

The Impact of Apple in School Classrooms

Europe Report



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Introduction

Every dedicated educator wants to see their students thrive, both in the classroom and out in the world. Student success isn't just defined by grades or test scores. It also encompasses a variety of skills and attributes related to cognitive and social development such as confidence, independence, creativity and engagement. These skills, along with academic achievement, help shape students into successful, motivated learners who are ready to take on their unique journeys.

Technology can be a powerful tool to help teachers and students reach their learning goals. Research indicates that Apple devices consistently deliver on key technology attributes that are most important to educators – such as reliability, durability, privacy and security, built-in accessibility and compatibility with existing school environments – especially when compared to a key competitor. In fact, 94% of US teachers and leaders using Mac devices rated their devices excellent or good on hardware performance, compared to just 58% of those using a key competitor. But how does the technology connect to actual student learning outcomes?

To examine the impacts of Apple technology in the classroom, a large-scale research study was conducted with teachers to gain insights into student impacts and behaviours.

Throughout this report, Apple devices – Mac desktops and MacBook laptops – are compared to a key competitor. This research demonstrates that Apple devices, especially Mac, often outperform the key competitor in terms of achieving positive impacts on students in the classroom and on specific behaviours observed in class.

According to European school teachers:

- Nearly 90% said Mac devices have had an overall positive impact on their students – 10 points higher than for students using a key competitor.
- Eighty per cent of teachers whose students use Mac say that Mac has strengthened their students' critical thinking skills, compared to only 74% of teachers whose students use a key competitor.
- Three-quarters of teachers with students using Mac report that they see their students taking responsibility for their own learning – a significant 11 points higher than the key competitor.
- Three-quarters of teachers also report their students using Mac to express their learning in creative ways – 13 points higher than teachers whose students use the key competitor.

The results are clear: teachers whose students use Mac in the classroom saw strong positive impacts and behaviours across a variety of crucial dimensions for student success.

Methodology

The School Impact Study was conducted with teachers in 19 countries across four continents.

- North America: Canada, US
- Europe: Belgium, France, Germany, Norway, Poland, Sweden, UK
- Asia: China, Indonesia, Japan, Malaysia, Singapore, South Korea, Taiwan, Thailand, UAE
- Australia

This report focuses on teachers in the seven European countries in which interviews were conducted.

A total of 8,403 teachers were surveyed as part of the School Impact Study in Europe. The survey was conducted online between 25 August and 1 October 2025 by a third-party research panel provider.

The following results are from the 2,695 teachers in Europe whose students use either a Mac desktop, a Mac laptop or the key competitor as their primary classroom device. Global comparisons that are cited in this report refer to the average of the 19 countries where this research was conducted. Note, however, that the key competitor is not available in China, so global results for the key competitor do not include China.

This report focuses on teacher perceptions of device impact on student learning.

Sample sizes of relevant groups reported on in this report	Primary School Teachers	Secondary School Teachers	Total
Belgium	190	259	449
France	159	149	308
Germany	133	241	374
Norway	229	288	517
Poland	108	58	166
Sweden	118	108	226
The United Kingdom	135	385	655
Total	1,207	1,488	2,695
Teachers whose students use a...			
Mac desktop	426	641	1,067
Mac laptop	304	396	700
Total Apple Device	730	1,037	1,767
Key competitor	477	451	928
Total Apple + Key Competitor	1,207	1,488	2,695
School type			
State	568	648	1,216
Independent	639	840	1,479
Total School Type	1,207	1,488	2,695

Differences between relevant groups were tested at the 95% level of confidence. Statistical significance markers are included in the Appendix data tables.

The following pages detail key findings from this important research.

Key Findings

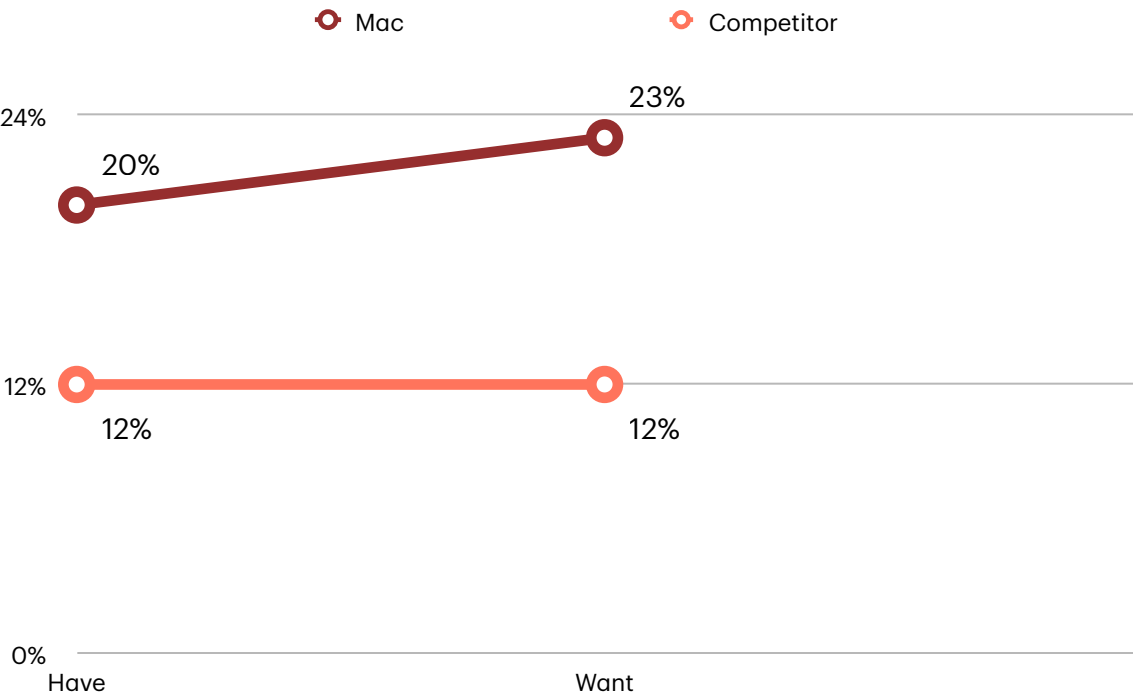
Device Use

While Mac enjoys a greater share of devices currently used (Have, in the chart) versus the competitor, its share of preference (Want) gets larger – that is, more teachers want to use a Mac than are currently using one.

