

# From Gen Z to GenAI:

The impact, opportunities and challenges of  
Generative AI for young Australians

**May 2025**



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## REPORT PREPARED BY:

### The Insight Centre

Level 3/223 Liverpool St,  
Darlinghurst NSW 2010  
[info@theinsightcentre.com.au](mailto:info@theinsightcentre.com.au)

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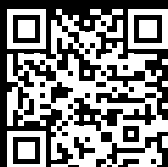
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## ACKNOWLEDGMENT OF COUNTRY

The Insight Centre recognises the First Peoples of this Nation and their ongoing cultural and spiritual connections to the lands, waters, seas, skies, communities and knowledge.

We acknowledge the Traditional Owners of Country throughout Australia. We pay our respects to Elders past and present.

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# Executive summary

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## Introduction

Generative AI (GenAI)'s influence has expanded dramatically, reshaping how we work and study, raising urgent questions about privacy and misinformation, widening access to skills development, enabling theft of creative work, and fuelling fears of job displacement.

In this report, we turn our attention to a group whose lives will be most shaped by this rapidly evolving technology: young Australians. Drawing on insights from 560 young people aged 14 to 27 across secondary school, university, and the workforce, we explore myriad ways in which GenAI is shaping their lives: how they use GenAI for work, study and leisure; how gender shapes their engagement; how they view its opportunities and risks; and how they view gender equality and inclusion within the GenAI sector.

Our 2025 findings show that Gen Z has embraced GenAI to a large extent. They value its convenience, its ability to boost productivity, and the new avenues it opens for skill-building. Yet major concerns loom large: the spread of misinformation and disinformation, the erosion of creative industries, and the rise of deepfakes. Worryingly, we are also seeing growing gender gaps in how Gen Z engages with GenAI and how they perceive their own skills and confidence. These disparities demand urgent attention.

We are deeply grateful to the 560 young people who generously shared their experiences and insights with us. You are at the heart of this research.

## Acknowledgments

We extend our thanks and gratitude to the attendees and organisers of the 2024 AI in Education Conference, Teaching Tomorrow: Harnessing AI Tools Today, held at Western Sydney University. Your thoughtful questions about how students and young people use and think about GenAI played a valuable role in shaping the final survey for this research.

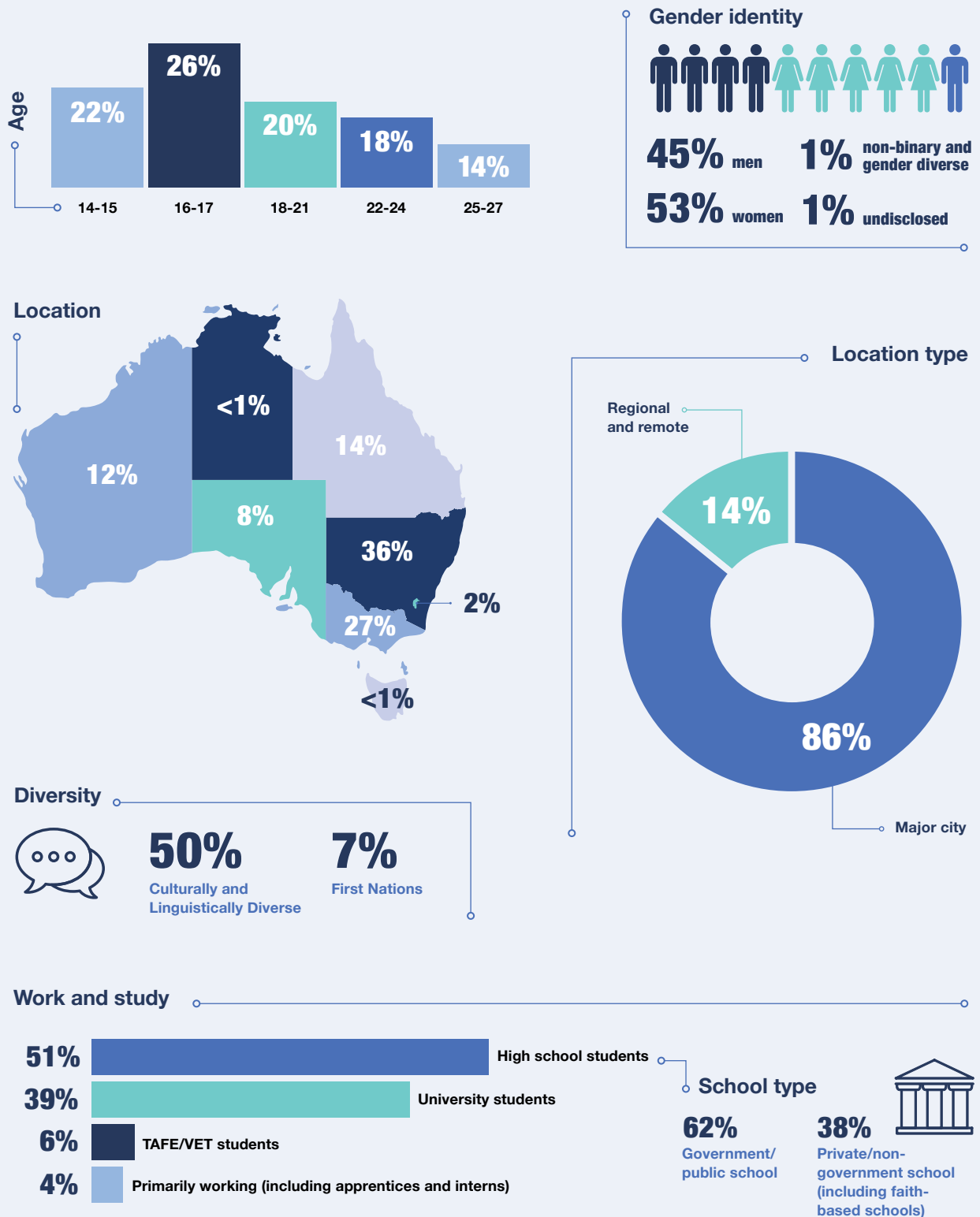
We thank Student Edge for providing the population sample for this study through their member panel.

Thank you to Dr Shanthi Robertson and Dr Emilie Baganz for their review and editing of this report, and to Fiona Pinney for the report design.

## Key insights

1. **GenAI use is nearly universal among Gen Zs - 90% of those surveyed have used GenAI tools.** Usage rates are identical between men and women, with ChatGPT the favourite tool across all demographics.
2. **Gen Z uses GenAI for a variety of reasons - help with study and learning, to upskill, as a search engine, and for having general 'conversation' with tools like ChatGPT.**  
Those who use GenAI for conversation are seeking a range of types of engagement - from entertainment to emotional support and advice seeking.
3. **Seven in 10 Gen Zs say that they have not and would not use GenAI to plagiarise on their school, TAFE, or university assessments.**  
Just one in 10 say that they had used GenAI for this purpose and would do so again.
4. **Gender identity plays a significant role in how Gen Zs perceive their own abilities and confidence in using GenAI.** Men are significantly more likely than women to report feeling skilled and confident in using GenAI tools.
5. **Though most Gen Zs have positive perceptions of GenAI, gender has a significant impact on their outlook.** Men are more likely to have a positive view on GenAI tools and the GenAI industry overall compared to women.
6. **Gen Z rates convenience, productivity, self-learning and skills development as the main advantages of Gen AI tools.** Cheating, plagiarism, misinformation and disinformation, as well as lack of originality are their main concerns.
7. **Gen Z has significant concerns about GenAI's impact on creative work, with women especially concerned.** Seven in 10 worry about Australian creative work and journalism being used without the consent of creators to train GenAI, and half see it as a threat to creative industries. Concern is especially high among those interested in creative careers, with many believing GenAI is damaging the sector.
8. **Four in five Gen Zs have significant concerns about the creation and distribution of deepfakes.** Women and Gen Zs aged 18 to 21 have the highest rates of concern overall.
9. **Almost one in three Gen Zs say that the impact of GenAI has led them to reconsider their current or future study and career prospects.**  
Gen Zs are mainly reconsidering their study and career pathways due to fear of job displacement and are thinking about pivoting into technology to future proof their careers.
10. **Though only around a third of Gen Zs feel skilled and confident in using GenAI, they have concrete ideas about what they need to improve their skills and confidence.** This includes information and training on how to prompt GenAI more effectively, access to tutorials and hands-on experience, and information on the reliability and trustworthiness of GenAI.

