't used AI for assignments and exams (University students)

"I think that AI is a very useful tool for finding general information and ideas to cross check and build upon with primary sources, or to give a general idea of a topic. I have used AI to get a general understanding of school topics before doing my own research to dive deeper into them and I have found this very useful."

MALE, 18, ACT, METROPOLITAN

How school students have used AI for their education

Summarising information/text	45%
Assignment research	44%
Improving writing	41%
Writing	36%
Rewriting text	35%
Exam study	34%
Proofreading	34%
Simplifying complex ideas	31%
Creative ideas	28%
Making notes	26%
Thought starters	22%
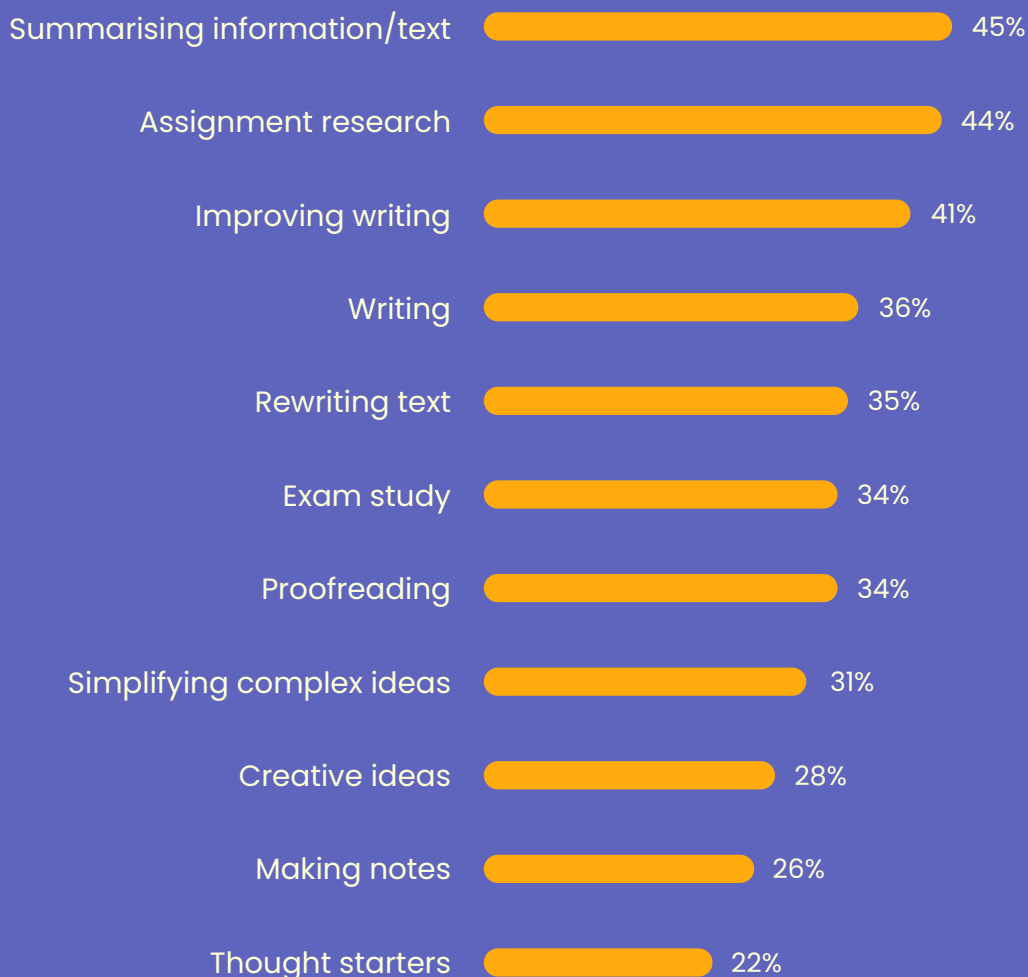
"I think AI will be a great opportunity for people like me. In particular my school is pretty open to AI and it's great. I have used it to formulate my essays and derive quotes. I used it for some of my assignments as well."

MALE, 15, VIC, REGIONAL

"I believe AI can also be a useful tool for education. I personally use AI often at school, for tasks such as creating timetables, organising my tasks, or even summarising complex and lengthy paragraphs. When I write practice essays I also often use AI tools such as Grammarly to give me feedback."