The competitor shows no difference in the portion who Have vs Want.

This gap between Haves and Wants for Mac shows the advantage its devices have in the minds and hearts of teachers.

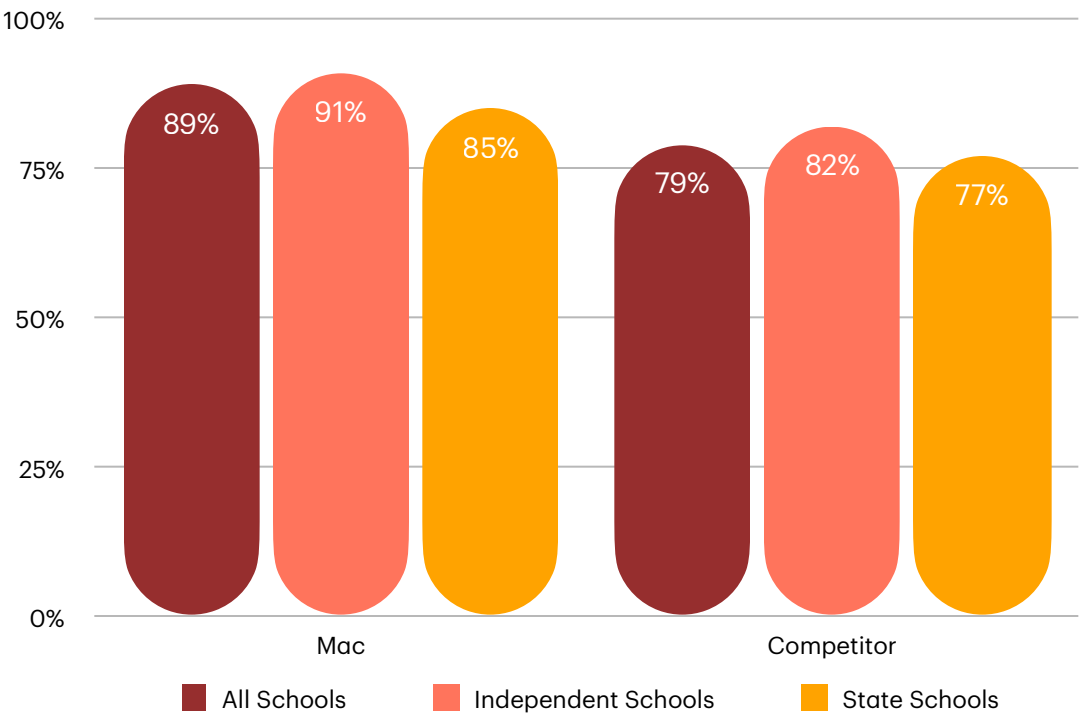
% Who Have Vs % Who Want – Europe Average



Overall Impact

Almost 90% of school teachers in Europe said Mac had a positive impact on their students. Mac has a 10-point advantage in overall positive impact vs the key competitor. Mac’s advantage is seen in both state and independent schools and also carries over to the impact and behaviour items presented in the four sections of the report that follow.

