



KOMPASS

ANALYSIS OF AI SURVEY

Summer 2025

Executive Summary

In summer 2025, SCRIPT conducted a survey on the relevance of artificial intelligence (AI) in the school context, in which more than 200 teachers and around 4,000 pupils took part. The high level of participation in the survey as well as the responses from both target groups indicate that AI is actively used in schools.

There was broad agreement among the respondents regarding the potential applications, opportunities and risks of AI in education. Many respondents cite searching for information, translating, summarising and simplifying texts as the main benefits. Both teachers and pupils see risks, particularly in deception, the dissemination of false information or a decline in personal performance. The majority of teachers therefore perceive AI as both an opportunity and a threat for schools. The group of pupils tends to be somewhat more optimistic about AI. They also show a higher sense of competence and confidence in relation to the technology.

Many teachers take a critical view of their pupils' use of AI tools: more than half of those surveyed assume that pupils use AI to minimise the amount of work they have to do themselves. However, according to the pupils' statements, this applies to less than half of them.

Many survey participants use AI tools at least once a week (40% of pupils, 50% of teachers). However, AI is less prevalent as a topic in the curriculum. Insufficient skills, a lack of background knowledge as well as uncertainty about how to use the technology correctly are cited as the main reasons. Furthermore, the responses from both groups indicate that school-wide regulations in this area are still lacking or barely known.

Both groups of respondents therefore agree that both the sensible and critical use of AI and its knowledge should become an integral part of school learning in the future (77% of pupils, 95% of teachers). In order to ensure that the necessary skills are acquired, many teachers would particularly like to have access to suitable practical examples, further training and teaching materials. Pupils would like to have access to AI tools and use them in lessons. However, clear rules and instructions are almost as important to them.

Finally, there is also a consensus regarding the future role of AI in education: The vast majority of both groups expect teaching and learning to change (significantly) in the coming years.

Introduction

As part of the development of the national AI strategy and the *KI Kompass*, a digital platform for the use of AI in education, SCRIPT conducted a survey in June and July 2025. The survey, in which 4,037 pupils and 240 teachers from all types of schools took part, included questions on opportunities, risks and possible applications of AI in schools as well as participants' use and perception of their competence and confidence when dealing with AI. Participants were also asked about the role that formal education should play in relation to AI in the future, as well as the teaching opportunities, further training or materials that would be necessary for this.

This survey – although not representative – provides valuable input for the strategy on AI in schools and education. As Luxembourgish classrooms are characterised by multilingualism and, in some cases, great heterogeneity, teaching and learning about and with AI offer opportunities to promote contemporary skills and to make a contribution to greater educational equity. At the same time the results form the starting point for cooperation with schools on the pedagogically meaningful, learning-promoting use of AI.

1. Artificial intelligence in schools: application, opportunities, risks

The results of the survey show that AI is actively used in schools. A total of 74% of pupils state that they are (very) familiar with the technology, compared to 55% of teachers (see Figure 1).

How familiar are you with AI?

