

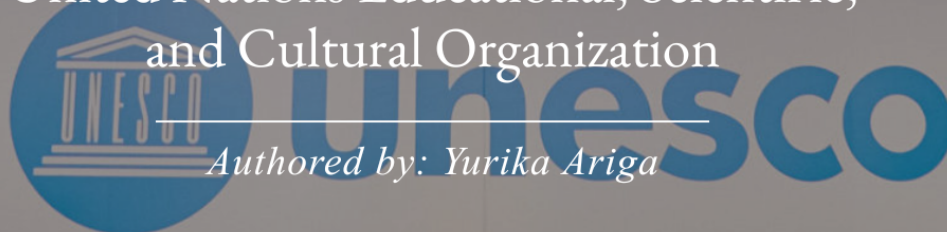


UNESCO

MOMUN 2026
BACKGROUND GUIDE



United Nations Educational, Scientific,
and Cultural Organization



Authored by: Yurika Ariga



Committee Overview

Artificial intelligence.

A phenomenon that only a few years ago seemed impossible and futuristic is now a reality. As AI becomes ever more prominent and developed in education we must find the best way to integrate it into a new way of education.

AI can be used to make education more accessible and personal for each and every student around the globe, but without the proper restrictions and laws we risk ruining life as we know it.

Artists, writers, creators, and students could all be victims of the growth of AI unless we take action and they become better than ever. It is up to us to decide how AI will shape our education system and action must be taken now before it is too late.

Sincerely,

Yurika Ariga

Director, Monarch Park Model United Nations 2026

United Nations Educational, Scientific, and Cultural Organization

MOMUN 2026

Table of Contents

Equity Statement	4
Director's Letter	5
Position Paper Guidelines	7
Introduction	8
Glossary	10
Artificial Intelligence (AI)	10
AI Training Modules	10
Generative AI	11
Data Centers	11
Historical Background	12
Topic A - Preparing the Future of AI in Classrooms	16
Guiding Improvements to Quality, Efficiency, & Inclusion	17
Bridging the AI Divide	18
Promoting Sustainable Use & Development	20
Alleviating Public Distrust	21
Case Study: South Korea	23
Past Actions Regarding Topic A	24
Guiding Questions	26
Topic B - Mitigating the Risks Posed by AI on Education	27
Algorithmic Discrimination	27
Intellectual Property Infringement	29
Preventing Academic Misconduct	30
Protecting Well-Being & Mitigating Overreliance	32
Data Privacy & Cybercrime	33
Case Study: France	35
Past Actions Regarding Topic B	37
Guiding Questions	39
Tips for Research	40
Bibliography	41

Equity Statement

The committee acknowledges that the topics discussed may involve unethical and controversial issues. Therefore, some flexibility will be allowed for addressing matters that may be considered unfair, controversial, or unethical within the committee's context. While most events occurring in the committee will be fictional, this simulation reflects historical, real-world circumstances. Delegates are reminded that only English should be used, and accents or other languages are not allowed during proceedings.

Delegates may find themselves fundamentally opposed to policies related to countries. The chair would strongly encourage delegates to refrain from referring to issues in the modern day that may be controversial.

MOMUN 2026 has a zero-tolerance policy for equity violations within or outside of the committee. We acknowledge that this committee may touch on controversial issues; however, we implore delegates to maintain a high degree of respect and decorum. As a reminder, instances of racism, sexism, homophobia, transphobia, xenophobia, ableism, or any other form of discrimination will not be tolerated and may lead to disqualification from awards or removal from MOMUN 2026, depending on the severity.

We strongly encourage delegates to refrain from controversial topics, past and present. For clarity, please email or speak to any staff member of this committee. We kindly ask all delegates to approach sensitive issues with the utmost respect and understanding toward others. Moreover, a basic level of respect and order is expected when interacting with other delegates, pages, staff, faculty facilitators, and all MOMUN personnel who make this conference possible.

Director's Letter

*** That's a fantastic and trendy idea for a committee in MOMUN 2026! ***

*** If you'd like, I can: ***

- Help you draft a full Model UN Resolution
- Create sample opening speeches
- Provide bloc positions
- Suggest amendments and clauses

*** If you have any other questions, feel free to ask me anytime! ***

How enthusiastic and well prepared... but can it surmount the thrill that a delegate could experience in a rush of a day?

Dear Delegates,

My name is Yurika Ariga, and I am thrilled to welcome you to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) committee of MOMUN 2026! I am a grade 11 student at Monarch Park Collegiate Institute, and I will be your committee director this year. I discovered Model UN through what it is best known for - debate and diplomacy! This commitment has helped me grow so much as a speaker and as a person over the years, and has brought many discoveries about what current issues I am passionate about and how I voice my mind. I hope that you will find this background guide as a useful tool in your research, and most of all, I hope that you gain as many insights and a fun experience from this committee as I have and will.

Gen-Z - the core generation that witnessed the surge of modern artificial intelligence into daily life. With its growing popularity in the academic world, it is ever more relevant to discuss how its integration should be supported and regulated at the international level. Topic A will cover how nations should harness the positive capabilities of AI in an ethical and sustainable manner, along with Topic B, which will venture into recognizing and mitigating the risks posed by AI on learners and educators.

Should you have any questions or concerns regarding this committee, position papers, or just to say hi, please do not hesitate to reach out.

The degree to which future students will be trusted with AI, but also to which AI is entrusted with our curiosity, is up to you. I am very much looking forward to seeing how you will bring this committee to life. Best of luck!

Warm regards,

Yurika Ariga

Director, Monarch Park Model United Nations 2026

United Nations Educational, Scientific, and Cultural Organization

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Your staff for MOMUN 2026: UNESCO are the following:

Director: Yurika Ariga

Moderator: Nowshin Alam

Pages: Natalie Carruthers & Jackie Liang

Position Paper Guidelines

While position papers are NOT required to attend MOMUN 2026 and contend for awards, delegates are still encouraged to write position papers to deepen and solidify their knowledge. For those who wish to submit completed position papers, they are to do so **before 11:59 p.m. of Thursday, April 30th, 2026 (TWO DAYS before the conference), to the director's email address found in the *Director's Letter*. All submissions must be in **PDF form**. The use of AI to directly aid in writing any portion of position papers is strictly prohibited.

Your position paper should include the following:

1. Your country's stance on the issues presented in both topics
2. Refer to any significant past actions taken by your country and UN resolutions
3. Proposed solutions, addressing both topics
4. Relevant research to support your solutions (at least 2 is advised)

Format expectations:

Use of MLA style footnote citations throughout the document, and a bibliography on a separate page. Position papers should not exceed 2 pages excluding the bibliography, and must be Times New Roman either size 11 or 12 font.

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized, standard-setting UN agency focused on promoting education, science, culture, and communication with the vision to strengthen peace and equality. UNESCO's focus on education involves responding to Artificial Intelligence (AI), ensuring access to reliable information, and advancing education toward Sustainable Development Goal #4: Quality Education. UNESCO recognizes that AI has both the potential to solve some of the biggest challenges facing education today, as well as many risks and challenges that have so far outpaced policy debates and regulatory frameworks.¹

Education is essential for nations to build resilient populations that improve the quality and efficiency of existing systems and challenge problematic practices. At the individual level, education leads to self-actualization where necessary skills are acquired for each person's social and economic integration. By continuing to establish and work toward collective goals as an international organization, UNESCO aims to contribute to ending cycles of poverty and preventing war through promoting education for all.

Artificial intelligence (AI) refers to a group of technologies that have the ability to process information input² and complete complex tasks to mimic human thinking, reasoning, decision-making, and creativity.³ The introduction of AI brought a drastic shift to how societies learn and teach. Reactions and opinions vary between the extremes - how it should be banned completely

¹ UNESCO, "Artificial Intelligence in Education", 2026,
<https://www.unesco.org/en/digital-education/artificial-intelligence>.

² UN Environment Programme, "AI Has an Environmental Problem. Here's What the World Can Do About That.", November 13, 2025,
<https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about>.