Results for the Europe Region

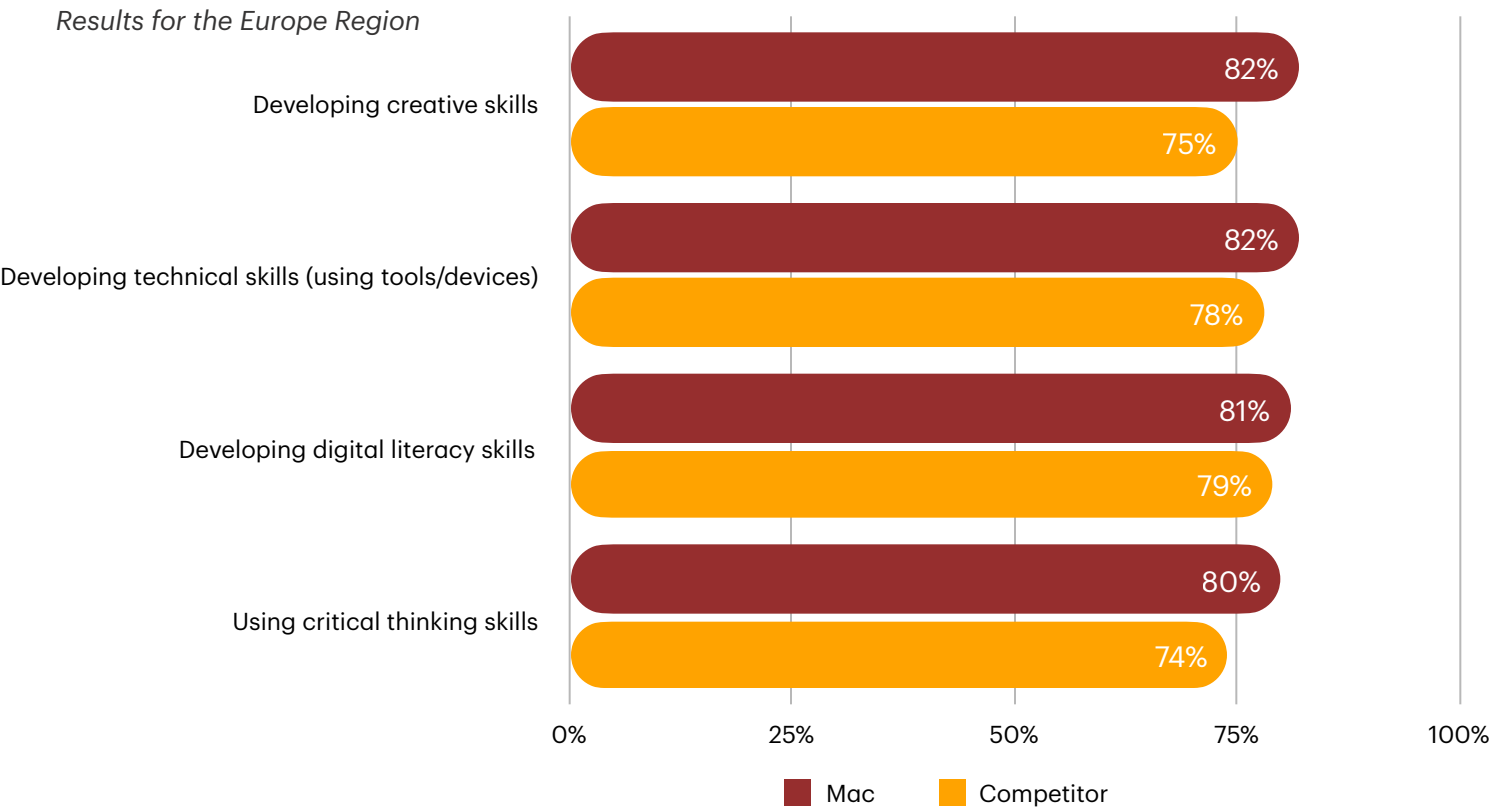


Higher-order Thinking & Creativity

When it comes to the “how” of learning, Mac excels with at least 80% of teachers crediting their students’ Mac with having a positive impact on areas of higher-order thinking and creativity.

Impact ratings for students using a Mac were significantly more positive compared to ratings for students using the key competitor for most measures here relating to higher-order thinking and creativity. In particular, the perceived impact on students using critical thinking skills and developing creative skills was significantly more positive for Mac than it was for the competitor.

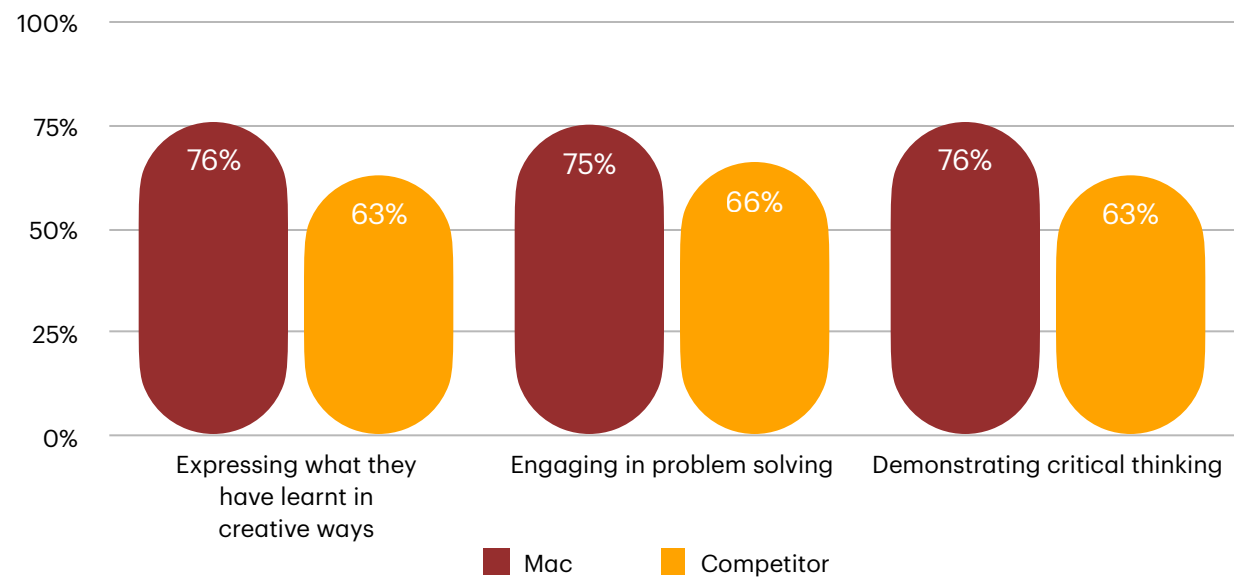
Positive impact ratings were **6 percentage points higher** on using critical thinking skills and **7 points higher** on developing creative skills for students using Mac compared to the key competitor (**14 and 19 points higher** in Belgium, respectively).



Globally, students using a Mac had a 12 percentage point impact advantage (80% vs 68%) on critical thinking skills and an 8 percentage point impact advantage (81% vs 73%) on creativity compared to students who used the competitor.

Teachers of students using a Mac also noticed higher order thinking and creative classroom behaviours *significantly more* frequently than those whose students are using the competitor.

Results for the Europe Region



This significant advantage for Mac over the competitor was particularly notable in France with a 17-point advantage in creative expression, with a 13-point advantage in Belgium for engaging in problem-solving and a 30-point advantage in Sweden for demonstrating critical thinking.

In fact, these classroom behaviour frequency advantages for Mac over the competitor on expressing learning in creative ways, engaging in problem solving and demonstrating critical thinking extend globally (76% vs 61%, 76% vs 63% and 75% vs 58%, respectively).