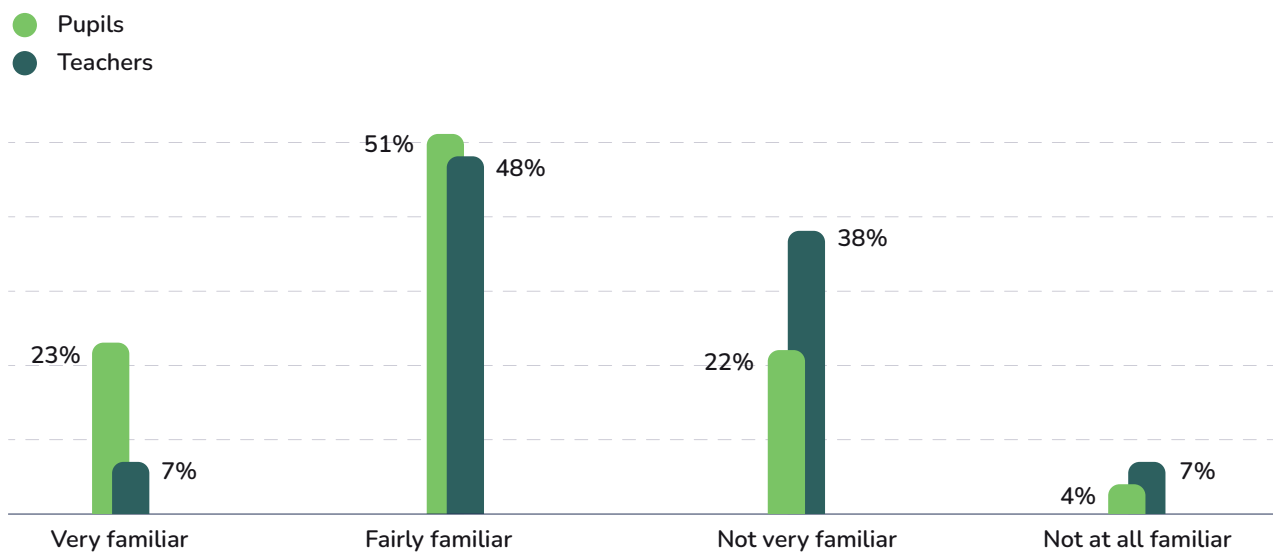
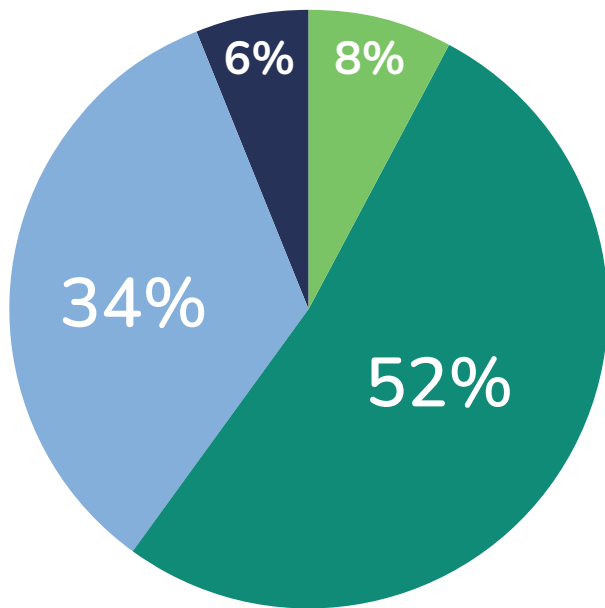


Figure 1: Familiarity with AI

A similar picture emerges regarding participants' use of technology. While 81% of pupils (tend to) feel competent, only 60% of teachers do (see Figure 2). Teachers' sense of insecurity rises further when it comes to teaching about AI: Less than half of teachers (45%) feel (rather) competent in this area (see Figure 3).

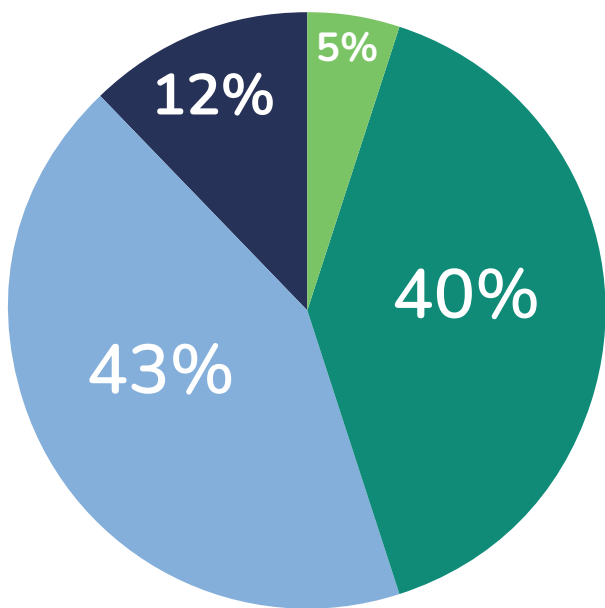


Teaching and learning **with** AI

I feel competent and confident when using AI tools in the classroom or for lesson preparation

- Very competent and confident
- Rather competent and confident
- Rather less competent and confident
- Not at all competent and confident

Figure 2: Competence and confidence in using AI tools in class



Teaching and learning **about** AI

I feel competent and confident when discussing AI topics in class.