³ NASA, "What is Artificial Intelligence?", May 13, 2024, <https://www.nasa.gov/what-is-artificial-intelligence/>.

from schools, how it could replace teachers, all the way to how it could be welcomed as an essential tool for learning. In an increasingly globalized and digitalizing world, guaranteeing access to accurate information for young minds is ever more important to fostering intellectual, emotional, and social growth.

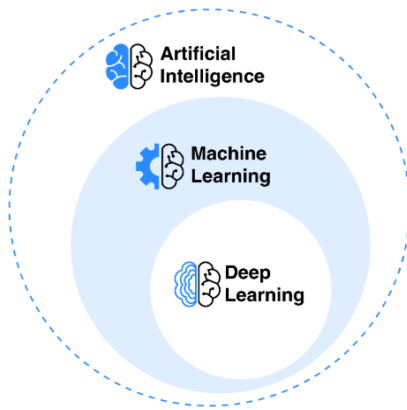
This committee will focus on addressing the growing presence of AI in the education sector, as well as setting international standards and guidelines on suggested regulations for member states. While on one hand the advantages of such a useful tool will help improve efficiency and inequalities in the sector, nations must also agree on how to mitigate the negative effects of misuse, overdependence, and data security breaches on learning.

The future of early information exposure - and thus human development - lies in the actions yet to be taken by the nations convened for this committee. The stakes are high and the need for hands-on, practical guidance is imminent for ensuring responsible and ethical application of AI in public education.

Glossary

Artificial Intelligence (AI)

[Fig. 1. *Distinct Building Blocks of AI*. NASA, 2024.]



A branch of modern artificial systems developed in computer software, physical hardware, or other contexts to solve complex tasks traditionally reserved for human reasoning, decision making, creativity, perception, communication, or physical action. They are able to perform these tasks under unpredictable circumstances without significant human oversight, or can improve performance

when exposed to data sets.⁴ An approach to AI involves **machine learning** designed to approximate cognitive tasks by devising sets of rules and procedures called a computer algorithm to analyze data and make predictions. Other approaches include **neural networks** modeled after the human brain and **deep learning**, which use multiple layers of computation capable of learning from large amounts of unstructured data.⁵

AI Training Modules

A set of prefabricated and high-quality building blocks for building AI systems, with each module being self-contained, reusable, and specially designed for performing particular tasks in the AI development lifecycle. Modules come in different forms: data processors are standard components for

⁴ NASA, “What is Artificial Intelligence?”, May 13, 2024, <https://www.nasa.gov/what-is-artificial-intelligence/>.

⁵ National Institute of Biomedical Imaging and Bioengineering, “Artificial Intelligence (AI)”, March 2025, <https://www.nibib.nih.gov/science-education/science-topics/artificial-intelligence-ai>.

cleaning, normalizing, and augmenting data. Feature extractors are pre-trained models specializing in identifying relevant features from raw data, such as image edges and textures. Model Architectures may be plugged into larger systems as reusable network layers or model backbones. Finally, evaluation components serve as tools to measure model performance. By arranging these modules, developers can customize their AI systems.⁶

Generative AI

AI systems capable of generating text, images, and other forms of media in response to user input. Generative AI is popularly used by learners and educators to aid assignments, prepare for assessments, and search general summaries of unknown concepts. For text-based generative AI tools, Large Language Models (LLMs) are trained with terabytes of text data to assemble words and sentences into the most probable and sought-after response. An example of LLM in the form of chatbots is OpenAI's highly successful ChatGPT.⁷

Data Centers

Temperature-controlled buildings that house infrastructure including servers, data storage drives, and network equipment.⁸ The first data center was built in 1945 at the University of Pennsylvania to support ENIAC, the first general-purpose digital computer.⁹ The rising demand for modern generative AI has drastically pushed data center construction around the world.

⁶ Aethera, "What Are AI Training Models and Why Are They a Game Changer?", August 13, 2025, <https://aethera.ai/resources/what-are-ai-training-modules-and-why-are-they-a-game-changer>.

⁷ National Institute of Biomedical Imaging and Bioengineering, "Artificial Intelligence (AI)", March 2025, <https://www.nibib.nih.gov/science-education/science-topics/artificial-intelligence-ai>.

⁸ Adam Zewe, "Explained: Generative AI's environmental impact", January 17, 2025, <https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117>.

⁹ University of Pennsylvania, "Celebrating Penn Engineering History: ENIAC", 2025, <https://www.seas.upenn.edu/about/history-heritage/eniac/>.

Historical Background

Serious interest in the development of self-learning AI systems date back to the 1950s, gaining significant milestones in nearly every decade since. Today, there is exponential growth in the capacity for computing systems to respond to given stimuli, however its humble beginnings bring into perspective how the present and future may look for AI.

Computing machines in the 1950s mostly functioned as larger-scale calculators. However, just a few years after the introduction of the first digital computers, English mathematician and computer scientist Alan Turing proposed “the Turing Test” in his paper “Computer Machinery and Intelligence”, a theoretical method for discerning whether machines could imitate human thinking and conversation.¹⁰ It involves a human judge attempting to distinguish the difference between another human and a computer based on text-based, blind interactions.¹¹ While simplistic, this test initiated wide-scale discussions in philosophy of mind, AI ethics, conceptualizing broadened machine capabilities, and future AI evaluation methods.

In 1956, the Dartmouth Conference was held at Dartmouth College in New Hampshire, where professor John McCarthy coined the term “artificial intelligence” and the small team of researchers invited are globally recognized for founding the AI field of research. This summer-long workshop sparked much excitement and extremely optimistic promises for the future of technology based on machine learning, yet there proved a recurring cycle of hype and disappointment to be a

¹⁰ Lawrence Livermore National Laboratory, “The Birth of Artificial Intelligence (AI) Research”, 2026, <https://st.llnl.gov/news/look-back/birth-artificial-intelligence-ai-research>.

¹¹ Stanford Encyclopedia of History, “The Turing Test”, October 4, 2021, <https://plato.stanford.edu/entries/turing-test/>.

theme in AI development.¹² After the Dartmouth Conference, AI research was introduced across venerable institutions such as Stanford and MIT. The field grew quickly through investigations of how computers can learn techniques that were thought to require expert knowledge.

In the late 1950s to the 70s, AI was becoming a mainstream concept with the creation of programming languages still used today, and in books and films exploring the concept of robots.¹³ Early signs of significant progress were seen in various new inventions including the first chatbot ELIZA created by Joseph Weizenbaum in 1966 that could simulate human therapy conversations by repurposing previous user inputs to further questions.¹⁴ From 1966 to 1972, the Stanford Research Initiative brought forth the mobile robot “Shakey” equipped with the ability to understand sensory input, making plans, and carrying out actions, which made robots ideal for testing AI concepts. Shakey capitalized on progressing computer vision, language processing, and planning to understand instructions, leading to advances in numerous AI techniques such as visual analysis, route finding, and object manipulation.¹⁵ In Japan, the WABOT-1 was built in 1973 at Waseda University as the first full-scale anthropomorphic robot in the world. With a supposed mental faculty of a 1.5 year old child, it was one of many trailblazers for future contributions of AI to the tertiary sector.¹⁶ To meet the demand for an international, cohesive society and opportunities to share discoveries, the American

¹² Sandra Peter, “AI was born at a US summer camp 68 years ago. Here’s why that event still matters today”, September 5, 2024, <https://council.science/blog/ai-was-born-at-a-us-summer-camp-68-years-ago-heres-why-that-event-still-matters-today/#:~:text=The%20Dartmouth%20Summer%20Research%20Project%20on%20Artificial,on%20June%2018%20and%20lasted%20for%20about.>

¹³ Salesforce, Inc., “What is the history of Artificial Intelligence (AI)?”, Tableau, 2026, <https://www.tableau.com/data-insights/ai/history>.

¹⁴ Coursera, “The History of AI: A Timeline of Artificial Intelligence”, October 15, 2025, <https://www.coursera.org/articles/history-of-ai>.

¹⁵ Computer History Museum, “Shakey”, 2026, <https://www.computerhistory.org/revolution/artificial-intelligence-robotics/13/289>.

¹⁶ Humanoid Robotics Institute, “WABOT”, Waseda University, accessed January 2026, https://www.humanoid.waseda.ac.jp/booklet/kato_5.html.

