

# Generative AI, education and copyright

A Nordic joint survey  
June 2025



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Kopinor, Kopiosto and Tekst & Node*

*Presented at Nordic RRO Meeting in Oslo,  
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# 1 Introduction

*AI is here to stay. We must adapt.*  
Higher education teacher, Denmark

*AI is smart, but it is not wise.*  
Higher education teacher, Norway

The four Nordic countries that are surveyed are all among the most digitalised countries, both in general terms and more specifically in education. As an example of this, all four countries are among the top seven OECD countries when it comes to school time spent on digital devices (PISA 2022<sup>1</sup>).

It is well known that the use of generative AI has skyrocketed after the release of OpenAIs language model ChatGPT 30 November 2022, and various surveys indicate widespread use of AI in education.

The RROs and the rightsholders are in a situation that is rapidly changing. The development of generative AI is primarily driven by technological advances and business investments but is also shaped by political support and absence of legislation, influencing our behaviors and attitudes.

This development poses a significant threat to creators and has the potential to disrupt the entire industry. Consequently, we must be able to quickly make initiated decisions. In response, the CEOs of the Nordic organisations have asked their statistical teams to present an overview of knowledge regarding AI-related behaviors.

The overall scope of this report is to describe the use of generative AI in the educational sector within Denmark, Finland, Norway and Sweden. Through the report we hope to contribute to a common understanding of the state in the region and support initiated decisions for the organisations.

Last year, Bonus, Kopiosto and Kopinor respectively conducted their own surveys on AI use in education, with some questions being similar and comparable. This joint survey allows for cross-country comparisons and gives us the possibility to track trends over time.

The main findings of the study:

- There is an increased and widespread usage of AI in education in the Nordic countries
- Published, copyrighted material is increasingly being used in AI-tools
- There are differences between the Nordic countries; in Norway and Denmark, the usage seems to be higher than in Finland and especially compared to Sweden.

However, we cannot rule out that the differences we have found between countries are affected by other factors, such as limitations in study design or systematical differences of the composition of respondents. There is a need for further and deeper studies.

As a joint effort from the statistical teams of four national RROs, this survey is the first of its kind. It will also – hopefully – make way for future joint surveys.

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<sup>1</sup> [PISA 2022 Results \(Volume II\) \(EN\)](#)

## 2 Survey results

### 2.1 Use of AI tools

*“I strongly believe in AI as an aid for creating tests, exercises, glossaries and lists, etc., but not that it replaces textbooks.”*

Upper secondary school teacher, Sweden

*AI is a good tool for academically strong students and a huge obstacle to learning for academically weak students.*

Lower secondary school teacher, Norway

#### 2.1.1 Familiarity

To get some insight into the knowledge the teachers experience towards AI we asked the teachers to assess their own familiarity with AI tools. The percentage of teachers saying they are very or somewhat familiar with AI tools varies from less than half the teachers in primary schools to three out of four teachers in upper secondary schools. This increasing familiarity up through the school system is found in all countries. However, we can find a systematically higher degree of familiarity among Norwegian teachers and a lower degree among Danish and Swedish teachers.

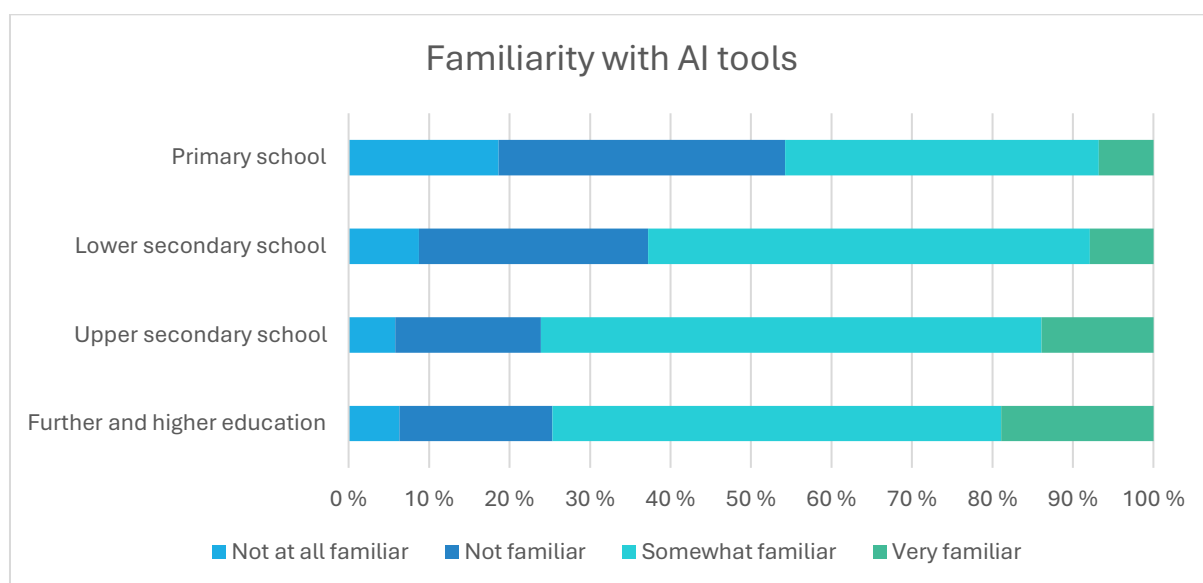


Figure 1: How familiar are you with AI tools? Nordic average. See Appendix, table 1.

#### 2.1.2 Frequency

When asked about how often the teachers use AI tools for educational purposes, the usage increases from lower to higher levels in the school system. Compared with results from Finland, Norway and Sweden in 2024 the results support the view of a rapid increase in AI usage. However, the pattern between the countries differs slightly from the question of familiarity. The frequency of AI use is significantly lower in Sweden and Finland, especially in primary and lower secondary schools.

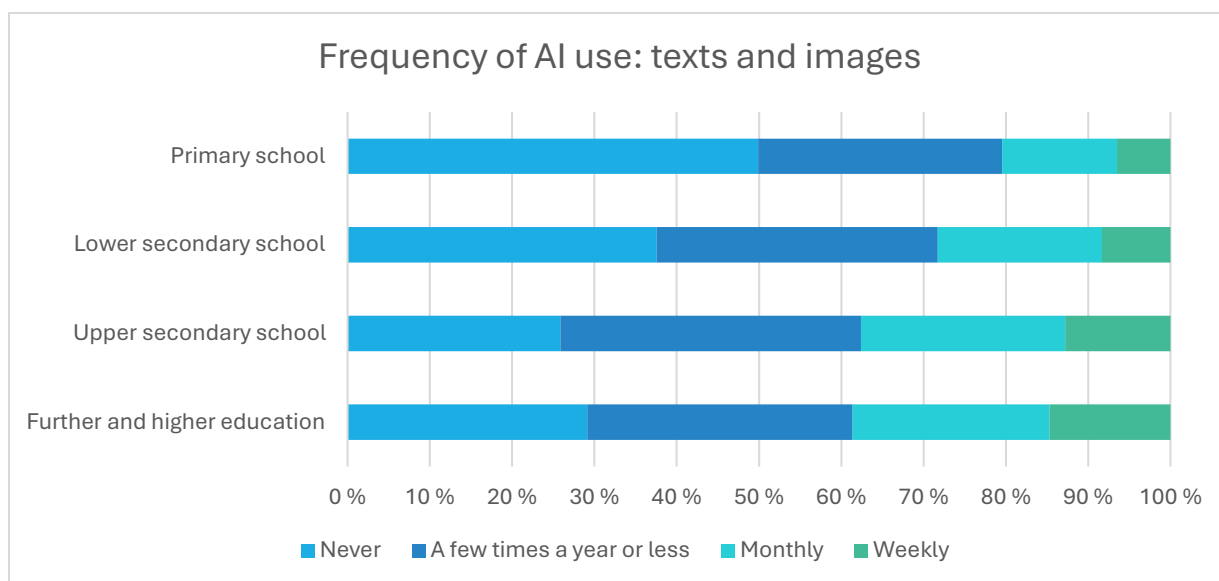


Figure 2: How often do you use AI tools to produce texts, images or sheet music for educational purposes? Nordic average. See Appendix, table 2

This question was about using AI to make text and images. New generative AI models can also be used for making videos or music. However, this possibility has not yet been embraced by the Nordic teachers. With no systematical differences between countries or school types, only about 3–5 % have made AI-music or -videos for educational purposes on a regular basis (at least monthly). Around 80 percent of the teachers in all school types state that they have never used an AI-tool to produce videos or music for educational purposes.