- Very competent and confident
- Rather competent and confident
- Rather less competent and confident
- Not at all competent and confident

Figure 3: Competence and confidence in discussing AI topics in class

Differences between the two groups can also be seen in the perception of AI. The majority of teachers (69%) and more than a third of pupils (39%) consider AI as both an opportunity and a risk for teaching and learning. Here, too, the pupils' more optimistic view is evident: 37% are convinced that AI is more of an opportunity for schools, compared to only 17% of teachers.

Both teachers and pupils identify similar opportunities and risks. The three most-cited risks are deception (plagiarism), the dissemination of false information and a decline in personal performance. Interestingly, risks relating to data protection or bias, i.e. a distorted presentation of information due to prejudices or stereotypes, are categorised as less of a threat. However, concerns about the security of their own data are present in the individual responses, which may be related to the public debate surrounding the EU AI Act and the European General Data Protection Regulation (GDPR).

Pupils

- 1. **Es sollte erklärt werden, dass KI alle Infos speichert, die man ihr gibt [...] und man aufpassen sollte, welche Fotos man ihr schickt.**
- 2. **[...] j'ai peur que mes données soient piratées.**

Teachers

- 3. **Wo gehen die eingegebenen Daten hin?**
- 4. **Wie wird der Datenschutz bei der Nutzung von KI-Tools gewährleistet?**

Regarding opportunities for teaching and learning, pupils emphasize the use of AI tools to explain terms, search for information and translate texts (see Figure 4).

For teachers, the greatest opportunity lies in the use of AI for translation and summarisation (80% of responses, see Figure 5). This is followed almost equally by time management and lesson planning (68%) as well as brainstorming and creativity (67%). Slightly behind these are the differentiation of materials and individual support (64%).

1. "It should be explained that AI stores all the information you provide [...] and that you should be careful about the photos you upload."
2. "I'm afraid my data might be hacked."
3. "Where does the data you enter go?"
4. "How is data protection ensured when using AI tools?"