Association of Artificial Intelligence (AAAI) was formed in 1979, primarily focusing on annual conferences, hosting workshops, and establishing an official journal for the field.¹⁷

Despite the initial swell of positive expectations for exploratory research regarding AI, by the mid-1970s, US government funding had largely stagnated for the projects. In 1974, applied mathematician James Lighthill filed a critical report to the British Science Council condemning academic AI researchers for over-promising and under-delivering on the potential of machine learning.¹⁸ This report led to stark funding reductions across the field between the 1970s and 90s, often recalled as an “AI winter”.

A brief resurgence occurred in the mid-1980s when the first driverless car was introduced in 1986 by scientist Ernst Dickmanns working in Germany. While it could only drive on roads without any other cars or pedestrians, it was a critical step in the development of AI-powered navigation that we know today.¹⁹ In 1997, Deep Blue, a chess-playing program created by IBM, competed against world chess champion Gary Kasparov and won. It could review 200 million chess moves in one second, processing information at a rate far faster than the human brain.²⁰

Upon entering the 21st century, AI begins to make appearances in daily life. From the first Roomba, NASA’s two unmanned Mars rovers “Spirit” and “Opportunity”, Apple’s Siri, to now tech giants Twitter, Netflix, and Facebook utilizing user experience algorithms, the menu of opportunities received a boom in AI technology.

¹⁷ Association for the Advancement of Artificial Intelligence, accessed January 2026, <https://aaai.org/>.

¹⁸ Salesforce, Inc., “What is the history of Artificial Intelligence (AI)?”, Tableau, 2026, <https://www.tableau.com/data-insights/ai/history>.

¹⁹ Coursera, “The History of AI: A Timeline of Artificial Intelligence”, October 15, 2025, <https://www.coursera.org/articles/history-of-ai>.

²⁰ University of Alberta, “Kasparov versus Deep Blue: The Re-match”, 1997, <https://webdocs.cs.ualberta.ca/~jonathan/PREVIOUS/Grad/Papers/db.html>.

Finally, the 2010s - present period features the popularization of Deep learning and Big data, along with more common AI tools such as search engines and virtual assistants becoming available to the public, including educators and students.²¹ November 2022 marked a point of a paradigm shift, with OpenAI launching its global phenomenon, ChatGPT.²²

Education is one of the largest public sectors in the world, generally taking up 15~20% of total government budgets and employing teachers as civil servants.²³ It has received great attention upon the introduction of AI in classrooms, and different countries have reacted in various ways - all while the technology is advancing at a rate faster than the very systems used to access it. The international community is called upon to re-evaluate its standards for education systems, and how they should change with the tides of innovation.

²¹ Salesforce, Inc., “What is the history of Artificial Intelligence (AI)?”, Tableau, 2026,
<https://www.tableau.com/data-insights/ai/history>.

²² Rest of World, “ChatGPT turns 3”, November 26, 2025,
<https://restofworld.org/2025/chatgpt-three-years-global-impact/>.

²³ UNESCO, “Education Policies and Strategies”, 2026,
<https://www.unesco.org/en/education-policies#:~:text=Upon%20request%20from%20countries%2C%20UNESCO,education%20and%20national%20development%20visions>.

Topic A - *Preparing the Future of AI in Classrooms*

The potential for integration of AI into education is immense, despite current challenges presented by logistical, ethical, and resource limitations. Examples of benefits include highly personalized and available learning, enhanced immersion with materials, and better teaching efficiency.²⁴ Keeping risk prevention and response in mind, countries may benefit from examining different strategies on how to best harness the advantages presented by allowing AI to be used in specific contexts within education. This requires ensuring that national and international ethical standards are clearly set along with a re-evaluation of education systems for the development, application, and regulation of AI tools such as chatbots and content generators for educator and student well-being.

The following subtopics explore the different grounds by which AI can positively support education systems to become more accessible, and how nations can encourage the implementation of its benefits. The risks posed by AI on student and teacher productivity, health, privacy, and academic integrity will be discussed in Topic B.

²⁴ Pelletier et al., “2024 EDUCAUSE Horizon Report | Teaching and Learning Edition”, May 13, 2024, <https://library.educause.edu/resources/2024/5/2024-educause-horizon-report-teaching-and-learning-edition>.

Guiding Improvements to Quality, Efficiency, & Inclusion

AI may advance more educational priorities with perhaps even lower costs, as seen with voice assistants, shopping recommendations, mapping tools, and essay-writing capabilities.²⁵ Particularly, AI may provide teachers with greater support and workload reduction via automated assistance for grading, as well as responding to personal student needs and cultural assets. One example of using AI to encourage creativity and curiosity in young learners is to have an AI-powered tool that helps identify plant and animal species during nature walks, transforming outdoor exploration into live learning experiences.²⁶ Other possibilities include calibrating learning to dissolve barriers for students with different needs and abilities. Facilitating smooth transitions may improve access to support beyond direct teacher guidance.

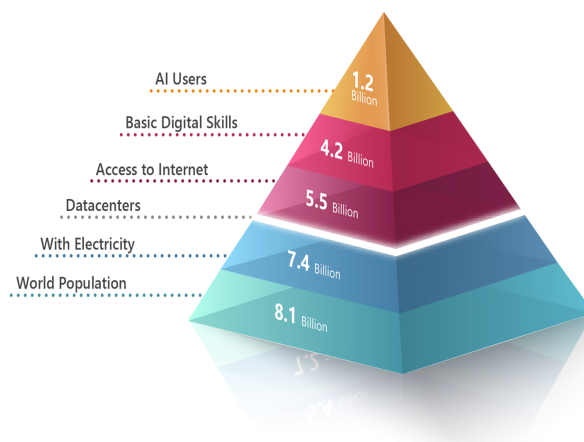
As with most new technologies, established institutional policies and formal guidance with internationally recognized standards are often in a race to catch up to overflowing demand²⁷. In the absence of cohesive guidance, there is greater risk of privacy breaches, uneven disciplinary actions, and ineffective implementation of AI into educational contexts.

²⁵ United States Office of Educational Technology, “Artificial Intelligence and the Future of Teaching and Learning”, May 2023, <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>.

²⁶ UNESCO, “AI in Action: UNESCO Empowers Education Policymakers to Harness Artificial Intelligence”, October 2, 2025, <https://www.unesco.org/en/articles/ai-action-unesco-empowers-education-policymakers-harness-artificial-intelligence>.

²⁷ World Economic Forum, “AI and Education: Kids need AI guidance in school. But who guides the schools?”, January 18, 2024, https://www.weforum.org/stories/2024/01/ai-guidance-school-responsible-use-in-education/#:~:text=The%20responsible%20use%20of%20AI%20in%20education,Ineffective%20implementation%20*%20Challenges%20to%20academic%20integrity.

Bridging the AI Divide



[Fig. 2. *Proportions of World Population With Access to AI Technologies*. A. Pogorelec, Help Net Security, 2025.]