## Who participated in this research?



## Gen Z's use of Generative AI in 2025

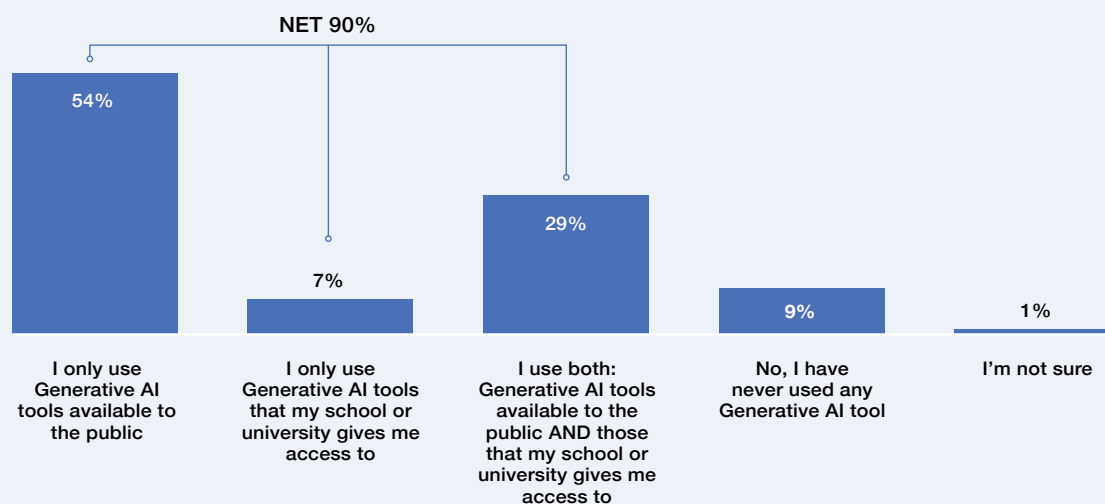
**In 2025, GenAI use is almost universal among Gen Zs, with 90% saying they have used GenAI tools.**

### Overall engagement and frequency of use

- Of the nine in 10 (90%) Gen Zs who have used GenAI at the time of taking the survey, the majority (54%) say that they exclusively use public GenAI tools (like ChatGPT or Copilot). Around a third (29%) use a mix of public and private tools that are available to them through their education provider (like NSWEdUChat), and around one in 20 (7%) say they exclusively use tools only available through their school or university. (Figure 1)
- Use of GenAI has reached gender parity, with equal rates of use among young men and women. However, location and age impact overall engagement.
- The youngest Gen Zs lead in use overall, with 94% of 14 to 17-year-olds using GenAI, while those living in metro locations are more likely to use GenAI overall (91% vs 81% regional). (Figure 2)
- Only 18% use GenAI tools on a daily basis, with the majority using it either weekly (39%), or monthly (40%). Men are the more frequent users of GenAI overall, with 64% using it at least once per week compared to 53% of young women. (Figure 4)

FIGURE 1

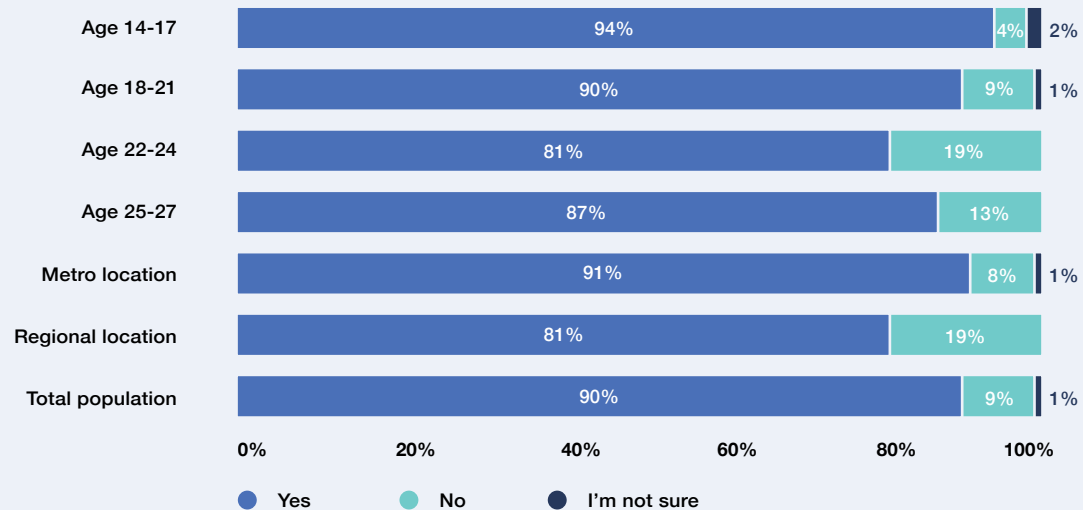
**Have you ever used (in any capacity) a Generative AI tool?**



Base n=560

FIGURE 2

**Have you ever used (in any capacity) a Generative AI tool? By age group and location.**



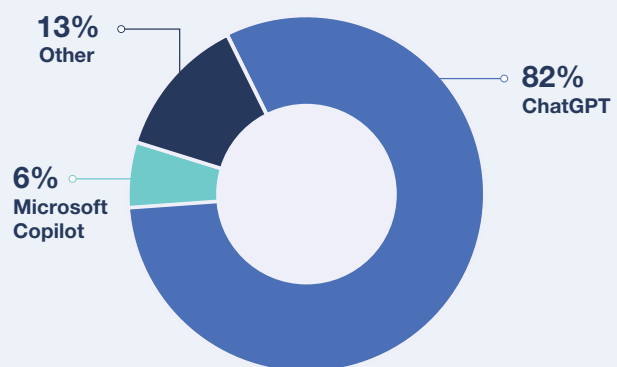
Base n=560

## Tool preferences

- For the three in five Gen Zs who have a favourite GenAI tool, ChatGPT is the favourite across all demographics. (Figure 3)

FIGURE 3

**Do you have a favourite Generative AI tool? If yes, please specify.**

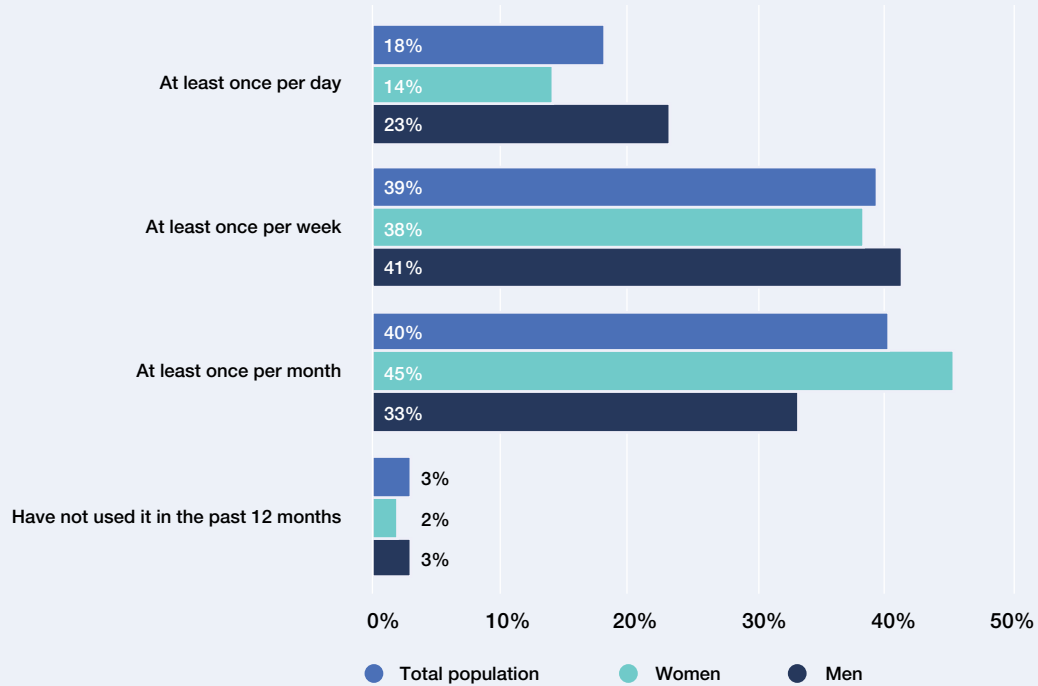


Base n=306



FIGURE 4

**Thinking about your overall use of any Generative AI tools, in the past 12 months about how frequently have you used Generative AI? By gender identity.**