Opportunities of AI use in the school context from the pupils' perspective

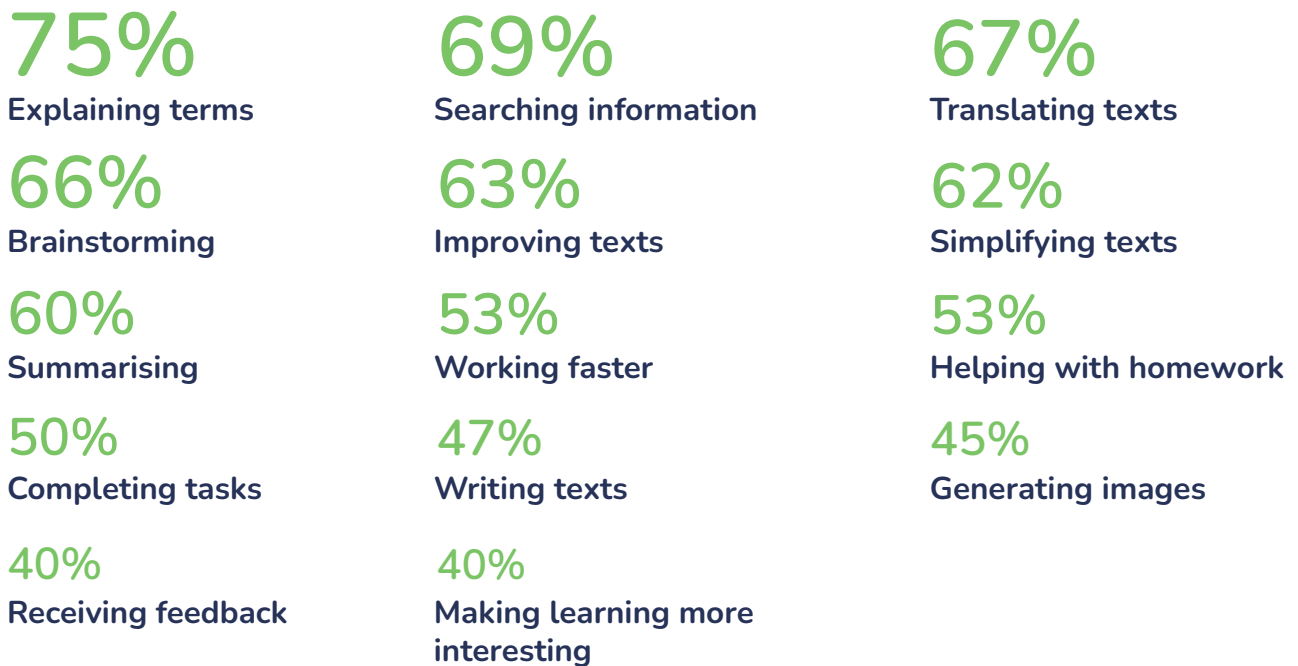


Figure 4: Opportunities of AI from the pupils' perspective

Opportunities of AI use in the school context from the teachers' perspective



Figure 5: Opportunities of AI from the teachers' perspective

2. Use in the school context

The survey shows that AI has become an integral part of schools. As many as 41% of teachers and 63% of pupils report having access to AI tools. Around 40% of pupils and even 50% of teachers state that they use AI at least once a week in school or for school-related tasks.

The topic of AI is also present in lessons, albeit not generalised: three quarters of pupils state that AI is discussed “sometimes” or “regularly”. However, the teachers’ responses indicate significant individual differences: 27% sometimes address the topic, while more than 50% rarely or never discuss it. These statements are consistent with the above-mentioned lack of perceived competence on the part of teachers with regard to AI as lesson content.