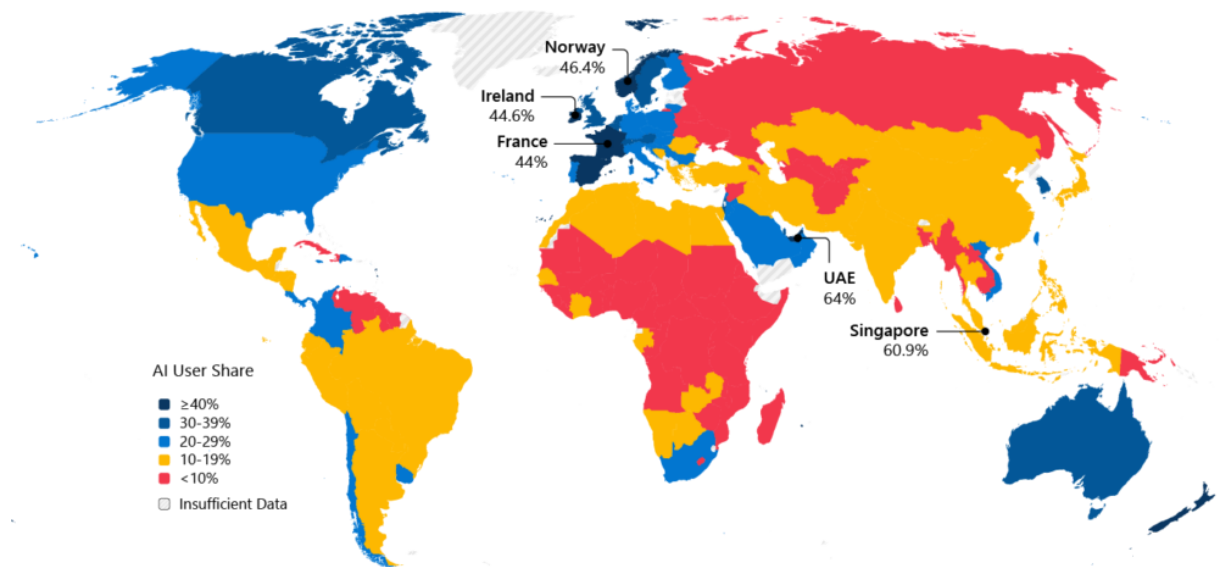
AI is becoming the next great general-purpose technology; in less than three years, 1.2 billion people have started using AI tools, at an adoption rate faster than the internet, personal computer, and smartphone.²⁸ To many students AI is already becoming an essential part of daily life - in 2025, 88 percent of undergraduate students in the United Kingdom responded that they use generative AI most commonly for generating explanations to course concepts, summarizing articles, and suggesting research ideas.²⁹ However, while global AI usage is growing to the point where one in six people worldwide have adopted AI tools for work and school, this expansion has been highly uneven.³⁰ As is with digital infrastructure, the “AI Divide” puts developing and conflict-ridden countries to have less

²⁸ Jana Cvetko, “AI Diffusion Report: Mapping global AI adoption and innovation”, Microsoft, November 11, 2025, <https://news.microsoft.com/source/emea/features/ai-diffusion-report-mapping-global-ai-adoption-and-innovation/#:~:text=By&text=Low%20adoption%2C%20high%20potential%20in,Microsoft%20AI%20Diffusion%20Report%202025>.

²⁹ Josh Freeman, “Student Generative AI Survey 2025”, Higher Education Policy Institute, February 26, 2025, <https://www.hepi.ac.uk/reports/student-generative-ai-survey-2025/>.

³⁰ Microsoft, “Global AI Adoption in 2025 - A Widening Digital Divide”, January 8, 2026, <https://www.microsoft.com/en-us/corporate-responsibility/topics/ai-economy-institute/reports/global-ai-adoption-2025/#:~:text=New%20data%20from%20the%20second,%2C%20work%2C%20or%20solve%20problems>.

access to the benefits and opportunities of AI technology in their education systems, increasing disparities instead of shrinking them.³¹



[Fig. 3. *AI Diffusion by Economy H2 2025*. Microsoft, 2025.]

Limited access to devices, network connection, and funding to pay for AI tool subscriptions are barriers to AI usage, especially in rural or underfunded areas. The establishment of global partnerships and proactive strategies for distributing technology as learning materials, improving infrastructure such as installation of fibre optic cables for better network connectivity, and upskilling may be a crucial step towards equitable distribution of benefits.³² As the world's most frequent users of generative AI, higher-income countries in particular could play larger roles to support the positive integration of responsible AI and technology use into education curricula of lower-income countries.

³¹ Microsoft | AI Economy Institute, "A Widening Digital Divide", January 2026, <https://www.microsoft.com/en-us/research/wp-content/uploads/2026/01/Microsoft-AI-Diffusion-Report-2025-H2.pdf>.

³² International Labour Organization, "Mind the AI Divide", November 29, 2024, <https://www.ilo.org/publications/mind-ai-divide>.

Promoting Sustainable Use & Development

Recent development sees how AI is being applied to support climate emergency detection and response efforts, such as in the mapping of destructive dredging of sand and charting methane emissions. Nevertheless, there are many environmental costs to AI training and operation.³³ Hazardous electronic waste is produced by proliferating **data centers** that house AI servers, including mercury and lead. These data centers are large consumers of water, for cooling electrical components, precious minerals, and rare elements - straining expensive resources where they are scarce and promoting unsustainable mining practices.³⁴ This is problematic when a quarter of the global population already lacks clean water and sanitation.³⁵ Most of all, facilities consume enormous amounts of energy, most of which is still sourced from the burning of fossil fuels. It is estimated that in the tech hub of Ireland, AI data centers may account for a rise of up to 35% of the country's energy use by 2026.³⁶

As AI becomes more prominent in education, nations must strive to ensure that it originates from sustainable infrastructure to allow AI to be used as a reliable, ethically sourced learning tool aligned with educational goals. In doing so, greater possibilities become available - while preserving the human-centered nature of education by focusing on the long-term integration of AI, transparency can simultaneously improve through frequent, rigorous screening of AI products and services to catch both environmental risks and potentially biased content being fed to chatbots for training purposes.

To mitigate the environmental costs of recommending AI tools as teaching and learning support, countries could collaborate on establishing standard procedures for measuring the

³³ UNEP, "AI has an environmental problem. Here's what the world can do about that.", November 13, 2025, <https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about>.

³⁴ UNEP, "A global foresight report on planetary health and human wellbeing", July 15, 2024, <https://www.unep.org/resources/global-foresight-report>.

³⁵ United Nations, "Water", 2026, <https://www.un.org/en/global-issues/water>.

³⁶ UNEP, "AI has an environmental problem. Here's what the world can do about that.", November 13, 2025, <https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about>.

environmental footprint of AI tech corporations. Other solutions include placing regulations that require these companies to declare the direct consequences of current AI-based products and services, as well as marking clear resource consumption thresholds to improve accountability. Governments could also partner with other international organizations such as the UNEP to encourage AI companies to make their systems more resource efficient by using renewable energy sources, recycling water, and reusing machine components where possible.

Alleviating Public Distrust

Harmonizing public cooperation with policymakers is vital for the safe and successful integration of AI into education systems. The absence of trusting relationships could potentially lead to attrition, wasted resources, and hindrance of learning experiences. Such distrust is rooted in caregivers' and students' concerns over the erosion of skills and human interaction through irresponsible implementation and enforcement of AI tools, compounded by the lack of reliable and centralized information on their specific capabilities and limitations.

In early 2025, a global survey reported that only 43 percent of the public believed that current regulations on AI use were adequate.³⁷ Meanwhile, there was a clear gap between survey respondents who intentionally use AI on a daily basis and those who properly understand its mechanisms, implying that only two in five people reported any AI-related training or education. At the school level, many students recognized the benefits of integrating AI into their education, including increased efficiency, idea generation, improved quality of work, personalized learning, and reduced workload and stress. Despite these benefits, between a quarter and a third of students found that AI influenced their social dynamics and assessment in ways that reduced communication, critical thinking, and interaction with instructors and peers, while four in five admitted to reducing effort in their studies due to their reliance

³⁷ Gillespie et al., "Trust, attitudes and use of artificial intelligence: A global study 2025", The University of Melbourne and KPMG, 2025, <https://mbs.edu/faculty-and-research/trust-and-ai/key-findings-on-public-attitudes-towards-AI>.

on AI.³⁸ Many parents and caregivers have responded with concerns for the feasibility of implementing AI into classroom instruction without damaging student productivity and motivation. This distrust is deepened by lagging international, national, and institutional support for responsible AI use, causing frustration, pessimism, and distress among communities.³⁹

Among many nations experiencing similar situations, Canada in particular faced numerous challenges with public distrust, from growing uncertainty and gaps in public understanding on AI technology that resulted in hesitation to its implementation in education and other fields. To address this issue, the Government of Canada launched a Public Awareness Working Group in 2020 to listen to and accurately inform citizens about the context and capabilities of AI. A national survey conducted within this group found that knowledge sources for AI tended to revolve around media discourse on optimism and fear, indicating a striking deficit in exposure to AI in more traditional training or education resources, as well as a potential susceptibility to misinformation for lack of formal and standardized distribution of accurate information AI applications.⁴⁰

For the benefits of a novel tool to be adapted proactively, it must be well known and trusted.⁴¹ International bodies and governments could work to increase public AI literacy by pushing for more engagement between AI system developers and the general public, so that technical teams could access

³⁸ Gillespie et al., “Trust, attitudes and use of artificial intelligence: A global study 2025”, The University of Melbourne and KPMG, 2025, <https://mbs.edu/faculty-and-research/trust-and-ai/key-findings-on-public-attitudes-towards-AI>.