Base n=506



# How Gen Z uses GenAI

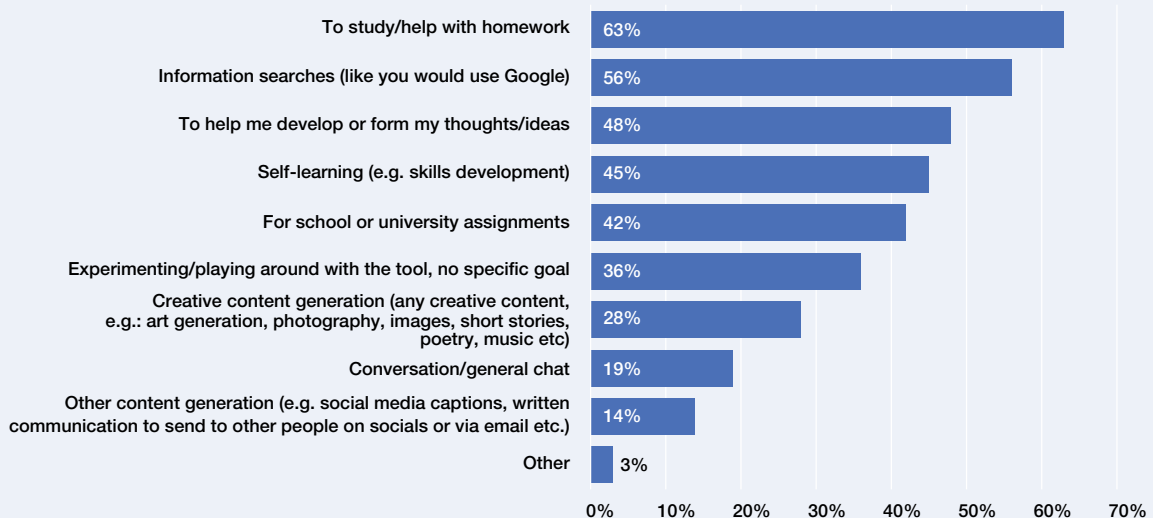
Gen Z uses GenAI for a mix of reasons, including help with study and learning, to upskill, and for general 'chat' with GenAI tools.

## Overall types of use

- GenAI is mainly used for study and help with homework (63%), information searches (i.e. used like Google search) (56%), and to help Gen Z develop or form their thoughts and ideas (48%). (Figure 5)
- The youngest Gen Zs lead in use for study and help with homework, with 74% of 14 to 17-year-olds using GenAI for this purpose.
- For almost one in two (45%), GenAI is also used for self-learning and upskilling beyond formal education - something men are more likely to do than women (54% vs 37% respectively), while one in five (19%) report using it for general 'chat' with the tools.

FIGURE 5

### What have you used Generative AI tools for?



Base n=506

## Why Gen Z ‘chats’ with GenAI tools

- For the one in five (19%) Gen Zs who use GenAI tools for general ‘chat’ and interaction, reasons for use range from entertainment to emotional support and advice seeking. This includes:

### 1. Used for fun, curiosity, or entertainment:

Gen Z uses GenAI tools out of boredom and curiosity, or for light-hearted fun. Some mention trying games/jokes or mimicking social media trends.

### 2. Used for emotional support or companionship:

Gen Z uses GenAI tools to talk to when they feel lonely or isolated. Some describe using GenAI to vent, reflect, or get support without fear of judgment.

### 3. Used for help or instant advice:

Some Gen Zs view GenAI as an efficient source of advice on everyday decisions, life challenges, or social issues.

### 4. Used to practice or improve communication:

For a minority, GenAI is used to help refine their writing, practice speaking or writing professionally, and improve their grammar.

“ I normally just talk with them when I get bored and ask it [about] situations from my life like whether I’m in the wrong etc. MAN, 16, WESTERN AUSTRALIA

“ I get bored and copy TikToks I’ve seen interacting with AI chats to see if they are fake or real. WOMAN, 17, WESTERN AUSTRALIA

“ It’s fun to sometimes chat with AI when there’s no other people around to talk to. WOMAN, 20, AUSTRALIAN CAPITAL TERRITORY

“ [I] ask questions about Netflix shows I’m watching, to explain topics or just in general ask for an analysis. Its more an informational conversation or to analyse situations. MAN, 21, QUEENSLAND

“ [I chat with GenAI for help because] I am an awkward texter and don’t know how to message. WOMAN, 21, QUEENSLAND

“ [I] chat [with GenAI] like a friend because it is very witty. WOMAN, 22, WESTERN AUSTRALIA

“ Sometimes I get really bored, and chat with AI too (like Snapchat AI, Meta AI etc) helps me kill the time and their response normally very interesting! WOMAN, 22, SOUTH AUSTRALIA

“ [I] ask questions about something that I am stuck [on] and cannot figure out. WOMAN, 24, VICTORIA

“ Sometimes when looking for a business idea or when I am thinking about a particular incident that I could use a second opinion on, I consult with AI. MAN, 24, WESTERN AUSTRALIA

“ I use it for general chat as I sometimes make my friends mad and need to apologise in helpful way. MAN, 24, SOUTH AUSTRALIA

“ I was going through a hard time at work with some colleagues and felt at despair and wanted immediate clarity and someone to vent to that will not be biased on the situation and help me see things clearly. WOMAN, 26, VICTORIA

“ [I use GenAI] to practice professional conversations. WOMAN, 26, NEW SOUTH WALES

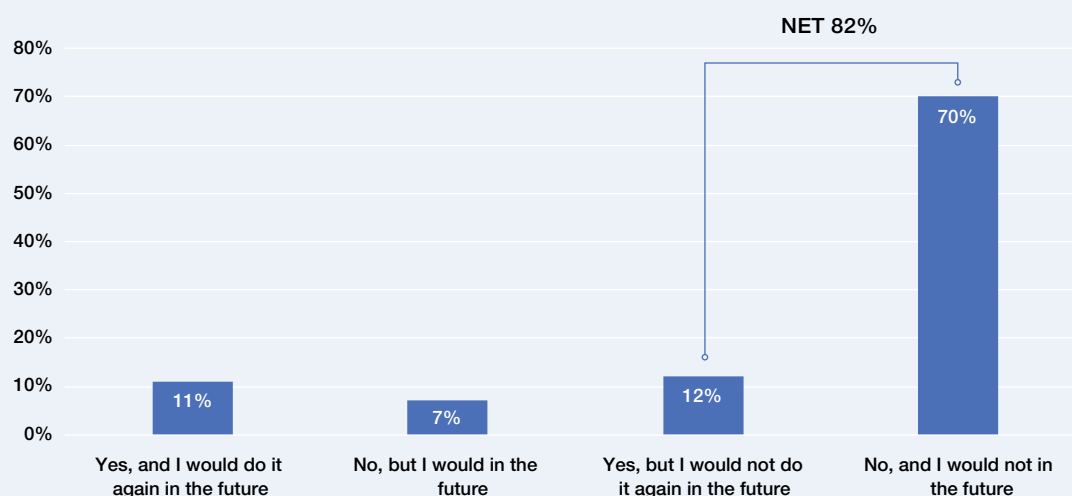
“ [I chat with GenAI] when I’m alone and need someone to talk to. WOMAN, 27, VICTORIA

## When GenAI is used for plagiarism

- Gen Z is overwhelmingly not using GenAI for plagiarism, but they are using it for general help with their school and university work.
- Of the Gen Z students who had used GenAI in any capacity, we asked if they had ever used these tools to plagiarise on their assessments. The majority (70%) reported that they had not and would not in the future. 11% reported that they had used GenAI to plagiarise and would do so again.
- Importantly, more than four in five (82%) Gen Z students reported that they would not use GenAI to plagiarise in the future regardless of how they have used these tools before. (Figure 6)

FIGURE 6

**Plagiarism is defined as presenting work that is not your own without acknowledging the original source of the work, and is something that is not allowed in schools, universities, colleges or TAFE. Do you think you have ever used Generative AI tools for help with an assignment that would be considered plagiarism?**



