UNESCO

Study Guide for Zurich Model United Nations 2023

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Letter from the Chairs

Dear delegates,

We look forward to serving as your chairs in the United Nations Educational, Scientific and Cultural Organization (UNESCO) committee in the upcoming ZuMUN 2023. We hope this study guide provides you with a good starting point for your research and a clear picture of what we are expecting to see in the resolutions that will be debated. We strongly advise you to read this document thoroughly and use the charts provided for you to define the policy of your country, so you can prepare a well-rounded and effective resolution on the topic. That being said, we wish you best of luck and trust that we will have fruitful debates in the Committee. If you need any help, guidance or any question you may have, we are very friendly, do not hesitate to contact us via email at: juancabanasillescas@gmail.com / giannosvelonias@gmail.com

Best Regards,

Your chairs Juan & Ioannis

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UNESCO Committee

About the UN and UNESCO

The United Nations (UN) is an intergovernmental organization founded in 1945 to promote international cooperation and resolve conflicts among member countries. It aims to maintain international peace and security, promote sustainable development, and protect human rights, among other goals.

The United Nations Education, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations, which was founded on the 16th of November in 1945. UNESCO is constituted by 193 Member States and 11 Associate Members and is governed by the General Conference as well as the Executive Board.

UNESCO's strategy is to use education, the sciences, culture, communication, and information to promote the establishment of a culture of peace, the eradication of poverty, sustainable development, and to further intercultural understanding.

Furthermore, UNESCO seeks to foster conversation across civilizations and different cultures, and its cornerstone is the respect for shared ideals. The world can attain global ideals of sustainable development—all of which are at the core of UNESCO's mandate and activities—through this discussion, which encompasses respect for one another, and observance of human rights. The fundamental focus of UNESCO is on a set of objectives in the global priority areas of "Africa" and "Gender Equality". In addition to these, according to UNESCO, there are some further main areas of interest which are :[1]

- Attaining quality education for all and lifelong learning
- Mobilizing scientific knowledge and policies for sustainable development
- Addressing emerging social and ethical challenges
- Fostering cultural diversity, intercultural dialogue and a culture of peace
- Building inclusive knowledge societies through information and communication

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[1]

https://www.un.org/youthenvoy/2013/08/unesco-united-nations-educational-scientific-and-cultural-organization/

Topic A: Addressing the impacts of social media on privacy, cyberbullying & minorities

Overview of the topic

The issue of addressing the impacts of social media frequently generates a great deal of heated debate in our modern world. Nowadays, the broad use of social media and its influence in our lives is a global topic. According to statistics, currently, "59% of the worldwide population is using social media"[2] . Children, teenagers, and adults have shown great interest in creating various accounts, posting, following their friends and favorite people or just looking at images and videos. Its impact can be considered broad but also two-sided. Connecting and keeping in touch with childhood friends, linking with people of the international environment, learning new things, exchanging ideas and becoming more familiar with technology are surely a part of the positive impact in a user's life. On the other hand, social media is a vast space with little to no control, where children can come across inappropriate content or information, waste their time or where cyber-bullying can also take place. Social media gives a free pass both to those who want to abuse others by stalking their account, privately or publicly and to those who are more vulnerable and attract this kind of abuse. Accordingly, steps and measures should be taken in order to not only to alleviate the problem but to facilitate its future resolution.

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[2]

https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/

Key terms

Internet Privacy

Internet privacy refers to the vast range of technologies, protocols and concepts related to giving individual users or other parties more privacy protections in their use of the global Internet.

https://www.techopedia.com/definition/24954/internet-privacy

Cyberspace

'Cyberspace refers to the virtual computer world, and more specifically, an electronic medium that is used to facilitate online communication. Cyberspace typically involves a large computer network made up of many worldwide computer subnetworks that employ TCP/IP protocol to aid in communication and data exchange activities.'