³⁹ Letrishia Weber, “What Do Parents Think of AI? They See Its Value but Worry About What It Can Do”, October 30, 2023, <https://www.the74million.org/article/https-www-the74million-org-article-artificial-intelligence-education-parent-worries-potential/>.

⁴⁰ Government of Canada, “Learning Together for Responsible Artificial Intelligence”, 2022, <https://ised-isde.canada.ca/site/advisory-council-artificial-intelligence/en/public-awareness-working-group/learning-together-responsible-artificial-intelligence>.

⁴¹ Yan et al., “Practical and ethical challenges of large language models in education”, British Journal of Educational Technology, https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.13370?getft_integrator=sciencedirect_contenthosting&src=getftr&utm_source=sciencedirect_contenthosting.

robust understandings of user needs and requirements, incorporate ethics into design before distribution, and most importantly, dispel ambiguities to uplift public confidence. School boards may also benefit from policies that outline how students could be exposed to safe AI use from a young age, as well as technical and vocational education and training in higher level education to foster the development of necessary skills attuned to changes in the technology labour market.⁴²

Case Study: South Korea

According to Microsoft's 2025 Global AI Diffusion report, one of many countries that stand out is South Korea, where improved frontier model capabilities in the Korean language, government policies, and citizen-resonant, consumer-facing features have placed it on ChatGPT's fastest growing subscriber markets.⁴³ Generative AI usage among citizens rose by 80% within 2025, which far outpaced the global average of 35% and the United States of 25%. The drivers of such rapid integration begin with national policies that created formal mechanisms for scaling AI infrastructure, regulatory coordination, and public-sector deployments - from the establishment of its National AI Strategy Committee as a cross-ministral decision making group, enacting the AI Basic Act to balance innovation with AI governance,⁴⁴ and expanding AI-focused science high schools in regional areas in partnership with major universities and regional institutions to widen the AI pipeline beyond urban centers.⁴⁵ Furthermore, upon the release of OpenAI's GPT 4o model in April 2025, its capabilities in the Korean language were greatly improved, with its performance on the Korean SAT (CSAT) rising

⁴² UNESCO, "Artificial intelligence in Education: Challenges and Opportunities for Sustainable Development", 2019, <https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/6533/Artificial%20intelligence%20in%20education%20challenges%20and%20opportunities%20for%20sustainable%20development.pdf?sequence=1%26isAllowed=y>.

⁴³ Microsoft | AI Economy Institute, "A Widening Digital Divide", January 2026, <https://www.microsoft.com/en-us/research/wp-content/uploads/2026/01/Microsoft-AI-Diffusion-Report-2025-H2.pdf>.

⁴⁴ AI Basic Act of the Republic of Korea, "AI Basic Act Explorer", 2025, <https://aibasicact.kr/explorer/>.

⁴⁵ The Straits Times, "South Korea Investing \$1.2 billion to teach AI from elementary school to the workplace", November 13, 2025, <https://www.straitstimes.com/asia/east-asia/south-korea-investing-1-2-billion-to-teach-ai-from-elementary-school-to-the-workplace>.

from 16 out of 100 from the 3.5 model to 75, eventually reaching 100 - a score in par with top-tier college students. For the first time, the possibilities for supporting everyday tasks, such as conversation, drafting, translation, and analysis became more practical and reliable with large language models. Subsequent advances allowed for stronger reasoning, linguistic precision, and context handling, unlocking a reliable resource for specialized domain queries, complex instructions, education, professional workflows, and small-business applications.⁴⁶

As a result, South Korea has seen much successful integration of generative AI in schools, workplaces, and public services. In September 2025, OpenAI established their third Asian headquarters in Seoul as part of the American company's push for the country's rising demand.⁴⁷ South Korea demonstrates an encouraging case for countries whose languages are underrepresented in large language model data, on how the expansion of models and deepened linguistic coverage combined with concentrated government action is likely to be followed by increased usage and positive applications, including the enhancement of the education sector.

Past Actions Regarding Topic A

- **Beijing Consensus on AI and Education (16 May 2019)** Document published by UNESCO following the Beijing international conference co-organized with the Government of the People's Republic of China where ministers and government officials discussed the impact of AI on education and learning, and the policies and strategies needed to achieve Sustainable Development Goal 4. Became the first ever document to offer guidance and recommendations for policymakers and educators on how best to harness AI technologies.⁴⁸

⁴⁶ Microsoft | AI Economy Institute, "A Widening Digital Divide", January 2026, <https://www.microsoft.com/en-us/research/wp-content/uploads/2026/01/Microsoft-AI-Diffusion-Report-2025-H2.pdf>.

⁴⁷ Yonhap, "OpenAI Korea Set to Launch Next Month", The Korea Times, August 29, 2025, <https://www.koreatimes.co.kr/business/companies/20250828/openai-korea-set-to-launch-next-month>.

⁴⁸ UNESCO, "First ever consensus on Artificial Intelligence and Education published by UNESCO", June 25, 2019, <https://www.unesco.org/en/articles/first-ever-consensus-artificial-intelligence-and-education-published-unesco>.

- **Programme on AI and Digital Transformation for the Public Sector (2021)** Launched by UNESCO to help governments develop institutional capacity for human rights-based digital transformation.⁴⁹
- **Digital Competency Framework (2022)** Published by UNESCO in Artificial Intelligence and Digital Transformation: Competencies for Civil Servants publication. Referenced in Nigeria and Rwanda, and adapted by public institutions in EU and India, overall reaching 50 countries.⁵⁰
- **A/78/L.49 (21 March 2024)** First resolution passed unanimously by the UN General Assembly on AI to urge member states to guarantee “safe, secure, and trustworthy” AI systems and monitor for potential harms.⁵¹

⁴⁹ UNESCO, “UNESCO’s Global AI Training Empowers Civil Servants from 31 Countries to Revolutionize Public Services”, March 28, 2025,

<https://www.unesco.org/en/articles/unescos-global-ai-training-empowers-civil-servants-31-countries-revolutionize-public-services#:~:text=Limited%20digital%20competencies%2C%20outdated%20infrastructure,and%20the%20geopolitics%20of%20AI.>

⁵⁰ Di Vinadio et al., “Artificial Intelligence and digital transformation: competencies for civil servants”, UNESDOC Digital Library, 2022, <https://unesdoc.unesco.org/ark:/48223/pf0000383325>.

⁵¹ Geneva Graduate Institute, “United Nations AI Resolution: A Significant Global Policy Effort to Harness The Technology for Sustainable Development”, May 6, 2024, <https://executive.graduateinstitute.ch/communications/news/united-nations-ai-resolution-significant-global-policy-effort-harness>.

Guiding Questions

1. What kind of AI use should be accepted and welcomed as valid learning and teaching tools?
2. What needs must countries address in order to create an achievable education system that leverages both automation to advance learning and centering human agency?
3. How can governments, corporations, and the public work together to advocate for further AI research and best practices in education?
4. How can supporting equitable access to the benefits of AI technology be incentivised in higher-income nations and stakeholders? Should it be considered an educational right?
5. How can the AI industry become more sustainable to support its long-term implementation into educational environments?
6. What training and education is needed for students and teachers alike to be equipped with the necessary skills and knowledge for navigating an ever-changing AI landscape?

Topic B - *Mitigating Risks Posed by AI on Education*

Presently, there is very little regulation on who gets access to what information to train and access AI-based searches and content generation. Many are free of charge and easy to consume and disperse, as long as a device and network connection is available - this renders misleading, sensitive, or outright inaccurate information dangerously accessible to the world.

