

Future-ready education

EMPOWERING SECONDARY SCHOOL STUDENTS WITH DIGITAL SKILLS

Rural students face a double inequality: less access to technology and less teaching of digital skills

Rural teachers have less access to digital learning technologies and stable internet than urban teachers

47% of rural teachers have access to sufficient digital tools and technologies for learning versus **75%** of urban teachers.

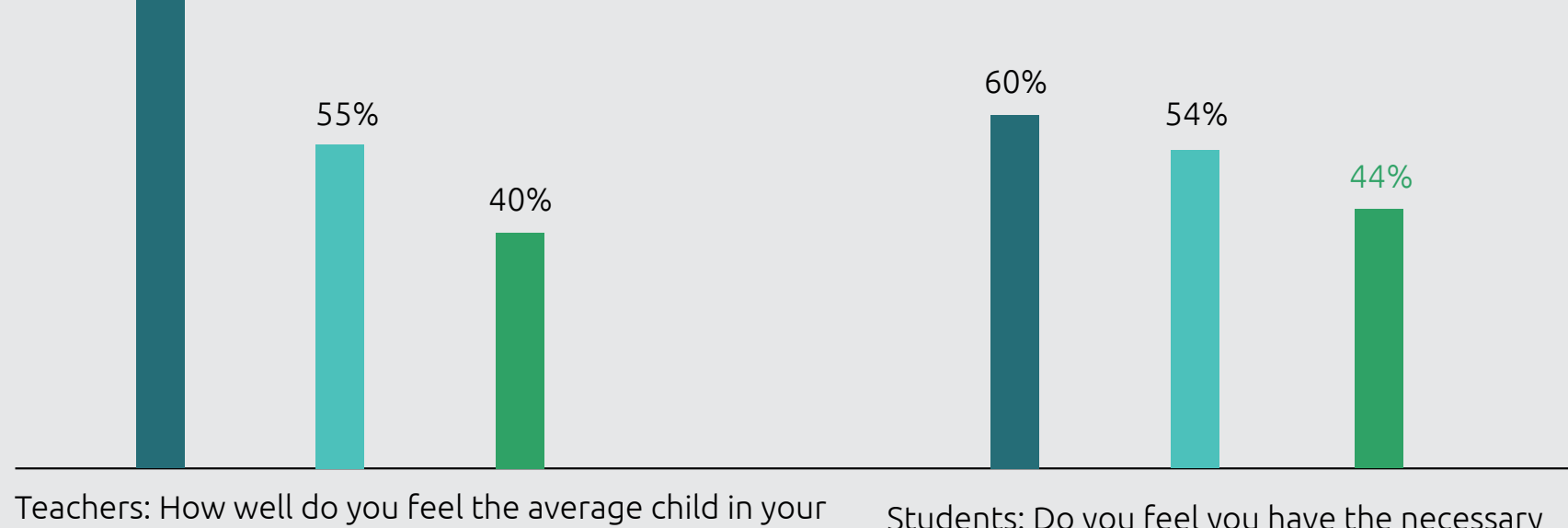
38% of rural teachers have access to fast and stable internet at their school versus **75%** of urban teachers.

Rural teachers are teaching digital skills less frequently than urban teachers

49% of rural teachers frequently teach digital skills versus 73% of urban teachers.

Rural students do not feel they have the digital skills required for the workforce

PERCENTAGE OF TEACHERS AND STUDENTS BY LOCATION WHO FEEL THEIR STUDENTS/THEY THEMSELVES HAVE THE NECESSARY DIGITAL SKILLS*



Teachers: How well do you feel the average child in your class is equipped with the digital skills necessary to be successful in today's workforce?

Students: Do you feel you have the necessary digital skills to be successful in today's workforce?

■ Large city/urban area ■ Small city/town/suburban area ■ Rural area

Source: Caggemini Research Institute, Digital skills and technology in secondary education survey, March–April 2023; N=1,800 secondary school teachers, N=304 secondary school students aged 16–18.

*Teachers and students were asked to rate their answers to the question on a scale of 1 to 7, where 1=not at all equipped to 7=highly equipped.

