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United Nations Children's Fund

Responsible and Safe Use of AI for Minors

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SPRING 2026 MODEL UN CONFERENCE

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INTRODUCTION TO THE COMMITTEE: UN Children's Fund (UNICEF)

The **United Nations Children's Fund (UNICEF)** is a specialized agency of the United Nations dedicated to **advancing the rights and well-being of every child worldwide**. Founded on December 11, 1946, in the aftermath of World War II, UNICEF was initially established to deliver emergency food and healthcare to children in war-devastated countries. Over the decades, the organization has evolved into a global leader addressing long-term structural challenges that affect children, particularly in developing nations.

Today, UNICEF operates in more than 190 countries and territories, implementing programs across health, education, nutrition, child protection, water and sanitation, and emergency response. UNICEF's mandate is guided by the **Convention on the Rights of the Child (CRC)**, the most widely ratified human rights treaty in history, which affirms every child's right to survival, development, protection, and participation.

UNICEF's governance is overseen by an Executive Board composed of 36 member states elected by the United Nations Economic and Social Council (ECOSOC) to serve three-year terms. In committee sessions like this one, all UN member states participate as full members, reflecting UNICEF's collaborative relationship with the global community.[1]

A New Frontier: Artificial Intelligence (AI) and Children. *Generative AI* is a type of computer technology that can create new content—like writing text, producing images, making music, or generating videos—by learning from large amounts of existing examples and then producing something new that looks or sounds similar. In recent years, the rapid expansion of digital technologies, and in particular artificial intelligence (AI), has introduced both extraordinary opportunities, and risks for children. Globally, children are among the most active users of **AI-powered platforms**, from educational apps and gaming to social media, search engines, and voice assistants. Yet the legal, ethical, and protective frameworks needed to safeguard children in these digital environments lag far behind the pace of technological development. UNICEF, recognizing this gap, has positioned the responsible and safe use of AI for minors as a critical emerging priority.

SPRING CONFERENCE: Policy Advisors

Policy Advisors are subject-matter experts who support delegates during the conference. They do not participate in debate or voting, but they can provide guidance to help ensure your ideas and resolutions are realistic and grounded in real-world policy.

How Can You Use Policy Advisors?

Delegates are encouraged to actively consult Policy Advisors throughout the conference:

- **Opening Briefing:** Advisors will begin with a short introduction to the topic and key policy considerations.
- **Q&A Sessions:** You will have structured opportunities to ask questions about feasibility, policy context, and real-world applications.
- **During Debate:** You may submit written questions or, if allowed, yield speaking time to a Policy Advisor for a response.
- **Unmoderated Caucuses:** Advisors can help you refine ideas, identify potential allies, and strengthen draft resolutions.
- **Resolution Feedback:** Before submission, you may ask Advisors to review your proposals for clarity, feasibility, and impact.

[1] United Nations Children's Fund (*UNICEF*), *Who We Are*, accessed 2026, https://www.unicef.org/who-we-are.

Policy Advisors are a resource—use them to strengthen your arguments, test your ideas, and make your resolutions more effective.

STATEMENT OF THE PROBLEM:

Artificial intelligence is no longer a technology of the future. It is embedded in the everyday lives of children worldwide. Whether through recommendation algorithms on video platforms, AI-driven tutoring tools, smart toys, facial recognition in schools, or social media content filters, children interact with AI systems daily, often without their knowledge or meaningful consent. According to UNICEF's Policy Guidance on AI for Children (2021), the design and deployment of most AI systems does not adequately consider children's unique needs, vulnerabilities, or rights.