### 2.1.3 Custom made tools

The educational use of generative AI can go beyond the mere prompting by individual users. Schools, or groups of teachers, may create their own GPTs or similar applications for internal use. When asked about this, we find that 14–19 per cent of the teachers say that such tools have been developed at their school. There are, however, about a fifth of the respondents who don't know.

There are some variations between the countries. Norwegian teachers were more inclined to use custom made tools, and Danish teachers less so.

	Yes	No	Don't know
<b>Primary school</b>	15,5	60,0	24,6
<b>Lower secondary school</b>	15,8	64,3	19,9
<b>Upper secondary school</b>	19,2	61,0	19,8
<b>Further and higher education</b>	14,1	68,6	17,3

Table 1: Have you, or your colleagues, created an AI tool (by using ChatGPT, Copilot or other generative AI applications) that is customized for internal use, for educational purposes? Nordic average, per cent. See Appendix, table 8

## 2.1.4 Students' educational use

The teachers in the survey have been asked to assess how many of their pupils or students that use AI tools on a regular basis for educational purposes. Many of the respondents (more than 30 per cent) don't know.

The main division is between primary school pupils on the one hand and the rest of the students on the other. In primary school, half of the teachers say that none of their pupils use AI regularly in education, while this answer drops down to below 8 per cent when it comes to older students.

There is a systematical difference between Norway and Denmark on the one hand and Sweden and Finland on the other in all school types, especially in lower secondary schools. The impression is that Norwegian and Danish students start earlier, and more extensively, than their Swedish and Finnish neighbours.

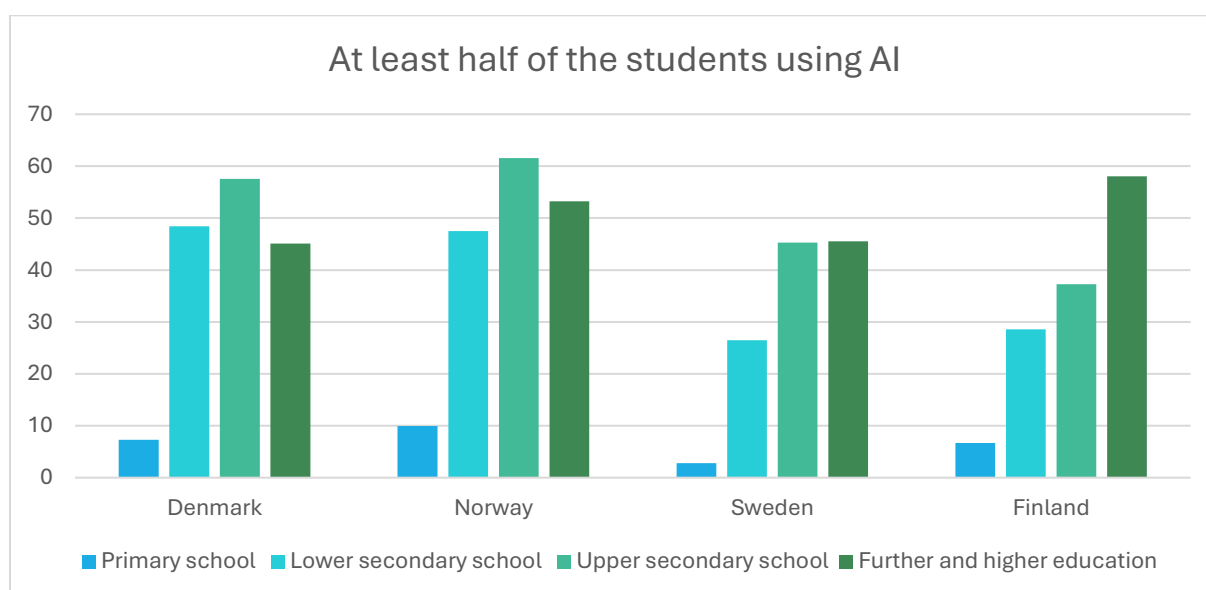


Figure 3: To your knowledge, how many of your pupils or students use AI tools on a regular basis for educational purposes? Answers: about half, about three quarters, everyone. Per cent. See Appendix, table 9

## 2.2 Uploading of copyrighted material

*“I use AI to simplify texts for students with individual education plans.”*  
Primary school teacher, Norway

*“In making easily understandable  
synthesis of articles, AI will be unbeatable”*  
Primary school teacher, Finland

Through reproduction licences, teachers in all Nordic countries may reproduce copyright protected material (in the form of text, images or sheet music) within certain limits for their use in education. However, copying such material into AI tools is not part of these licences.

### 2.2.1 Frequency of uploading

Nevertheless, through the survey we find that around 25 per cent of respondents upload published, in most cases copyrighted, material to AI tools on a regular basis. There are huge differences among the teachers, and about half of the respondents have never engaged in these activities.

These figures have risen significantly compared with those of earlier surveys. In 2024, the share of teachers using published materials in prompts at least monthly was a bit over 10 per cent. The share of those who have never used AI in this way has slightly decreased since 2024.

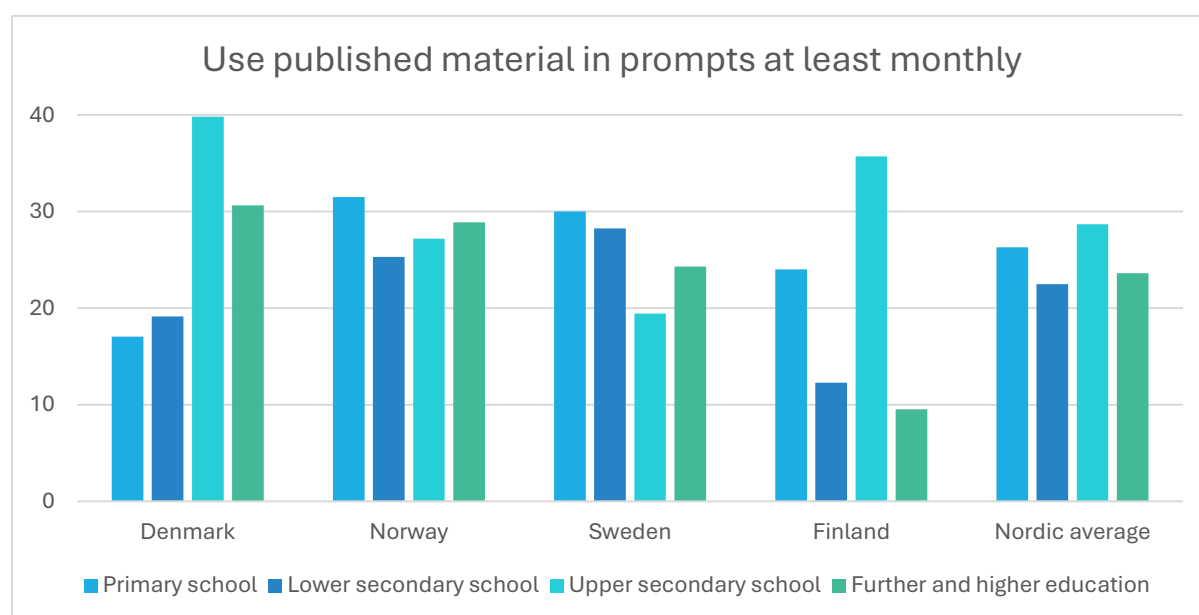


Figure 4: When did you last use published material to upload or prompt into an AI tool for educational purposes?  
Answer: Last month or last week. Per cent. See Appendix, table 4

