

Review Article

## Ethics and Transparency in Artificial Intelligence: Toward a Responsible Use of Intelligent Technologies – "Education and Awareness"

Dr TOSSOU Tata Jean<sup>1,4\*</sup>

<sup>1</sup>Faculty Member & Researcher – Social, Work, and Organizational Psychology

<sup>2</sup>Doctoral School of Multidisciplinary Studies: Spaces, Cultures, and Development (EDP-ECD)

<sup>3</sup>Laboratory for Research in Education, Training, and Guidance (LAEREFOR)

<sup>4</sup>Université d'Abomey-Calavi (UAC), Benin

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**Abstract:** Education and awareness are essential to promoting ethics and transparency in artificial intelligence (AI). They enable users, developers, and decision-makers to understand key issues related to AI, such as algorithmic biases, data protection, and automated decision-making. The objective of this study is to highlight the importance of education and awareness for the responsible use of intelligent technologies related to AI. A reflective and critical approach is adopted as the methodological framework, given the extensive discourse on the sociocultural representations surrounding the substitution of human actions with AI. Data collected is subjected to triangulation and analyzed using Bardin's content analysis method. The findings reveal that robust education equips individuals to question and manage the social impacts of these technologies. Transparency in decision-making processes fosters public trust and ensures greater accountability among stakeholders. Awareness of AI's societal responsibility promotes fair, equitable, and beneficial use for all.

**Keywords:** Education, Awareness, Ethics, Transparency, Artificial Intelligence (AI).

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## 1. CONSTRUCTION OF THE RESEARCH OBJECT

Artificial intelligence (AI) has progressively established itself as a driving force across numerous sectors of contemporary life, although its widespread adoption has generated significant ethical and societal concerns. According to the French Ministry of Higher Education and Research, AI is defined as "any tool used by a machine capable of reproducing human-related behaviors, such as reasoning, planning, and creativity" (MFESR, 2023). It encompasses a set of technologies

that enable a machine to "think" or to perform tasks that normally require human intelligence (Margarida *et al.*, 2024). Shubham *et al.*, (2023) further conceptualize AI as the capacity of machines, particularly computers and software systems, to simulate human cognitive functions such as learning, problem-solving, speech and image recognition, and decision-making.

In contemporary professional environments, it is increasingly observed that social and institutional actors rely heavily on digital systems to carry out their daily tasks. For instance, tools such as ChatGPT [1], are

### <sup>1</sup> ChatGPT and Similar Conversational AI Systems

ChatGPT is an acronym that stands for:

- **Chat:** Refers to conversation or dialogue in natural language.
- **GPT:** Stands for *Generative Pre-trained Transformer*, meaning a pre-trained generative transformer.

In other words, ChatGPT is an artificial intelligence program that enables natural language conversations, similar to interacting with a real person. It has been trained on millions of texts to learn how to understand and respond to questions. Its name combines

"Chat" for conversation and "GPT" for "pre-trained text generator."

Several other programs similar to ChatGPT also use AI to engage in natural language dialogue. Examples include:

1. **Claude (developed by Anthropic):** A conversational assistant designed to be helpful, honest, and harmless. It is often used for writing assistance, programming support, and reasoning tasks.
2. **Gemini (formerly Bard, developed by Google DeepMind):** A conversational agent based on

\*Corresponding Author: Dr TOSSOU Tata Jean

Faculty Member & Researcher – Social, Work, and Organizational Psychology

frequently consulted whenever an intellectual output is required. Activities in banking, industry, justice, healthcare, education, transportation, and other decision-oriented sectors once grounded in human cognitive effort and professional expertise, are now increasingly mediated or executed through AI-based systems. Consequently, the centrality of human agency in problem-solving processes appears to be diminishing. This evolution has generated concerns regarding job security and has fueled anxieties about the future role of humanity in technologically mediated societies. The G7 [2]. Summit in June 2024, Pope Francis emphasized the importance of an ethical use of AI, advocating for what he termed “algor-ethics” as a framework to regulate algorithms and AI systems. He also expressed concern about the impact of AI on education, stressing the need to cultivate critical thinking and authentic reflection among students. Moreover, he underscored the necessity of maintaining AI as a tool at the service of humanity, warning against the risks associated with its military applications, particularly lethal autonomous weapons and the potential threats such uses pose to human dignity and international stability. In essence, while acknowledging the potential benefits of AI, he called for vigilant prudence and robust ethical regulation to ensure that its development and deployment genuinely serve the common good and uphold fundamental human dignity. The rapid emergence of AI technologies has been so swift that many professionals, particularly in countries of the Global South, were insufficiently prepared for their transformative impact. As a result, their adoption has intensified ethical and societal debates. In a world increasingly reshaped by AI, questions of ethics and transparency have become critical priorities. Although AI promises remarkable advancements in fields such as healthcare, education, and transportation, it simultaneously raises complex challenges. This context prompts a fundamental question: how can we ensure that AI-related technologies serve the common good, respect human rights, and avoid exacerbating social inequalities or contributing to phenomena such as juvenile delinquency?