(https://www.techopedia.com/definition/2493/cyberspace)

Cyber Threat

'A cyber- or cybersecurity threat is a malicious act that seeks to damage data, steal data, or disrupt digital life in general. Cyber threats include computer viruses, data breaches, Denial of Service (DoS) attacks, and other attack vectors.'

https://www.upguard.com/blog/cyber-threat

Cyber Crime

'In general, cybercrime is defined as either a crime involving computing against a digital target or a crime in which a computing system is used to commit criminal offenses.'

https://www.techopedia.com/definition/2387/cybercrime

Virus

Technically, 'a computer virus is a type of malicious code or program written to alter the way a computer operates and is designed to spread from one computer to another.'

https://us.norton.com/internetsecurity-malware-what-is-a-computer-virus.html

Cyberwar

'Cyberwar (also called cyberwarfare or cyber warfare) constitutes war, which is conducted in and from computers and the networks connecting them, waged by states or their proxies against other states.'

https://www.britannica.com/topic/cyberwar

Phishing

'The practice of tricking Internet users (as through the use of deceptive email messages or websites) into revealing personal or confidential information which can then be used illicitly.'

https://www.merriam-webster.com/dictionary/phishing

Worm

'A worm is a type of malicious software (malware) that replicates while moving across computers, leaving copies of itself in the memory of each computer in its path.'5

https://www.techopedia.com/definition/4171/worm

Exploitation

"The action or fact of treating someone unfairly in order to benefit from their work."

Gender

"Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female."

Social Media

"Forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)."

Hate speech

"Speech or expression that denigrates a person or persons on the basis of (alleged) membership in a social group identified by attributes such as race, ethnicity, gender, sexual orientation, religion, age, physical or mental disability, and others. Typical hate speech involves epithets and slurs, statements that promote malicious stereotypes, and speech intended to incite hatred or violence against a group. Hate speech can also include nonverbal depictions and symbols."

Racism

"Racism, also called racialism, any action, practice, or belief that reflects the racial worldview—the ideology that humans may be divided into separate and exclusive biological entities called "races"; that there is a causal link between inherited physical traits and traits of personality, intellect, morality, and other cultural and behavioral features; and that some races are innately superior to others. Since the late 20th century the notion of biological race has been recognized as a cultural invention, entirely without scientific basis."

Cyberbullying

"The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature."

Emotional Abuse

Emotional abuse is any kind of abuse that is emotional rather than physical in nature. It can include anything from verbal abuse and constant criticism to more subtle tactics, such as intimidation, manipulation, and refusal to ever be pleased.

Topics

Privacy – Data Protection

Nowadays, it is usual for everyone to have easy access to the Internet and numerous social media platforms. It is crucial to emphasize that the Internet is public. This implies that every user has access to everything that is uploaded to the Internet. Everything can be duplicated, saved, and used again in this way for any purpose, making it nearly impossible to take

everything out of cyberspace. Due to the sensitivity of the information you share in your accounts, it is crucial that you exercise extreme caution while publishing data to public platforms. There are two main reasons for this. First and foremost, in order to make money. For instance, organizations like Google make money by uploading adverts for other corporations and other businesses, and they obviously use marketing strategies to maximize that profit. They therefore use the information you have supplied to determine your interests and toss you a barrage of relevant ads. The second cause, which is considerably worse and has an adverse effect on people's lives, is another factor. Several people may take advantage of other users by using their personal information to harm your reputation. As a result, every user should consider and be aware of every potential hazard and danger that exists on the Internet, and exercise caution when submitting content. The use of social media platforms should be scrutinized more than the platforms themselves because they are here to stay.

Cyberbullying and gender-minorities

LGBTQ

LGBTQ constitutes a term which includes all people who are lesbian, gay, bisexual, transgender, and queer (or questioning their sexual identity). The findings of a recent research by the GLSEN, or Gay, Lesbian & Straight Education Network, on the experiences of LGBTQ kids online were astounding. More precisely, this study indicated that, in contrast to other teenagers who do not belong to this community, LGBTQ youngsters particularly endure intense cyberbullying and online harassment. Nearly half of LGBTQ teenagers (42%) say they have experienced online bullying and harassment because of their sexual orientation or gender identity, and 27% say they feel completely insecure in cyberspace. It should also be noted that experts claim that both cyberbullying and online harassment have a terrible impact on the victims' psychological well-being and self-esteem. Undoubtedly, it is of vital importance to highlight the fact that even verbal harassment constitutes an important type of violence and runs completely contrary to human rights. According to the Gay, Lesbian, & Straight Education Network 82% of the youth of the LGBTQ community even today deal with verbal harassment. In this way, it is perceivable that the LGBTQ youth are quite vulnerable to a great extent and measures should be taken in order to provide safety to those adolescents and also mental aid in order to deal with any possible psychological problem that the cyberbullying has caused.