Three core dimensions of this problem have been identified as especially urgent:
i. Children are disproportionately exposed to harms from AI systems not designed with them in mind, including algorithmic bias, data exploitation, behavioral manipulation, and harmful content.
ii. Children, especially those in low- and middle-income countries, are largely excluded from the benefits AI could offer in education, healthcare, and social development.
iii. Existing legal and regulatory frameworks for AI rarely address children specifically, leaving a critical gap in child protection globally.[2]

The consequences are already being felt. In 2023, the **U.S. Federal Trade Commission and the Surgeon General issued warnings about the mental health impacts of AI-powered social media on minors**.[3] Researchers have documented cases where AI systems have been misused in ways that expose children to harmful age inappropriate content and enable targeted advertising of inappropriate or exploitative products to children.[4] Meanwhile, children in under-resourced regions remain cut off from the educational and developmental benefits that well-designed AI could provide. **This committee is tasked with developing resolutions that both protect children from AI-related harms and ensure they can benefit equitably from AI systems designed with their rights and best interests at the center.**

KEY ISSUES AND CHALLENGES:

A. Data Privacy and Surveillance of Children

AI systems are powered by data, and children generate enormous amounts of it. Every search query, click, message, and interaction with an AI platform becomes a data point that companies collect, store, and analyse. Unlike adults, children often cannot meaningfully understand or consent to these practices. Parents may lack the technical understanding to make informed decisions on their children's behalf. Many of the most widely used platforms, including social media networks, educational apps, and gaming services, collect biometric data (such as face and voice), behavioural data, location data, and sensitive personal information from children. This data is routinely sold to third parties, used to build psychological profiles, or employed to serve hyper-targeted advertising. In schools, AI surveillance tools including automated attendance trackers, emotion

[2]International Model United Nations Association. *UNTOC: Convention Against Transnational Organized Crime Committee Page*. 2026.
https://www.imuna.org/nhsmun/nyc/committees/untoc-convention-against-transnational-organized-crime/
[3]U.S. Surgeon General. "Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory." 2023.
https://www.hhs.gov/surgeongeneral/reports-and-publications/social-media-youth-mental-health/index.html
[4]Internet Watch Foundation. "Artificial Intelligence and CSAM: Emerging Threats and Solutions." 2023.
https://www.iwf.org.uk/about-us/why-we-exist/our-research/how-ai-is-being-abused-/

recognition software, and proctoring tools that monitor students during online exams have been deployed with limited oversight or consent.[5]

Key Challenge: Consent and Data Rights for Children

- Children cannot legally consent to data collection in most jurisdictions.
- Even parental consent frameworks are inconsistent across countries.
- AI platforms frequently update their terms of service in ways parents cannot track.
- Low-income countries often lack the data protection laws needed to enforce children's rights.

B. Algorithmic Bias and Discrimination

AI systems are developed using existing datasets, which may reflect and reproduce societal inequalities. When AI is used in **high-stakes decisions** affecting children, such as determining educational resources, screening for mental health services, predicting juvenile delinquency, or distributing social welfare, biased algorithms can reinforce existing inequalities.

Studies have shown that AI facial recognition tools perform significantly worse on darker-skinned faces and other people of colour, raising serious concerns about their use in school security and law enforcement involving minors. AI-driven hiring and scholarship screening tools have been found to disadvantage applicants from low-income or minority backgrounds. In education, algorithmic tracking systems can unfairly limit children's perceived potential based on early test scores. Children from marginalized communities, including those experiencing poverty, displacement, disability, or racial discrimination, face a **double disadvantage**: they are both most harmed by biased AI and least likely to access the potential benefits of AI-enhanced services.[6]

C. Mental Health and Addictive Design

AI recommendation algorithms used by social media platforms, video streaming services, and gaming applications are specifically designed to maximize engagement, often at the expense of children's well-being. These systems learn what content keeps a user's attention and continuously serve more of it; a design feature sometimes called the **"rabbit hole" effect**.

Research published in peer-reviewed journals has linked heavy social media use by adolescents to increased rates of anxiety, depression, body image disorders, and sleep disruption.[7] AI algorithms have been shown to disproportionately expose vulnerable teenagers to harmful content, including material related to eating disorders or extremist ideologies. The addictive design of AI-powered platforms exploits developing brains in ways that differ fundamentally from how adults are affected.