While AI can become essential to enhance education, there are countless problems rooted in inadequately regulated misuse, abuse, and overdependence. AI tools are a double-edged blade; to ensure the ethical and responsible application of innovation to education, countries must consider multifaceted approaches to minimizing its risks on learning. UNESCO envisions that technology is not neutral, and it must be actively steered by human agency.⁵²

Algorithmic Discrimination

With explosive growth of social media users in the past few decades, platforms have been granted unprecedented access to data covering individual activities, interests, personal features, political views, purchasing habits, and online behaviours. Using this data, companies are able to customize user experiences in order to keep them engaged for as long as possible, sell behavioral advertising, and train AI models, often yielding distortive and discriminatory outcomes.⁵³ Many AI tools have also been found to be biased against non-native writers and speakers during voice recognition, subtitle generation, and AI detection such as Turnitin that tend to provide false-positives,

⁵² UNESCO, "Use of AI in Education: Deciding on the future we want", May 29, 2024, <https://www.unesco.org/en/articles/use-ai-education-deciding-future-we-want>.

⁵³ Epic.org, "Social Media Privacy", 2026, <https://epic.org/issues/consumer-privacy/social-media-privacy/>.

putting them at a disadvantage of being wrongly flagged for cheating, plagiarism, and mis- or disinformation.⁵⁴

Further, a study conducted by UNESCO amidst the releases of earlier Large Language models such as GPT-3.5 by OpenAI and Llama 2 by META revealed worrying tendencies for gender bias, homophobia, and racial stereotyping among AI natural language processing tools.⁵⁵ Key findings include how upon being prompted to write a story about individuals across a spectrum of genders, open-source large language models in particular tended to assign higher-status and diverse roles to male profiles such as “engineer”, “teacher”, and “doctor”, while on the other hand relegating female profiles to undervalued or socially stigmatized roles such as “domestic servant”, “cook”, and “prostitute”. Apart from this, when prompted to generate texts about LGBTQ+ individuals and ethnic minorities, the assessed tools were more likely to return negative connotations and high levels of cultural bias.⁵⁶

With millions of people using them each day, AI applications are granted the power to subtly shape perceptions - especially of children - through small biases in their content, leading to significantly amplifying inequalities in the real world. UNESCO has called for specific measures to ensure gender equality in the design of AI tools in its Recommendations on the Ethics of AI framework, which include budgeting for gender-parity schemes in companies, financially incentivizing women’s entrepreneurship, and investing in programmes to increase opportunities for female-identifying individuals’ participation in STEM and ICT fields. Nations must also consider how diversifying recruitment in companies will become essential to fighting algorithmic stereotypes, as women are severely underrepresented in AI development and education: as of 2025, women comprised only 12

⁵⁴ Human-Centered Artificial Intelligence, “AI-Detectors Biased Against Non-Native English Writers”, Stanford University, May 15, 2023, <https://hai.stanford.edu/news/ai-detectors-biased-against-non-native-english-writers>.

⁵⁵ UNESCO, “Generative AI: UNESCO study reveals alarming evidence of regressive gender stereotypes”, July 5, 2024, <https://www.unesco.org/en/articles/generative-ai-unesco-study-reveals-alarming-evidence-regressive-gender-stereotypes>.

⁵⁶ International Research Centre on Artificial Intelligence, “Challenging Systematic Prejudices”, UNESCO, 2024, <https://unesdoc.unesco.org/ark:/48223/pf0000388971>.

percent of AI researchers, 29 percent of the AI workforce, 6 percent of software developers, and less than 20 percent of AI professors.⁵⁷ To ensure that UNESCO’s goals for education to foster peace and equality are met, policymakers must prevent students from learning in misguided ways through algorithmic bias upon using AI tools in learning.

Intellectual Property Infringement

The applicability of Intellectual Property laws to AI and AI-generated works has emerged as one of many complex problems arising from the unprecedented pace of the industry’s advancement, pushing enterprises towards self-governance frameworks.⁵⁸ Traditional frameworks for copyright, patent, and trademark protections were created with human creators in mind, posing significant challenges to protecting, licensing, and enforcing rights in works generated or assisted by AI.⁵⁹

There are two primary mechanisms by which AI may collide with legal risks. The first is when unlicensed data is used in the training process of generative AI tools. Secondly, the ambiguity of ownership for AI-generated content, or when outputs are substantially similar to existing protected works without crediting original authors makes it difficult to prosecute copyright, patent, or trademark infringement.⁶⁰ While content created solely by AI is ineligible for copyright, leaving such works open to the public raises concerns regarding control, attribution, and commercial use.⁶¹

⁵⁷ Aditi Bhattacharjya, “How AI Perpetuates Gender Bias”, Women’s Media Center, June 16, 2025, <https://womensmediacenter.com/fbomb/how-ai-perpetuates-gender-bias#:~:text=There%20is%20plenty%20to%20be,mor e%20women%20in%20AI%20development>.

⁵⁸ Bock et al., “AI and Intellectual Property Rights”, Dentons, January 28, 2025, <https://www.dentons.com/en/insights/articles/2025/january/28/ai-and-intellectual-property-rights#:~:text=We%20expect %20that%20many%20cases,to%20amount%20to%20copyright%20infringement>.

⁵⁹ Nixon Peabody, “Generative AI: Navigating Intellectual Property”, September 17, 2025, <https://www.nixonpeabody.com/insights/articles/2025/09/17/generative-ai-navigating-intellectual-property>.

⁶⁰ Appel et al., “Generative AI Has an Intellectual Property Problem”, April 7, 2023, <https://hbr.org/2023/04/generative-ai-has-an-intellectual-property-problem>.

⁶¹ Nixon Peabody, “Generative AI: Navigating Intellectual Property”, September 17, 2025, <https://www.nixonpeabody.com/insights/articles/2025/09/17/generative-ai-navigating-intellectual-property>.

Addressing Intellectual Property infringement in education is necessary especially to prevent legal liabilities for students and institutions, as well as protect ownership rights of creators. Stakeholders from sectors including the education sector are divided on the issue of transparency barriers to how existing laws classify infringement regarding AI-generated content.⁶² Solutions that governments could invest in may involve ensuring that AI developers are compliant with the law in terms of their acquisition of data for training their models by mandating the licensing and compensation of individuals who own the intellectual property, which could be accomplished by sharing in revenue generated by the AI tool. For example, Stability.AI, the developer behind one of the world's most popular text-to-image generators called Stable Diffusion, announced that the next iteration of the platform would allow artists to search for their works in data sets used to train it and opt them out.⁶³

Preventing Academic Misconduct

Concerns are rising over the barrage of news reporting that instead of using AI as a supportive tool, many students rely on it to complete their work for them while receiving credit, posing challenges to academic integrity.

A study conducted on college students shows that peer influence, personal morals, and specific instructor policies heavily influence cheating behaviours rather than broader, institutional policies.⁶⁴ This calls for educators to take a leading role in taking preventative measures such as including direct

⁶² Government of Canada, "Consultation of Copyright in the Age of Generative Artificial Intelligence", February 11, 2025, <https://ised-isde.canada.ca/site/strategic-policy-sector/en/marketplace-framework-policy/consultation-copyright-age-generative-artificial-intelligence-what-we-heard-report>.

⁶³ Melissa Heikkilä, "Artists can now opt out of the next version of Stable Diffusion", MIT Technology Review, December 16, 2022, <https://www.technologyreview.com/2022/12/16/1065247/artists-can-now-opt-out-of-the-next-version-of-stable-diffusion/>.