Women

Cyber-bullying can be characterized as the harassment, threat and intimidation of a person by the use of mobile phones, instant messages, email or social networking sites. Bullying used to be a common phenomenon in the school setting, as older pupils would target the younger ones. Nevertheless, as technology advanced, bullying evolved into cyberbullying, where anyone with access to the Internet could bully a person very simply and anonymously. Similar to other forms of violence, women are the principal victims here. It is common for people to criticize women's personalities and sexuality on social media, frequently using fake accounts. According to Ipsos Mori study, women who work in the media or in public office are the ones who are most regularly persecuted. Women in those fields are exposed to a vast number of internet anonymous users because of their position, and the users in question take advantage of the anonymity to say anything they want without any or very few consequences.

Bloc Positions

United States of America (USA)

Indeed, the internet penetration rate of North America, as stated by official statistics, is considered to be one of the highest globally. To be more precise, the penetration rate of the US is reaching approximately the percentage of 92 percent, while simultaneously the global average penetration rate is about 64 percent. It is undoubtedly understood that many millions of people in the US are users of at least one social media profile. With such high percentages, the United States of America (USA) constitutes the country with the third largest social network user base all over the world, while China is the first and India is the second. According to the FBI, "the key priorities of the US government are combating computer network intrusions, identity theft and fraud." Given how frequently the administration links cybercrime to terrorism, it is clear that cybercrime presents a serious threat to the United States. The nation has benefited from this combination and the joint prosecution of both crimes. Ultimately, the "Convention on Cybercrime" has been ratified by the USA.

UNESCO

In 1995, during the Fourth World Conference on Women in Beijing, all governments met to discuss gender equality issues. The key potential of media to promote gender equality and diversity in all spheres was highlighted in the Declaration and Platform for Action. It is commonplace that all stakeholders are to join forces to deal with "stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media". Even long before the Beijing Declaration, gender equality was enshrined in the UN Charter in 1945. Today, there is consensus among all UN Agencies and other organizations that progress has been slow, fragmented, needs to be intensified and lacks the strength of a global movement. UNESCO acts across the world to ensure that women and men benefit equally from freedom of expression as a basic human right. We seek to address obstacles such as: Imbalanced access to information and knowledge, media and technology, under-representation of women in the staffing of media at all levels including executives and placements on Boards, inadequate news reporting of gender issues, the frequency of stereotypical media content regarding gender and violence against women. "UNESCO's strategy is pursued through a two-fold approach: gender-scientific programmes and gender mainstreaming with action in all of UNESCO's fields of competence: education, the sciences, culture and communication and information." This includes interventions concerning policy development, awareness raising and advocacy, and research, institutional capacity building, and training.

International Association for Media and Communication Research (IAMCR)

The International Association for Media and Communication Research (IAMCR) is pleased to be working with UNESCO and other organisations around the world as part of the Global Forum on Media and Gender. This is the leading worldwide professional organisation in the field of media and communication research. The members of the (IAMCR) foster worldwide comprehensiveness and excellence within the context of the best traditions of critical research in the sector. Most importantly, it depicts an international social group of scholars who concentrate on media and communication research. The International Association for Media and Communication Research (IAMCR) has dealt with issues considering media and gender for many years. Since the early 1980s, the organisation has included an active and productive section that focuses on these issues. The Gender and Communication Section has regularly organised panels at IAMCR conferences, as well as worked with the organisation's other sections and working groups to expand the scope of these concerns. Numerous publications and research projects have emerged from the section members (for

instance, Carolyn Byerly's (2011) study of women in the global news industry, which involved many of the section members. The section also hosts a Facebook page that features announcements and resources relevant to research on gender and communication.

Points to be addressed

Indeed, the issue of the exploitation of genders by the use of social media constitutes an issue of great importance, which should be addressed accordingly. Undoubtedly, the United Nations, the European Union as well as many Anti-Bullying Organizations such as Stomp out Bullying and Cyberbullying Research Centre have made great efforts in order to deal with the situation over the past years. In addition to this, it is imperative to mention that a lot of conferences have taken place and a wide range of official resolutions have been composed, in order to combat a serious number of problems that affect those, who have fallen prey to exploitation. Moreover, it is of crucial importance to mention that also health care and psychological support has been offered to victims through cooperation between intergovernmental and non-governmental organizations. Nevertheless, it has to be mentioned that there has not been found any concrete solution to the problem, even though measures have been taken into consideration in order to promote security as well as a plethora of improvements have been made in many countries.