Digital skills are critical for students' futures, yet teachers overestimate the confidence of their students

Most teachers and parents globally say students need digital skills for the workforce

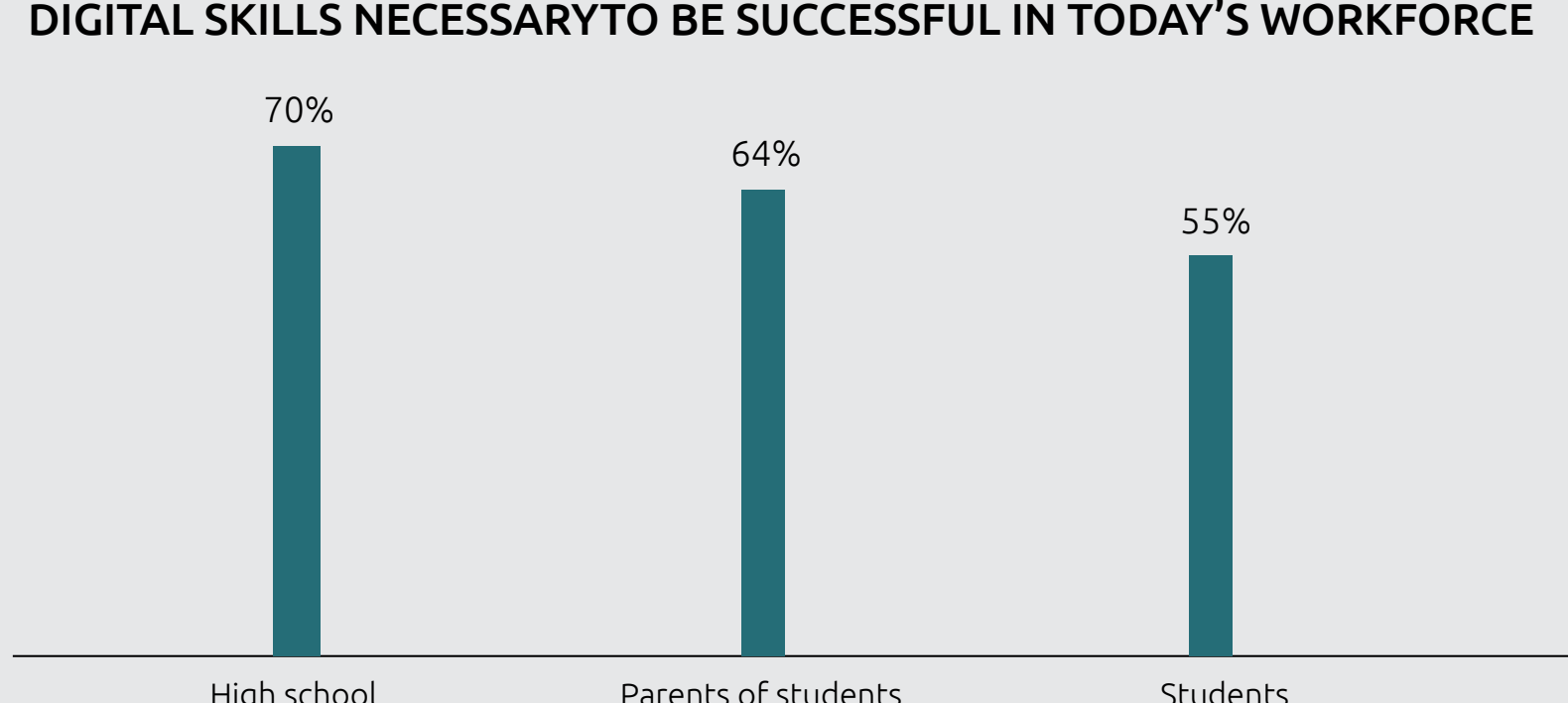
PERCENTAGE OF TEACHERS AND PARENTS WHO AGREE THAT THEIR STUDENTS OR CHILDREN NEED DIGITAL SKILLS TO BE PREPARED FOR FUTURE ENTRY INTO THE WORKFORCE



Source: Caggemini Research Institute, Digital skills and technology in secondary education survey, March–April 2023; N=1,800 secondary school teachers, N=4,500 parents of secondary school students.