Base n=485

## Gen Z's skills and confidence in using GenAI

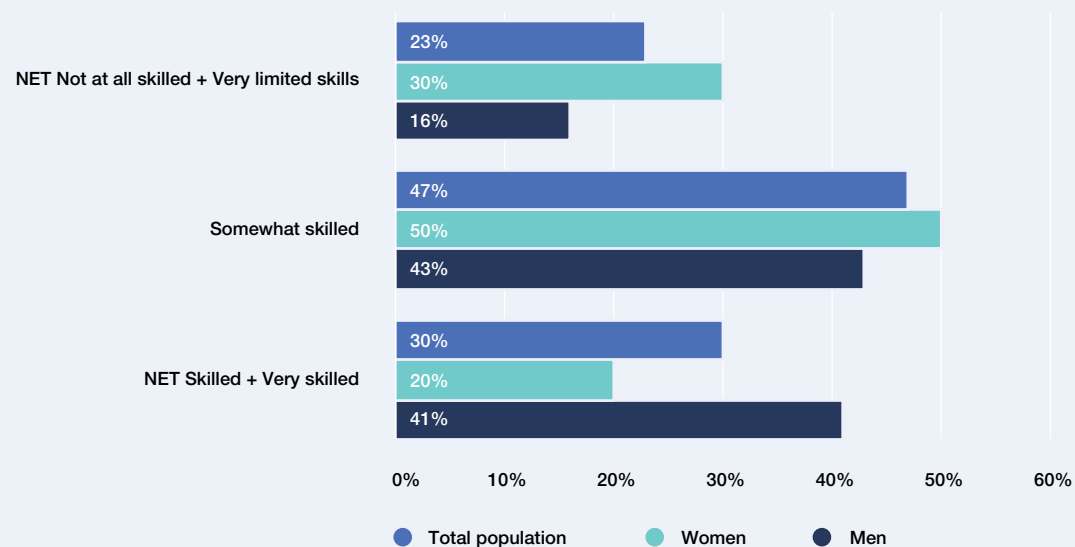
Gender identity plays a significant role in how Gen Zs perceive their own abilities and confidence, with men more likely than women to report feeling skilled and confident in using GenAI.

### Skills in using GenAI

- Around one third (30%) of Gen Zs rated themselves as very skilled or skilled in using GenAI tools. (Figure 7)
- With only one in five women feeling skilled in using GenAI, men are more likely to have a positive outlook on their skill levels compared to women (41% vs 20% respectively).
- In contrast, women are more likely to rate themselves as unskilled compared to men (30% vs 16% respectively).
- Indicatively, high school students in private or non-government schools rate themselves as more skilled in using GenAI compared to students from government or public schools (42% vs 28% respectively).

FIGURE 7

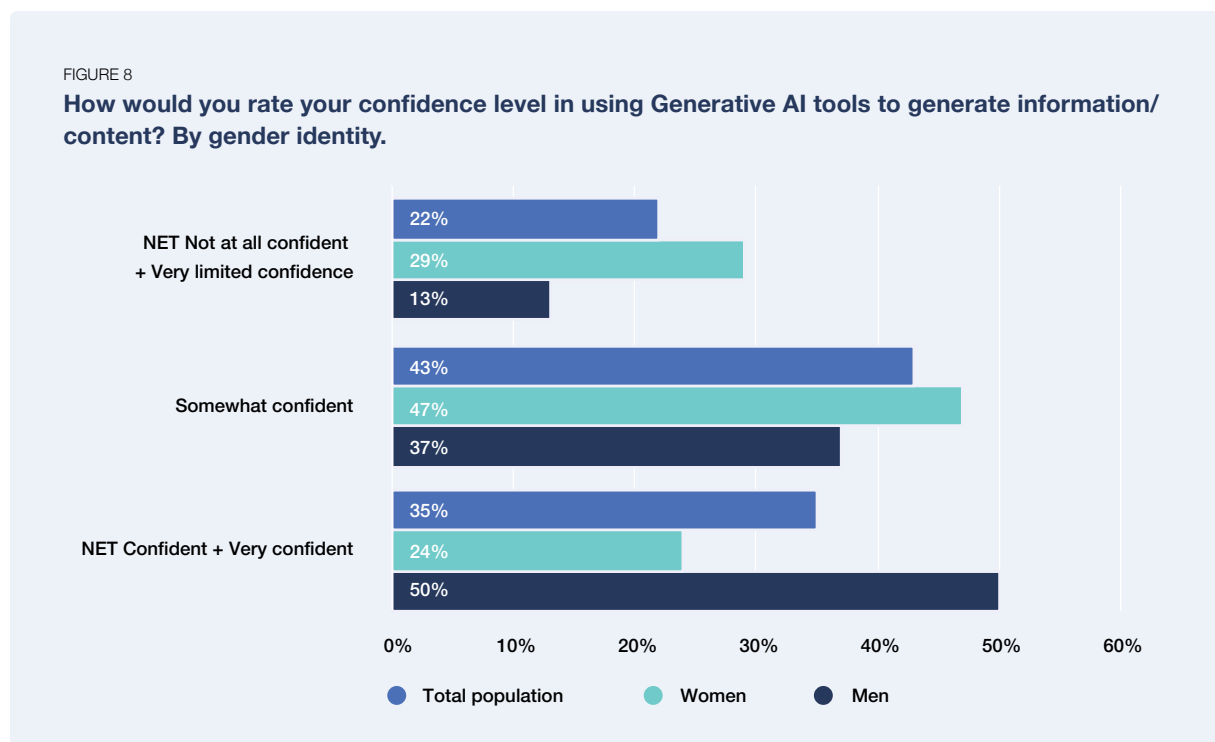
**How would you rate your skills/ability level in using Generative AI tools to generate information/content? By gender identity.**



Base n=506

## Confidence in using GenAI

- Like self-perceived skill levels, gender identity also significantly impacts confidence in using GenAI.
- Men are twice as likely as women to feel confident or very confident in using GenAI tools (50% vs 24% respectively). In contrast, one third (29%) of women do not feel confident in using GenAI tools, compared to just one in 10 (13%) men.
- Overall confidence levels are higher than self-reported skill levels, with around a third (35%) of Gen Zs saying they feel confident in using GenAI tools. (Figure 8)



Base n=506

## How to build Gen Z's skills and confidence in using GenAI

Of the Gen Zs who had used GenAI in any capacity, we asked what would make them feel more skilled and confident in using these tools. Their responses give guidance for education providers and workplaces about areas of focus to improve Gen Z's skills and confidence, and include:

### 1. Learning how to prompt and use GenAI effectively

Gen Zs want to improve their ability to use GenAI tools more effectively, specifically by learning how to write better prompts, understanding more about how GenAI works, and knowing what kinds of tasks it can help with.

- “ For me it's more just knowing what prompts to put in to get out what I fully want to get out. Also, sometimes chat GPT is wrong so that does not help my confidence. Improving that would be really the only thing the tech industry could do. [MAN, 17, WESTERN AUSTRALIA](#)
- “ Learning how to properly engineer prompts to generate better outputs would make me feel more skilled as it expands the ability of generative AI tools. [MAN, 22, VICTORIA](#)
- “ I would like to know specific things that the AI would be skilled in helping me with, for example how it helps with notetaking, studying for assignments, etc. [WOMAN, 20, VICTORIA](#)

### 2. More tutorials, training, and hands-on practice

Gen Zs feel that tutorials, training sessions, classes, and simply more opportunities to practice using GenAI would improve their skills and confidence.

- “ Probably if there was more guidance for us as students in terms of how to use it properly and to our advantage - maybe this could be delivered similar to how referencing and essay writing help is provided in university libraries! [GENDER UNDISCLOSED, 20, VICTORIA](#)
- “ Classes which recommend using AI should have a section for those who are unfamiliar with its usage. [WOMAN, 22, NEW SOUTH WALES](#)
- “ Perhaps guides [directly available through] the AI tool websites, or a lesson in school dedicated to navigating AI. [NON-BINARY, 16, NEW SOUTH WALES](#)

### 3. Understanding reliability, bias, and information sources

Some Gen Zs are concerned about the accuracy, trustworthiness, and transparency of GenAI outputs. Gaining clarity around these aspects would make them feel more confident using the tools.