Pupils' use of AI: comparison of actual use with teachers' assumptions

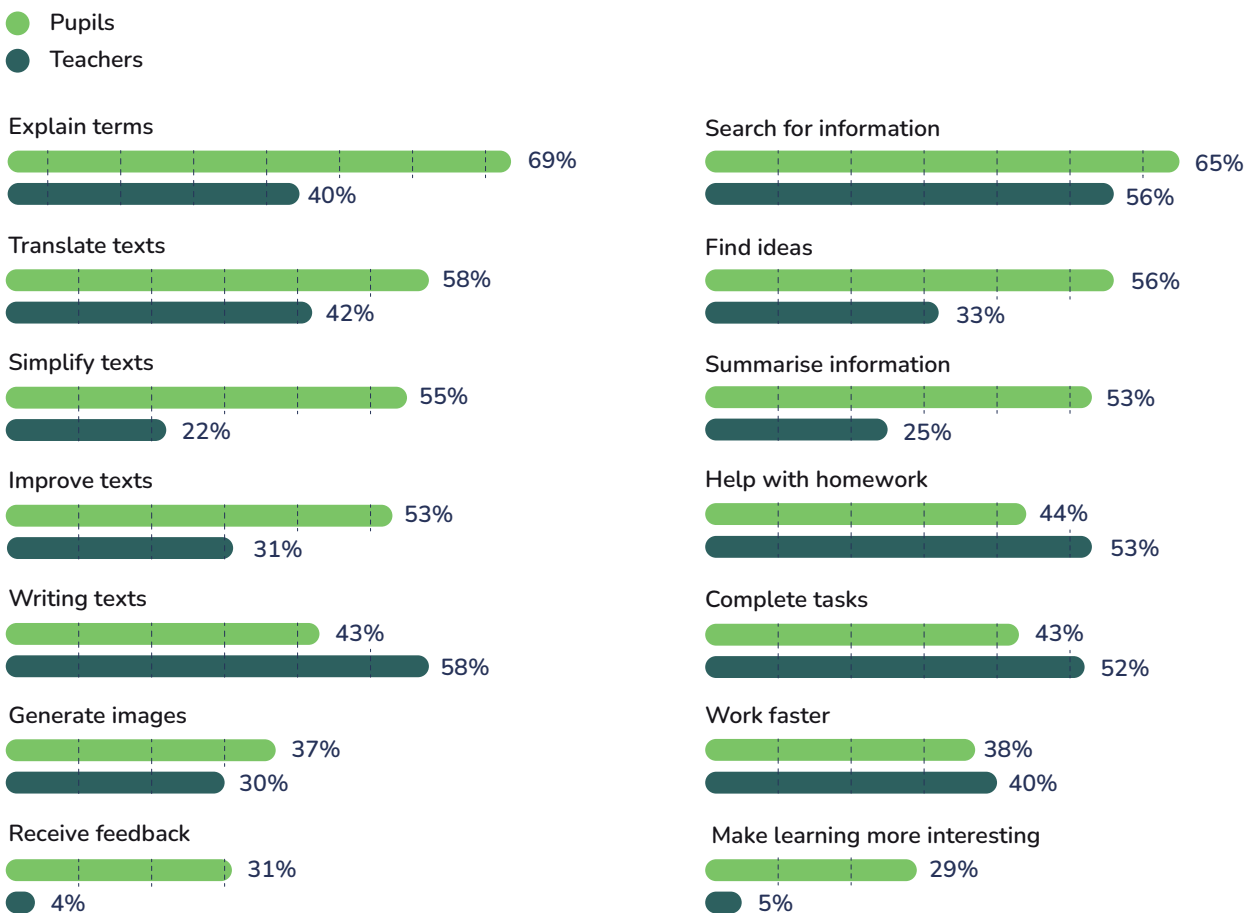


Figure 6: Pupils' use of AI compared with teachers' assumptions

Many teachers have mixed feelings about the use of AI by their pupils (see Figure 6). They assume that AI is primarily used to search for information (56%) or to help with homework (53%). The majority of them also assume that pupils use AI tools to minimise the amount of work or thinking they have to do themselves, for example by completing tasks with AI (52%) or having entire texts written by generative tools such as ChatGPT or CoPilot (58%). The information provided by the pupils paints a more nuanced picture: 43% state that they actually use artificial intelligence to create texts or complete tasks. However, uses in which artificial intelligence support their own learning process are much more common, for example to explain terms (almost 70%), to search for information (approx. 65%) or to understand texts (translating texts: 58%, simplifying texts: 55%).

Despite the presence of a sense of competence, particularly among pupils, both teachers and pupils' responses indicate that questions and uncertainties regarding the technology and its use in education remain: For example, a quarter of pupils and as many as 35% of teachers do not know whether they have access to AI tools through their school (e.g. via school accounts or iPads). Similar statements are also made regarding rules and guidelines for using AI at school. More than 30% of pupils and more than 20% of teachers state that they do not know whether such rules exist. According to pupils, individual teachers lay down rules (39%). Overall, however, the responses show that very few schools currently have general rules in place.

3. Skills development and further training

When teachers and pupils are asked what could make them more confident in using AI, "rules and guidelines" only came in third and fourth place respectively. Pupils see the greatest opportunities to build skills in "doing it myself" ("When I have access to AI tools and platforms"), followed by using them under supervision ("When AI is used in class"). Teachers express similar needs: They primarily want concrete applications such as tutorials or practical examples, followed by further training and teaching materials.

However, the teachers' individual responses reveal varied wishes and needs (box below).

Training needs

- **Teaching and learning about AI**
 1. Cover background and basic knowledge as well as teaching materials on the topic of AI (meaning, functionality, risks, possibilities) together with pupils
 2. Critical use of AI
 3. Have access to materials and support to raise awareness among pupils and their parents

- **Teaching and learning with AI**
 1. Newcomers: Introduction to the use of AI at school (successful prompt formulation, basic rules for dealing with AI, areas of application)
 2. Advanced users: Target group-specific further training (e.g. for specific subject groups, school levels or age groups)
 3. Practical, asynchronous support: tutorials and examples of selected tools, overview of tools and their possible application

At the end of the questionnaire, pupils and teachers were able to formulate questions and wishes regarding the role of AI in schools and education as well as indicate which aspects of the technology unsettle them. Here, it is striking that again the statements of both groups are similar in many respects.

Questions and wishes

- **Sensible and critical use of AI**
 1. Teachers: When should teaching take place with AI and when without?
 2. Pupils: use of AI in the classroom without losing "analogue" learning and appreciation of individual achievements (individual creativity and writing)
- **Clarity with regard to national rules and guidelines**
 1. on the use of AI in education in general
 2. on the use of AI in performance assessment and evaluation
- **New formats for homework and exams**
 1. Development of AI-compatible tasks
 2. Rethinking the curriculum if necessary: Which (new) skills need to be learnt?
- **Information on data protection, copyright and the ecological footprint of AI**
- **AI use and screen time**

Worries

- **Uncertainty and associated fears**
 1. Due to a lack of knowledge about the opportunities and risks of using AI
 2. Due to the feeling of "not keeping up": speed of technological development, what changes can be expected in the world?
- **Data protection**
 1. What happens to the data entered?
 2. What are the consequences for me?
- **Bad experiences**
 1. With AI tools: unsatisfactory or incorrect results
 2. In class: deception by AI goes unrecognised

4. Importance of AI today and in the future

The results of the survey - and the high participation rates by teachers and pupils - show that AI already has a firm place in schools today and that its importance will continue to grow. Accordingly, the vast majority of respondents - three quarters of pupils and as many as 95% of teachers - consider it "rather important" to "very important" to integrate content relating to AI in schools' educational mission (see Figure 7). The focus of such AI education should be on the basic knowledge of AI, as well as the sensible and critical use of AI at school, in everyday life and at work.