Undoubtedly, the issue should be addressed on a national and governmental level, especially in the sector of education via seminars concerning the dangers of the Internet as well as cyberbullying. As a result, a clearer framework, which is effective enough to achieve the eradication of this particular issue is needed. Moreover, it is of crucial importance to mention that also health care and psychological support has been offered to victims through cooperation between intergovernmental and non-governmental organizations. Nevertheless, still a lot of incidents have been mentioned over the past years, about individuals, who have exploited a myriad of people, either women or men, for their own benefit and they have treated them in inhumane ways. Therefore, stricter measures should be taken, in order to combat this situation. What about social media companies? It is commonplace that more precise protocols are needed regarding cyber security and the respective protocols should be renewed. Would it be possible to allow only the existence of verified profiles? Extra measures regarding security or even suitable AI for the instant check of any forms of violence?

Topic B: AI in education, culture and media: ethics and guiding policies

Overview of the topic

The increasing use of Artificial Intelligence (AI) in education, culture, and media is rapidly transforming these fields. According to a report by the World Economic Forum, AI is expected to create 2.3 million new jobs by 2025, while also displacing 1.8 million jobs. AI technology has the potential to greatly enhance educational experiences, further equality, and improve our standard of living, amongst other things. However, it also raises ethical concerns, such as the potential for bias and discrimination, invasion of privacy, and the impact on employment. In response to these challenges, UNESCO is taking a leading role in developing guiding policies for the ethical use of AI in preservation and presentation of cultural heritage, and to revolutionize media consumption, thus covering the fields of education, culture, and media. UNESCO recognizes that AI can bring about positive change, but it must be done in a way that is respectful of human rights and ensures equitable access to its benefits.

In the education sector, UNESCO is exploring the potential of AI to improve learning outcomes, personalize education, and facilitate access to education for marginalized communities. One big achievement was backing the Beijing Consensus on Artificial Intelligence and Education. In the cultural sector, it is ensuring that AI is used ethically and transparently to enhance the preservation and presentation of cultural heritage. This includes developing guidelines for the use of AI in cultural institutions and raising awareness of the risks and opportunities of this technology. In addition to this, in the media sector, UNESCO is examining the potential of AI to transform media production, distribution, and consumption. It is working to ensure that AI is used in a way that respects journalistic integrity and editorial independence, while also promoting transparency and accountability.

That is why the use of AI in education, culture, and media holds great promise, it must be implemented in an ethical and responsible manner. In conclusion, it is this committee's duty to develop up-to-date guiding policies to ensure that the benefits of AI are realized while minimizing its potential risks.

Key terms

AI (Artificial Intelligence): Artificial intelligence (AI) is the ability of a computer, or a robot controlled by a computer to do tasks that are usually done by humans because they require human intelligence and discernment. [1]

Inequality: "an unfair situation in which some people have more rights or better opportunities than other people"[2]

Chatbot: "a bot (device that automatically performs complicated, often repetitive tasks)[3] that is designed to converse with human beings[4]

Plagiarism: "the practice of copying another person's ideas, words or work and pretending that they are your own; an example of this"[5]

Education: Education refers to the process of acquiring knowledge, skills, values, and attitudes through various means such as formal schooling, informal learning, and experiential learning.

Bias: "against one group of people, or one side in an argument, often not based on fair judgment"[6]

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[1] https://www.britannica.com/technology/artificial-intelligence

[2] https://www.britannica.com/dictionary/inequality

[3] https://www.merriam-webster.com/dictionary/robot

[4] https://www.merriam-webster.com/dictionary/chatbot

[5] https://www.oxfordlearnersdictionaries.com/definition/english/plagiarism?q=plagiarism

[6] https://www.oxfordlearnersdictionaries.com/definition/english/bias_1?q=biases

Topics

Education

In the field of education, AI technologies are being developed to assist teachers and improve learning outcomes. However, there are concerns about the potential for AI to reinforce inequalities and biases in education. UNESCO has emphasized the importance of ethical considerations in the development and use of AI in education, particularly in terms of ensuring that AI is used to enhance, rather than replace, human interaction and learning. UNESCO has also developed guidelines on the use of AI in education, which emphasize the importance of transparency, accountability, and the protection of student privacy.