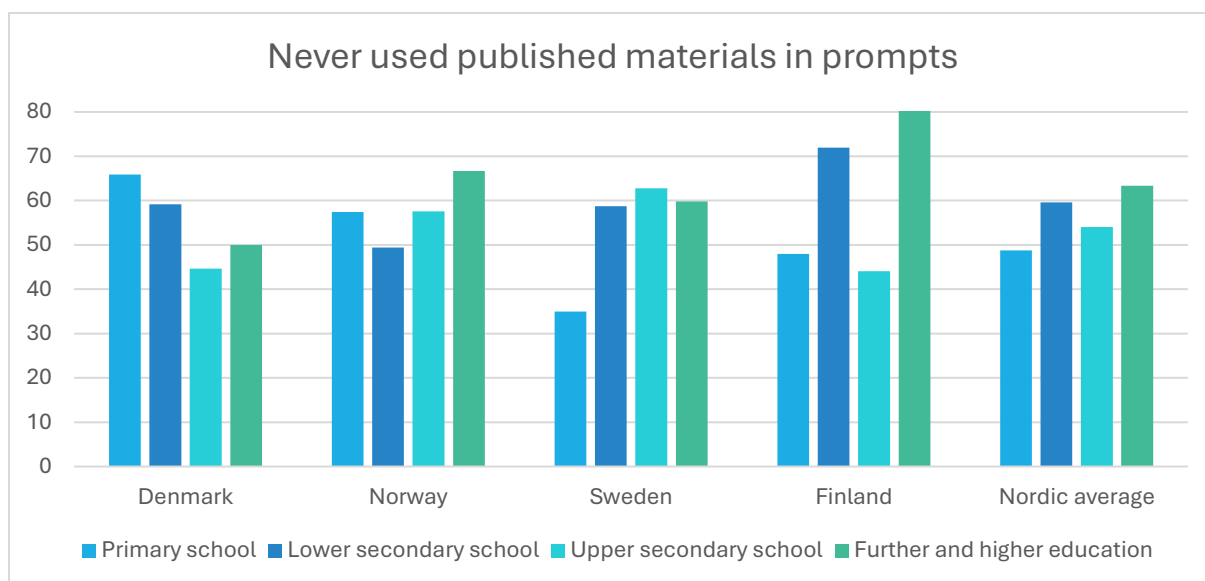


Figure 5: When did you last use published material to upload or prompt into an AI tool for educational purposes? Answer: Never. Per cent. See Appendix, table 9

If we calculate an average for the whole population, we can estimate that the average Nordic teacher uploads copyright protected materials (made by other than the respondent) to an AI tool **6–7 times a year**.

## 2.2.2 Uploaded content types

Most of the published material used for uploading to AI tools are non-fiction texts, especially teaching material. In higher education, scientific articles constitute the greater part.

	Primary school	Lower secondary school	Upper secondary school	Further and higher education
<b>Non-fiction books or text</b>	58	58	68	76
- Published teaching material	27	30	32	26
- Scientific articles	9	13	16	38
- Other non-fiction books or text	22	15	20	12
<b>Fiction books or text</b>	9	8	7	10
<b>Lyrics</b>	13	12	5	0
<b>Magazine or newspaper</b>	1	6	9	2
<b>Illustration and photographs</b>	14	11	6	3
<b>Sheet music</b>	2	3	2	5
<b>Other published material</b>	3	3	4	4

Table 2: Think of the last time you uploaded (or inserted into your prompt) into an AI-tool, what kind of material was it? Nordic average, per cent. See Appendix, table 5



### 2.2.3 Purpose and tools

When published material is uploaded to an AI tool, the purpose is mainly to make exercises or to make summaries or simplified versions of texts. Published material is also used to make new teaching materials.

	Primary school	Lower secondary school	Upper secondary school	Further and higher education
<b>Making exercises</b>	40	39	48	40
<b>Making other teaching material</b>	18	21	20	17
<b>Making summaries or easier versions</b>	28	24	21	28
<b>Translating</b>	7	10	6	11
<b>Other purposes</b>	7	5	5	3

Table 3: Think of the last time you uploaded (or inserted into your prompt) into an AI-tool, for what purpose did you upload (prompt) this material? Nordic average, per cent. See Appendix, table 6

The respondents were also asked to specify which AI tool they used for uploading the material. OpenAI's service ChatGPT is the most widely used tool, with Microsoft's Copilot in second place. The use of Copilot increases throughout the school levels.

Among the other tools that were mentioned, we find special tools developed by public school owners (counties or municipalities). At least in Norway, these tools seem to play a significant role.

It should be noted that this question was only asked to the respondents who had uploaded published material, so the results should be treated with some caution.

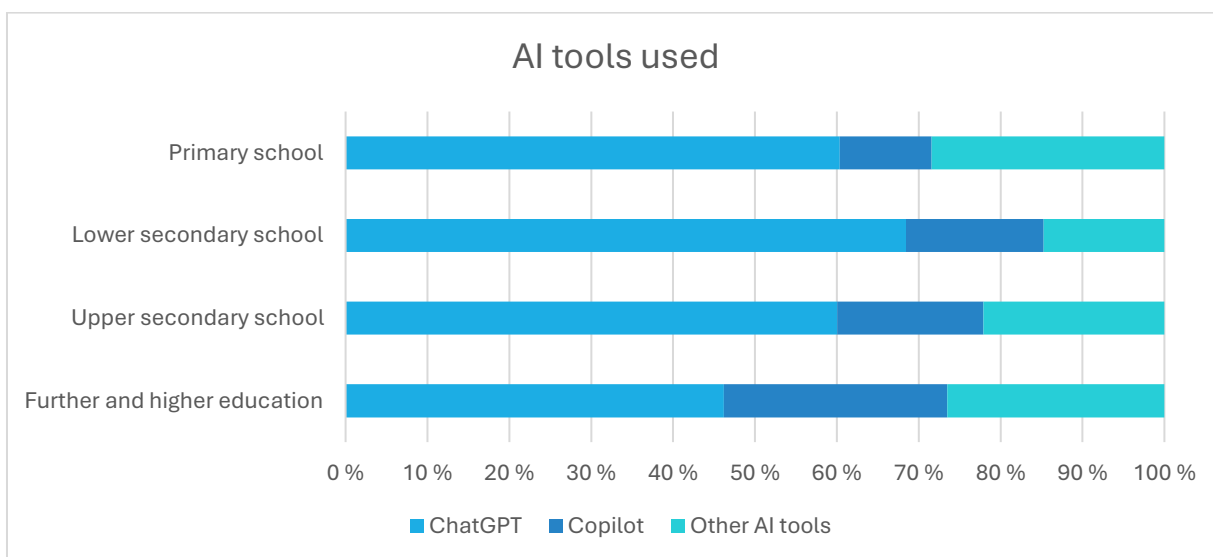


Figure 6: Think of the last time you uploaded (or inserted into your prompt) into an AI-tool, what AI-tool did you use? Nordic average. Per cent. See Appendix, table 7

## 2.3 Attitudes and expectations of the future

*“The question whether it should totally replace traditional teaching materials is horrifying.”*

Primary school teacher, Finland

*“We are only at the very beginning of AI use”*

Higher education teacher, Norway

*“I’m worried that AI will ‘dumb us down’.*

*We don’t have to think and reflect or make an effort like we used to.”*

Primary school teacher, Sweden

*“The environmental and ethical side of AI is not discussed enough”*

Primary school teacher, Finland

### 2.3.1 Impact on teaching and teaching materials

We have also asked the teachers to look into the future. According to the respondents, AI will at least partly replace textbooks and digital teaching material in the future, but there is no consensus about the extent of this replacement. No group expects AI-generated material to completely replace published teaching material.