FEMALE, 17, VIC, METROPOLITAN

Which of the following high school subjects have you used AI to help with? (Tick all that apply)

Subject	Percentage
English	55%
Mathematics	19%
Biology	17%
Chemistry	15%
Business studies	10%
Physics	9%
Modern history	9%
Languages	8%
Geography	7%
Computing/Software development	7%
Ancient history	7%
Economics	7%
PDHPE	7%
Legal Studies	6%
Creative arts	5%
Music	4%
Visual Arts	3%
VET	2%
Hospitality	1%
Industrial technology	1%
Other	14%
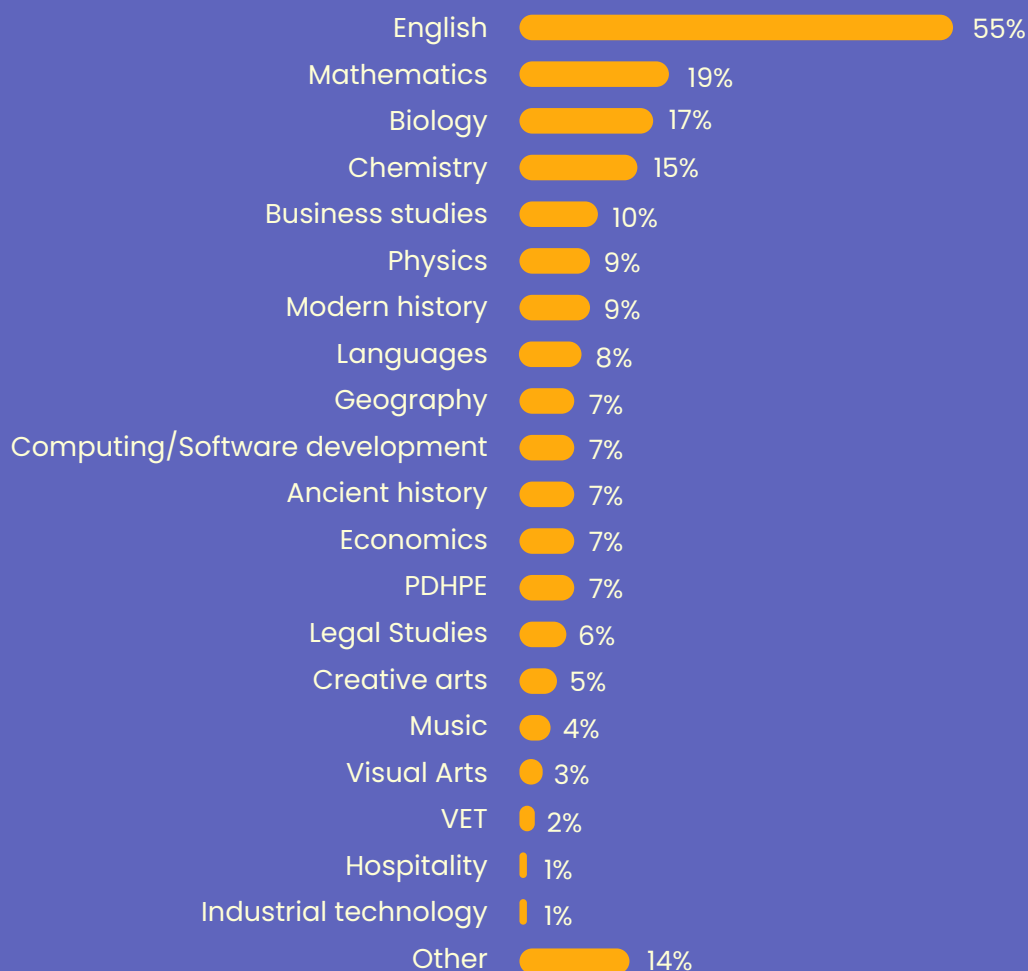
"I used ChatGPT to accompany a lot of my learning in year 12 this year for my English and literature extension subject. I used it to help me research literary theorists for different social issues and summarise narrative texts, which saved me a lot of time."

FEMALE, 17, QLD, METROPOLITAN

"I think AI is capable of assisting us a great deal, with my personal experience of using Microsoft Copilot for maths and coding having been really helpful."

MALE, 18, VIC, METROPOLITAN

40%
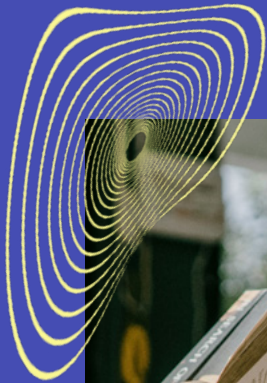
OF SCHOOL STUDENTS SAY THEY HAVE LEARNT ABOUT HOW TO USE AI AT SCHOOL.