Culture

In the realm of culture, AI technologies are being developed to create new forms of artistic expression and to preserve cultural heritage. However, there are concerns about the potential for AI to perpetuate cultural biases and stereotypes, and to erode cultural diversity. UNESCO has emphasized the importance of cultural sensitivity and understanding in the development and use of AI in cultural contexts. UNESCO has also developed guidelines on the ethical use of AI in cultural contexts, which emphasize the importance of respecting cultural diversity and avoiding the perpetuation of biases and stereotypes.

Media

In the media industry, AI technologies are being developed to create new forms of content creation, distribution, and consumption. However, there are concerns about the potential for AI to perpetuate biases and stereotypes, and to erode the accountability and transparency of media organizations. UNESCO has emphasized the importance of ethical considerations in the development and use of AI in media contexts. UNESCO has also developed guidelines on the use of AI in media, which emphasize the importance of transparency, accountability, and the protection of media freedom and diversity.

Bloc Positions

United States of America

The US is a leader in the development of AI technologies, and it has been investing heavily in AI research and development. However, the US does not have a national AI strategy or a centralized regulatory body for AI. The US government has taken a more hands-off approach to AI regulation, preferring to let the market and private sector lead innovation. The Trump administration issued an executive order in 2019 that focused on promoting AI innovation and

removing barriers to AI development. The Biden administration has also emphasized the importance of AI innovation, but it has called for greater attention to ethical considerations and the responsible use of AI.

China

China has made significant strides in AI development, and it has set a goal to become a world leader in AI by 2030. The Chinese government has been heavily involved in promoting AI innovation and development, and it has issued a number of policies and guidelines to support this goal. However, China has also been criticized for its lack of transparency and accountability in the use of AI, particularly in relation to surveillance and human rights violations. China has emphasized the importance of AI development for national security and stability, and it has called for greater global cooperation on AI governance and standards.

African Countries

Many African countries are still in the early stages of AI development, and they have identified AI as a key technology for addressing their development needs. However, African countries also face a number of challenges in developing and deploying AI, including limited resources, lack of expertise, and infrastructure constraints. African countries have emphasized the importance of AI for achieving sustainable development goals, and they have called for greater international cooperation and support for AI development in Africa. In 2019, the African Union launched the African Artificial Intelligence Initiative, which aims to promote AI innovation, capacity-building, and collaboration across the continent.

Tech Conglomerates

Tech companies like Google, Facebook, and Amazon are major players in the development and deployment of AI, and they have invested heavily in AI research and development. However, these companies have also been criticized for their lack of transparency and accountability in the use of AI, particularly in relation to data privacy and security. Tech companies have called for responsible AI development and deployment, and some have developed their own ethical guidelines and principles for AI. In 2020, a group of tech companies and NGOs formed the Partnership on AI, which aims to promote ethical and responsible AI development and deployment.

Points to be addressed

ChatGPT, the education revolution and the need for ethical guidelines

In 2019, UNESCO published a report titled "Steering AI and Advanced ICTs for Knowledge Societies," (Xianhong Hu) which outlined the principles that should guide the development and deployment of AI. The report emphasized the importance of ensuring that AI is aligned with human rights, social justice, and democratic values. It also called for the establishment of international norms and standards to regulate the development and use of AI.

Therefore, since the 30th of November 2022, an important step has taken place, the release of ChatGpt, a chatbot able to speak human natural language, trained with billions of data on the internet, and is able to redact every kind of text, program in every language, and solve complex problems. This has revolutionized and fundamentally changed education all over the world, since with ChatGPT everyone has easy access to summarized, personalized and understandable knowledge. For example, a lot of high schools have reported cases of students writing essays with the help of this tool, but they cannot directly be accused of plagiarism, because the tool uses millions of different sources and redacts original text. Therefore, new ethical concerns are rising from this. For instance, there are concerns about the quality and bias of the data used to train the model. If the data used to train ChatGPT is biased or incomplete, it could result in biased and inaccurate responses.

Moreover, ChatGPT raises concerns about privacy and data protection. The model requires access to large amounts of personal data to operate effectively, and there are concerns about how this data is collected and used. In addition, our committee has been working to develop a global framework for ethical AI in education. This committee, the UNESCO, is currently looking for recommendations that ensure that the use of AI in education is guided by ethical principles that protect the rights and interests of learners, educators, and society.