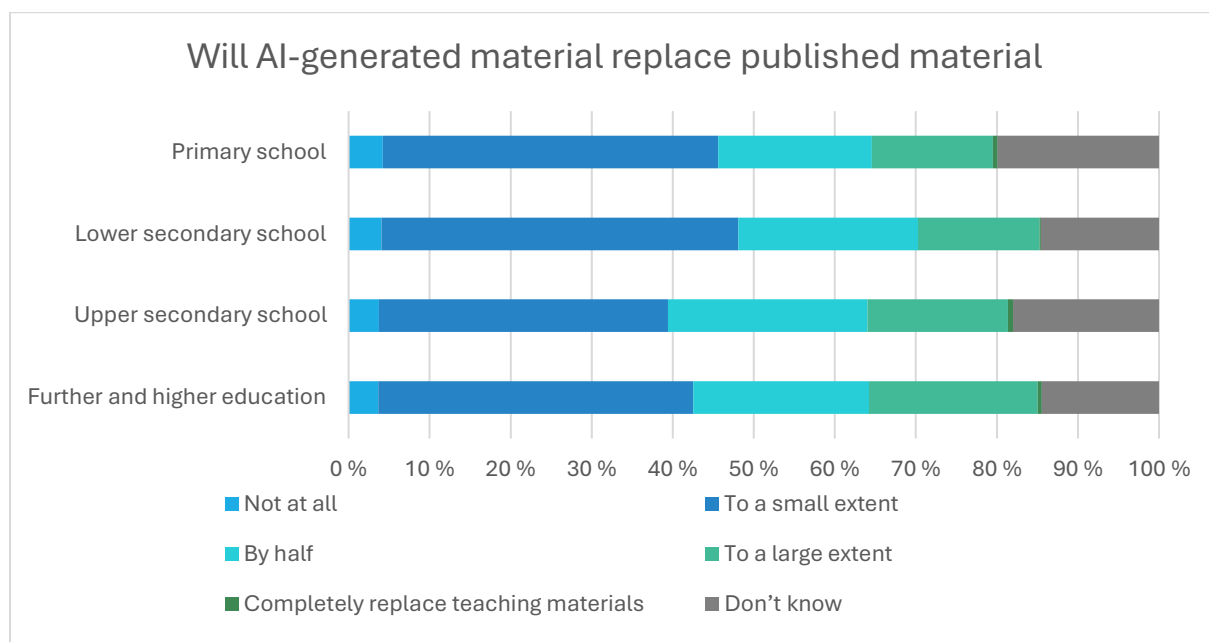


Figure 7: In the future, to what extent do you think AI-generated material will replace traditional teaching materials, such as published teaching material? Nordic average. Per cent. See Appendix, table 10

The teachers are also divided in their views about how AI will affect education, but it is more frequent to state that AI will have a negative effect on education than a positive effect. The views coincide across school types, with primary school teachers a little more unsure.

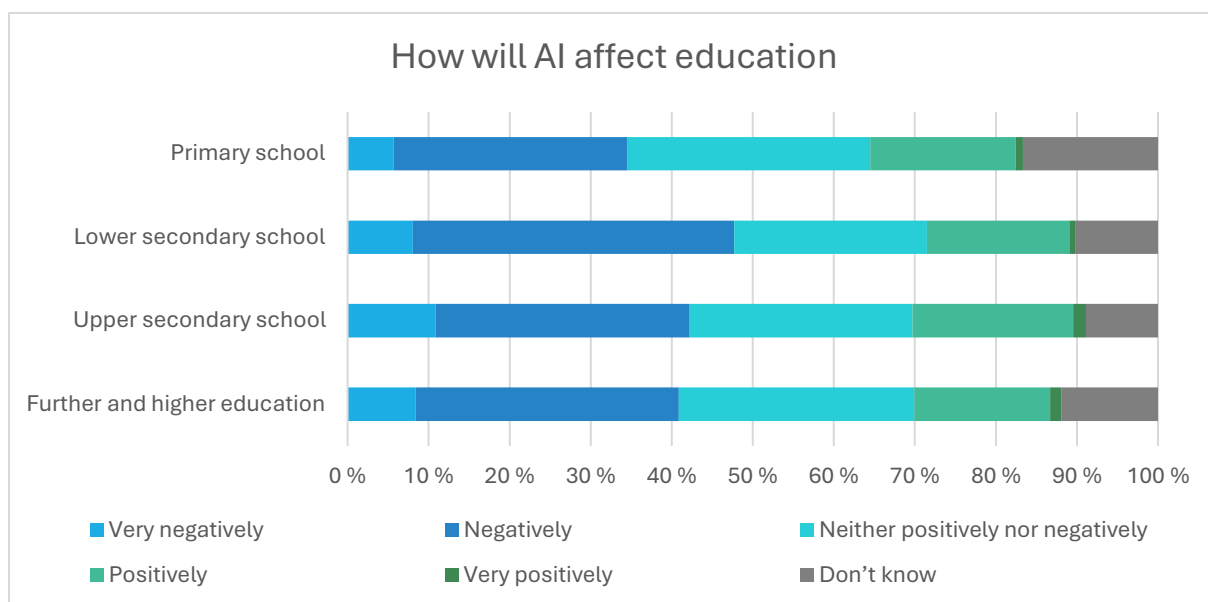


Figure 8: How do you think AI will affect pupils' and students' education in the future? Nordic average. See Appendix, table 11

### 2.3.2 Future use of AI

When asked about what they believe the situation to be a year from now, most teachers believe they will use AI more for educational purposes. The alternatives "more" and "much more" exceed 50 percent in all subgroups (countries and school types), but with Swedish teachers a bit more reluctant than the rest.

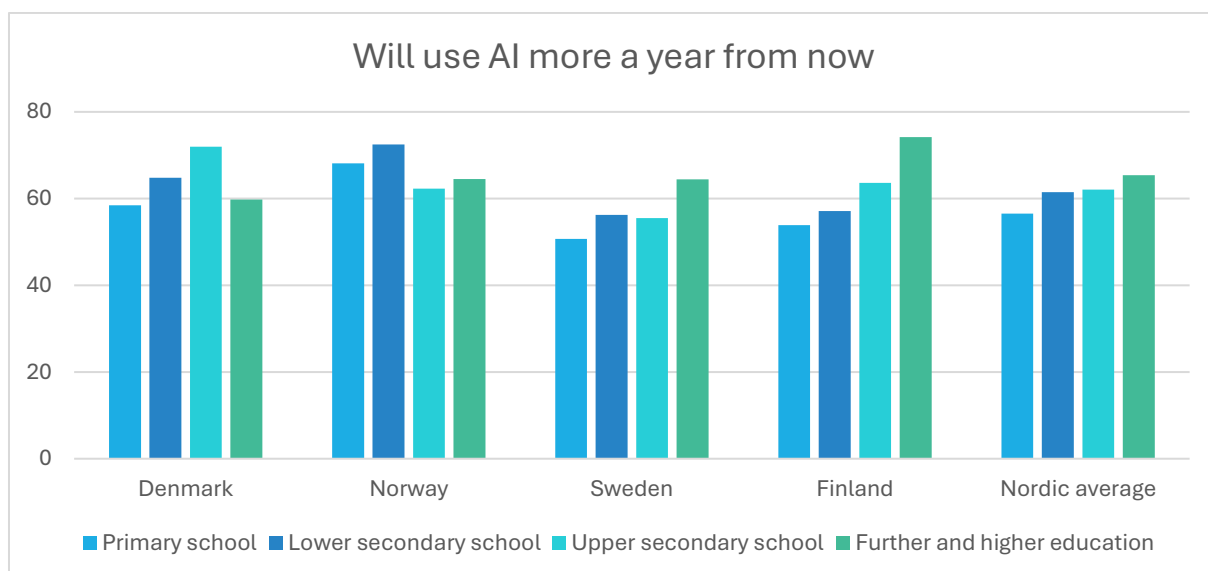


Figure 9: Thinking about a year from now, do you think that you will use AI tools more or less, for educational purposes? Answers: more and much more. See Appendix, table 12