AI-powered chatbots, increasingly available to children through consumer devices and social platforms, pose additional risks. Several widely reported incidents have involved AI chatbots encouraging harmful behavior in vulnerable young users, raising urgent questions about liability and safeguarding standards.

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[5]Electronic Frontier Foundation. "Remote Learning and Student Privacy." 2021. https://www.eff.org/deeplinks/2021/08/back-school-primer-student-privacy

[6] Timmons, Adela C., Jacqueline B. Duong, Natalia Simo Fiallo, Theodore Lee, Huong Phuc Q. Vo, Matthew W. Ahle, Jonathan S. Comer, La Princess C. Brewer, Stacy L. Frazier & Theodora Chaspari. *A Call to Action on Assessing and Mitigating Bias in Artificial Intelligence Applications for Mental Health*. 2023. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10250563/

[7]Haidt, Jonathan and Jean Twenge. "Social Media and Mental Health: A Collaborative Review." 2023. https://jonathanhaidt.com/social-media/

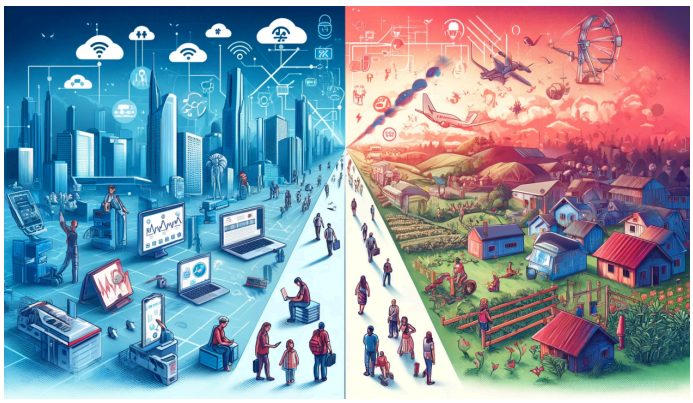
D. Generative AI, Misinformation, and Explicit Material

Generative AI tools, including large language models and image generation systems, can produce highly realistic text, images, audio, and video. These capabilities create specific dangers for children:

- **AI-generated explicit ("deepfake" imagery):** Generative AI has enabled the creation of fabricated and inappropriate explicit material at scale. This is illegal in many jurisdictions but enforcement is inconsistent globally, and the technology is advancing faster than legal frameworks.
- **Misinformation and deepfakes targeting minors:** Children are particularly vulnerable to AI-generated misinformation, as they are still developing critical media literacy skills. AI-generated images and videos of peers or public figures can be weaponized for cyberbullying.
- **Impersonation and grooming:** AI-powered chatbots can be deployed by malicious actors to impersonate trusted individuals or to systematically groom children for exploitation.

INTERPOL and UNICEF have both flagged the rapid proliferation of AI-generated material as one of the most urgent child protection issues of the coming decade.[8]

E. The Digital Divide and Unequal Access to AI Benefits



While much of the debate around AI and children focuses on harms, there is an equally important equity dimension: children in wealthier countries with digital infrastructure are gaining access to transformative AI tools, while children in low-income countries and underserved communities are being left behind.[9]

AI-powered personalized tutoring systems have shown significant improvements in learning outcomes in pilot programs. AI diagnostics in healthcare are enabling early detection of developmental delays and diseases. AI-driven agricultural tools are supporting food security in rural communities. If these benefits are not actively distributed equitably, AI could significantly widen the gap between the global north and south in the next generation of children's development outcomes.

Approximately **2.9 billion people worldwide** remain without internet access, the majority in sub-Saharan Africa, South Asia, and parts of Latin America and the Caribbean.[10] Without addressing this foundational infrastructure gap, equitable AI access for children is impossible.

F. Lack of Child-inclusive AI Governance

Despite the profound impact AI has on children's lives, children's perspectives and rights are largely absent from AI governance processes. National AI strategies, corporate AI ethics guidelines, and international frameworks rarely include child impact assessments or child-specific safeguards.