55%

OF SCHOOL STUDENTS SAY THEY WOULD LIKE TO SEE MORE AI-RELATED ACTIVITIES OR PROJECTS IN SCHOOL.

"I believe it would be useful to have a subject of AI education in schools, that way everyone has the opportunity to learn how to use AI effectively - finding a balance between human-thinking and AI-thinking."

MALE, 18, VIC, METROPOLITAN

"I would like to see schools explicitly teaching how to and when to use AI, ethically and appropriately. It's our future, and we need to embrace the fact that change is coming and coming fast. We need to raise our education to meet the demands of our modern lives or a select few will thrive while the vast majority fall behind into a state of uneducated blindness. AI has so much potential - if we choose to embrace it in the right way."

FEMALE, 15, NSW, REGIONAL

"I believe there is great use for teaching students how to use AI in an appropriate way. I think if more effort was put into teaching how to integrate AI productively rather than advising a sort of abstinence approach of sorts then we could gain more consensus on the rights and wrongs/ethics of its use in life, work and academia."

NB/NC, 22, NSW, METROPOLITAN

AI's Impact on Society

The varying views on what AI's impact on society might be in the future are already shaping how young people view it today. At present more young people say AI is a positive for society (30%) than a negative for society (23%), with most saying they have a neutral view (47%). This mix of positive and negative opinion towards AI is demonstrated by how around half of young people say they think it could lead to cyber warfare and security risks (56%) and could cause mass unemployment (46%), while a similar amount say it could lead to productivity gains (48%) and that it could allow people to have more free time (42%).

The AI Amplified program addresses the primary concerns young people have about AI as found in this research, including its role in misinformation; eliminating jobs; privacy, data and cybersecurity; and deepfakes. To increase young people's confidence in the technology the course will also detail how ethical guidelines, government regulation, and assurances about data privacy in relation to AI currently operate. By showing that there are safeguards and regulations in place for AI technology development, the aim is to increase the level of trust young people have in it so they can see it as something working for their and society's benefit.

"The development of AI is exciting as it is reasonably new to us and has become extremely popular within the past year or so. I am both intrigued and slightly worried about what it holds for the future. I believe that AI could be extremely beneficial when developed in a specific way and for a specific use such as assisting in and advancing certain jobs/careers like dangerous jobs and advances in medical research/development. My worry becomes apparent when thinking about how far AI will be able to develop and the possible over advancement of the technology. This is a very new type of technology and many people are unsure of its capabilities and what to expect to see in the future. I think the argument of for and against AI is very prominent and both sides have fair points."

FEMALE, 18, SA, REGIONAL

Do you think AI is a positive or a negative for society?

47%

25%

19%

5%

4%

Positive

Mostly
positive

Neutral

Mostly
negative

Negative
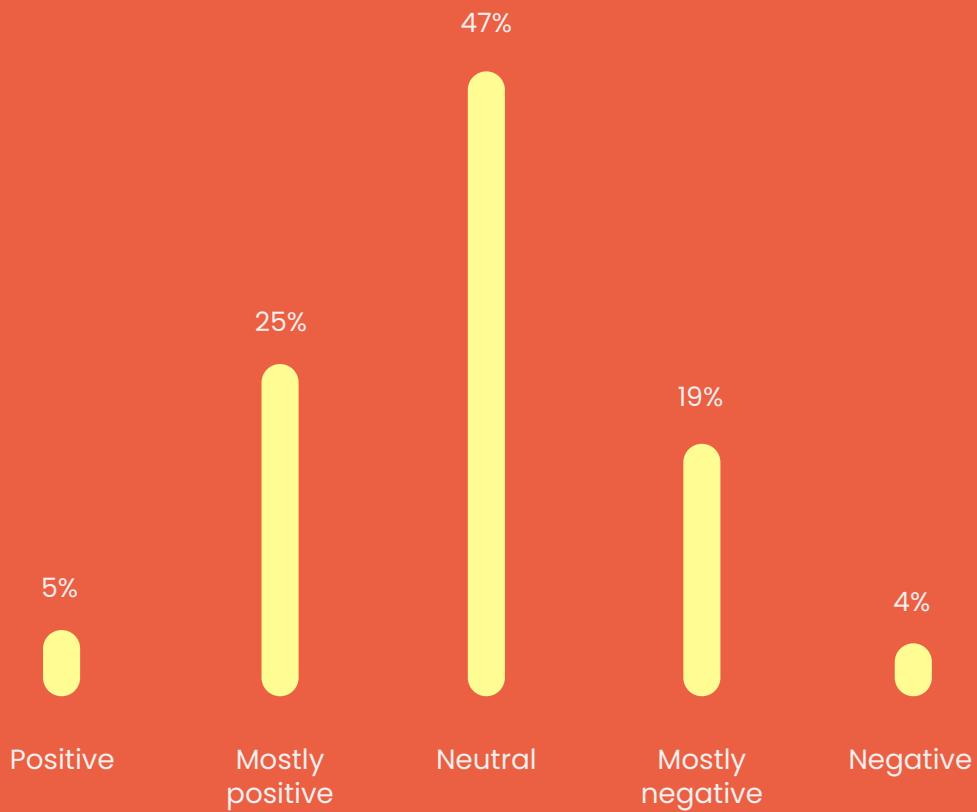
How much do you think AI will impact your day-to-day life?