### 2.3.3 Compensation to rightsholders

Over the last years, there has been a heated debate worldwide about the tech companies use of copyrighted material in the training of AI models. There are court cases pending on several continents but also licensing efforts.

In our survey, 63 percent of the teachers support the rightsholders' demand to be compensated when their work is used to train AI tools, while only 11 per cent is clearly against. There are no significant differences between countries or school types in teachers' attitudes towards this issue.

This result is in line with a survey conducted among Swedish “decision makers” in 2024. When asked about who should make sure that the rightsholders were compensated, most of these respondents suggested the AI developers, closely followed by the existing collective management organisations.

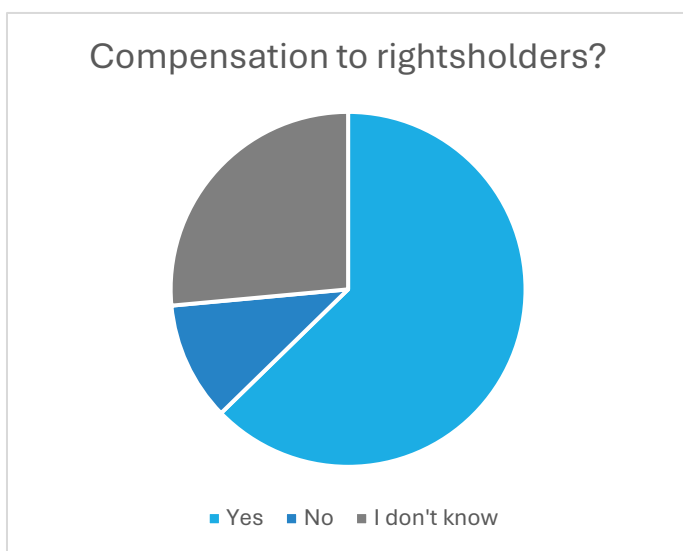


Figure 10: In your opinion, should people who produce texts, images or sheet music in culture and media be compensated when their work is used to train AI-tools? Nordic average, all respondents. See Appendix, table 13

## 3 Methodology

### 3.1 Panels

The survey was carried out by Kantar Media in Sweden, Denmark, Norway, and Finland. In Sweden and Norway, the Kantar Media panels were used exclusively. In Denmark, a combination of the Kantar Media panel and Norstat panel were used. In Finland, only the Norstat panel was used.

All Kantar Media panels in the Nordics are randomly recruited probabilistic panels. The same goes for the Norstat panels used.

	Panels used	Fieldwork period
<b>Sweden</b>	Sifopanelen (Kantar Media)	17–28 March
<b>Denmark</b>	GallupForum (Kantar Media) + Norstat	20–27 March
<b>Norway</b>	GallupPanellet (Kantar Media)	19 March – 6 April
<b>Finland</b>	Norstat	20–28 March

### 3.2 Final outcome

	Sweden	Denmark	Norway	Finland
<b>Invited</b>	2080	2372	2883	1702
<b>Complete</b>	<b>1000</b>	<b>611</b>	<b>669</b>	<b>602</b>
<b>Screened</b>	143	388	353	358
<b>Quota full</b>	26	0	0	0
<b>Incomplete</b>	53	209	44	19
<b>Error</b>	2	3	0	0
<b>Total started</b>	<b>1224</b>	<b>1211</b>	<b>1066</b>	<b>979</b>

- **Invited** = The number of panellists who have received an invitation to the survey. This is the gross sample.
- **Complete** = The number of completed interviews.
- **Screened** = The number of respondents who have been screened out, answering “None of the above” on Q1 (“Do you work primarily in...”).
- **Quota full** = In this case, the number of respondents who have tried to start the survey after it has been closed (after fieldwork period has ended).
- **Incomplete** = The number of respondents who have started answering the survey but not finished.
- **Error** = Survey aborted due to technical error.

After reviewing the survey results, it was decided to exclude “non-teaching”, see below (3.4).

### 3.3 Weighting of data

Weighting of sample surveys is done to make the data representative to the whole target population. Hence, to calculate total figures for the Nordics, the results for each country have been weighted according to the population size of each country. No other weighting has been done.

### 3.4 Teaching staff

The survey targeted all school staff. However, after reviewing the survey results, it was decided to exclude “non-teaching”-staff due to systematical differences between this group and the teaching staff, which otherwise would have blurred the results and made comparisons between the Nordic countries more difficult.

The number of teachers included in the survey:

	Denmark	Finland	Norway	Sweden	Total
Primary school	178	271	201	289	939
Lower secondary school	159	105	120	185	569
Upper secondary school	132	110	130	274	646
Further and higher education	102	31	62	191	386
<b>Total</b>	<b>571</b>	<b>517</b>	<b>513</b>	<b>939</b>	<b>2540</b>

### 3.5 School types

The school systems are somewhat different between the Nordic countries. The primary and secondary levels are still easily comparable, even though the names of the school types differ:

	Primary school	Lower secondary school	Upper secondary school
<b>Age group</b>	6–12	13–15	16–18
<b>Sweden</b>	Grundskola, låg- och mellanstadium	Grundskola, högstadium	Gymnasieskola
<b>Denmark</b>	Indskoling og mellemtrin	Udskoling	Gymnasium, erhvervsskole, etc.
<b>Norway</b>	Barneskole	Ungdomsskole	Videregående skole
<b>Finland</b>	Perusopetus, alakoulu	Perusopetus, yläkoulu	Toinen aste

Preschool year (*förskoleklass*, *børnehaveklasse*) is included in the results for primary school. Kindergarten teachers are not surveyed.

*Further and higher education* comprises a variety of school types, including folk high schools, colleges, technical schools and universities. Due to the variations and the small number of respondents, especially from Finland and Norway, these numbers should be treated with caution.