In addressing these issues, we posit that education and awareness constitute central pillars for fostering a responsible use of AI. By equipping individuals and institutions with the requisite knowledge and competencies, it becomes possible to promote an informed, critical, and responsible appropriation of AI

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Google’s language models, capable of answering questions, generating text, assisting with research, and interacting with other Google services.

Like ChatGPT, these AI systems are designed to understand and generate text in a fluent and coherent manner.

<sup>2</sup> The G7 (Group of Seven)

The G7, or Group of Seven, is an informal organization that brings together the seven most industrialized

technologies. From this perspective, education and awareness function as essential leverage points. The objective of this study is therefore to examine the crucial role of education and awareness in promoting ethical and transparent practices, and to propose concrete actions capable of transforming the challenges posed by AI into inclusive and sustainable opportunities.

## 2. Conceptual Clarification and Methodological Approach

In this section, two key concepts are first highlighted and clarified, namely *education* and *awareness*. This distinction is fundamental to avoid conceptual ambiguity in the design of intervention strategies. Whereas education refers to a structured, sustained, and formal process of knowledge acquisition, awareness pertains to targeted or ongoing actions aimed at fostering consciousness and engagement around a specific issue. As Freire (1974) emphasizes, “conceptual clarity is a prerequisite for conscientization, without which no genuine social transformation is possible.” Subsequently, the methodological pathway adopted in this study is outlined.

### 2.1 Education

Education may be defined as a dynamic process of learning, transmission, and development of knowledge, skills, values, behaviors, and attitudes necessary for individuals to achieve their full personal development and to participate actively in social life. It constitutes both an instrument of intellectual, social, moral, and emotional formation and a means of fostering culture, critical thinking, and creativity. Education can be conceptualized as a lifelong process, extending from childhood through adulthood, and unfolding in diverse forms i.e. formal, informal, and non-formal.

It encompasses cultural and social transmission by ensuring the intergenerational transfer of knowledge, traditions, values, and norms. Moreover, it adopts a holistic perspective, as it does not confine itself to the acquisition of academic knowledge but also promotes personal, social, physical, and moral development. Methodologically, education may occur through structured teaching, professional training, self-directed learning, experiential engagement, or social interaction.

Three principal forms of education are commonly distinguished. Formal education refers to

countries in the world: the United States, Canada, the United Kingdom, Germany, France, Italy, and Japan.

Established in the 1970s, the G7 serves as a forum for discussion and coordination on major economic, political, climate, and international security issues. The heads of state and government of these countries meet annually at a summit to debate current global challenges.

structured learning delivered within institutional settings such as schools, colleges, and universities. Informal education, by contrast, involves spontaneous or self-directed learning that occurs in everyday life through social interactions and personal experiences. Non-formal education designates organized learning activities conducted outside the traditional school framework, including workshops, seminars, and awareness programs.

Education fulfills multiple social functions. Among these are:

- Personal development, understood as supporting individuals in realizing their intellectual, emotional, and physical potential;
- Active citizenship, aimed at fostering informed, responsible, and socially engaged citizens;
- Professional integration, which prepares individuals to enter the labor market with the requisite competencies;
- Promotion of equity, seeking to reduce social inequalities by providing broad access to knowledge and participation in societal life.

Accordingly, education extends far beyond the mere transmission of knowledge. It operates as a vector of both individual and collective empowerment, a mechanism of social transformation, and a foundational pillar for the construction of a sustainable and inclusive future.

## 2.2 Awareness

Awareness may be defined as a process aimed at informing, educating, and drawing the attention of an individual or a group to a specific issue. Its primary objective is to foster consciousness, promote deeper understanding, and, where appropriate, encourage changes in attitudes or behavior.

