

Assembly of the International Forum of Catholic-inspired NGOs

Rome, 26-27 November 2025

Theme: Impacts of Artificial Intelligence and Human Dignity.

SUMMARY: In a world undergoing profound change, particularly since the COVID-19 pandemic, the world is undergoing a profound transformation. Generative artificial intelligence (AI) is disrupting educational, social and economic norms. We wanted three CCIC & CNFU round tables to examine ethics, the role of humans and the education of young people in order to try to produce some key recommendations to help us discern.

I. The CCIC project: 'How to educate for the responsible and ethical use of artificial intelligence'.

This project is part of a forum organised around education and the impact of AI on human dignity.

The aim was to reflect on the profound changes that artificial intelligence is bringing about in human beings and society.

I) How Does AI impact Human dignity? Main points discussed in this forum:

The mechanism

- Risks: anthropomorphism (of AI), FOMO.
- increasing digital divide, loss of human « agency » (consciousness -value).
- Standardisation as opposed to human « singularity».
- Legal/ethical frameworks: flexible yet effective; cultural pluralism.
- Structural bias; European dependence on dominant (US) models.

NOTES: Mention algorithmic amplification (e.g., TikTok) and the distinction between AI tech and applications like ChatGPT. Fear of Missing Out - Chat bot; death Bot -human « agency » left to the machine.

II) How Does AI impact Human dignity? "And My Soul Says the Robot?"

The soul & Philosophie –

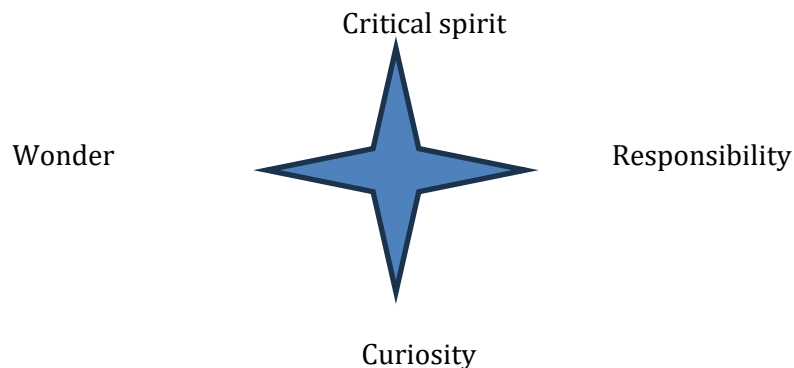
- Loss of Ethical and philosophical questioning.

- loss of inner silence.
- Technocratic drift.
- Risks of dehumanisation ex: critique of transhumanism.
- Need for Education safeguards,
- Moral autonomy, debate, and wisdom.
- Protect human uniqueness in creation.
- Avoid technical hubris.
- **Human (embodied, emotional) vs. artificial (statistical) intelligence.**

Notes: The « Robot's soul » Raise the question of consciousness (machines lack body/emotion) and Hans Jonas' responsibility principle.

PROPOSAL: The educational compass:

1. **North:** Critical thinking to question results.
2. **South:** Curiosity about innovation without naivety.
3. **East:** Moral responsibility, respect for values.
4. **West:** Preservation of wonder, empathy and human creativity.



Notes: Use this compass to frame balanced AI education; be care full that should be adapted to local mentality

III) EDUCATION ON THE USE OF AI?

Ten recommendations from the debates

1. Develop AI education starting in secondary school.
2. Train teachers in the uses and ethical issues of AI.
3. Promote a culture of digital discernment.
4. Support the recommendation of the UNESCO Chair in Nantes to set up practical philosophy workshops with children and teenagers.
5. Involve young people in the governance of AI tools.
6. Promote cultural and linguistic diversity in data.
7. Ensure the transparency and readability of AI.
8. Protect human creativity and intuition.
9. Use AI to strengthen educational inclusion.
10. Promote interdisciplinary approaches.

Notes: I will choose 3–4 priority recommendations for your audience; offer examples if time allows.

Proposal: A fresco on responsible AI for young people

Inspired by the Climate Fresco, this initiative aims to make AI education interactive and participatory:

- Creation of thematic cards (bias, fake news, data, law, spirituality, etc.)
- Classroom workshops, debates, role-playing games, artistic productions
- Objective: to train critical, free and informed citizens in an automated world.

Notes: One of the means to « touch » and educate young population is to Position the 'AI Fresco' as a practical method that educators recognise; plan to be deployed in pilots with schools/NGOs.

IV) The collaborative project

A representative team of NGOs from the Vatican and Paris platforms collaborated on this project, including:

OIEC, FUIC, UMEC, UNIAPAC, AIC, SIGNIS, FAFCE, JECL, MIAMSI, etc.

→ Organization part of CCIC's Plateforme

This work also involved the French National Commission for UNESCO, which initiated and supported the process and encouraged the dissemination of the results.

Notes: The round tables took place in "third places" linked to education: Danielou – Loyola University – Apprentice d'Auteuil

III. How has the Forum's work borne fruit at UNESCO?

Two main sectors were involved:

- The SHS (Social and Human Sciences) sector, which put forward the Recommendation on the Ethics of AI adopted in 2021.
- The Education sector, which is seeking to implement this recommendation from the perspective of education for the responsible use of AI.

A. Weaknesses:

- Lack of involvement of certain SHS and education stakeholders in the preparation of the Forum.
- Failure to obtain official UNESCO sponsorship for the event (due to insufficient means of influence).
- Inability to publish the proceedings of the Forum (due to lack of funding and the rapid obsolescence of certain content).

B. Successes:

- The French National Commission for UNESCO gave its agreement in principle to support future initiatives.

- Appreciation of the work of the previous Forum entitled ‘The Metamorphosis of the World: When the Eye Changes, So Does the Human Being’, already sponsored by UNESCO.
- Co-creation of a space for dialogue and sustainable collaboration between Forum participants and UNESCO teams.
- Recognition of the CCIC's role in disseminating recommendations on the ethical and educational use of artificial intelligence.

CONCLUSION

These advances have brought the educational and ethical communities closer together and anchored the reflection in a humanistic and spiritual approach to technology.

END

For more information you can visit our site: www.cci-unesco.org

more on the subject of AI : <https://ccic-unesco.org/brochure-comment-eduquer-a-un-usage-responsable-des-intelligences-artificielles/>