## 4 Appendix

### 4.1 Tables from Nordic survey

Results are presented in percentages

#### 1. How familiar are you with AI-tools?

Primary school	DK	NO	SE	FI	Nordic
Not at all familiar	15,2	9,5	27,7	14,5	18,7
Not familiar	47,2	29,4	33,2	33,9	35,6
Somewhat familiar	30,9	54,7	32,9	43,5	39,0
Very familiar	6,7	6,5	6,2	8,2	6,8
<b>Lower secondary school</b>					
Not at all familiar	8,2	3,3	13,0	6,7	8,7
Not familiar	33,3	15,8	31,4	30,5	28,5
Somewhat familiar	50,3	72,5	46,5	58,1	54,9
Very familiar	8,2	8,3	9,2	4,8	7,9
<b>Upper secondary school</b>					
Not at all familiar	2,3	0,8	10,6	5,5	5,8
Not familiar	22,7	14,6	18,7	15,5	18,1
Somewhat familiar	57,6	73,1	55,0	70,0	62,2
Very familiar	17,4	11,5	15,8	9,1	13,9
<b>Further and higher education</b>					
Not at all familiar	12,8	1,6	8,5	0,0	6,3
Not familiar	25,5	19,4	20,1	9,7	19,1
Somewhat familiar	40,2	62,9	54,5	67,7	55,8
Very familiar	21,6	16,1	16,9	22,6	18,9

#### 2. How often do you use AI-tools to produce texts, images or sheet music for educational purposes?

Primary school	DK	NO	SE	FI	Nordic
Never	47,1	38,0	57,2	50,9	49,9
More seldom	17,8	15,0	18,6	16,1	17,2
A few times pr. year	14,9	17,0	9,8	10,1	12,4
A few times pr. month	13,8	20,0	10,2	15,4	14,0
Daily / A few times pr. week	6,3	10,0	4,2	7,5	6,5
<b>Lower secondary school</b>					
Never	26,6	24,2	47,0	44,8	37,6
More seldom	13,9	17,5	18,9	25,7	18,9
A few times pr. year	21,5	20,8	9,7	13,3	15,2
A few times pr. month	28,5	27,5	15,7	11,4	20,0
Daily / A few times pr. week	9,5	10,0	8,7	4,8	8,3
<b>Upper secondary school</b>					
Never	18,5	24,6	31,7	23,9	25,9
More seldom	14,6	16,9	22,1	17,4	18,5
A few times pr. year	21,5	16,2	15,9	20,2	18,0
A few times pr. month	26,9	27,7	20,7	27,5	24,8
Daily / A few times pr. week	18,5	14,6	9,6	11,0	12,8
<b>Further and higher education</b>					
Never	34,7	18,3	36,8	19,4	29,1
More seldom	6,9	23,3	14,7	19,4	15,7
A few times pr. year	14,9	20,0	14,2	19,4	16,6
A few times pr. month	25,7	26,7	22,1	22,6	23,9
Daily / A few times pr. week	17,8	11,7	12,1	19,4	14,7

### 3. How often do you use AI tools to produce videos or music for educational purposes?

Primary school	DK	NO	SE	FI	Nordic
Never	84,1	72,9	84,8	70,7	79,4
More seldom	10,2	13,1	11,0	19,2	12,9
A few times pr. year	4,0	6,0	3,9	3,8	4,3
A few times pr. month	1,7	5,0	0,4	4,1	2,4
Daily / A few times pr. week	-	3,0	-	2,3	1,1
<b>Lower secondary school</b>					
Never	72,0	77,5	88,6	79,1	80,9
More seldom	16,6	15,0	7,6	13,3	12,2
A few times pr. year	8,9	1,7	2,2	3,8	3,9
A few times pr. month	1,9	3,3	1,6	2,9	2,3
Daily / A few times pr. week	0,6	2,5	-	1,0	0,8
<b>Upper secondary school</b>					
Never	72,7	82,0	87,6	63,9	78,5
More seldom	15,2	10,2	9,5	21,3	13,2
A few times pr. year	3,0	3,1	2,2	6,5	3,4
A few times pr. month	5,3	1,6	0,4	5,6	2,7
Daily / A few times pr. week	3,8	3,1	0,4	2,8	2,1
<b>Further and higher education</b>					
Never	79,0	73,3	84,2	67,7	77,6
More seldom	14,0	16,7	10,0	12,9	12,8
A few times pr. year	1,0	5,0	2,6	9,7	4,2
A few times pr. month	2,0	1,7	2,6	6,5	3,1
Daily / A few times pr. week	4,0	3,3	0,5	3,2	2,4

### 4. When did you last use published material to upload or prompt into an AI tool for educational purposes?

Primary school	DK	NO	SE	FI	Nordic
Never	65,9	57,4	35,0	48,0	48,8
Last year	3,4	4,6	12,5	13,6	9,2
Half year	13,6	6,5	22,5	14,4	15,7
Last month	5,7	14,8	17,5	15,2	14,0
Daily / Last week	11,4	16,7	12,5	8,8	12,3
<b>Lower secondary school</b>					
Never	59,1	49,4	58,7	71,9	59,6
Last year	8,7	8,1	8,7	8,8	8,6
Half year	13,0	17,2	4,4	7,0	9,4
Last month	8,7	6,9	12,0	8,8	9,6
Daily / Last week	10,4	18,4	16,3	3,5	12,9
<b>Upper secondary school</b>					
Never	44,7	57,6	62,8	44,1	54,1
Last year	6,8	5,4	7,2	10,7	7,5
Half year	8,7	9,8	10,6	9,5	9,8
Last month	25,2	14,1	9,4	19,1	15,7
Daily / Last week	14,6	13,0	10,0	16,7	12,9
<b>Further and higher education</b>					
Never	50,0	66,7	59,8	81,0	63,3
Last year	11,3	2,2	7,5	-	5,7
Half year	8,1	2,2	8,4	9,5	7,3
Last month	17,7	20,0	10,3	9,5	13,7
Daily / Last week	12,9	8,9	14,0	-	9,9



**5. Think of the last time you uploaded (or inserted into your prompt) into an AI-tool, what kind of material was it?**

<b>Primary school</b>	<b>DK</b>	<b>NO</b>	<b>SE</b>	<b>FI</b>	<b>Nordic</b>
Published teaching material	19,2	17,3	43,8	14,8	27,3
Scientific articles	3,9	17,3	6,3	13,1	9,3
Other non-fiction books or text	30,8	23,1	15,6	23,0	21,9
Fiction books or text	15,4	9,6	9,4	1,6	9,2
Lyrics	7,7	13,5	12,5	18,0	12,8
Magazine or newspaper	-	-	-	3,3	0,7
Illustration and photographs	15,4	11,5	9,4	23,0	13,9
Sheet music	-	3,9	3,1	-	2,0
Other published material	7,7	3,9	-	3,3	3,1
<b>Lower secondary school</b>					
Published teaching material	20,5	27,8	39,4	23,1	29,7
Scientific articles	10,3	13,9	9,1	23,1	13,1
Other non-fiction books or text	15,4	13,9	18,2	7,7	14,6
Fiction books or text	10,3	5,6	9,1	7,7	8,4
Lyrics	10,3	11,1	15,2	7,7	11,8
Magazine or newspaper	-	13,9	3,0	7,7	5,5
Illustration and photographs	23,1	8,3	-	23,1	11,3
Sheet music	5,1	2,8	3,0	-	2,8
Other published material	5,1	2,8	3,0	-	2,8
<b>Upper secondary school</b>					
Published teaching material	35,9	24,1	40,8	18,4	31,9
Scientific articles	3,8	13,8	20,4	21,1	15,6
Other non-fiction books or text	30,2	17,2	14,3	23,7	20,2
Fiction books or text	7,6	13,8	4,1	2,6	6,5
Lyrics	5,7	10,3	4,1	-	4,9
Magazine or newspaper	3,8	13,8	6,1	15,8	9,1
Illustration and photographs	7,6	6,9	4,1	7,9	6,2
Sheet music	-	-	4,1	2,6	2,1
Other published material	5,7	-	2,0	7,9	3,6
<b>Further and higher education</b>					
Published teaching material	19,1	37,5	36,8	-	25,7
Scientific articles	38,1	25,0	34,2	57,1	37,8
Other non-fiction books or text	14,3	12,5	2,6	28,6	12,4
Fiction books or text	9,5	12,5	13,2	-	9,6
Lyrics	-	-	-	-	-
Magazine or newspaper	4,8	6,3	-	-	2,3
Illustration and photographs	4,8	-	5,3	-	3,0
Sheet music	-	-	5,3	14,3	4,9
Other published material	9,5	6,3	2,6	-	4,3