Awareness initiatives rely on the dissemination of knowledge and factual information related to a given situation or social concern (informative dimension). They also seek to make the subject accessible by adapting language, communication channels, and pedagogical tools to the characteristics of the target audience (pedagogical dimension). Furthermore, awareness processes are designed to stimulate reflection, evoke empathy, and encourage active engagement (engagement dimension), while taking into account the social, cultural, and economic context of the intended audience in order to enhance effectiveness (contextual dimension).

Among its principal objectives are:

- Prevention, which involves informing individuals about risks and appropriate courses of action (e.g., awareness campaigns on the dangers of tobacco use or climate change);

- Mobilization, aimed at encouraging active participation in initiatives or collective movements (e.g., recycling campaigns);
- Educational support, facilitating understanding of the impacts or benefits associated with a particular issue (e.g., awareness of human rights);
- Social transformation, seeking to modify social norms or behaviors in favor of a collective cause (e.g., combating discrimination).

Accordingly, awareness constitutes a strategic instrument for fostering understanding and engagement with collective issues, mobilizing cognitive, emotional, and behavioral dimensions in the service of social change.

## 2.3 Methodological Approach

The objective of this research necessitates a reflexive, critical, and pluralistic approach in order to apprehend the complexity of both collective and individual representations concerning the substitution of anthropogenic actions by intelligent technologies. Social responses to this evolution are neither homogeneous nor universal; they are shaped by specific cultural, religious, political, and economic frameworks. Accordingly, the study is situated within an epistemological perspective that acknowledges the plurality of rationalities while maintaining an active listening stance toward the discourses produced by the stakeholders involved.

In this regard, the adopted methodology is based on a triangulation that is conceptual, empirical, and analytical, with the aim of cross-referencing perspectives, sources, and levels of understanding. Conceptually, frameworks drawn from the sociology of technology (Latour, 2006), applied ethics (Floridi, 2013), and social psychology of representations (Moscovici, 1961) were mobilized to situate perceptions of AI within a dynamic of social construction of meaning. This theoretical plurality allows for moving beyond a purely techno-centric reading of the phenomenon, highlighting tensions between innovation, acceptability, and local values.

Empirically, qualitative data were collected through semi-structured interviews conducted with diverse stakeholder profiles, including teachers, computer scientists, students, public decision-makers, religious agents, and civil society representatives, all residing in Cotonou or Abomey-Calavi, two cities in Benin. The objective was to capture the diversity of opinions, fears, and hopes elicited by the integration of AI into decision-making, educational, and professional spheres. These interviews were complemented by a documentary analysis of public texts (official reports, scientific publications, ethical charters) and media discourses (press articles, radio programs, public conferences), in order to contextualize stakeholder

narratives within a broader landscape of meaning-making.

Analytically, triangulation involved systematically relating data from these multiple sources. An inductive thematic approach, inspired by Braun and Clarke (2006), was employed to identify recurring patterns, dissonances, and contradictions in representations of AI. This approach aims not only to delineate the main axes of tension between technological innovation and ethical imperatives, but also to account for silences, unspoken elements, and implicit resistances to the technical rationalization of human processes.

Furthermore, given the diversity of cultures and symbolic references in the studied contexts, particularly in West Africa, an intercultural and non-prescriptive stance was adopted, rejecting the imposition of a Western interpretation of ethics or transparency. Data were interpreted in light of local contexts, taking into account oral traditions, community structures, belief systems, and popular representations of knowledge and power.

Thus, this methodology, grounded in a comprehensive and participatory logic, enables engagement with the complexity of the subject by integrating technical, ethical, and sociocultural dimensions. It seeks to produce situated, transversal, and critical knowledge capable of informing future decisions regarding the ethical and transparent use of artificial intelligence.

### 3. RESULTS

The critical reflections undertaken yielded findings emphasizing the importance of education and awareness-raising in fostering ethical and transparent AI, particularly through their role in promoting critical thinking toward AI. These findings informed recommendations for the effective engagement of stakeholders to ensure compliance with relevant guidelines and provisions.

#### 3.1 The Importance of Education and Awareness-Raising in Ethical and Transparent AI

In this section, the focus is on the role of education and awareness in the ethical use of AI, the promotion of critical thinking toward AI, and the engagement of stakeholders to ensure compliance with relevant guidelines.