How important do you think it is to learn how to deal with AI at school?

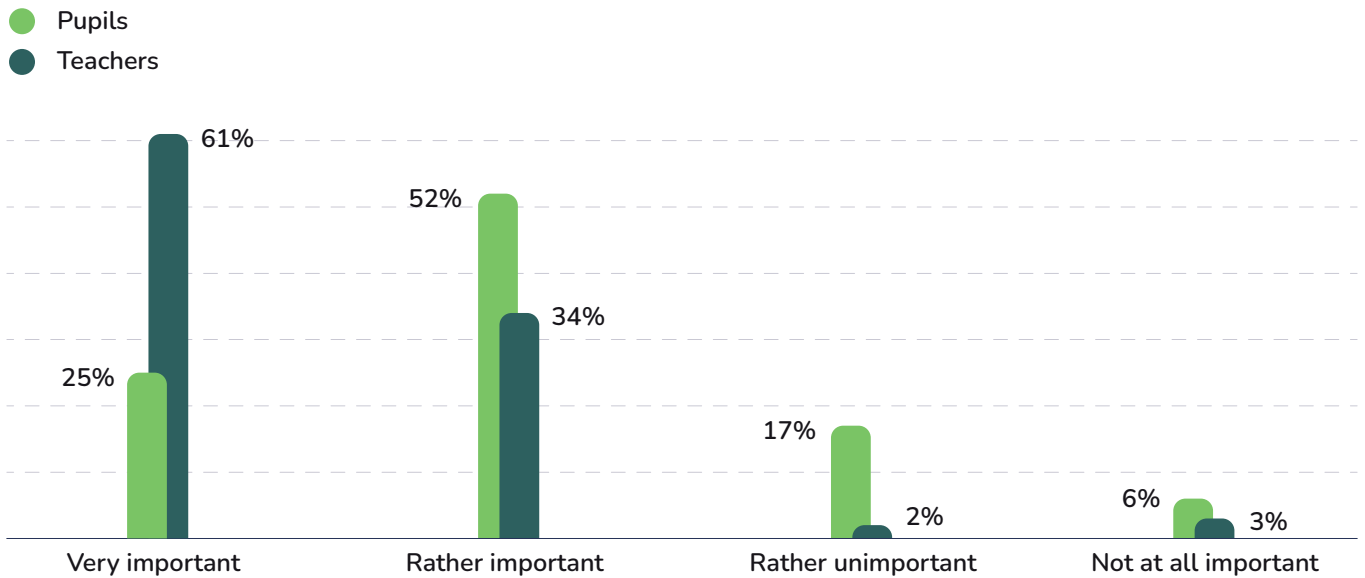


Figure 7: Importance of AI skills in schools

To what extent do you think AI will change teaching and learning?