**6. Think of the last time you uploaded (or inserted into your prompt) into an AI-tool, for what purpose did you upload (prompt) this material?**

Primary school	DK	NO	SE	FI	Nordic
For making exercises	54,6	35,7	38,9	32,8	40,4
For making other teaching material	18,2	23,2	13,9	22,4	18,4
For making summaries or easier versions	15,2	28,6	36,1	23,9	27,6
For translating	3,0	7,1	2,8	17,9	6,8
For other purposes	9,1	5,4	8,3	3,0	6,8
<b>Lower secondary school</b>					
For making exercises	40,8	45,5	48,8	11,8	38,9
For making other teaching material	26,5	20,5	14,6	29,4	21,4
For making summaries or easier versions	14,3	29,6	26,8	23,5	24,0
For translating	6,1	-	4,9	35,3	10,3
For other purposes	12,2	4,6	4,9	-	5,4
<b>Upper secondary school</b>					
For making exercises	40,0	53,5	47,1	51,1	47,6
For making other teaching material	26,7	14,0	20,6	19,2	20,3
For making summaries or easier versions	16,7	18,6	25,0	19,2	20,7
For translating	3,3	14,0	2,9	6,4	5,9
For other purposes	13,3	-	4,4	4,3	5,4
<b>Further and higher education</b>					
For making exercises	43,8	42,9	50,9	14,3	40,4
For making other teaching material	21,9	9,5	18,9	14,3	16,7
For making summaries or easier versions	18,8	38,1	20,8	42,9	28,3
For translating	3,1	9,5	7,6	28,6	11,2
For other purposes	12,5	-	1,9	-	3,4

**7. Think of the last time you uploaded (or inserted into your prompt) into an AI-tool, what AI-tool did you use?**

Primary school	DK	NO	SE	FI	Nordic
ChatGPT	51,6	59,1	60,9	70,0	60,4
Copilot	6,5	18,2	8,7	14,0	11,2
Other AI tools	41,9	22,7	30,4	16,0	28,5
<b>Lower secondary school</b>					
ChatGPT	76,7	61,1	64,1	75,0	68,4
Copilot	9,3	22,2	20,5	12,5	16,8
Other AI tools	14,0	16,7	15,4	12,5	14,8
<b>Upper secondary school</b>					
ChatGPT	57,1	60,7	61,4	60,0	60,1
Copilot	24,5	10,7	14,0	25,0	17,8
Other AI tools	18,4	28,6	24,6	15,0	22,1
<b>Further and higher education</b>					
ChatGPT	55,6	37,5	52,3	33,3	46,2
Copilot	29,6	31,3	29,6	16,7	27,3
Other AI tools	14,8	31,3	18,2	50,0	26,5

**8. Have you, or your colleagues, created an AI tool (by using ChatGPT, Copilot or other generative AI applications) that is customized for internal use, for educational purposes?**

Primary school	DK	NO	SE	FI	Nordic
Yes	12,4	18,9	17,0	12,6	15,5
No	66,3	52,2	57,4	65,7	60,0
I don't know	21,4	28,9	25,6	21,8	24,6
<b>Lower secondary school</b>					
Yes	8,2	23,3	17,8	12,4	15,8
No	78,0	52,5	61,1	67,6	64,3
I don't know	13,8	24,2	21,1	20,0	19,9
<b>Upper secondary school</b>					
Yes	17,4	21,5	17,5	21,8	19,2
No	60,6	59,2	58,4	68,2	61,0
I don't know	22,0	19,2	24,1	10,0	19,8
<b>Further and higher education</b>					
Yes	10,8	16,1	15,7	12,9	14,2
No	68,6	64,5	66,0	77,4	68,6
I don't know	20,6	19,4	18,3	9,7	17,3

**9. To your knowledge, how many of your pupils or students use AI tools on a regular basis for educational purposes?**

Primary school	DK	NO	SE	FI	Nordic
None	55,6	40,8	52,6	53,1	51,0
About a quarter of the students	14,0	10,0	7,3	5,5	8,9
About half of the students	4,5	7,5	0,7	4,4	3,6
About three quarter of the students	2,3	2,0	1,0	1,9	1,7
Everyone	0,6	0,5	1,0	0,4	0,7
I don't know	23,0	39,3	37,4	34,7	34,1
<b>Lower secondary school</b>					
None	6,9	4,2	8,7	10,5	7,8
About a quarter of the students	20,8	25,0	26,0	19,1	23,2
About half of the students	22,6	16,7	13,5	20,0	17,4
About three quarter of the students	21,4	24,2	8,7	8,6	14,5
Everyone	4,4	6,7	4,3	-	3,9
I don't know	23,9	23,3	38,9	41,9	33,2
<b>Upper secondary school</b>					
None	5,3	3,9	8,0	10,9	7,2
About a quarter of the students	16,7	13,1	13,1	24,6	16,2
About half of the students	12,9	15,4	17,5	21,8	17,0
About three quarter of the students	30,3	25,4	16,1	11,8	20,1
Everyone	14,4	20,8	11,7	3,6	12,5
I don't know	20,5	21,5	33,6	27,3	27,1
<b>Further and higher education</b>					
None	2,9	3,2	6,8	-	3,9
About a quarter of the students	9,8	4,8	10,5	16,1	10,3
About half of the students	12,8	16,1	16,2	22,6	16,7
About three quarter of the students	17,7	25,8	18,9	16,1	19,4
Everyone	14,7	11,3	10,5	19,4	13,3
I don't know	42,2	38,7	37,2	25,8	36,3

**10. In the future, to what extent do you think AI-generated material will replace traditional teaching materials, such as published teaching material?**

<b>Primary school</b>	<b>DK</b>	<b>NO</b>	<b>SE</b>	<b>FI</b>	<b>Nordic</b>
Not at all	2,8	3,0	4,2	7,0	4,2
To a small extent	45,5	30,9	38,4	53,1	41,4
By half	24,7	23,4	15,2	15,5	19,0
To a large extent	10,7	19,9	17,3	10,0	14,9
It will completely replace all teaching materials	-	1,0	0,7	0,7	0,6
I don't know	16,3	21,9	24,2	13,7	19,9
<b>Lower secondary school</b>					
Not at all	2,5	1,7	4,3	7,6	4,1
To a small extent	34,6	33,3	47,0	59,1	44,0
By half	26,4	26,7	20,5	16,2	22,2
To a large extent	21,4	20,8	10,8	10,5	15,0
It will completely replace all teaching materials	0,6	-	-	-	0,1
I don't know	14,5	17,5	17,3	6,7	14,6
<b>Upper secondary school</b>					
Not at all	2,3	6,2	2,9	4,6	3,8
To a small extent	34,1	32,3	32,1	47,3	35,6
By half	29,6	23,9	23,7	21,8	24,6
To a large extent	15,2	17,7	19,3	15,5	17,3
It will completely replace all teaching materials	0,8	0,8	0,4	0,9	0,6
I don't know	18,2	19,2	21,5	10,0	18,0
<b>Further and higher education</b>					
Not at all	8,8	1,6	2,1	3,2	3,7
To a small extent	34,3	25,8	39,8	54,8	38,9
By half	18,6	30,7	19,9	19,4	21,7
To a large extent	20,6	16,1	22,5	22,6	20,8
It will completely replace all teaching materials	-	1,6	0,5	-	0,5
I don't know	17,7	24,2	15,2	-	14,5