Self-Management & Executive Function

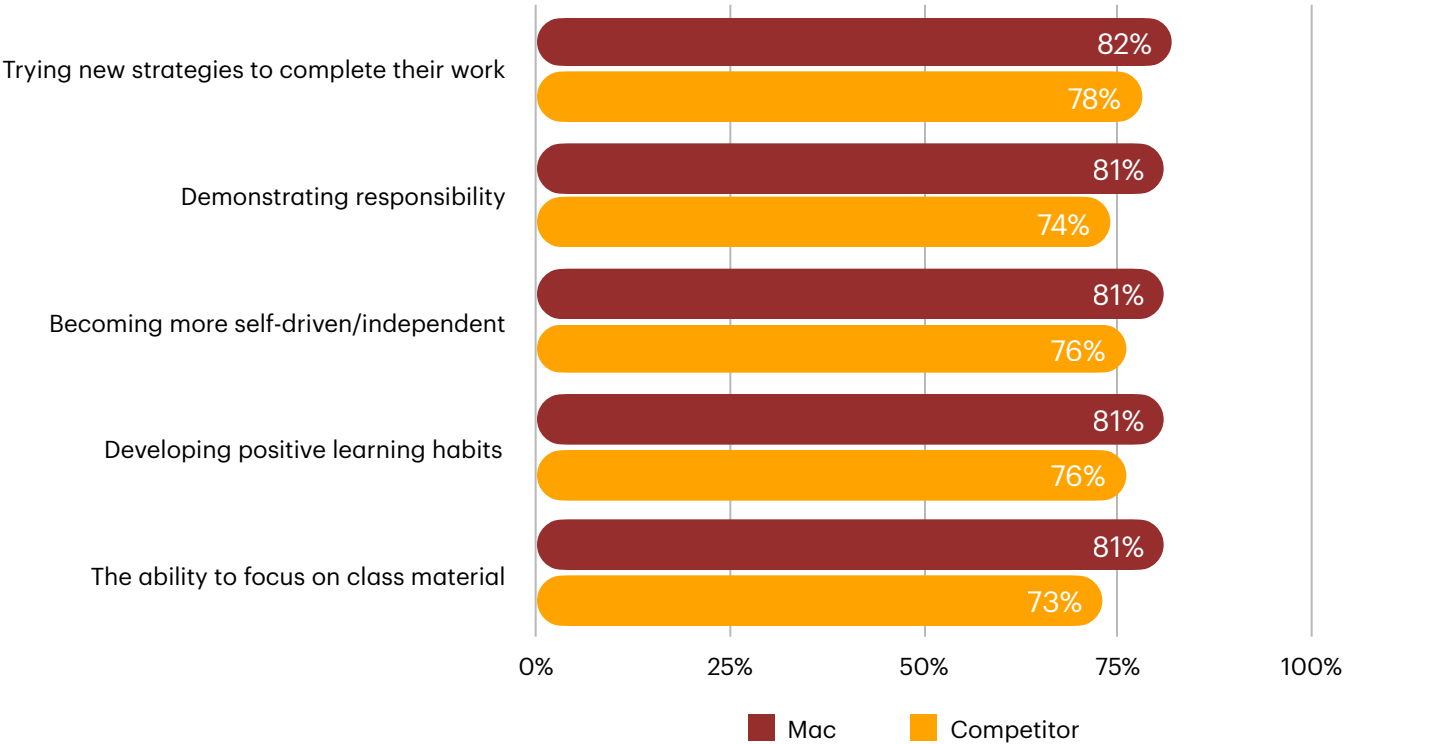
Being able to focus and developing independent learning habits are critical areas of student development that will contribute to continued student success – and Mac is making substantial contributions in the classroom, as reported by 81% of teachers.

In an era where classroom distractions are constantly pulling student attention away from the lesson, the ability to focus is an invaluable benefit to both students and teachers.

Most noteworthy, students using a **Mac had an 8-point advantage** in positive impact ratings for the ability to focus on class material, **and a 7-point advantage** in demonstrating responsibility compared to students using the competitor.

Impact ratings for students using a Mac were significantly more positive compared to ratings for students using the key competitor across all the measures here relating to self-management and executive function.

Results for the Europe Region

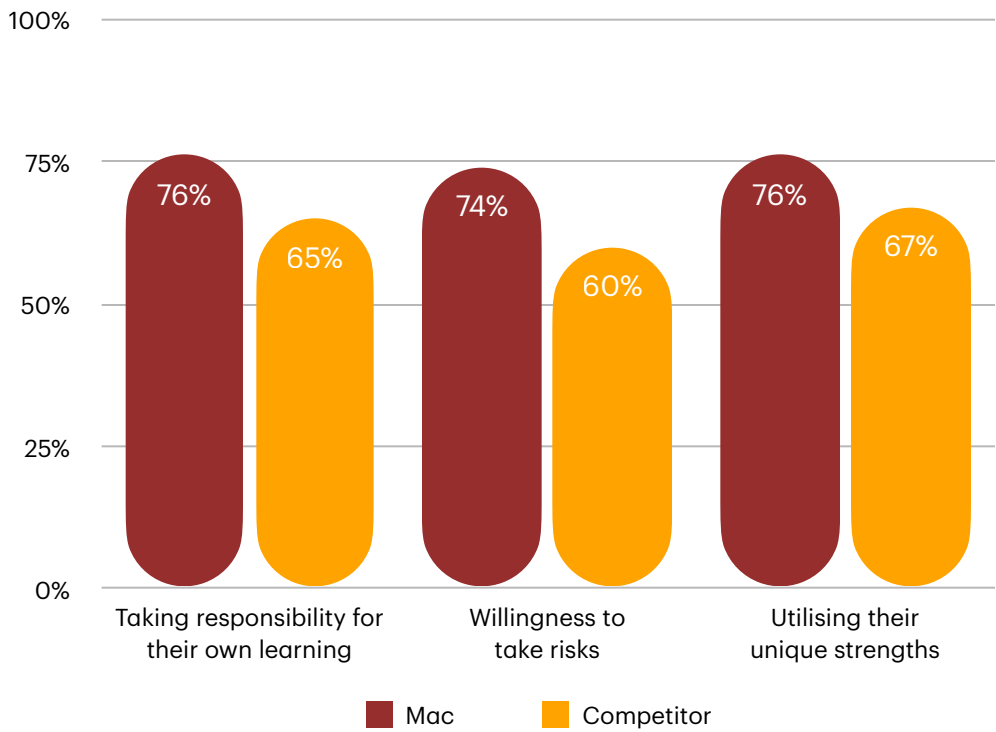


In the UK, the Mac advantage vs the key competitor for the ability to focus on class material was a significant 12 points.