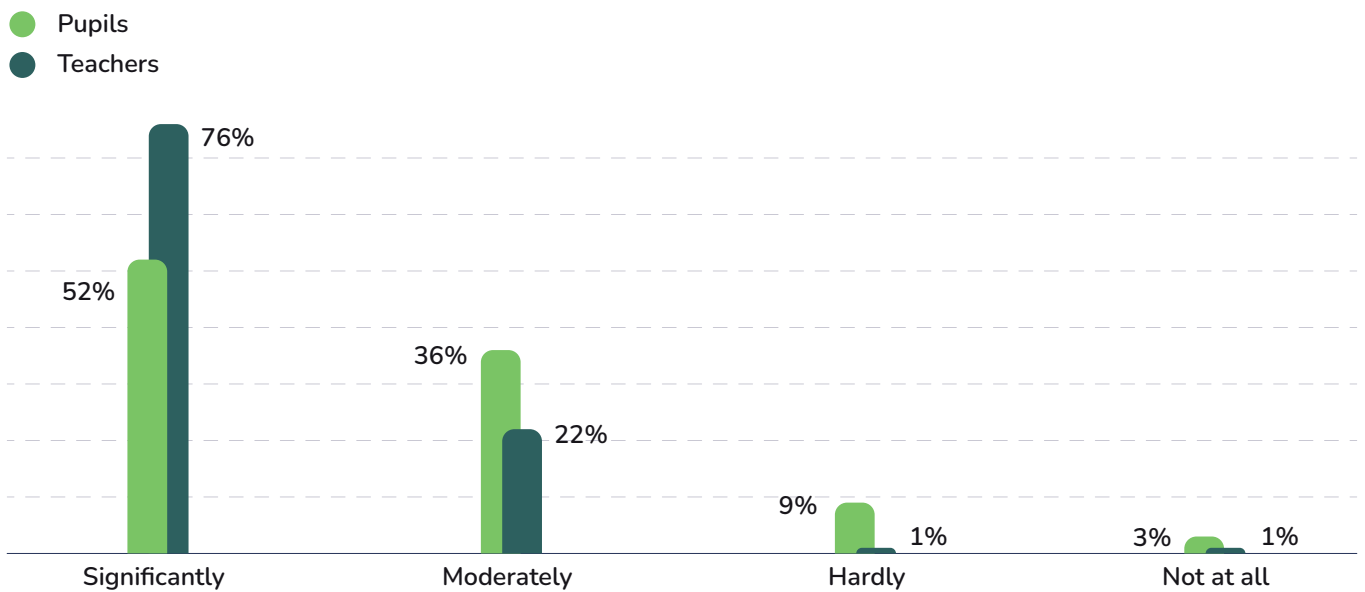


Figure 8: Expected impact of AI on teaching and learning

In line with these statements, more than half of pupils and even three quarters of teachers expect teaching and learning to change significantly as a result of AI over the coming years (see Figure 8).

Respondents tend to be optimistic about these changes. At the same time, however, both pupils and teachers fear that the increasing use of AI could lead to a further decline in autonomy, personal responsibility and initiative, creativity and the ability to think critically. Overall, however, the positive aspects of AI use outweigh the negative. Many teachers expect a significant decrease in time spent on lesson preparation and administrative tasks. They also see AI as an opportunity to implement differentiation and individualised learning and to increase pupils' motivation to learn. As for the pupils, they expect to learn better, more easily and more efficiently with AI support, e.g. through customised explanations, tasks or improvements. Some also hope for more interesting tasks.

Critical perspectives of the pupils

Es ist wichtig, dass die KI nicht die menschliche Intelligenz, die Kreativität der Kinder verdrängt. ¹

[...] Ich fürchte, dass Leute allmählich aufhören, selbstständig zu denken. ²

Deshumanisation potentielle : il faudra veiller à ne pas sacrifier la dimension humaine de l'apprentissage. ³

I want artificial intelligence use to be as minimal as possible in schools.
It keeps students [from] thinking for themselves.

Hopes of the pupils

[...] weniger auswendig lernen oder zusammenfassen und mehr kreative und sinnvolle Aufgaben ⁴

Rendre l'apprentissage plus intéressant et facile pour ceux qui l'utilisent bien. ⁵

Une approche constructive et intéressante [des] sujet[s] ⁶

I'd love to see AI as a tool that empowers both students and teachers, rather than a replacement for human interaction. The focus should be on augmenting learning, fostering critical thinking and preparing students to use AI as part of their education and future careers. [...]

The results of the survey highlight the need for clear guidance and practical support in dealing with AI. With the KI Kompass, the Ministry of Education, Children and Youth is now providing teachers and pupils with targeted information, tools and resources to offer them a reliable basis for the reflected and responsible use of AI in everyday education.

1. "It is important that AI does not supplant human intelligence and creativity."
2. "[...] I fear that people are gradually ceasing to think for themselves."
3. "The risk of dehumanisation: care must be taken to ensure that the human dimension of learning is not neglected"
4. "... less memorising or summarising, and more creative and meaningful assignments instead."
5. "Make learning more interesting and easier for those who make good use of it."
6. "A constructive and interesting approach to subjects."

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