### 11. How do you think AI will affect pupils' and students' education in the future?

<b>Primary school</b>	<b>DK</b>	<b>NO</b>	<b>SE</b>	<b>FI</b>	<b>Nordic</b>
Very negatively	2,3	4,5	8,0	6,3	5,7
Negatively	27,0	26,9	28,7	32,8	28,8
Neither positively nor negatively	38,8	24,4	29,1	28,0	30,0
Positively	14,6	28,4	14,2	18,1	17,9
Very positively	-	1,0	1,7	0,4	0,9
I don't know	17,4	14,9	18,3	14,4	16,7
<b>Lower secondary school</b>					
Very negatively	6,3	3,3	10,3	10,5	8,1
Negatively	38,4	44,2	36,8	41,9	39,6
Neither positively nor negatively	25,2	22,5	23,2	24,8	23,8
Positively	21,4	20,8	15,1	15,2	17,7
Very positively	-	-	1,6	-	0,6
I don't know	8,8	9,2	13,0	7,6	10,2
<b>Upper secondary school</b>					
Very negatively	7,6	10,8	12,8	10,9	10,9
Negatively	32,6	33,1	29,9	30,9	31,3
Neither positively nor negatively	29,6	18,5	27,4	34,6	27,5
Positively	21,2	22,3	18,6	18,2	19,8
Very positively	3,8	0,8	1,1	0,9	1,6
I don't know	5,3	14,6	10,2	4,6	8,9
<b>Further and higher education</b>					
Very negatively	5,9	12,9	6,8	9,7	8,4
Negatively	26,5	24,2	33,5	45,2	32,5
Neither positively nor negatively	33,3	25,8	26,7	32,3	29,1
Positively	17,7	21,0	19,4	6,5	16,7
Very positively	-	-	2,1	3,2	1,5
I don't know	16,7	16,1	11,5	3,2	11,9

**12. Thinking about a year from now, do you think that you will use AI-tools more or less, for educational purposes?**

Primary school	DK	NO	SE	FI	Nordic
Not at all	8,4	4,0	15,8	12,2	11,1
Much less	0,6	-	2,4	-	1,0
Less	2,3	-	1,4	1,5	1,3
Same as now	20,2	13,9	13,4	19,2	16,1
More	52,3	57,7	44,9	48,3	49,7
Much more	6,2	10,5	5,8	5,5	6,8
I don't know	10,1	13,9	16,4	13,3	13,9
<b>Lower secondary school</b>					
Not at all	5,0	-	13,0	14,3	8,9
Much less	0,6	-	3,8	-	1,6
Less	1,3	2,5	2,7	1,0	2,0
Same as now	17,0	17,5	15,7	18,1	16,8
More	52,8	60,8	51,4	53,3	54,0
Much more	12,0	11,7	4,9	3,8	7,5
I don't know	11,3	7,5	8,7	9,5	9,2
<b>Upper secondary school</b>					
Not at all	3,8	5,4	11,7	8,2	8,0
Much less	0,8	-	1,5	0,9	0,9
Less	-	1,5	2,2	1,8	1,5
Same as now	16,7	18,5	21,5	22,7	20,1
More	56,1	53,1	47,1	55,5	51,9
Much more	15,9	9,2	8,4	8,2	10,1
I don't know	6,8	12,3	7,7	2,7	7,4
<b>Further and higher education</b>					
Not at all	5,9	4,8	9,4	-	5,8
Much less	-	-	0,5	-	0,2
Less	1,0	1,6	2,6	3,2	2,2
Same as now	14,7	22,6	17,8	19,4	18,4
More	42,2	50,0	56,0	58,1	52,2
Much more	17,7	14,5	8,4	16,1	13,2
I don't know	18,6	6,5	5,2	3,2	8,0

**13. In your opinion, should people who produce texts, images or sheet music in culture and media be compensated when their work is used to train AI-tools?**

Primary school	DK	NO	SE	FI	Nordic
Yes	60,7	53,7	61,3	71,2	61,6
No	9,6	10,0	8,0	7,4	8,6
I don't know	29,8	36,3	30,8	21,4	29,8
<b>Lower secondary school</b>					
Yes	64,2	57,5	63,2	65,7	62,8
No	12,6	13,3	11,4	11,4	12,0
I don't know	23,3	29,2	25,4	22,9	25,2
<b>Upper secondary school</b>					
Yes	59,1	66,9	64,2	63,6	63,5
No	15,9	11,5	12,8	10,9	12,8
I don't know	25,0	21,5	23,0	25,5	23,6
<b>Further and higher education</b>					
Yes	53,9	62,9	63,9	66,7	62,1
No	6,9	12,9	12,6	9,1	10,7
I don't know	39,2	24,2	23,6	24,2	27,2

## 4.2 Previous studies

### 4.2.1 Nordic surveys

Several studies regarding AI were conducted by Kopiosto, Kopinor and Bonus in 2024.

#### **Bonus Copyright Access**

##### *1. Web panel, March 2024*

1023 respondents: Educational staff from kindergarten to university.

##### *2. Web panel, May 2024*

547 respondents: “Decision makers” such as managers and experts in public and private sector.

#### **Kopinor**

##### *1. Web panel, September 2024*

1018 respondents: Educational staff in primary and secondary schools.

##### *2. School survey, December 2024*

1991 respondents: Educational staff in primary and secondary schools.

These two studies yielded similar results, and they are combined in the numbers below.

#### **Kopiosto**

##### *Web panel, November 2024*

1107 respondents, among them 641 in education, 330 in business or public administration.

### 4.2.2 Comparison of results

These are the results from the 2024 surveys on questions asked in the Nordic survey 2025. Comparisons between these studies needs to be done carefully due to differences in study design, especially target population and questionnaires.

*How familiar are you with AI-tools? (FI)*

*How would you rate your knowledge of AI? (SE)*

	Sweden	Finland
I don't know	2 %	1 %
Not at all familiar	12 %	9 %
Not very familiar	63 %	23 %
Somewhat familiar	21 %	55 %
Very familiar	2 %	12 %

*How often do you use AI tools in your work to produce content?*

	Norway	Sweden	Finland
I don't know	N/A	2 %	0 %
Never	42 %	68 %	23 %
More seldom	31 %	8 %	13 %
A few times per year	N/A	12 %	16 %
A few times per month	16 %	8 %	26 %
A few times per week	10 %	2 %	16 %
Daily	1 %	0 %	5 %

*Have your students themselves used generative AI tools in class, project work, homework or self study?*

	Sweden	Finland
I don't know	25 %	19 %
No	44 %	12 %
Yes, from teacher's initiative	9 %	27 %
Yes, from their own initiative	23 %	41 %

*To your knowledge, how many of your pupils or students use AI tools on a regular basis for educational purposes?*

Norway	Total	Primary school	Lower sec. school	Higher sec. school
None	46 %	87 %	24 %	21 %
About a quarter of the students	27 %	9 %	46 %	31 %
About half of the students	14 %	1 %	18 %	25 %
About three quarter of the students	9 %	1 %	9 %	16 %
Everyone	4 %	2 %	3 %	8 %

*How often do you feed content created by others, such as text or images from books, magazines or the internet, into an AI tool in your work?*

	Norway	Sweden	Finland
I don't know	N/A	5 %	3 %
Never	60 %	71 %	51 %
More seldom	28 %	13 %	20 %
A few times per year	N/A	6 %	11 %
A few times per month	7 %	4 %	10 %
A few times per week	5 %	1 %	4 %
Daily	0 %	0 %	1 %

*Do you believe that AI-made material will replace published educational or other teaching materials in the future?*

	Sweden	Finland
I don't know	31 %	8 %
Not at all	4 %	17 %
In small quantities	34 %	28 %
Partly	14 %	41 %
To a great extent	17 %	6 %
Yes, completely	1 %	1 %