Suggestions and study guidelines

What is your country's current stance on the use of AI in education? How does this stance align with UNESCO's principles for the development and deployment. What is plagiarism, what is content quotation?

How do you think the new improvements on AI will impact education in your country? What are some of the potential benefits and drawbacks? What role do you think international

norms and standards should play in regulating the development and use of AI in education? How might these norms and standards be enforced?

AI on Media and Communication, Bias in AI

AI technologies have the potential to significantly disrupt the media industry, enabling new forms of content creation, distribution, and consumption. For example, AI-powered chatbots are being used to deliver news and interact with audiences, while AI-generated content is being used to create news stories and videos. In addition, AI-powered algorithms are being used to personalize news feeds and recommend content to users. However, the use of AI in journalism has raised concerns about the potential for bias, accuracy, and accountability. On the other hand there is the media industry perspective, enabling new forms of content creation, distribution, and consumption. For example, AI-powered chatbots are being used to deliver news and interact with audiences, while AI-generated content is being used to create news stories and videos. In addition, AI-powered algorithms are being used to personalize news feeds and recommend tailor-made content to users. However, the use of AI in journalism has raised concerns about the potential for bias, accuracy, and accountability.

Many countries have taken steps to address the issue of bias in AI in education. For example, the United Kingdom has established an independent commission on AI to ensure that AI is developed and used in a way that is ethical and transparent (National AI strategy). Similarly, the United States has established a National AI Initiative that includes a focus on developing AI systems that are free from bias and discrimination.

Suggestions and study guidelines

How have different countries approached the regulation and governance of AI in the media industry? Are there any notable differences in their approaches?

What concerns and priorities do different countries have when it comes to AI and the media? Are there any areas where they have particularly strong opinions or differing viewpoints? What are some examples of successful or unsuccessful implementations of AI in the media industry in different countries?

AI to reduce cultural gaps or to undermine cultural identity: risks, access

According to the World Bank, globalization has contributed to significant gains in economic growth, poverty reduction, and improvements in living standards across many parts of the world over the past few decades. For example, between 1990 and 2015, the percentage of people living in extreme poverty globally decreased from 36% to 10%, largely due to globalization and increased economic integration.

However, globalization has also been associated with some negative consequences, such as widening income inequality, cultural homogenization, and environmental degradation. In addition, the benefits of globalization have not been equally distributed, and some countries and communities have been left behind or marginalized in the process. In recent years, the use of artificial intelligence (AI) has been increasingly discussed in the context of cultural globalization, stigmatization and stereotyping. While AI has the potential to aid in cultural understanding and appreciation, there are also significant risks and challenges associated with using AI in this way. One of the primary concerns is that AI may perpetuate cultural biases and stereotypes, which can lead to the erasure of cultural identity, the reinforcement of dominant cultural norms or even exacerbation of cultural conflicts. This is particularly worrisome for marginalized or minority communities, who are already at risk of being excluded from dominant cultural narratives. The impact of AI on these communities is significant, as it has the potential to further marginalize or erase them through the use of AI-based technologies. In light of these risks and challenges, it is important for policymakers, researchers, and technology developers to carefully consider the potential implications of using AI in the context of cultural biases and stereotypes.

There are stronger positions and concerns regarding cultural appropriation and erasure in AI-generated content. For instance, countries with diverse and historically marginalized communities, such as Brazil or South Africa, may be particularly sensitive to this issue. In contrast, countries with more homogenous cultures, such as Japan or Norway, may have different priorities and approaches to AI-generated content.

Suggestions and study guidelines

How can AI be used to promote cultural understanding and respect, rather than perpetuating cultural biases and stereotypes?

What ethical considerations should be taken into account when using AI to create or manipulate cultural content, such as images or music?

Delegate Preparation Advice

As you may know, you will not represent your own beliefs, but you will act on behalf of a country's interests, which you are assigned to represent. As a result, it is important to study your country's policies well, in order to acquire a more thorough understanding on how to deal with the topics. Additionally, we would advise you to study this study-guide well, check out the bibliography, the footnotes and do further research about things you find important. In addition to the last part, even though there is already a section of definition of key-terms, do not hesitate also to search on your own, especially things with which you are not so familiar.

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Topic A

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