Globally, students using a Mac had a 12 percentage point impact advantage (80% vs 68%) on the ability to focus on class material and a 9 percentage point impact advantage (80% vs 71%) on developing positive learning habits compared to students who used the competitor.

For student *behaviours* related to self-management and executive function, teachers in Europe see positive learning behaviours significantly more frequently among students using a Mac than among students using the competitor.

Results for the Europe Region



Teachers in the UK and Sweden reported a Mac advantage for willingness to take risks of 23 and 28 points, respectively.

These frequency advantages for Mac over the competitor in taking responsibility for their own learning, willingness to take risks and utilising their unique strengths extend across all the countries in the study (75% vs 58%, 73% vs 53% and 76% vs 62%, respectively).

Motivation & Engagement

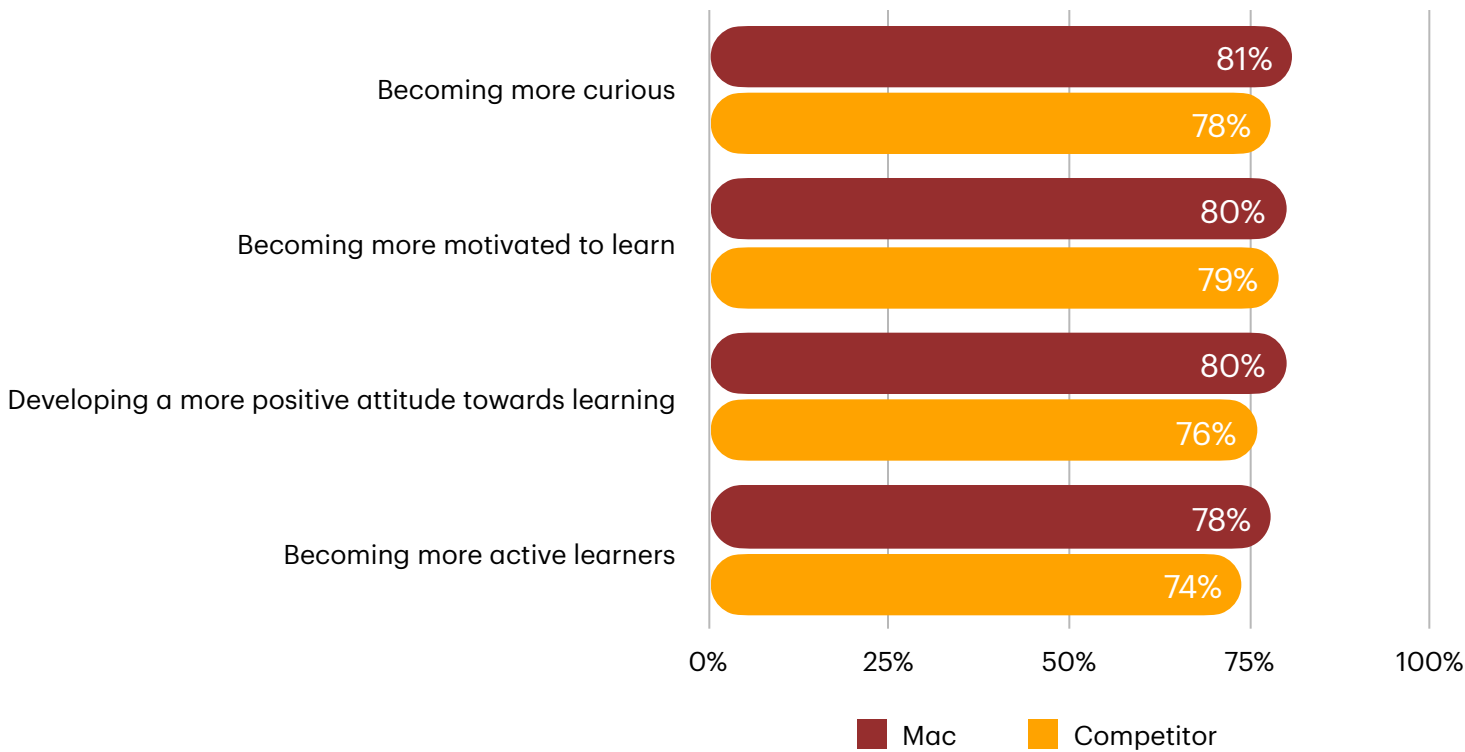
At least 78% of teachers in Europe report Mac devices having a positive impact on developing a more positive attitude towards learning, student curiosity, motivation and their active participation in learning – all critical areas of student development.

Teachers rated the impact of their students using Mac *significantly more positively* than teachers whose students use the competitor in terms of developing a more positive attitude towards learning, and their active participation in learning.

Teachers of students using Mac noted that Mac had positive impact ratings **4 percentage points higher** on becoming more active learners, and developing a more positive attitude towards learning compared to students using the competitor.

Apple products are motivating and engaging today’s students while delivering on basic academic learning areas. These results demonstrate that Apple devices are powerful educational tools that will serve students from elementary school through secondary school.