Fewer students feel equipped with digital skills for the workforce than their teachers perceive

PERCENTAGE OF TEACHERS, PARENTS, AND STUDENTS WHO BELIEVE THAT THEIR STUDENTS/CHILDREN/THEY THEMSELVES ARE EQUIPPED WITH THE DIGITAL SKILLS NECESSARY TO BE SUCCESSFUL IN TODAY'S WORKFORCE

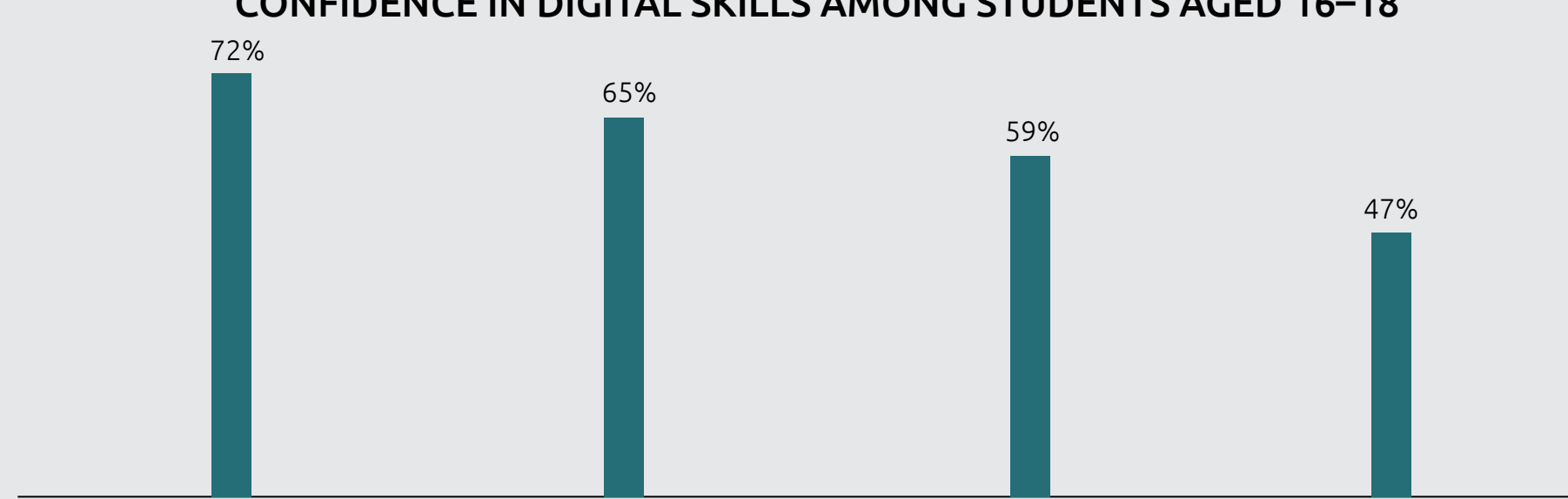


Source: Caggemini Research Institute, Digital skills and technology in secondary education survey, March–April 2023; N=1,217 high school teachers, N=2,053 parents with at least one child aged 16 or older, N=304 students aged 16–18 years old.

Students feel competent with basic digital literacy but struggle with the skills required for the 21st-century workforce

Students are most confident with the basics of digital literacy

CONFIDENCE IN DIGITAL SKILLS AMONG STUDENTS AGED 16–18



Source: Caggemini Research Institute, Digital skills and technology in secondary education survey, March–April 2023; N=304 students aged 16–18 years old.

Students lack the digital skills required for success in the workplace

Among students aged 16–18:

61% are confident in determining what is fact versus opinion online.

47% are confident in writing a professional email.