##### 3-1-1 The Role of Education and Awareness in Ethical and Transparent AI

Education plays a crucial role in ensuring that AI is understood, used, and developed responsibly. It must operate at multiple levels:

- **Training AI Professionals:** Incorporate modules on ethics and transparency into university curricula and continuing education programs in science and technology. This

includes discussions on bias, privacy, and data security.

- **General Education:** Introduce citizens, from an early age, to the fundamental concepts of AI, its benefits, limitations, and ethical implications.
- **Interdisciplinary Approach:** Integrate disciplines such as philosophy, sociology, and law into AI studies to provide a comprehensive understanding.

Awareness-raising, on the other hand, targets the general public. Democratizing the understanding of AI is essential to foster inclusive and informed participation. This can be achieved through:

- **Awareness Campaigns:** Organize public initiatives to explain AI applications and ethical challenges, such as algorithmic discrimination or mass surveillance.
- **Access to Information:** Create transparent platforms to inform citizens about the technologies used, their implications, and the control mechanisms in place.
- **Citizen Dialogue:** Promote participatory discussions to involve communities in the design and evaluation of AI systems.

From these various points, it emerges that educating and raising awareness about artificial intelligence is not a pedagogical luxury but an ethical imperative. As AI increasingly influences social, economic, and cultural spheres, society as a whole must understand its mechanisms, implications, and, critically, its blind spots. Education focused solely on technical skills risks producing experts disconnected from moral, democratic, and social stakes. Therefore, an approach grounded in ethics and transparency is essential from the initial training of professionals and throughout civic life.

Luciano Floridi (2013), in *The Ethics of Information*, emphasizes the need for an informational ethical framework, in which every interaction with technology is based on shared responsibility. According to Floridi, AI ethics should not be considered a corrective applied retrospectively but as an integrated architecture of thought embedded at every stage of design and use. This underscores the importance of university-level digital ethics education, as well as public access to clear information about the algorithmic systems increasingly shaping collective decision-making.

However, AI education should not be limited to transmitting norms. As Bruno Latour (2006) argues in *Reassembling the Social*, it must also reintegrate humans into the technologies they create. Latour advocates a “symmetric sociology” that considers technical artifacts as full social actors. This perspective calls for a critical pedagogy of AI, prompting reflection on hidden intentions, values embedded in algorithms, silent exclusions, and the power relations they crystallize.

Raising public awareness also builds a collective capacity to question AI, contest its misuses, and demand democratic regulatory mechanisms. Awareness campaigns, citizen dialogues, and transparent platforms become instruments of shared ethical governance. Without such public education, AI risks becoming a “social black box,” inaccessible to the majority, undermining ideals of social justice, participation, and digital sovereignty.

In sum, as Floridi and Latour highlight, educating about AI is ultimately about cultivating a democratic technological culture. It requires fostering critical citizens who understand that technologies are neither neutral nor inevitable but shaped by human choices and therefore always subject to improvement.

### 3-1-2 Promoting Critical Thinking toward AI

For responsible use, it is crucial to foster critical thinking regarding AI. In this regard, several measures can be implemented:

- Development of digital literacy skills: Teach individuals to analyze algorithmic outputs, detect biases, and evaluate the reliability of information sources.
- Strengthening resilience to misinformation: Raise awareness about the dangers of manipulation through AI technologies, such as deepfakes [3].

Deepfakes are audiovisual content created using artificial intelligence techniques, particularly deep learning. These materials manipulate or generate videos, images, or audio in a highly realistic manner, often giving the false impression that a person has said or done something they never actually did. Deepfakes are primarily based on AI models called Generative Adversarial Networks (GANs), which consist of two components:

- A generator, which produces images or videos.
- A discriminator, which evaluates whether the generated content appears realistic.

Through this iterative training system, the generator progressively learns to produce increasingly convincing content. Examples of deepfakes include:

- Video: A video in which one person’s face is replaced with another’s, creating the illusion that they are present or performing actions they never actually did.
- Audio: Artificially generated voices that closely mimic the tone, accent, and style of a real person.

<sup>3</sup> Deepfakes are videos, images, or audio recordings created by artificial intelligence to very realistically imitate a person saying or doing something they have never actually said or done. This technology uses deep

- Images: Photographs that are either modified or entirely generated from scratch but appear authentic.