Results for the Europe Region

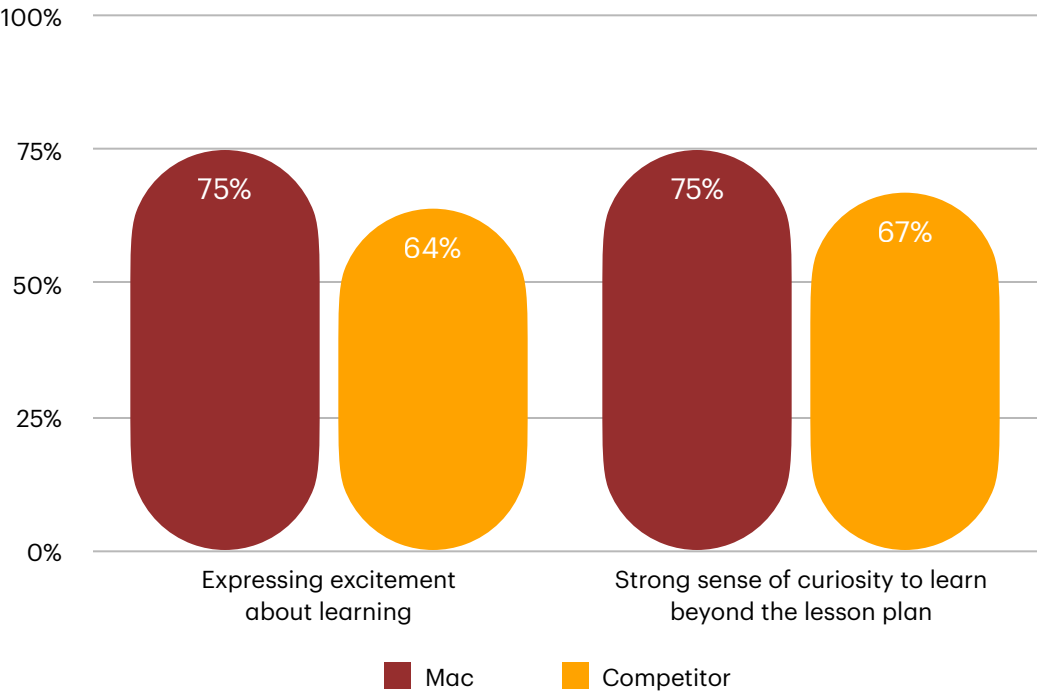


Teachers in Belgium reported a Mac advantage for students developing a more positive attitude towards learning of 18 points over the competitor.

Globally, students using a Mac had an 8 percentage point impact advantage (80% vs 72%) on becoming more active learners compared to students who used the key competitor.

For *behaviours* related to motivation and engagement, teachers in Europe see positive learning behaviours among students using Mac significantly more frequently than among students using the competitor.

Results for the Europe Region



Teachers in Belgium reported a behavioural frequency advantage for students who use Mac verses students who use the key competitor with a 15-point advantage for a strong sense of curiosity to learn beyond the lesson plan, and teachers from Sweden reporting a 24-point advantage for Mac on expressing excitement about learning.

The frequency advantages for expressing excitement about learning and showing a strong sense of curiosity to learn beyond the lesson plan for Mac over the competitor also extends globally: 74% vs 60% and 74% vs 60%, respectively.

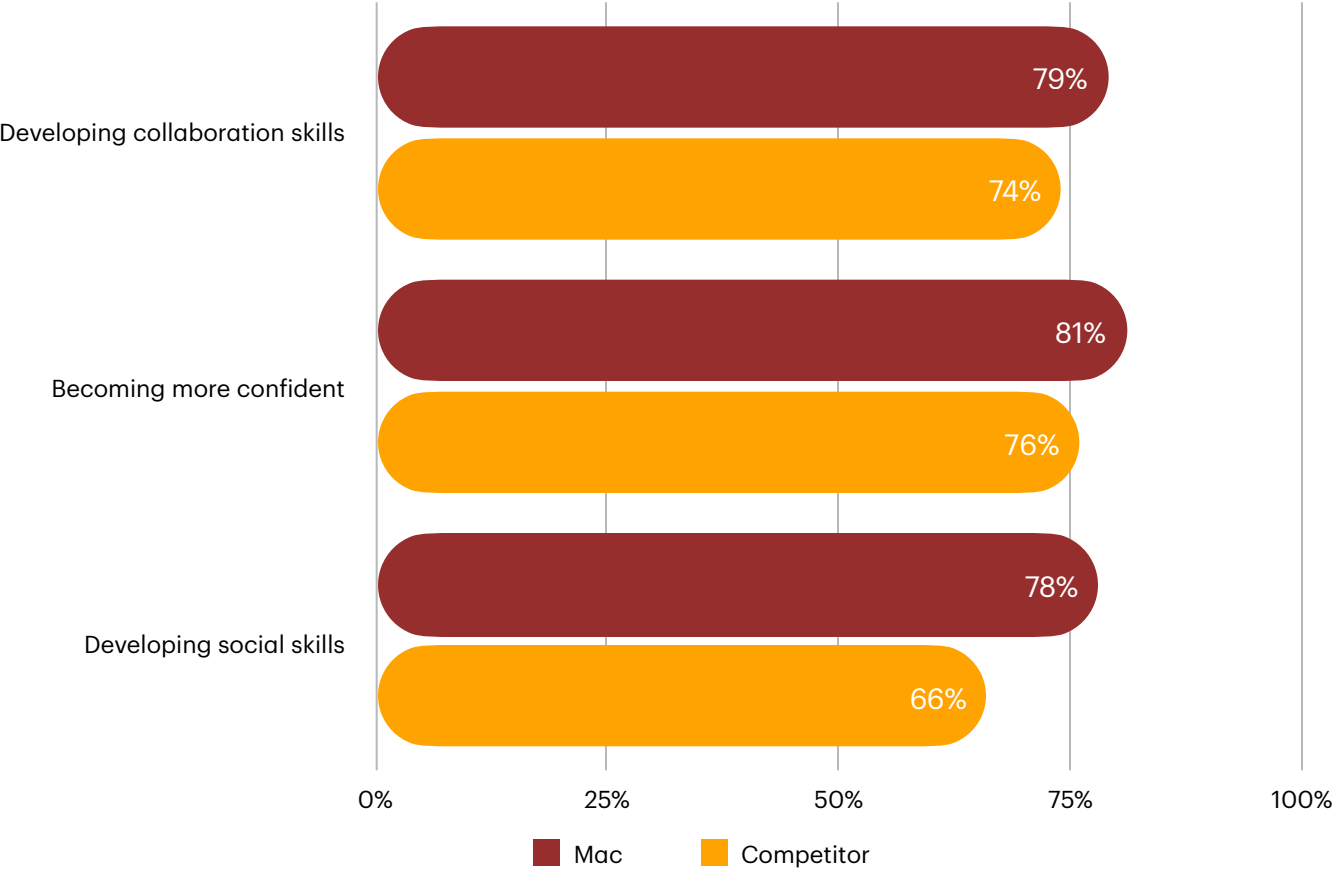
Collaborative Learning

At least 78% of teachers say that Mac had a positive impact on their students’ personal and interpersonal skills, such as confidence, collaboration and social skills.