A great deal — 11%

A lot — 28%

A moderate amount — 39%

A little — 18%

No impact — 4%
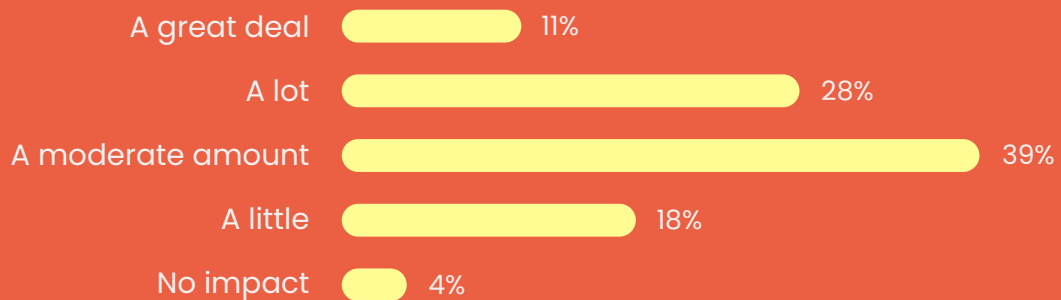
"AI is a really exciting prospect, with potential in helping learning and also aiding the medical system. Being Type 1 Diabetic hearing about the potential of AI to make it easier to manage through things like an Artificial Pancreas or more innovative continuous glucose monitoring really excites me."

MALE, 18, VIC, METROPOLITAN

"I am excited to see what AI can do to improve my quality of life in the future - such as automatically creating my schedule for the day or making a meal plan based on daily factors."

MALE, 18, NSW, REGIONAL

Which of the following outcomes do you think are most likely to be achieved through AI? (Tick all that apply)

Outcome	%
Cyber warfare/security risks	56%
Productivity gains	48%
Mass unemployment	46%
More free time	42%
Medical advancements	37%
4 day working week	26%
Increasing poverty	19%
Utopian society	8%
A universal basic income	7%
Reducing poverty	5%
Ending world hunger	2%
Other	8%
None of the above	6%
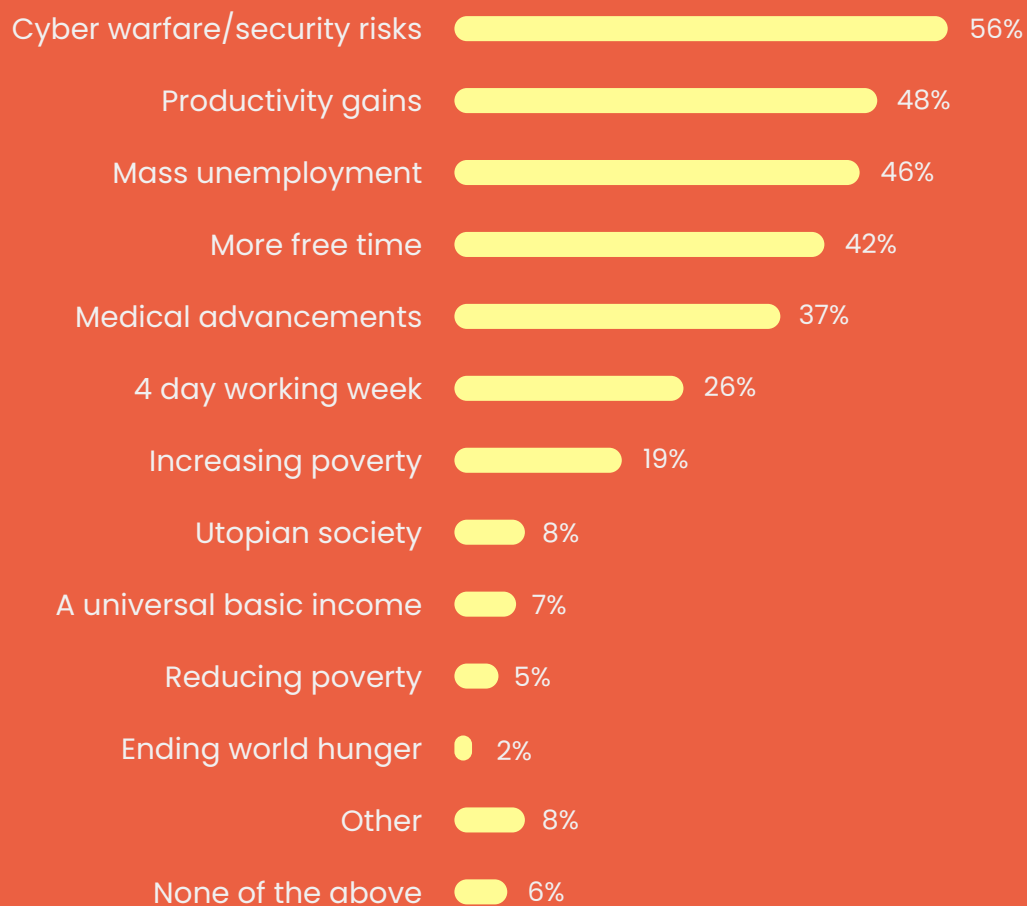
"I believe that AI isn't as concerning as the dystopian world of "robots taking over" that is perpetuated and dramatised in Hollywood. I actually believe AI in a controlled environment is more advantageous towards evolving humanity to become more efficient."