#### ➤ Positive and Negative Uses

##### • Positive Uses:

- Film Industry: Rejuvenation or modification of actors in movies.
- Education and Research: Creation of educational content or historical reconstructions.
- Accessibility: Production of realistic dubbing for different languages or adaptations.

##### • Negative Uses:

- Misinformation: Creation of falsified videos or audio to spread fake news.
- Invasion of Privacy: Insertion of faces into non-consensual content, including pornography.
- Fraud and Scams: Identity theft used to manipulate or extort money.

#### ➤ Detecting and Countering Deepfakes

- Detection Technologies: AI tools are being developed to analyze subtle cues, such as eye blinking, abnormal movements, or lighting inconsistencies.
- Digital Education: Raise public awareness to foster critical thinking toward online content.
- Regulation: Implement laws to penalize the abusive use of deepfakes.

From the above, it is clear that AI presents both opportunities and risks. Therefore, it is imperative to establish measures that all stakeholders are expected to follow. Only by doing so can the fear of AI replacing humans in the near future be alleviated.

### 4. Stakeholder Involvement in Ensuring Compliance with Guidelines

A collective effort is necessary to promote ethical and transparent AI. For instance, as exemplified by initiatives such as the EFPJ, collaboration between educational and industrial institutions, engagement of policymakers, and participation of non-governmental organizations (NGOs) are crucial.

- Collaboration between educational and industrial institutions: This enables the creation of partnerships to update training programs in line with technological advancements.
- Engagement of policymakers: Their role is to establish standards and regulations to ensure the transparency of AI systems.

learning algorithms to superimpose faces or voices, which can mislead viewers if they are not aware of the manipulation.

- Participation of NGOs: NGOs contribute expertise and provide a critical perspective on industry practices.

Certain initiatives can serve as exemplary models:

- Creation of ethical guidelines: Publications outlining best practices for the responsible development and use of AI.
- Citizen innovation labs: Open spaces for experimenting with AI technologies while raising awareness of their social and ethical impacts.
- Global Ethical AI Days: Events bringing together experts, educators, and citizens to discuss ethical issues in AI.

Concretely, how can education and awareness be conducted to promote ethics and transparency in artificial intelligence for the responsible use of intelligent technologies? Education and awareness are essential to ensure that AI is used responsibly. Several key approaches can be proposed to achieve this, as outlined below:

#### 4-1 Formal and Continuing Education

- Integrate ethics into curricula: Introduce courses on AI ethics and technological responsibility in university programs and professional training, particularly for students in science, technology, engineering, and mathematics (STEM).
- Train professionals: Offer continuing education programs for developers, researchers, managers, and policymakers involved in the design and implementation of AI systems.
- Early awareness: Incorporate concepts of technological ethics into educational programs for children and adolescents to develop critical consciousness.

#### 4-2 Workshops and Community Initiatives

- Organize local events: Create forums, hackathons, and conferences to raise public awareness about the ethical implications of AI.
- Collaborate with civil society: Engage NGOs, advocacy groups, and community associations to disseminate information about AI and its impacts.

#### 4-3 Transparency in Research and Development

- Encourage open publication: Promote open scientific practices where AI research includes information on datasets, algorithms, and their limitations.
- Communicate clearly: Make ethical implications and risks of AI systems accessible to non-technical stakeholders.

#### 4-4 Public Awareness

- Media campaigns: Use traditional and digital media to explain complex AI concepts, including algorithmic bias, data protection, and fairness.
- Develop educational resources: Produce guides, explanatory videos, and free online courses (MOOCs<sup>4</sup>) on AI ethics.

#### 4-5 Encourage Participatory Governance

- Engage diverse actors: Involve the public, regulators, businesses, and academics in discussions on AI regulation and ethical use.
- Establish ethical standards: Create charters or universal principles for responsible AI use, such as those developed by organizations like UNESCO.

#### 4-6. Highlight Social Impacts

- Case studies: Present concrete examples where AI has had positive or negative impacts to raise awareness of key issues.
- Evaluate existing systems: Analyze deployed algorithms to identify ethical risks and educate about their consequences.

#### 4-7. Ethical by Design

- Adopt responsible approaches from the start: Train developers to incorporate ethics and transparency at the earliest stages of AI system design.
- Independent audits: Establish committees or independent bodies to assess technologies' compliance with ethical principles.