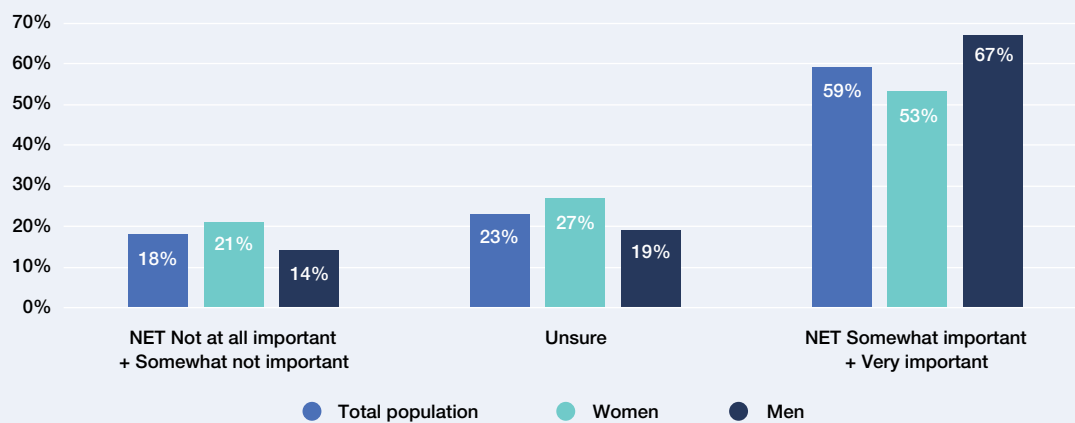
- “ [A lot of the] information that it provides is not legit, the links and references never work. [WOMAN, 26, NEW SOUTH WALES](#)
- “ I would need to believe that AI is reliable and provides true information to feel more confident. [WOMAN, 19, VICTORIA](#)
- “ I just don't trust it, and where it gets its knowledge from, whether it is stealing data or if it's intelligence is actually true. [WOMAN, 17, WESTERN AUSTRALIA](#)

## Future-proofing education and careers with GenAI

- Gen Zs believe it is important to develop their skills in using GenAI both in their studies and their careers.
- Around three in five (59%) say that it is important for young people to develop skills to use GenAI effectively for their studies at school or university. Here, men are more likely to feel this is important than women (67% vs 53% respectively). (Figure 9)
- When it comes to work and careers, three in five (62%) also say it is important to develop skills to use GenAI in their working lives. Here, no gender differences were identified. (Figure 10)
- These findings are a call to action for education providers across Australia to support students in their GenAI skills development while in school to future-proof their careers.

FIGURE 9

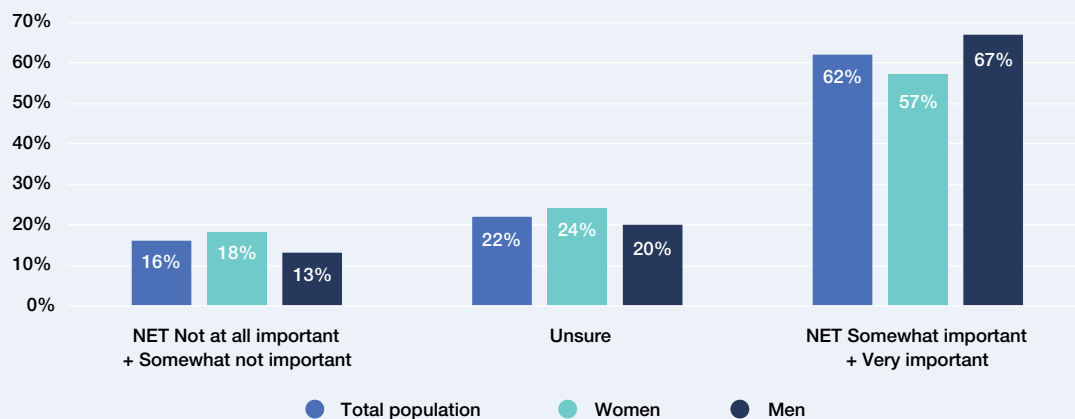
**How important is it for young people to develop skills to use Generative AI tools effectively for their studies in school or at university? By gender identity.**



Base n=560

FIGURE 10

**How important is it for young people to develop skills to use Generative AI tools effectively in their work and careers? By gender identity.**



Base n=560



## Perceptions of GenAI and its impact on Gen Z

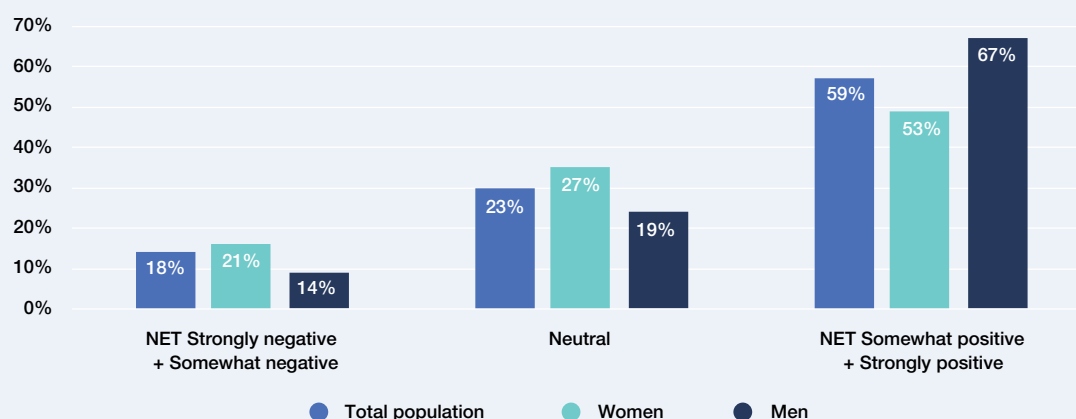
Though most Gen Zs have positive perceptions of GenAI, gender continues to impact outlook, with men more likely to have a positive view compared to women.

### Overall views

- A majority of Gen Zs have a positive view of GenAI, with around three in five (57%) saying they have a somewhat positive or strongly positive outlook on the technology. (Figure 11)
- Gender identity continues to impact Gen Z's views and engagement with GenAI. Men are more likely to have a positive view on GenAI than women (67% vs 49%), while women are more likely to either have a negative view (16%) or to be unsure overall (35%).
- Gen Zs with a strongly positive outlook on GenAI primarily feel positive due to its ability to facilitate and support learning and productivity. In contrast, strongly negative outlooks are primarily driven by concerns about an overreliance on the tools, job losses, plagiarism, deepfakes, and GenAI's negative impact on the creative sectors.

FIGURE 11

**Overall, what is your view of Generative AI tools? By gender Identity.**



Base n=560

## Gen Zs share their positive and negative views of GenAI

### Positive

- “ I think that Generative AI is the future and if used correctly can be a very useful tool in many industries. [WOMAN, 19, QUEENSLAND](#)
- “ It's easier for me to understand than just Googling. I can get it to explain things to me in a way I understand. [MAN, 26, NEW SOUTH WALES](#)
- “ AI is very helpful with many things like coding and explaining difficult concepts; it is more help than hindrance to society as AI use can be easily detected. [MAN, 14, NEW SOUTH WALES](#)
- “ Nowadays, AI has been a huge part of our life. I'm not saying students should use AI to do all their assignments, but it's necessary for students/workers to know how to use AI tools due to the technology development. [WOMAN, 22, SOUTH AUSTRALIA](#)
- “ I use AI mostly for uni study and my sister using it for high school study. If you're using it to cheat it's not ok, but it is extremely helpful for helping you study. Unfortunately, teachers are busy and or some teachers just are not fantastic at teaching and that's where AI comes in to help aid us in learning. [WOMAN, 25, NEW SOUTH WALES](#)
- “ It helps us be more productive and save time. I'm worried that sudden changes in the tools, or the pricing plans might affect productivity. [MAN, 21, NEW SOUTH WALES](#)
- “ It can cut out some repetitive work and help find relevant information faster. It can be a good check for your work. [WOMAN, 16, QUEENSLAND](#)
- “ Although it depends on how it is used, I believe that AI can be a convenient, easy way of learning, or getting feedback. [WOMAN, 16, VICTORIA](#)