Mac significantly outperforms the competitor in these three areas by 5 to 12 percentage points.

Positive impact ratings for students using Mac are **12 percentage points higher** for developing social skills compared to students using the competitor. The advantage is **20 percentage points** in the UK.

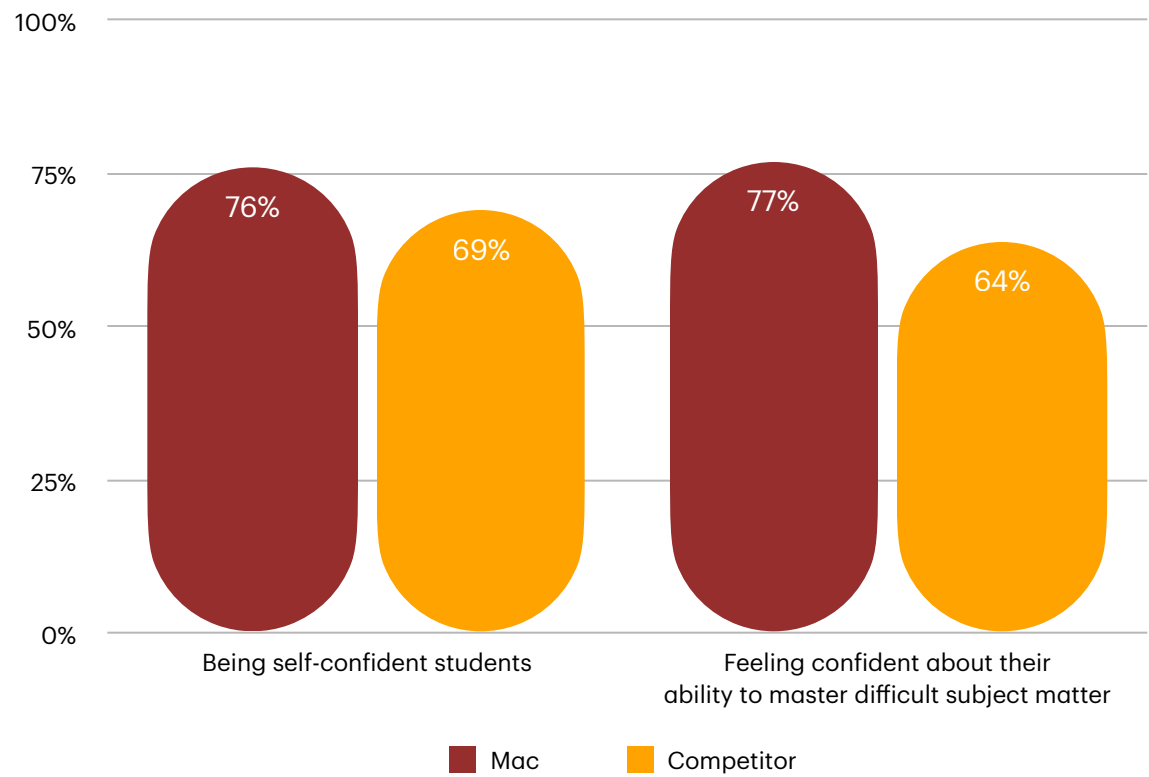
Results for the Europe Region



Globally, students using a Mac had a 9 to 22 percentage point impact advantage across these measures compared to students who used the competitor.

When it comes to observable student behaviours, teachers of students using Mac notice positive behaviours significantly more frequently on both measures of student confidence than do those of students using the key competitor.

Results for the Europe Region



Notable significant advantages of Mac over the key competitor were reported in France and the UK for feeling confident about their ability to master difficult subjects (+12 points and +24 points respectively).

The frequency advantages for Mac over the competitor for being self-confident students and feeling confident about their ability to master difficult subject matter also extend globally: 76% vs 61% and 75% vs 58%, respectively.

Conclusions

Student success is not just about academic achievement. Cognitive and non-cognitive skills such as independence, confidence, creativity and critical thinking are also vital for students to succeed within and beyond the classroom. Mac devices undoubtedly deliver on all these metrics of student success.

Teachers whose students currently use Mac report substantial positive impacts across a wide range of key educational areas. The results of this research show that teachers both perceive and experience the strong dedication Apple has for supporting educational institutions, teachers and students.

Mac devices serve as valuable tools to enhance learning and development throughout students' educational careers, from primary school to secondary school and beyond. In this way, Apple technology prepares students to thrive as motivated, confident, collaborative individuals ready to take on the world.

Appendix A: Europe Data

Report Data in Table Form

A “c” next to an Apple device percentage indicates it is significantly higher than that for the competitor.

An “M” next to the competitor percentage indicates it is significantly higher than that for Mac.

PP Delta = The percentage point difference between Mac versus the competitor can show being off by 1 point due to rounding

Europe: Student Impact Attributes

% Strongly or Slightly Positive Impact	Mac	Competitor	PP Delta Mac
Overall Impact	89% c	79%	10
Higher-order Thinking & Creativity			
Developing creative skills	82% c	75%	7
Developing technical skills (using tools/devices)	82% c	78%	4
Developing digital literacy skills	81%	79%	2
Using critical thinking skills	80% c	74%	6
Self-management & Executive Function			
Trying new strategies to complete their work	82% c	78%	4
Demonstrating responsibility	81% c	74%	7
Becoming more self-driven/independent	81% c	76%	5
Developing positive learning habits	81% c	76%	5
The ability to focus on class material	81% c	73%	8
Motivation & Engagement			
Becoming more curious	81%	78%	3
Becoming more motivated to learn	80%	79%	2
Developing a more positive attitude towards learning	80% c	76%	4
Becoming more active learners	78% c	74%	4
Collaborative Learning			
Developing collaboration skills	79% c	74%	5
Becoming more confident	81% c	76%	5
Developing social skills	78% c	66%	12

Q: Overall, what impact do you think [PRIMARY DEVICE STUDENT] are having on your [FOCUSED_GRADES] students in the classroom?
(Base: Teachers whose students primarily use [DEVICE] in the classroom.)

