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OFFICIAL HANDBOOK

UNICEF

Decalogue to Address the Impact of Artificial Intelligence on Children's Cognitive Development

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COMMITEE

overview

The United Nations Children's Fund (UNICEF) is an organization of the United Nations that works to protect the rights and well-being of children around the world. UNICEF was created in 1946, after World War II, with the original purpose of providing food, healthcare, and other assistance to children affected by the war.

UNICEF works with governments, schools, communities, and other international organizations to improve the lives of children. UNICEF is guided by the Convention on the Rights of the Child, which recognizes children's rights and establishes the responsibility of governments to protect and support them. The organization also works to make sure that children have equal opportunities regardless of where they live or their economic situation.

As a United Nations organization, UNICEF supports countries by providing research, technical assistance, programs, and humanitarian support. Its work is especially important in situations where children face poverty, conflict, natural disasters, lack of education, or limited access to healthcare. The main purpose of UNICEF is to protect children, promote their rights, and help create conditions where every child can survive, learn, develop, and reach their full potential.

HISTORICAL *background*

Artificial Intelligence is a technology that has been developing for several decades. Early ideas about AI appeared during the 20th century, when scientists began exploring whether machines could imitate human reasoning and solve problems. In the beginning, AI was mainly used for scientific research, military purposes, and specialized technological systems. However, as computers became more powerful, AI started to become more accessible and useful in everyday life.