### Negative

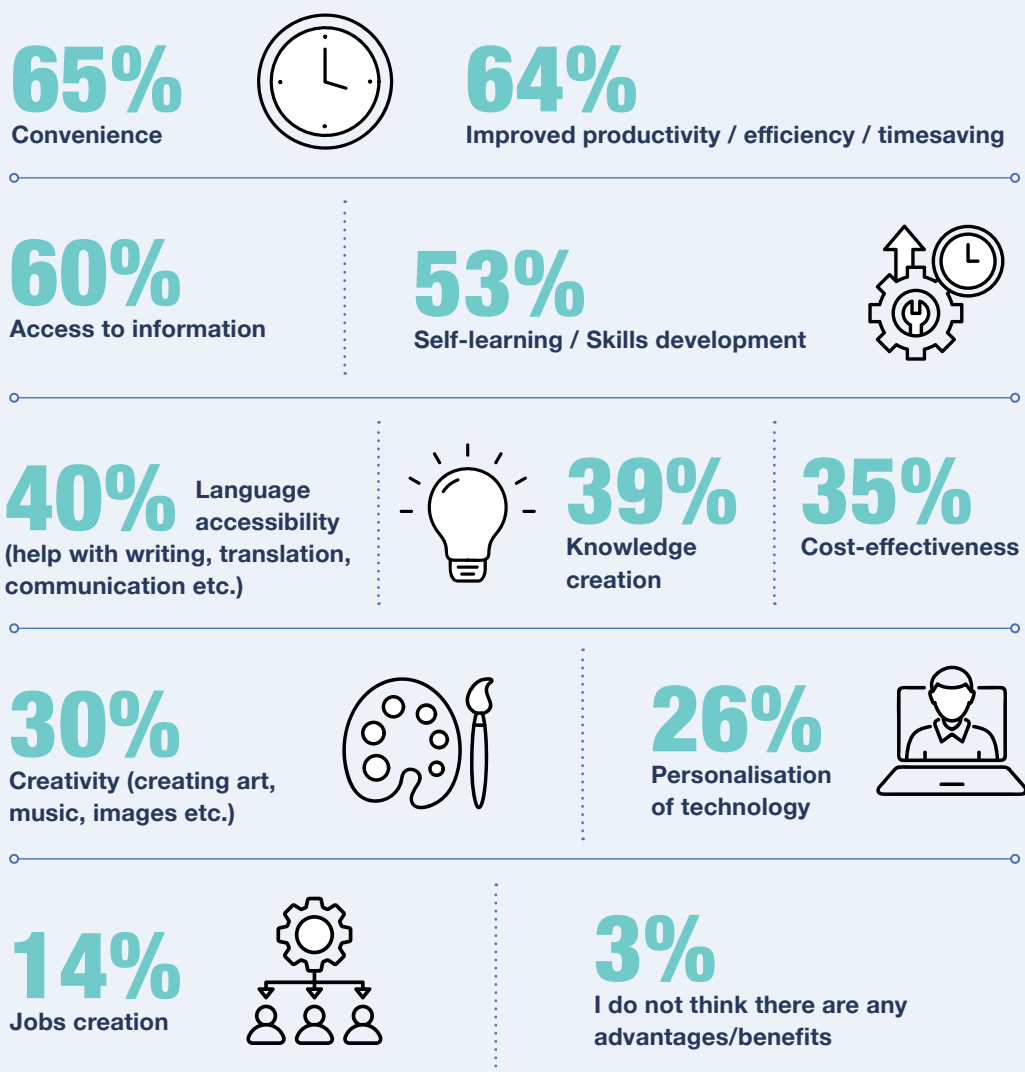
- “ It steals from other's work to create a soulless, non-human piece of media. It can be a shortcut with questionable quality or it can look so real it can lead to misinformation. [MAN, 24, VICTORIA](#)
- “ It is not ethical to steal people's work to train these models, and until generative AIs can be created with the express permission of all people who contributed to their training data they are not ethical to use. I am also concerned at their use to remove creativity in jobs. [GENDER UNDISCLOSED, 17, NEW SOUTH WALES](#)
- “ I believe that although generative AI can be helpful in sparking ideas and giving useful information in an easy and concise way, there is far too high a reliance on these tools. [WOMAN, 16, NEW SOUTH WALES](#)
- “ There is no purpose for it to exist besides being a tech fad. It does nothing but encourage laziness, prevent opportunity for developing critical thinking and independence, invite legal trouble and cause environmental damage. It has been particularly damaging towards creative industries, not because of its abilities but because it is cheaper than hiring people. Users and those who support Generative AI have no foresight. [NON-BINARY, 21, NEW SOUTH WALES](#)
- “ Not excited about it and am worried about jobs, education etc, and just how much AI will affect that and more in the future. [WOMAN, 14, VICTORIA](#)
- “ I hate GenAI because it takes away jobs from creatives. People do not value creative people's work and time and effort that they have put into honing a craft. [GENDER UNDISCLOSED, 22, VICTORIA](#)
- “ There are a lot of issues associated with AI including plagiarism, scams and deepfakes, environmental degradation, and information inaccuracy. [WOMAN, 25, NEW SOUTH WALES](#)

## GenAI advantages

- Gen Zs rate convenience (65%), productivity, efficiency and timesaving (64%), access to information (60%), and self-learning and skills development (53%) as the top advantages and benefits of GenAI tools. (Figure 12)

FIGURE 12

To you, what do you think are the main advantages or benefits of Generative AI tools?



Base n=560

## GenAI disadvantages

- Gen Z are most concerned about cheating and plagiarism (67%), misinformation and disinformation (60%), lack of originality (54%), and dependence on the tools (52%). (Figure 13)
- Compared to men, women are more likely to be concerned about cheating/plagiarism (72% vs 59%), misinformation/disinformation (67% vs 50%), lack of originality (62% vs 45%), dependence on the tools (60% vs 40%), negative impact on creatives (55% vs 45%), and lack of learning (52% vs 35%).
- Though cheating with the use of GenAI is an area of high concern for Gen Zs, our data shows that students are unlikely to cheat using GenAI tools. While they do use GenAI tools to support their school or university work (for example, to brainstorm, to explain or clarify subject concepts, and for information searches), they do not use it to plagiarise. These concerns may be driven by 2023 media and public discussions of young people's use of GenAI in education that largely focused on cheating, as well as the previous bans of GenAI tools in schools across most states and territories in Australia.<sup>1</sup>

FIGURE 13

What do you think are the main disadvantages or drawbacks of Generative AI tools?



Base n=560

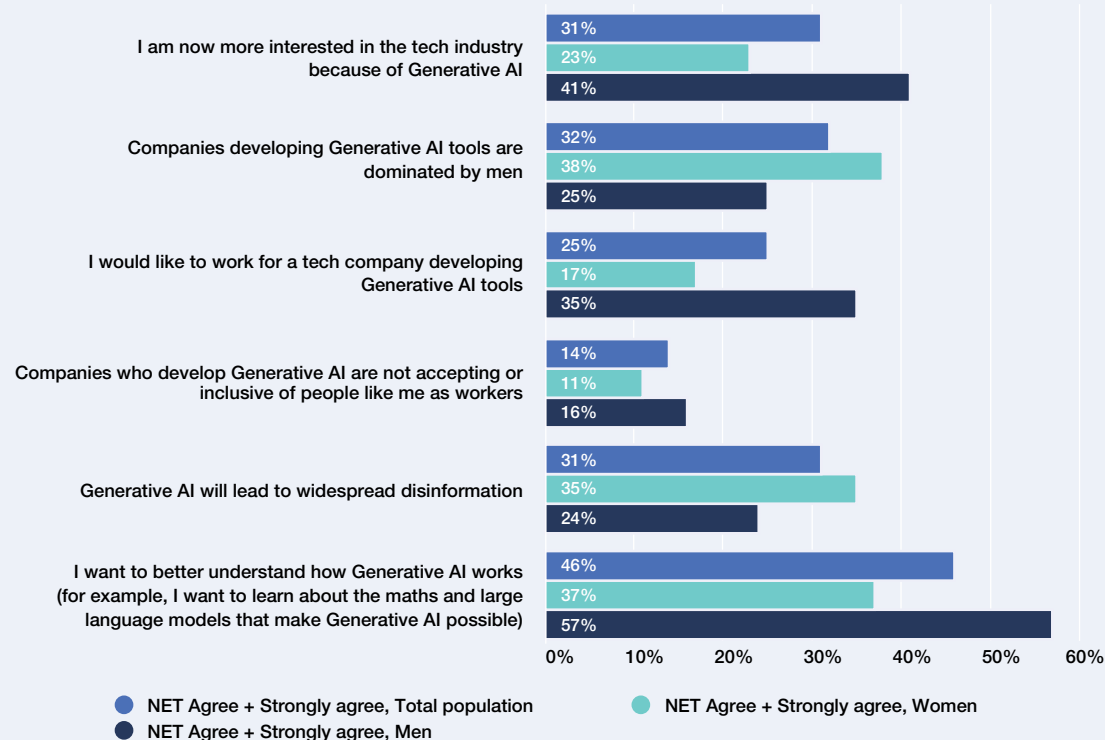
<sup>1</sup> Denejkina, A. (2023). Young people's perception and use of Generative AI. YouthInsight, Student Edge. <https://youthinsight.com.au/generative-ai-gen-z-perception-use/>