Q: How much of an impact do you think [PRIMARY STUDENT DEVICES] have had on each of the following areas for your students?
(Base: Teachers whose students primarily use [DEVICE] in the classroom. Showing % strongly or slightly positive)

Europe: Student Behaviour Outcomes

% Often or Very Often	Mac	Competitor	PP Delta Mac
Higher-order Thinking & Creativity			
<i>Expressing what they have learnt in creative ways</i>	76% c	63%	13
<i>Engaging in problem solving</i>	75% c	66%	9
<i>Demonstrating critical thinking</i>	76% c	63%	13
Self-management & Executive Function			
<i>Taking responsibility for their own learning</i>	76% c	65%	11
<i>Willingness to take risks</i>	74% c	60%	14
<i>Utilising their unique strengths</i>	76% c	67%	9
Motivation & Engagement			
<i>Expressing their excitement about learning</i>	75% c	64%	11
<i>A strong sense of curiosity to learn... beyond the lesson plan</i>	75% c	67%	8
Collaborative Learning			
<i>Being self-confident students</i>	76% c	69%	7
<i>Feeling confident about their ability to master difficult subjects</i>	77% c	64%	13

Q: How often do students in your classroom (OR FOCUSED GRADES) demonstrate the following?

(Base: Teachers whose students primarily use [DEVICE] in the classroom. Showing % often or very often)

Appendix B: Global Data

Report Data in Table Form

Global: Student Impact Attributes

% Strongly or Slightly Positive Impact	Mac	Competitor*	PP Delta Mac
Overall Impact	88% c	78%	10
Higher-order Thinking & Creativity			
<i>Developing technical skills (using tools/devices)</i>	81%	81%	0
<i>Using critical thinking skills</i>	80% c	68%	12
<i>Developing digital literacy skills</i>	81%	81%	0
<i>Developing creative skills</i>	81% c	73%	8
Self-management & Executive Function			
<i>Trying new strategies to complete their work</i>	81% c	75%	6
<i>The ability to focus on class material</i>	80% c	68%	12
<i>Demonstrating responsibility</i>	81% c	72%	9
<i>Becoming more self-driven/independent</i>	81% c	74%	7
<i>Developing positive learning habits</i>	80% c	71%	9
Motivation & Engagement			
<i>Developing a more positive attitude towards learning</i>	81% c	75%	6
<i>Becoming more curious</i>	81% c	77%	4
<i>Becoming more active learners</i>	80% c	72%	8
<i>Becoming more motivated to learn</i>	81% c	75%	6
Collaborative Learning			
<i>Developing collaboration skills</i>	80% c	71%	9
<i>Becoming more confident</i>	81% c	71%	10
<i>Developing social skills</i>	79% c	57%	22

* Note global competitor data does not include China, where the device is unavailable

Q: Overall, what impact do you think [PRIMARY DEVICE STUDENT] are having on your [FOCUSED_GRADES] students in the classroom?
(Base: Teachers whose students primarily use [DEVICE] in the classroom.)

Q: How much of an impact do you think [PRIMARY STUDENT DEVICES] have had on each of the following areas for your students?
(Base: Teachers whose students primarily use [DEVICE] in the classroom. Showing % strongly or slightly positive)

Global: Student Behaviour Outcomes

% Often or Very Often	Mac	Competitor*	PP Delta Mac
Higher-order Thinking & Creativity			
<i>Expressing what they have learnt in creative ways</i>	76% c	61%	15
<i>Engaging in problem solving</i>	76% c	63%	13
<i>Demonstrating critical thinking</i>	75% c	58%	17
Self-management & Executive Function			
<i>Taking responsibility for their own learning</i>	75% c	58%	17
<i>Willingness to take risks</i>	73% c	53%	20
<i>Utilising their unique strengths</i>	76% c	62%	14
Motivation & Engagement			
<i>Expressing their excitement about learning</i>	74% c	60%	14
<i>A strong sense of curiosity to learn... beyond the lesson plan</i>	74% c	60%	14
Collaborative Learning			
<i>Being self-confident students</i>	76% c	61%	15
<i>Feeling confident about their ability to master difficult subjects</i>	75% c	58%	17

* Note global competitor data does not include China, where the device is unavailable

Q: How often do students in your classroom (OR FOCUSED GRADES) demonstrate the following?
(Base: Teachers whose students primarily use [DEVICE] in the classroom. Showing % often or very often)

Appendix C: Performance on Key Device Features

Performance on What Matters

US school teachers and leaders report* that Apple devices consistently deliver on key features that are most important to the student and educator experience.

% Excellent or Good among Teachers & Leaders	Mac	Competitor	PP Delta for Mac
n =	122	295	
Performance	94% c	58%	36
Provides students with engaging experiences	93% c	69%	24
Durability	91% c	61%	30
Privacy and security	91% c	66%	25
Better built-in apps	89% c	64%	25
Easy to use	88% c	70%	18
Reliability	87% c	54%	33
Range of education apps	85% c	69%	16
Built-in accessibility	84% c	60%	24
Compatibility with existing tech environment	84% c	74%	10
Long battery life	83% c	60%	23

*Source: K-12 Tech Survey 2024: US
 Q1: Please indicate which one of the elements you find most important for the devices you like to use with your students, and which you find least important.
 Q2: How would you rate each of the following devices on...

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