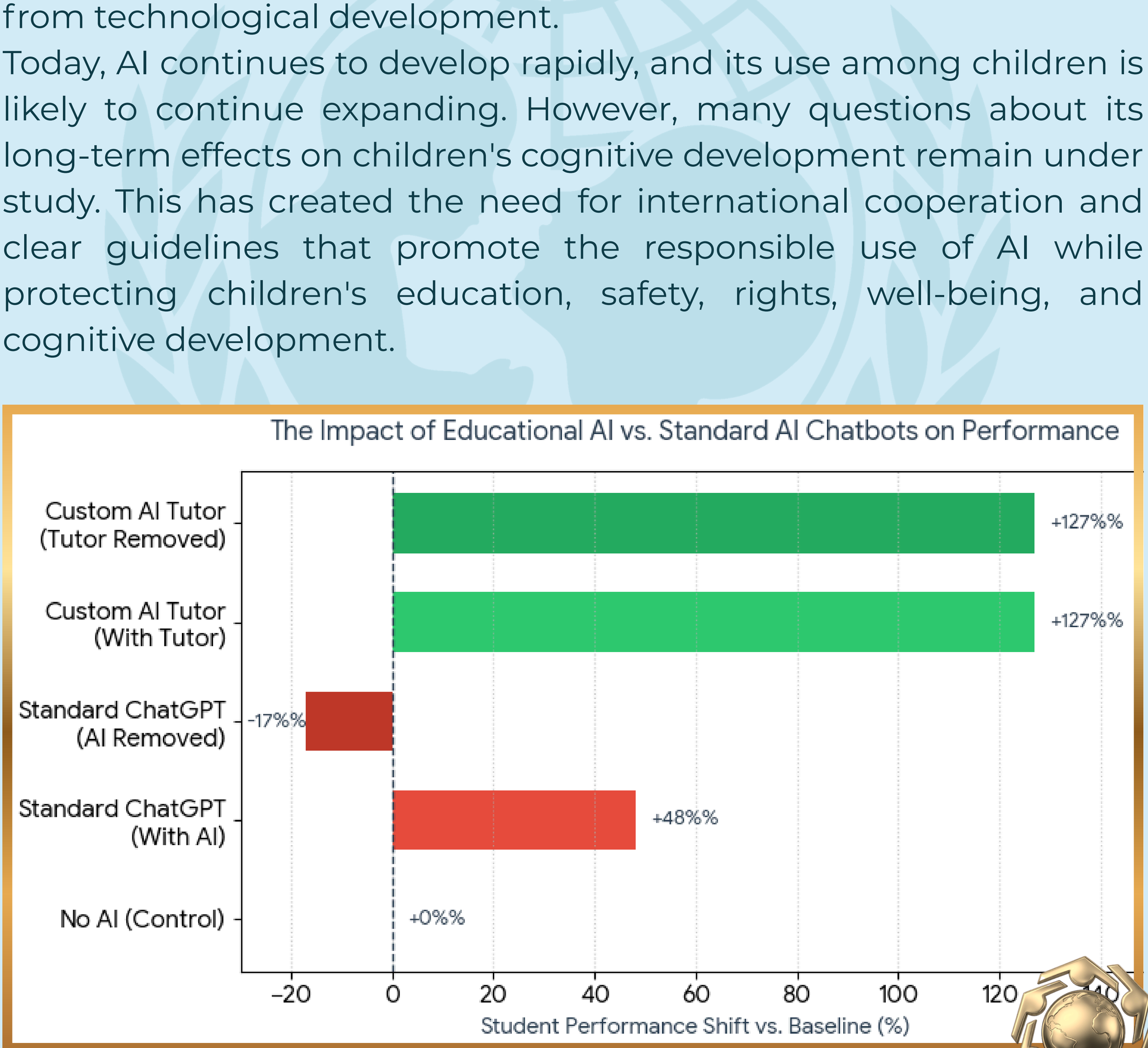




A major change occurred with the development of generative AI. In the 2020s, tools capable of generating text, images, and other content became widely available to the public. AI chatbots became especially popular among students because they could answer questions, explain concepts, summarize information, and assist with schoolwork. This rapid expansion created both opportunities and concerns regarding children's education and cognitive development.

As these concerns became more important, international organizations began paying greater attention to the relationship between AI and children's rights and development. UNICEF has developed guidance focused on making AI safe and beneficial for children, while UNESCO has studied the role of AI in education and its possible effects on learning. These organizations emphasize the importance of protecting children while allowing them to benefit from technological development.

Today, AI continues to develop rapidly, and its use among children is likely to continue expanding. However, many questions about its long-term effects on children's cognitive development remain under study. This has created the need for international cooperation and clear guidelines that promote the responsible use of AI while protecting children's education, safety, rights, well-being, and cognitive development.



CURRENT *situation*

Artificial Intelligence is rapidly expanding all over the world, and children do not know how to manage AI correctly. That is why it is normally used for education, homework, finding information, and solving problems. AI can be a useful tool for children, but they are becoming more dependent on Artificial Intelligence instead of developing their own ideas and abilities.

At least 20 million children across 10 countries are estimated to have used AI, and children are adopting it more than three times faster than adults. Around 13,000,000 children in those countries were estimated to use AI for homework and education. This shows how quickly Artificial Intelligence is becoming part of children's education and everyday lives.



This means that the ideas of children are starting to depend on AI, and children are losing one of their most important abilities: creativity. If children always use AI to create ideas, answer questions, or solve problems, they may have fewer opportunities to develop their own creativity and think independently. Creativity is very important during childhood because it helps children create new ideas, find different solutions, and express themselves.

This situation is becoming an important issue because Artificial Intelligence is developing very quickly, while children are still learning how to use it correctly. AI should help children learn and improve their abilities, but it should not replace their own ideas or creativity. As UNICEF's goal is to help children reach their full potential, this is an issue that needs to be managed and addressed internationally. It is important to find a balance where children can use AI for education while still developing their own abilities and creativity.







KEY AREAS OF *debate*

- How can governments ensure that the use of Artificial Intelligence in education helps children develop critical thinking instead of making them dependent on AI for answers and decisions?
- What measures should schools implement to allow children to benefit from AI while protecting their creativity, problem-solving abilities, and independent thinking?
- How can countries establish appropriate age limits or guidelines for AI use without limiting children's access to useful educational technologies?
- How can governments, schools, and technology companies work together to protect children's personal information and privacy when they use AI systems?
- What strategies can be created to help children identify false, incorrect, or misleading information generated by Artificial Intelligence?
- How can the international community create common guidelines for AI in education while respecting the different educational syste

DIFFERENT *perspectives*

- Developed countries focus on creating strong regulations for AI, protecting children's privacy, and preventing AI from negatively affecting their cognitive development. They usually have more technological resources, so their main concern may be how to use AI safely and responsibly in education.
- Developing nations may see AI as an opportunity to improve education and give children access to more information and learning tools. However, they may also focus on making sure that AI does not increase the differences between children who have access to technology and those who do not.
- Low-income countries may prioritize access to basic education, internet, and digital resources before focusing on advanced AI systems. Their perspective may focus on reducing inequality and making sure AI benefits children instead of only benefiting countries with more resources.
- Nations with advanced technology and strong AI industries may focus on innovation, AI education, and preparing children for a future where AI will be part of everyday life. At the same time, they may need to consider how to develop AI while protecting children from possible risks.

DELEGATIONS *list*

- United States
- China
- India
- Brazil
- Kenya
- France
- Spain
- Japan
- South Korea
- UAE
- Canada
- Mexico
- Pakistan
- Netherlands
- Australia
- Singapur
- Argentina
- Finland
- Indonesia
- Colombia

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