MALE, 17, NSW, METROPOLITAN

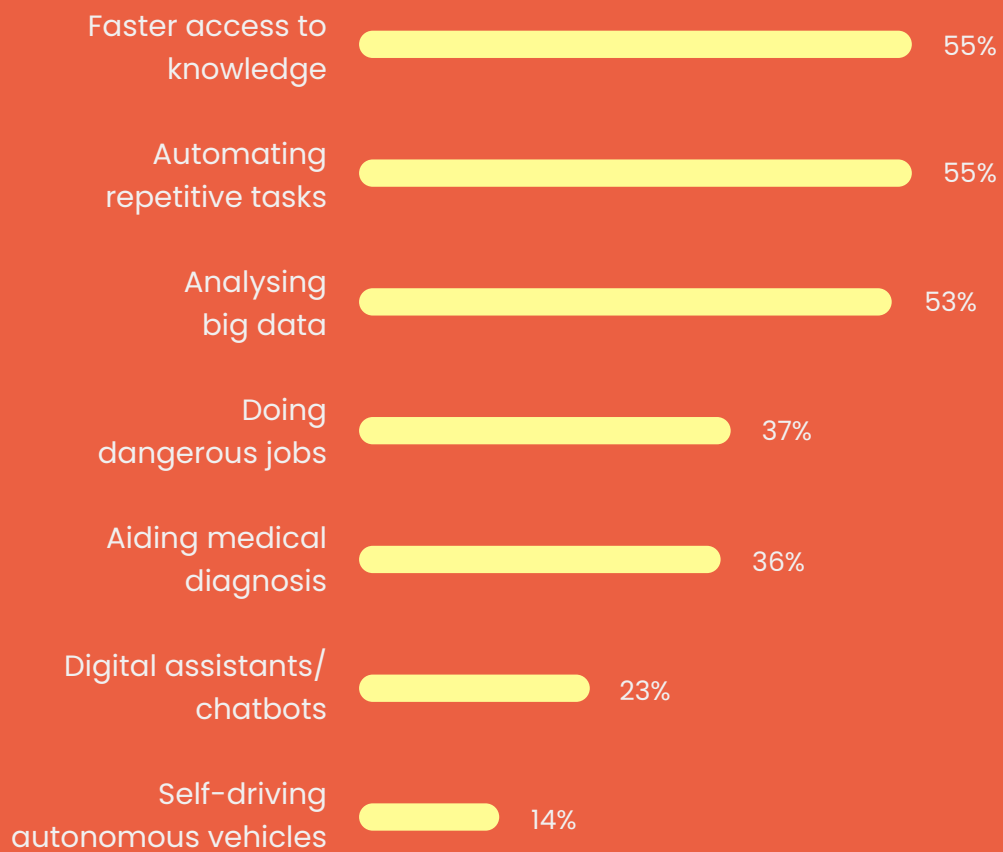"As we enter a world full of technology, growing with innovation and ideas, AI excites me. The prospect of using AI for tedious, repetitive computer work, would help companies, businesses and countries to streamline simple processes, allowing individuals to take up their time with more meaningful, thought-provoking work, allowing for greater ideas and innovations, for problems we face."