Regulatory gaps are especially stark in low- and middle-income countries. Even in jurisdictions with comprehensive AI or data protection laws, such as the European Union's GDPR and the proposed AI Act,

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[8] INTERPOL. "Threats and Trends: CSAM." 2023. https://www.interpol.int/en/Crimes/Crimes-against-children

[9] *AI and the Digital Divide. Unaligned*, January 14, 2025. https://www.unaligned.io/p/ai-and-the-digital-divide

[10] International Telecommunication Union (ITU). "Measuring Digital Development: Facts and Figures 2023." https://www.itu.int/en/ITU-D/Statistics/Pages/facts/default.aspx

implementation and enforcement remain inconsistent, and children's voices are rarely included in consultations.

POSSIBLE SOLUTIONS:

Addressing the complex challenges of AI and child rights requires coordinated action at the international, national, and community levels. The following solution areas represent the priorities that UNICEF and its partners have identified as most impactful.

A. Developing Child-Centered AI Governance Frameworks

Member states should work toward national and regional AI governance frameworks that explicitly integrate child rights assessments. This includes:

- Mandating child impact assessments (CIAs) for all AI systems deployed in contexts that affect children, including education, healthcare, social services, and online platforms.
- Requiring AI developers and deployers to conduct age-appropriate design assessments, ensuring that platforms used by children default to the highest privacy and safety settings.
- Establishing independent child data protection authorities or integrating children's rights mandates into existing data protection bodies.
- Ensuring that national AI strategies include specific provisions for child rights, modelled on UNICEF's Policy Guidance on AI for Children.

B. Strengthening Data Privacy Protections for Children Online

Effective data privacy frameworks specific to children are among the most important tools for protecting them from AI harms. The **United Kingdom's Age Appropriate Design Code (Children's Code)** has emerged as a global model, requiring digital services likely to be accessed by children to automatically apply strong privacy settings, restrict data collection, and prohibit manipulative design patterns.[11] Member states should consider adopting similar legislation.

Other key measures include:

- Prohibiting the collection and commercial use of biometric data from minors.
- Requiring clear, child-accessible privacy notices and meaningful consent mechanisms.
- Banning targeted advertising to children based on behavioural profiling.
- Establishing children's data rights, including the right to erasure and the right to access data held about them.

C. Combating AI-Generated Explicit Content and Online Child Exploitation

Preventing the use of generative AI for child exploitation is one of the most urgent priorities for this committee. Member states and international organizations should:

- Harmonize national laws to criminalize the creation, possession, and distribution of graphic AI-generated content, closing loopholes that exist in jurisdictions where only real photographs are covered.
- Mandate that AI developers integrate technical safeguards, such as content classifiers and hash-matching databases, to prevent the generation of explicit material by their systems, while also

[11]UK Information Commissioner's Office. "Age Appropriate Design Code." 2020. https://ico.org.uk/for-organisations/guide-to-data-protection/ico-codes-of-practice/age-appropriate-design-a-code-of-practice-for-online-services/

strengthening international law enforcement cooperation through INTERPOL and bilateral agreements to track and dismantle networks distributing AI-generated explicit material.

- Fund the development and distribution of safer AI reporting tools that allow children to report exploitation anonymously and safely.

D. Promoting Digital Literacy and AI Education for Children

One of the most powerful long-term protections for children in an AI world is ensuring that they are informed, critical, and capable users of technology. Member states should:

- Integrate digital literacy and AI education into national school curricula at all levels, including age-appropriate lessons on how AI works, how data is used, and how to recognize manipulation.
- Support teacher training programs that equip educators to guide students in responsible AI use.
- Fund community-based digital literacy programs for children who lack access to formal schooling, particularly in rural and displaced communities.
- Include children's voices in the design of these curricula, ensuring they reflect children's actual experiences and concerns.