## The GenAI industry and gender equality

- Significant gender differences are observed when Gen Zs are asked about their perceptions of GenAI as an industry, with men more likely to have overall positive views compared to women. (Figure 14)
- Women are more likely to feel that tech companies which develop GenAI are dominated by men (38% vs 25% respectively).
- Men are significantly more likely than women to be interested in working in the tech industry as a result of GenAI (41% vs 23% women) and to want to work for a tech company developing GenAI tools (35% vs 17% women).
- Only a minority of both men and women say that companies that develop GenAI are not accepting or inclusive of people like them as workers (just 14%). However, the majority of Gen Zs are unsure about this overall (53%), while a third (33%) disagree with this statement.
- Though less than a third (31%) of Gen Zs are concerned about GenAI's impact on the spread of disinformation, concerns are again higher for women than men (35% vs 24% respectively).
- In terms of the practicalities of learning more about GenAI, men are significantly more likely to want to better understand how the technology works compared to women (57% vs 37% respectively). This outcome reflects an existing pattern of gender disparity observed in STEM education and work in Australia, where young women make up only one quarter of year 12 enrolments in information technology, physics, and engineering subjects, and women make up 37% of enrolments in university STEM courses and just 15% of all people working in STEM jobs.<sup>2</sup>

FIGURE 14

**On a scale of 1 to 5 (1 being Strongly disagree and 5 being Strongly agree), please rate your level of agreement with the following statements. Agreement scores by gender identity.**



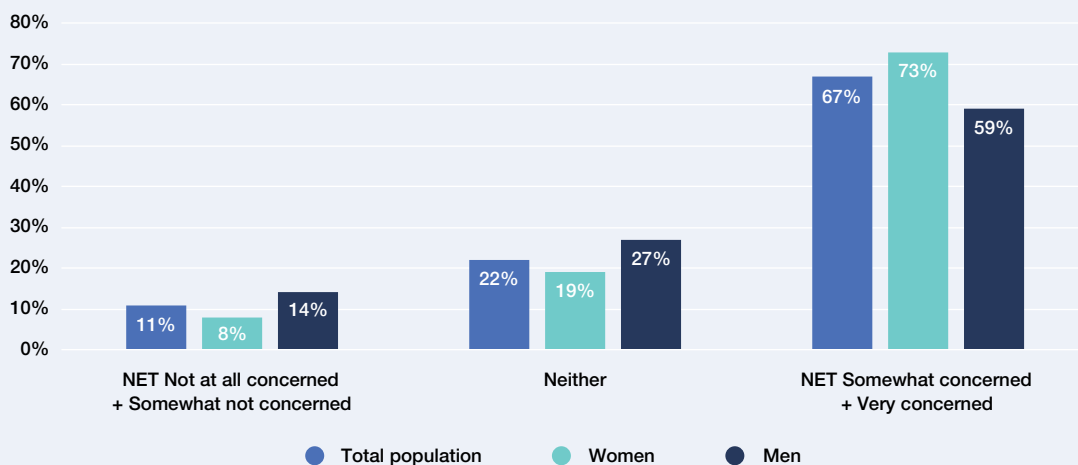
<sup>2</sup> Department of Industry, Science and Resources (2024). The state of STEM gender equity in 2024. <https://www.industry.gov.au/news/state-stem-gender-equity-2024>

## Gen Z views on GenAI's impact on creative work

- Gen Z has serious concerns about the impact of GenAI on creative work and creative workers.
- Almost seven in 10 (67%) Gen Zs are concerned about the theft of work from Australian creatives and journalists to train GenAI. Women hold significantly higher levels of concern overall (73% vs 59% of men). (Figure 15)
- Gender differences continue to be significant when Gen Zs are asked if GenAI is a threat to creative work. Here, almost three in five (56%) women agree compared to just two in five (42%) men. (Figure 16)
- When asked whether it is positive that GenAI has democratised creative work (meaning that anyone can now be an artist, musician, writer etc, by using AI platforms), around a quarter (24%) of all Gen Zs agree with this statement. However, this agreement is driven by men. One third (33%) of men say that it is positive that GenAI has democratised creative work (33%), compared to just 17% of women. (Figure 16)
- Data from Creative Australia and the Department of Education may explain these gender differences and why women hold significantly higher concerns about the impact of GenAI on the creative industry. 2024 data shows that women now outnumber men two to one across the artistic workforce (65% women, up from 51% in 2016, vs 35% men).<sup>3</sup> These proportions are unlike the Australian workforce as a whole, which has a larger proportion of men. Further, when it comes to tertiary study, women also outnumber men almost two to one in Creative Arts awards completions. In 2023, women made up 65% of Creative Arts Award Course completions compared to 35% men.<sup>4</sup>

FIGURE 15

**How concerned are you about the theft of work from Australian creatives and journalists to train Generative AI? By gender identity.**



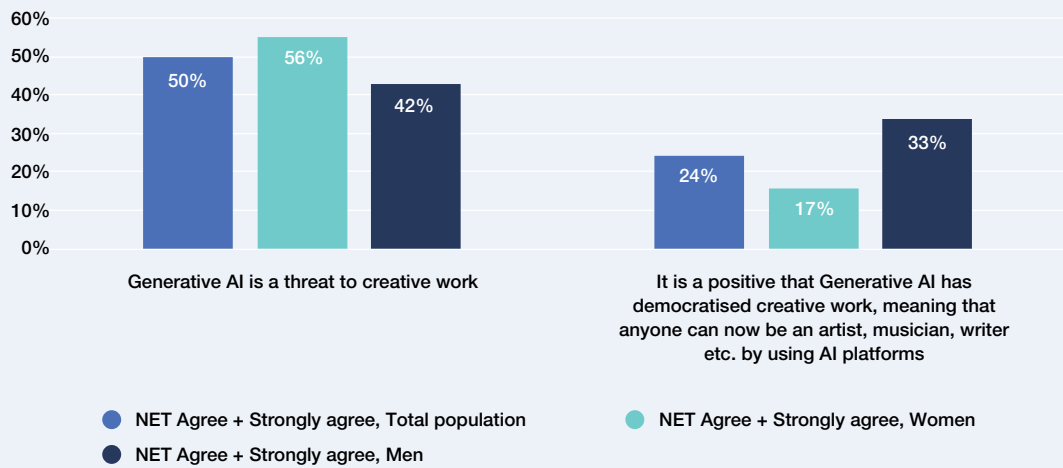
Base n=560

<sup>3</sup> Creative Australia (2024). Artists as workers: A summary and response by Creative Australia. [https://creative.gov.au/sites/creative-australia/files/documents/2025-03/3654\\_Creative-Australia\\_Companion-Report\\_V6\\_0.pdf](https://creative.gov.au/sites/creative-australia/files/documents/2025-03/3654_Creative-Australia_Companion-Report_V6_0.pdf)

<sup>4</sup> Australian Government, Department of Education (2024). Selected Higher Education Statistics – 2023 Student data. <https://www.education.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2023-student-data>

FIGURE 16

On a scale of 1 to 5 (1 being Strongly disagree and 5 being Strongly agree), please rate your level of agreement with the following statements. Agreement scores by gender identity.



Base n=560

## GenAI and distribution of deepfakes

To find out how concerned Gen Zs are about the impact of GenAI on the creation and distribution of deepfakes, we gave them the following definition to ensure that all respondents understood the basic definition of deepfakes:

**A deepfake is a fake video generated by artificial intelligence (AI). Deepfake videos can use the likeness of politicians, celebrities, and everyday people to make them appear to say or do things they've never really said or done. Created through the use of artificial intelligence, they allow individuals to create fake videos of politicians, celebrities and everyday people which may be indistinguishable from real content. Below are two examples of what deepfakes can be used for:**

1. A fake video that appears to show a relative asking for money to help them in an emergency, thereby scamming family members.
2. A fake video of a world leader saying something untrue and controversial that could threaten elections or incite violence.