FEMALE, 17, VIC, METROPOLITAN

"When it improves in intelligence it will most certainly be able to solve extremely difficult problems that not even the smartest humans can get anywhere near solving. Its knowledge will be able to greatly assist us in global issues like that of world hunger which is an exciting prospect. I really feel it will open so many doors and has the potential to make a positive difference for so many people if overcoming those concerns is made a priority."

MALE, 18, VIC, METROPOLITAN

Which of the following uses of AI do you think are the most positive? (Pick up to 3)

Faster access to knowledge	55%
Automating repetitive tasks	55%
Analysing big data	53%
Doing dangerous jobs	37%
Aiding medical diagnosis	36%
Digital assistants/ chatbots	23%
Self-driving autonomous vehicles	14%

"I do see a future where AI is the primary tool for education. I see a possibility that students are guided in their learning, not just by teachers or parents, but by students driving their own education in the subjects and fields of study that they are interested in. This will likely empower kids and young adults to pursue their passions."

MALE, 24, VIC, METROPOLITAN

"AI has wildly changed the way I learn through helping with repetitive tasks such as condensing information into flash cards so that I can spend more time on active learning."

FEMALE, 19, QLD, METROPOLITAN

"AI excites me because there are a wide range of things humanity can accomplish by using AI. If AI was advanced and took over dangerous jobs then it can decrease the amount of injured people for years to come. And talking about injuries, if we could help use AI to identify diseases more quickly then things could be done more effectively when it comes to it."

NB/NC, 15, QLD, REGIONAL

"The use of AI in self-driving vehicles to ease congestion and create safer roads and its use in assisting people on when to seek medical attention is quite fascinating and provides hope for the future."

MALE, 22, VIC, METROPOLITAN

What concerns do you have about AI? (Tick all that apply)

Concern	Percentage
Providing misinformation	70%
Eliminating jobs	68%
Privacy, data and cybersecurity	68%
Deepfakes	66%
Preventing people from learning properly	64%
Plagiarism	62%
Making people lazy	61%
Lack of creativity and innovation	57%
Dumbing people down	55%
Stealing creative ideas	55%
Becoming too integrated in day-to-day life	48%
Copyright infringement	47%
Lack of empathy	41%
Being used to create bioweapons	33%
Undermining democratic or electoral processes	30%
Causing negative environmental impact	28%
Creating social bubbles	17%
Other	2%
None of the above	1%

"Humans inherently make mistakes, and AI is created by humans. AI will continue to learn and grow while being guided by both accurate and misinformation, and without proper ethical guidance may reach the point where the line between the two is blurred to the point where people can no longer tell the difference."

