

Tec de Monterrey and UNESCO discuss the impact of technology on education and society

- *Tec de Monterrey's School of Humanities and Education and UNESCO organized the International Seminar "Growing, Learning, and Living Together in the Digital Age."*
- *The event took place on August 28–29 in Monterrey, with participation from Mexico's Ministry of Public Education (SEP), state authorities, legislators, and experts.*
- *The forum emphasized the importance of regulating the use of new technologies in learning, building digital identity, and the role of artificial intelligence in education.*

Monterrey, Nuevo León, September 2, 2025.- With the goal of fostering deep, collaborative reflection on the impact of digital technologies in education and social life, Tec de Monterrey's School of Humanities and Education, together with UNESCO, held the International Seminar "Growing, Learning, and Living Together in the Digital Age: Opportunities, Risks, and Challenges." The event brought together government authorities, legislators, specialists, researchers, and civil society representatives on August 28–29 at the Monterrey campus.

Discussions focused on topics such as children's digital identity, early use of electronic devices, risks to adolescent mental health and safety, the role of artificial intelligence in higher education, and the need for regulatory frameworks and public policies to guide their development and implementation in educational contexts.

Through multidisciplinary research and collaborative work with various community stakeholders, Tec de Monterrey contributes to developing solutions for humanity's greatest challenges — challenges that can only be solved collectively. On this point, **Andrés Morales**, UNESCO's representative in Mexico, highlighted: *"The future of education in the digital age must be built with ethics, with humanity, and in service of inclusive, equitable, and quality education."*

Keynote speakers included **Mark West** from UNESCO's Futures of Learning and Innovation Division (Paris), who addressed the effects of technology on sustainability and access to education. *"Today we invest five times more in artificial intelligence than in ensuring basic education for all. Alongside this tool, we must also prioritize strengthening human intelligence. Education must remain a lived, in-person experience, because it is not only curriculum, it is also socialization and community building,"* he noted.

Mary Burns of the Brookings Institution (USA), leader of the Global Working Group on Artificial Intelligence in Education, emphasized: *"AI should no longer be seen as the future, because it is already transforming teaching and learning today. The challenge is not only to harness its benefits, but also to recognize its risks, such as dependency and cognitive offloading, so we can decide where we want to take education."*

María Teresa Ronderos, Director of the Latin American Center for Investigative Journalism, cautioned: *"We are currently at the mercy of digital platforms. What began as open, democratic, academic spaces has now turned into environments dominated by algorithms that manipulate information and favor private interests. Countries like Brazil and Colombia have already begun legal processes to hold these platforms accountable."*

The seminar underscored the urgency of establishing regulatory frameworks and tools to evaluate the psychosocial and educational impacts of technology use, especially in highly vulnerable contexts and at early ages.

“The rapid evolution of intelligent technologies is transforming the world as we know it. While they offer enormous benefits, they also pose risks when not accompanied by safeguards and ethical frameworks,” stated **Claudia Uribe**, Distinguished Professor of Education at Tecnológico de Monterrey.

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