Overall, there is significant concern about the creation and distribution of deepfakes among Gen Zs. (Figure 17)

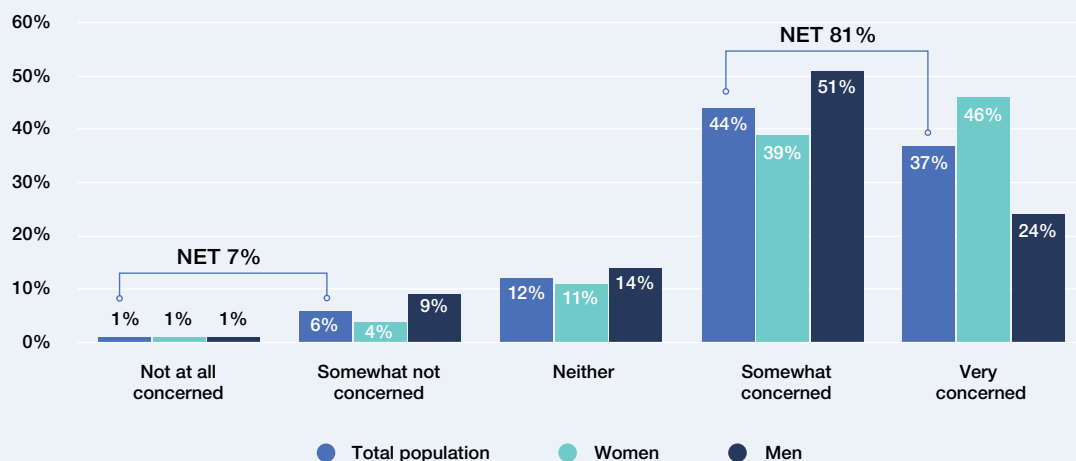
With four in five Gen Zs concerned (NET 81%, including 85% women and 76% men), women are significantly more likely to have higher levels of concern compared to men (46% of women are very concerned, compared to 24% of men).

In an age comparison, Gen Zs who are 18- to 21-year-olds are most likely to be very concerned overall (50%).

Concerns from Gen Zs and women in particular are not unfounded. In 2019, researchers found that 96% of deepfakes were non-consensual sexual deepfakes, a phenomenon the researchers found to exclusively target and harm women.<sup>5</sup>

FIGURE 17

### How concerned are you about the creation and distribution of deepfakes? By gender identity.



Base n=560

<sup>5</sup> Ajder H, Patrini G, Cavalli F, et al. (2019). The State of Deepfakes: Landscape, Threats, and Impact. Amsterdam: Deeptrace. [https://regmedia.co.uk/2019/10/08/deepfake\\_report.pdf](https://regmedia.co.uk/2019/10/08/deepfake_report.pdf)



## The impact of GenAI on future careers

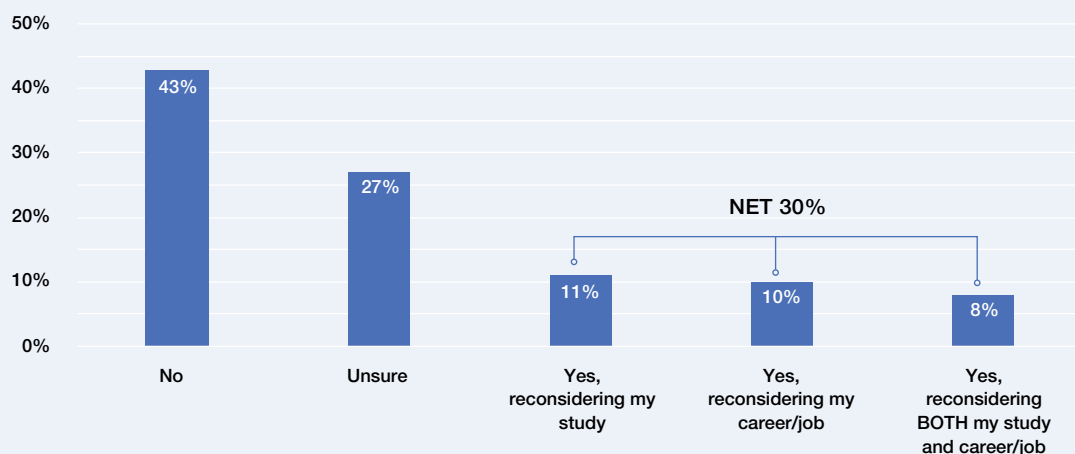
**Almost one in three (30%) Gen Zs say that the impact of GenAI has led them to reconsider their current or future study and career prospects.**

### Why Gen Zs are reconsidering their future study and careers

- While most Gen Zs have not reconsidered their current or future study or career prospects as a result of GenAI tools (43%), around one third (30%) has, suggesting this is a growing concern in the younger generation about their future and careers. (Figure 18)
- Gen Zs are mainly reconsidering their study and career pathways due to fear of job displacement. They are thinking about pivoting into technology or a pathway that is more protected from the impact of GenAI to future proof their careers. Gen Zs interested in creative industries are especially concerned about GenAI's negative impact, particularly the theft of creative work and the harm it causes to both the industry and its workers. Many believe it is seriously undermining the entire creative sector.
- Men are more likely to reconsider their study or career prospects as a result of GenAI than women (38% vs 23% respectively).

FIGURE 18

**Have Generative AI tools or AI overall made you reconsider your current or future study or career prospects?**



Base n=560

## Gen Zs share how GenAI is reshaping their study and career pathways

“ Careers like web designing and arts will be taken over by AI in the future. And due to this my pathway is leaning towards medicine.

MAN, 24, NEW SOUTH WALES

“ I am considering studying to understand the online platform [AI] now as that is the way the world is going. WOMAN, 27, QUEENSLAND

“ These AI tools will reduce the need of electronic/technical jobs, therefore [I'm] readjusting my career path into one [that is] harder to replace, like [a] doctor or vet would be what I strive for. MAN, 15, NEW SOUTH WALES

“ Mass layoffs in the creative industry have strongly discouraged me from pursuing my dream career. NON-BINARY, 21, NEW SOUTH WALES

“ I wanted to originally study languages in university but I realised that field will soon be dominated by AI so I opted to study psychology which has more growth opportunities in the future. WOMAN, 20, AUSTRALIAN CAPITAL TERRITORY

“ I am a creative and have wanted to go to art/animation school since I was young, but the industry is getting destroyed by AI. I don't know what to do anymore, any other job just doesn't feel right for me. MAN, 16, NEW SOUTH WALES

“ AI has turned me away from pursuing potential career options or interests I had, e.g. actuary, general practitioner, art. I have instead decided to focus on a more science-based career (not a career pathway that is particularly threatened by AI), and have taken steps in choosing science related subjects to study. WOMAN, 16, VICTORIA

“ I feel this is the way of the future so I want to ensure that my job is utilising this as I don't want to find I need to restudy again as my skills become obsolete. MAN, 25, SOUTH AUSTRALIA

“ Might work in AI now, looks interesting. Might not work in many things that could be automated, like factory work or driving. MAN, 15, NEW SOUTH WALES

“ Is it even worth it if it will just be replaced by AI one day? Trying to find something with a secure future is nearly impossible. WOMAN, 27, WESTERN AUSTRALIA

“ I realise that there is a significant shift in industry jobs in fields such as technology and engineering than other industries. This is why I would study these fields which are mostly irreplaceable. MAN, 16, NEW SOUTH WALES

“ I have decided that I would like to work in the tech industry as I find this kind of stuff extremely interesting. I believe that the rise of AI has made low paying jobs less appealing and more of an urge to go into a challenging high paying career. WOMAN, 16, NEW SOUTH WALES

“ While it has made me reconsider I'm still choosing to stay in the same field (law and commerce), however, I'm going to try broaden my options and abilities so I can ensure AI doesn't take over my future job. WOMAN, 16, VICTORIA

“ As someone who is studying to become a writer/journalist, I am worried that corporations will simply switch to AI and ignore the downsides, leaving me unable to find a job. I have no idea about alternative pathways. WOMAN, 19, NEW SOUTH WALES

# Notes on interpreting this report

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This report focuses on young Australians aged 14 to 27. They are known as Generation Z, or Gen Z, which is broadly defined as those born between 1997 and 2012.

Any significant differences in demographic attributes are noted throughout the report. Where demographic variances are not noted, they were not significant.

Gender differences are reported for men and women only. The number of non-binary and gender diverse participants (n=8) was too small to allow for reliable subgroup analysis or meaningful reporting.

The base note included below each figure (chart) represents the population sample size, i.e. the number of respondents who answered the relevant question.

Data shown in charts and tables are rounded to the nearest whole number.

The data were RIM weighted for age, gender, and location to align with the ABS national population distribution. The design effect of these weights was 1.07, providing an effective sample size of 523.

Based on an effective sample size of n=523, there is a  $\sim\pm 4.2\%$  margin of error at a 95% confidence level. This indicates a high degree of precision and reliability in the results.

Caution is needed in interpreting data with small base sizes of n=50 and under.

FDR adjustment (multiple comparison correction) has been used in the analysis where several statistical tests were performed simultaneously to prevent Type 1 errors.

Where percentages are reported as a NET, this means two or more variables in a single question have been combined (e.g. agree and strongly agree in a Likert scale question).

Quotes have been edited for length and/or clarity.