MALE, 24, NSW, REGIONAL

"I believe AI has a lot to offer in terms of eliminating human error in the medical field, etc., but as someone who should be getting a job right after university, I'm already anxious about opportunities and I'm stressed about losing possible options."
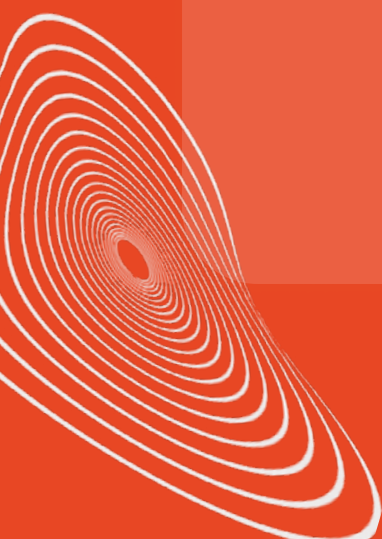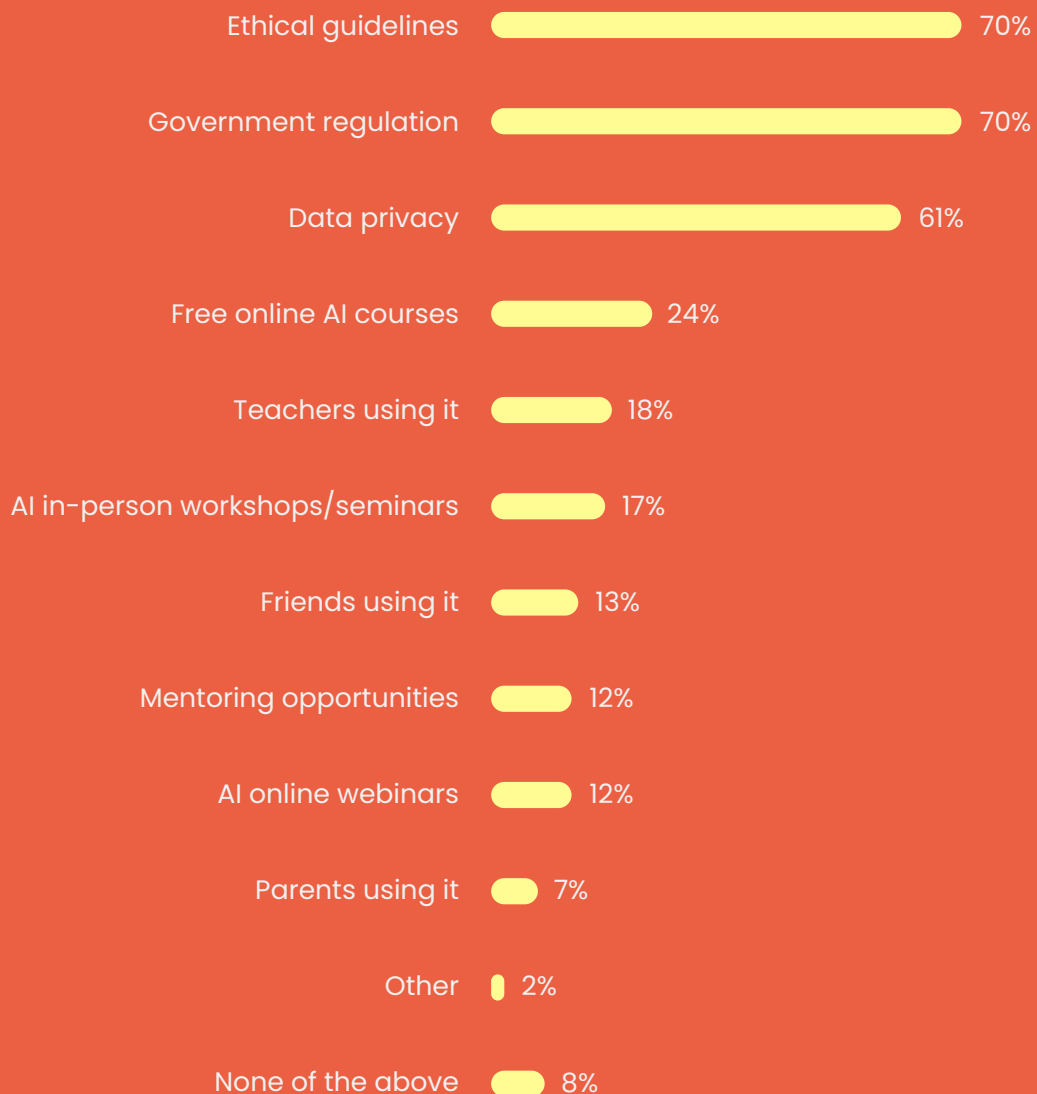
FEMALE, 18, NSW, REGIONAL

"It is developing at such speed that regulation hasn't caught up yet and I worry about its capabilities in deepfakes and infringing of privacy."

MALE, 18, VIC, REGIONAL

"I fear that privacy could be hugely compromised and government control could be exercised dangerously. I fear that it could take over many jobs and lead to mass unemployment, which is a common cause for many other social issues. Whilst I have these fears, I'm aware that I am ill-informed in this area. I probably would have felt concerned in the past about the technological advancements that are commonly used in society today."

MALE, 18, VIC, REGIONAL

What would increase your confidence and trust in AI? (Tick all that apply)

Ethical guidelines	70%
Government regulation	70%
Data privacy	61%
Free online AI courses	24%
Teachers using it	18%
AI in-person workshops/seminars	17%
Friends using it	13%
Mentoring opportunities	12%
AI online webinars	12%
Parents using it	7%
Other	2%
None of the above	8%

"New tech is implemented all of the time. People were worried about cell phones but we've regulated issues to an extent. Like cell phones, AI will change the world but I wonder how it will and if the bad it does outweighs the good or vice versa. It both concerns and excites me."