#### 4-8. Strengthen Regulation

- Adapted legislation: Promote laws and regulations supporting ethics education and ensuring transparency in AI use.

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<sup>4</sup> MOOC (Massive Open Online Course)

A MOOC (Massive Open Online Course) is an online course that is open to anyone and available at a large scale. This means it can be accessed via the Internet, often free of charge, by an unlimited number of participants. MOOCs are offered by universities, educational institutions, or specialized platforms (such as Coursera, edX, FUN-MOOC, etc.) and typically include videos, quizzes, readings, discussion forums, and sometimes a final assessment with a certificate.

In summary:

Massive: Designed for a large number of learners

Open: Generally free or low-cost

Online: Delivered remotely via the Internet

Course: Structured with educational content, objectives, and assessments

MOOCs enable learners to study at their own pace on a wide range of subjects, accessible from anywhere in the world.

- Sanctions for non-compliance: Impose clear consequences for breaches of ethical standards.

By combining these efforts, it is possible to build a global culture of responsibility around AI, ensuring that it serves humanity while minimizing risks, provided that rigorous ethical principles guide the development of technologies that respect fundamental rights and prevent misuse. Promoting these principles is essential to avoid abuse and ensure an inclusive and responsible digital future, anchoring responsibility at the heart of AI use.

### 5. Critical Analysis and Reflexive Proposals

Ethics by design constitutes a fundamental principle in implementing responsible AI. It involves integrating ethical and social concerns from the earliest stages of intelligent system creation to prevent rather than correct misuse. In a logic of prevention and anticipation, this approach seeks to align technological choices with core human values: dignity, justice, autonomy, fairness, transparency, and the common good.

As Floridi and Cowls (2019, p.8) emphasize, “it is urgent not only to do good with AI but to do AI well,” highlighting that ethical standards should precede and guide system engineering rather than follow technological innovation. This requires first and foremost ethical training for developers, designers, and technology decision-makers. Too often, engineers and programmers are trained primarily for technical performance, marginalizing ethical and societal considerations. AI is not neutral: its algorithms, training data, and intended applications are shaped by human choices, sometimes implicit. Educating AI professionals to identify these choices, assess their consequences, and confront them with explicit ethical frameworks (codes of conduct, professional standards, fundamental principles) is essential for ethics to serve as a guiding compass rather than an ornamental addition.

In addition to training, independent and external evaluation of AI systems is necessary. Ethical audits conducted by multidisciplinary committees, made of experts in law, philosophy, psychology, sociology, and civil society representatives, ensure that systems comply with stated commitments. These committees should have meaningful authority, with the ability to recommend, and ideally suspend, projects in cases of significant risk. Effective ethical governance relies on the participation of independent actors capable, as Jobin, Ienca, and Vayena (2019, p.396) note, of “translating ethical principles into concrete control mechanisms.”

Citizen awareness, particularly among future users, is equally essential. Promoting a culture of ethical vigilance is not solely the responsibility of digital professionals; it concerns all social actors. Citizens should understand how and why AI functions or

decisions may be questionable and demand intelligible transparency from the systems they use.

Ethics by design is therefore not a theoretical principle alone. It entails a systemic, educational, and institutional approach that places responsibility, transparency, and participation at the core of technological development. In education, this approach can take the form of integrated ethics modules in technical curricula, ethical simulation exercises, or collaborative projects involving developers and users. It is a strategic lever to ensure that AI functions not as an opaque instrument of control but as a tool serving humanity.

## CONCLUSION

Artificial intelligence presents both potential and risks, exemplified by deepfakes, whose ability to manipulate reality raises major ethical and societal concerns, particularly regarding trust, privacy, media, and legal frameworks. While AI can be used beneficially, it also functions as a double-edged sword. In light of these ethical and societal challenges, education and awareness must remain central to our approach to AI.

The tools to achieve this not only demystify intelligent technologies but also prepare citizens, decision-makers, and professionals to meet the challenges of responsible and transparent AI use. By educating current and future generations on ethical issues and raising public awareness of the impacts of these technologies, we can build a society in which AI becomes a driver of progress that respects human values.

Though complex, this challenge represents a unique opportunity: to ensure that AI serves humanity rather than the reverse. Moreover, it helps prevent unrestricted access to personal data. By making knowledge accessible and encouraging critical reflection, AI can remain a technology that supports humanity while respecting fundamental rights and values.

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