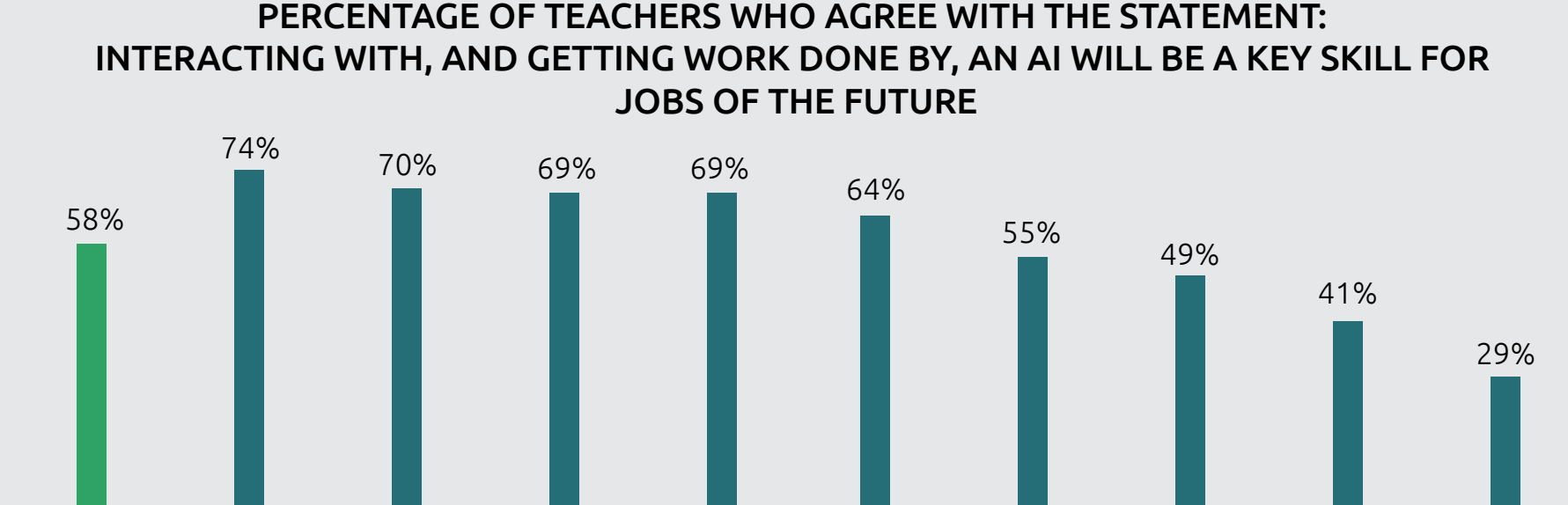
53% are confident in knowing whether information online is biased.

42% are confident in making charts from data.

Generative AI is a key skill for future jobs and has the potential to disrupt education

Many teachers globally believe that interacting with AI will be a key skill for future jobs

PERCENTAGE OF TEACHERS WHO AGREE WITH THE STATEMENT: INTERACTING WITH, AND GETTING WORK DONE BY, AN AI WILL BE A KEY SKILL FOR JOBS OF THE FUTURE



Source: Caggemini Research Institute, Digital skills and technology in secondary education survey, March–April 2023; N=1,800 secondary school teachers.

A majority of teachers have experimented with ChatGPT

61% of teachers have used ChatGPT for professional reasons.

Some schools currently prohibit or restrict ChatGPT while others accommodate the technology

48% of teachers say that their school has blocked or restricted the use of ChatGPT in one form or another.

Teachers are worried about the impact of ChatGPT on learning, but many can still see its potential

78% of teachers are worried about the negative impact of ChatGPT on student learning outcomes.

50% of teachers say that the potential of ChatGPT as an educational tool outweighs its risks.

56% of teachers believe curriculum and assessments should be adapted to account for student use of AI-generated content.

Recommendations: How secondary school students can be better prepared with digital skills

From our research and discussions with leading education experts, we recommend that state and local governments and educators consider the actions outlined below to further support secondary school students in attaining the digital skills they need for today's and tomorrow's workforce.

Mandate digital and media literacy as an educational requirement;

Encourage corporations to be part of the learning ecosystem;

Share and mobilize knowledge on digital skills;

Engage parents in meaningful ways to support digital skills learning.

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