FEMALE, 18, QLD, METROPOLITAN

"I'm not too concerned about AI yet as the fear around it seems to be mirroring a lot of the fear around the improvements to computers back around the turn of the century. As long as governments implement regulations around the use and distribution of AI tools I think it should be a net positive. Essentially making our many jobs slightly easier and allowing us to achieve greater accomplishments in fields of medicine, science and engineering than we would have been able to before."

MALE, 18, SA, REGIONAL

Final Thoughts

The first people to use AI in high school classrooms, university lecture theatres and at the onset of their careers are Gen Zs. Because of this young people today need to be educated with the skills to use this technology safely and responsibly. To ensure this education and skilling can be delivered in the best way possible it's vital that young people's views on AI are heard, which has been the purpose of this research.

In response to this need, Year13 in collaboration with Microsoft and KPMG have created the AI Amplified e-learning academy, designed to educate young people on the emerging AI landscape and develop their AI literacy. The free course looks into the tools and skills they will need to utilise AI to its full potential in their education, work and personal lives, to make sure all young people have an equal opportunity to be at the forefront of this revolution irrespective of their background.

As this AI Amplified research report has found the adoption curve amongst young people with AI has been rapid, mirroring the swift rate at which AI tech is advancing. But as with any widespread agent of change which appears suddenly, opinions on AI are divergent and knowledge on it varies

considerably. In line with this the following key takeaways have emerged from this research.

First, instilling trust and confidence in AI is the foundation from which all AI skill development needs to be built upon. If young people don't trust AI is working for the betterment of their lives and society, then no trust means no use, no use means no progress, and no progress means young people's usage of AI will not be fully unlocked. As this report has found, 30% of young people say AI is a positive for society while 23% say it is negative, with the remaining 47% saying they are neutral. These numbers reveal that confidence and trust in AI need to be further fostered in young people so more can see it as a positive.

Second, to help develop this confidence and trust in AI we need to communicate with young people in easy-to-understand language about what's being done to mitigate the risks of AI and the concerns young people have about it. To do this the AI Amplified Academy addresses each of the top concerns as found in this report, like misinformation and job elimination, in detail. It also involves communicating with young people about the top three priorities they said they have for increasing trust and confidence in AI, these being ethical guidelines, government regulation, and data privacy.

Third, young people need to know why they need to develop AI skills. As found in this report, when asked how important they think AI's role will be in their future and education and career, a classic bell curve emerged showing roughly a third saying it will be important, a third saying they don't think it will be important, while a third are in the middle. Even if it may
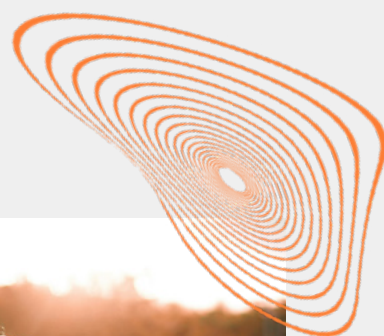
seem like the career they are interested in won't have use for AI skills, young people need to be informed that with the rapid advancement of AI technology that this could change in the future. And while AI might not take their job, it needs to be understood that someone who knows how to use AI likely will. This is because those who can use AI will be able to increase their productivity, creativity and innovation, bolstering their chances for success.

Fourth, the areas of AI skills development young people most want to learn about need to be focussed on. As found in our research when it comes to what they would most like to learn to do with AI, about 1 in 2 (49%) young people say they would like to learn how to use it to organise, including time management, budgeting and travel planning, while 44% want to learn how to harness AI to help them organise and find information, including to assist with summarising information, text, notes and research. By understanding the key areas young people want to use AI for, AI skill advancement can be made as appealing as possible.

Fifth, with female interest in AI significantly lower than that of males, solutions will need to be developed to make learning about AI more appealing to women and girls. To be part of this solution the AI Amplified program is developing ways to promote AI skill uptake in a way which resonates with females to promote gender equality. With the use of tech and uptake of tech career paths traditionally leaning towards males, AI presents itself as a new era in this landscape where this gender disparity can be addressed early on. In promoting gender equality at an earlier stage of AI's advancement than was achieved with technological breakthroughs like personal computing

and the internet, women and girls can be better placed to be a key part of this fledgling digital landscape in a way they weren't previously.

As we find ourselves still barely out of the starting blocks with AI technology it means that young people still have many questions about how best to use AI and what its impact on the world will be. In the creation of AI Amplified, Year13, Microsoft and KPMG are answering the questions young people have raised in this research, with a focus on AI anxieties, AI in education and AI and the future of work. Through this the aim is to help young people become equipped with the AI skills they need to be successful in whatever path their future may take and to ensure all young people have this opportunity.

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