⁶⁴ Huang et al., "Academic cheating with generative AI: Exploring a moral extension of the theory of planned behaviour", June 2025, <https://www.sciencedirect.com/science/article/pii/S2666920X25000645>.

and open discussions about cheating at the beginning of a course, reviewing all possible resources available to students, incorporating tools such as the AI Assessment Scale,⁶⁵ consistently linking assignments and assessments to long-term learning goals, and constantly reminding students of their institution's academic integrity policy in detail.⁶⁶ In addition, instructors are too often caught between the widespread use of tools such as ChatGPT among students and the limitations of technology meant to detect it for penalization. While out-of-class assignments are valued as an important part of repetition and self-guided learning around the world, most AI-detection tools are alarmingly unreliable,⁶⁷ often giving false positives and negatives. Yet other methods to check for AI-written texts, such as “white texting” or “Trojan horse detection” are criticized by some for unethical practice.⁶⁸ This all accumulates in added workload and strain on educators, requiring more nuanced and stressful conversations with students and consideration of even more cases, further burdening a crucial workforce in an industry already with a high risk of burnout and attrition.⁶⁹

Thus, nations must adopt clear-cut ways to support policymakers and educators to prevent academic dishonesty using generative AI for course work. Some broad steps involve redesigning assessment methods to be more “AI-proof” by employing more in-person evaluations, recommendations for using trustworthy detection tools, mandating transparency in academic works such as disclosure of use, incentivizing academic integrity through awareness campaigns, and

⁶⁵ Leon Furze, “Updating the AI Assessment Scale”, 2026,

<https://leonfurze.com/2024/08/28/updating-the-ai-assessment-scale/>.

⁶⁶ Holly Tatum, “Teaching academic integrity in the era of AI”, American Psychological Association, September 5, 2025,

<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/teaching-academic-integrity>.

⁶⁷ Lee & Palmer, “How hard can it be? Testing the dependability of AI detection tools”, Times Higher Education, November 17, 2023,

<https://www.timeshighereducation.com/campus/how-hard-can-it-be-testing-dependability-ai-detection-tools>.

⁶⁸ Loleen Berdahl, “Focusing on GenAI detection is a no-win approach for instructors”, December 11, 2024,

<https://universityaffairs.ca/career-advice/focusing-on-genai-detection-is-a-no-win-approach-for-instructors/#:~:text=%E2%80%9CThe%20use%20of%20applications%20to,simple%20obfuscation%20techniques%20are%20used.%E2%80%9D>.

⁶⁹ Leon Furze, “AI Detection in Education is a Dead End”, 2026,

<https://leonfurze.com/2024/04/09/ai-detection-in-education-is-a-dead-end/>.

reconsidering penalties for misconduct using AI. These efforts must simultaneously avoid raising accessibility barriers for ESL students and students with different needs.

Protecting Well-Being & Mitigating Overreliance

Overreliance on AI endangers many aspects of quality learning, with significant concerns over the erosion of acquiring key skills such as creativity, problem-solving, and critical thinking.⁷⁰ Traditional curriculums have centered on hands-on guidance from educators, not only on academics but also emotional support and mentorship.⁷¹ The replacement of human elements with AI tools past a certain extent may hinder students' social and emotional development, as well as their engagement and motivation toward learning.

Moreover, prominent issues with mental health, social interactions and overall well-being arise from continued and high dependence on AI in educational environments. While it offers various benefits to well-being, from mental health support to greater communication efficiency, there are concerns over digital fatigue, loneliness, and reduced face-to-face interactions.⁷² Additionally, AI chatbots that made a breakthrough in 2022 after the release of OpenAI's ChatGPT are seeing many uses in different aspects of life, especially where human interaction is not possible or preferred. Parts of customer service and support, education and e-learning, healthcare and mental health support, language translation, personal productivity and assistance, and social companionship and entertainment are areas where chatbots are utilized regularly.⁷³ However, particularly for young

⁷⁰ Zhai et al., "The effects of over-reliance on AI dialogue systems on students' cognitive abilities: a systematic review", June 18, 2024, <https://link.springer.com/article/10.1186/s40561-024-00316-7>.

⁷¹ University Canada West, "Advantages and Disadvantages of AI in Education", May 21, 2025, <https://www.ucanwest.ca/blog/education-careers-tips/advantages-and-disadvantages-of-ai-in-education>.

⁷² Klimova & Pikhart, "Exploring the effects of artificial intelligence on student and academic well-being in higher education", February 3, 2025, <https://pmc.ncbi.nlm.nih.gov/articles/PMC11830699/#main-content>.

⁷³ Denecke et al., "Artificial Intelligence for Chatbots in Mental Health: Opportunities and Challenges", 115-28, August 6, 2021, https://link.springer.com/chapter/10.1007/978-3-030-67303-1_10.

students there is a risk of addiction, consuming biased content, and suggestion of harmful behaviour that must be addressed.

Further, upon its release in 2017, convincing deepfakes were difficult to make. However with modern generative AI and machine learning capabilities, effectively anyone can “create” their own images free of charge. One disturbing consequence is its now spreading use in pranks, bullying, and harassment of and among school-age children, high school students, and even professional life often by generating nonconsensual explicit images of targeted individuals.⁷⁴ It has been reported that female students are disproportionately depicted in deepfake images shared often through their classmates.⁷⁵ Many perpetrators include minors, indicating the consequences of having little controls and regulations in place to keep potentially harmful tools out of reach of inexperience and malicious intent. For policymakers and schoolboards, the need for clear guidelines is much needed not only for punishing perpetrators of incidents using AI, but also for ensuring that victims are followed up with appropriate support after such cases of misuse.

Data Privacy & Cybercrime

Education institutions hold unique data sets, which includes highly sensitive information such as student health records, Social Security numbers, and family credit card data. AI cannot operate without vast amounts of data, and its involvement in education grows alongside the need for strict data governance policies to provide safeguards against breaches, misuse, and unethical surveillance. Cybercriminals often target the education sector due to the abundance of personal information and a

⁷⁴ Jasmine Mithani, “Kids are making deepfakes of each other, and laws aren’t keeping up”, July 2, 2025, <https://19thnews.org/2025/07/deepfake-ai-kids-schools-laws-policy/>.

⁷⁵ Laird et al., “Report - In Deep Trouble: Surfacing Tech-Powered Sexual Harassment in K-12 Schools”, Centre for Democracy & Technology, September 26, 2024, <https://cdt.org/insights/report-in-deep-trouble-surfacing-tech-powered-sexual-harassment-in-k-12-schools/>.

lack of coordination between the education community and federal agencies.⁷⁶ In the United States, the number of pre-K to grade 12 school districts who were affected by ransomware more than doubled from 45 to 108 in the 2022 school year.⁷⁷ Combined with threats to higher education institutions that have also increased, the education sector outpaced data security threats on both health care and the government.⁷⁸

In addition, there are serious mental health, addiction, and surveillance risks associated with human-like conversational AI chatbots. Unlike adults, many children and minors tend to trust technology more without fully understanding how they work, making them more vulnerable to data collection, manipulation, and exploitation. “Dark tactics” are design tactics that subtly encourage users to share personal information or to engage for longer than intended. Such features are exploitative on minors who unknowingly consent to having their data collected in order to unlock more resources on the platform. Combined with algorithmic bias and data security breaches, dominant companies have exercised monopolistic control and stifled competition for more privacy-focused alternatives through mergers, acquisitions, and platform consolidation.⁷⁹ Protecting student, educator, and caregivers’ data privacy helps foster safe and trustworthy learning environments, where AI does not compromise individual rights to privacy and security.

⁷⁶ US National Education Association, “Student and Educator Data Privacy”, June 20, 2025, <https://www.nea.org/professional-excellence/student-engagement/tools-tips/student-and-educator-data-privacy#:~:text=C onsiderations%20for%20Educators,teaching%20and%20decision%2Dmaking%20processes>.

⁷⁷ Emsisoft Malware Lab, “The State of Ransomware in the U.S.: Report and Statistics 2023”, January 2, 2024, <https://www.emsisoft.com/en/blog/44987/the-state-of-ransomware-in-the-u-s-report-and-statistics-2023/>.

⁷⁸ US National Education Association, “Student and Educator Data Privacy”, June 20, 2025, <https://www.nea.org/professional-excellence/student-engagement/tools-tips/student-and-educator-data-privacy#:~:text=C onsiderations%20for%20Educators,teaching%20and%20decision%2Dmaking%20processes>.

⁷⁹ Electronic Privacy Information Center, “Social Media Privacy”, 2026, <https://epic.org/issues/consumer-privacy/social-media-privacy/>.

Case Study: France

Among many other nations taking a stricter stance on AI and social media use in schools, France is in the spotlight for its possible digital crackdown upon the upcoming 2026~2027 school year. In January of 2026, France's National Assembly, with support from president Emmanuel Macron, proposed a bill for children under 15 to be blocked from social media access, taking effect in September 2026 for new accounts. Following a similar ban enacted by Australia in December 2025, this bill aims to protect children from excessive screen time and mental health risks in networks such as Snapchat, Youtube, Instagram, and TikTok that are found to hinder learning experiences and have access to sensitive information, while also expanding on an earlier smartphone ban for high school students from 2018.⁸⁰ As part, social media platforms will have until the end of 2026 to deactivate accounts that do not comply with the age limit. Being the first country to move forward with a nationwide social media ban, Australia is being studied by other members of the international community including Britain, Denmark, Spain, and Greece.⁸¹ In France, the ban would make it mandatory for platforms to block access to young teenagers through age verification mechanisms in compliance with the European Union's Digital Services Act of 2022.

Public reception of the potential ban is varied. A survey from 2024 showed how 73% of the public was supportive of blocking students from social media access, however some teenagers acknowledged the dangers associated with social media while others found an outright ban to be excessive.⁸² Concerns over the feasibility of enforcement must also be considered, given Australia's case

⁸⁰ LeMonde & AFP, "French MPs approve social media ban for children under 15", January 27, 2026, https://www.lemonde.fr/en/france/article/2026/01/26/french-mps-approve-social-media-ban-for-children-under-15_6749837_7.html#.

⁸¹ Hugh Schofield, "'Major Step': French MPs vote in favour of bill to ban social media for under-15s", January 26, 2026, <https://www.bbc.com/news/articles/c07x003vx0yo>.

⁸² Elizabeth Pineau, "France's National Assembly approves banning under-15s from social media", January 27, 2026, [https://www.reuters.com/sustainability/society-equity/frances-national-assembly-debates-banning-under-15s-social-media-2026-01-26/#:~:text=PARIS%2C%20Jan%2026%20\(Reuters\),next%20academic%20year%20in%20September](https://www.reuters.com/sustainability/society-equity/frances-national-assembly-debates-banning-under-15s-social-media-2026-01-26/#:~:text=PARIS%2C%20Jan%2026%20(Reuters),next%20academic%20year%20in%20September).

where many individuals boasted online about how they still have access to social media by bypassing age verification prompts without direct accountability or punishment.

Beyond social media restrictions, the French Ministry of Education's 2025 framework for the use of AI in education highlights the importance of management and surveillance for safe AI use by students and teachers,⁸³ ensuring that possibilities for innovation and improvement using AI are not inhibited. One method stressed in the framework is the rapid implementation of a face-to-face AI training curriculum to equip teachers and students on the risks and uses of AI at the school level. Another highlight is the creation of sovereign tools that comply with regulations without prohibiting the already popular mass-market tools. The French Ministry of Education has encouraged the establishment of an EdTech sector, which has allowed for the development of such tools with many already acclaimed by experimental teachers. However the question of how to fund the large-scale, long-term deployment of these better supervised options is yet to be answered.

The negative effects of social media access during school hours proves to be a prominent issue in the education sector, and is exacerbated by the influence of AI technology on exposure to biased media, spread of cyberbullying material, and reducing focus and wellness. France's social media and cell phone bans, as well as adapting benefits of the technology into education through piloting safer versions and fostering curricula for developing AI literacy and awareness - serve as key examples of a multi-pronged approach to preserve safety and integrity in educational contexts.

⁸³ Labo Société Numérique, "Back to school in 2025: teaching and learning in the age of AI and digital control", September 25, 2025,

<https://labo.societenumerique.gouv.fr/en/articles/dossier-rentree-scolaire-2025-enseigner-et-apprendre-a-lheure-des-ia-et-d-e-lencadrement-des-usages-numeriques/#:~:text=Teacher%2Dsupported%20and%20supervised%20use,explicitly%20defined%20by%20the%20teacher.>

Past Actions Regarding Topic B

- **International Forum on AI and Education (2020 ~ present)** A series of annual forums to follow up on the implementation of the Beijing Consensus, both in-person and online, led by UNESCO as a sustainable platform to promote knowledge sharing and the achievement of international agreements with respect to AI and education.⁸⁴
- **UNESCO: Recommendation on the Ethics of Artificial Intelligence (November 2021)** First global standard on AI ethics, applicable to all 194 UNESCO member states. Guides policymakers to translate the Recommendation's core values of protecting human rights and dignity with reference to its extensive Policy Action Areas, covering many disciplines including education and research, health and social well-being, and data governance. Mandates the mitigation of bias in algorithms, transparency, and protection of learner data.⁸⁵
- **EU Digital Services Act (November 2022)** Regulation that aimed to harmonize rules for online services used by European citizens such as marketplaces, social media networks, app stores, and online travel by strengthening protections of fundamental rights online. Includes safety and transparency requirements for platforms to explain algorithms, prohibits ads based on sensitive data and targeted advertising towards minors, and bans on dark tactics.⁸⁶
- **UNESCO National Implementation Support: Chile (2024)** Chile launched its updated National AI Policy (2021~2030), along with an AI bill aimed at regulating and promoting responsible and ethical development of AI technology in accordance with UNESCO's Report

⁸⁴ UNESCO, "International Forum on AI and Education Steering AI to Empower Teachers and Transform Teaching", accessed February 2026, <https://aiedforum.org/#/home>.

⁸⁵ UNESCO, "Ethics of Artificial Intelligence", 2026, <https://www.unesco.org/en/artificial-intelligence/recommendation-ethics>.

⁸⁶ European Commission, "The Digital Services Act", 2022, <https://digital-strategy.ec.europa.eu/en/policies/digital-services-act>.

on the Assessment of AI readiness.⁸⁷ This country is the first in the world to apply and complete UNESCO's Readiness Assessment Methodology (RAM).⁸⁸

- **United States Children's Online Privacy Protection Act (COPPA) Amendments (2025)**

The United States Federal Trade Commission (FTC) tightened requirements for educational technology vendors to disclose how AI platforms retrieve and use data from users under 13 years of age, in response to rising pressures for data protection measures against monetization and distribution to third parties.⁸⁹

⁸⁷ STIP Compass, "Artificial Intelligence National Policy", May 26, 2023,

<https://stip.oecd.org/stip/interactive-dashboards/policy-initiatives/2023%2Fdata%2FpolicyInitiatives%2F24840>.

⁸⁸ UNESCO Global AI Ethics and Governance Observatory, "Readiness Assessment Methodology", accessed February 2026, <https://www.unesco.org/ethics-ai/en/ram>.

⁸⁹ United States Federal Trade Commission, "FTC Issues COPPA Policy Statement to Incentivize the Use of Age Verification Technologies to Protect Children Online", February 25, 2026, <https://www.ftc.gov/news-events/news/press-releases/2026/02/ftc-issues-coppa-policy-statement-incentivize-use-age-verification-technologies-protect-children>.

Guiding Questions

1. Should AI tools be all-out restricted, regulated, or fully integrated into education systems?
2. Who will be responsible when educational AI tools produce biased, misleading, or harmful information? How can such cases be prevented?
3. How can policymakers balance the protection of original authors and creators with allowing for AI tools to support learning?
4. What are the consequences of misuse and abuse of AI in the context of education at each level - students, educators, schoolboards, and nations? Who should enforce them?
5. Where should institutions draw the line between acceptable AI assistance and academic misconduct?
6. How can nations cultivate healthy relationships between AI technology and human psychological and social well being?
7. What safeguards should be in place to protect student personal data and privacy against malicious or profit-centered intent?

Tips for Research

The dais strongly recommends that delegates begin their research and investigations into each topic well in advance, in order to maximize their understanding of the context of their positions, as well as their overall conference experience. Beyond position papers, having a firm knowledge of each aspect of AI in education addressed by this committee will directly reflect on confidence - and thus the quality - of discussions, speeches, and resolutions.

Research sources may include official publications, articles, studies, books, and more. Delegates are reminded that using AI as aid to directly write in and/or paraphrase any part of position papers is strictly prohibited. Please ensure that your sources are cited appropriately, preferably in MLA style with footnote citations and a separate page for your bibliography. Detailed instructions regarding position papers are available in the *Position Paper Guidelines* section of this background guide.

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