E. Bridging the Digital Divide

Without equitable access to digital infrastructure, the benefits of AI will remain inaccessible to millions of children. Solutions include:

- International funding commitments to expand broadband infrastructure in low- and middle-income countries, with specific targets for schools and community health centers.
- Public-private partnerships leveraging technology companies' resources to expand device access for children in underserved communities.
- Multilateral frameworks ensuring that children in crisis settings and refugee camps have access to digital learning tools.
- Policies to close the gender gap in digital access, as girls in many regions have significantly less access to digital devices and the internet than boys.

F. Holding AI Companies Accountable for Child Safety

Voluntary commitments by technology companies have proven insufficient to protect children. Stronger accountability mechanisms are needed:

- Mandatory publication of child safety transparency reports by platforms with significant child user bases.
- Liability frameworks that hold AI developers and deployers responsible for harms caused to children by their systems.
- Required inclusion of children's rights experts on the ethics boards and advisory panels of major AI companies.
- Independent third-party audits of algorithms and content moderation systems used by platforms accessed by children.

PREVIOUS UN ACTION AND INTERNATIONAL FRAMEWORKS:

A. UNICEF Policy Guidance on AI for Children (2021)

In 2021, UNICEF published its landmark **Policy Guidance on AI for Children**, the first major UN document dedicated to examining the intersection of AI and child rights. The guidance established nine child-rights requirements for responsible AI design and deployment:[12]

1. Support children's development and well-being
2. Ensure inclusion and equity
3. Prioritize children's privacy and safety
4. Ensure transparency and explainability
5. Provide accountability
6. Develop AI ethically
7. Protect and strengthen democracy and rule of law
8. Integrate environmental sustainability
9. Promote governance and multi-stakeholder collaboration

The guidance has been adopted as a reference framework by multiple governments and has informed subsequent UN resolutions and national AI strategies.

B. UN General Assembly Resolutions on AI Governance

In **March 2024**, the UN General Assembly unanimously adopted Resolution **A/RES/78/265**, "Seizing the Opportunities of Safe, Secure, and Trustworthy Artificial Intelligence Systems for Sustainable Development," the first global resolution on AI governance. While not exclusively focused on children, the resolution called on all member states to protect human rights in AI development and to ensure AI systems contribute to the achievement of the Sustainable Development Goals.[13]

C. The Convention on the Rights of the Child (CRC) and Digital Rights

The **Committee on the Rights of the Child** issued **General Comment No. 25** in 2021, the first authoritative interpretation of how the CRC applies to the digital environment. The General Comment affirmed that children's rights apply fully in digital spaces and called on states to ensure that digital technologies, including AI, are designed and regulated in ways that uphold children's rights to privacy, protection, participation, and development.[14]

D. UNESCO Recommendation on the Ethics of AI (2021)

UNESCO's **Recommendation on the Ethics of AI**, adopted by all 193 member states in November 2021, included specific provisions on protecting children and other vulnerable groups. It called for age-appropriate AI design, restriction of behavioural advertising targeting children, and prohibition of AI systems that threaten children's mental health or physical safety.[15]

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[12]UNICEF. "Policy Guidance on AI for Children." 2021.
https://www.unicef.org/globalinsight/reports/policy-guidance-ai-children

[13]UN General Assembly. Resolution A/RES/78/265. March 2024. https://undocs.org/A/RES/78/265

[14]Committee on the Rights of the Child. General Comment No. 25. 2021.
https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-25-2021-childrens-rights-relation

[15]UNESCO. "Recommendation on the Ethics of Artificial Intelligence." November 2021.
https://www.unesco.org/en/artificial-intelligence/recommendation-ethics

E. The EU AI Act and its Child-Specific Provisions (2024)

The **European Union's Artificial Intelligence Act**, formally adopted in 2024, represents the world's most comprehensive **binding** AI regulation. It identifies certain AI tools that are especially harmful to children, such as real-time facial recognition in public places and systems that take advantage of children's weaknesses, high risk or has completely banned them. While it is only binding to EU member states, the Act is widely expected to influence global standards.[16]

F. The Global Digital Compact (2024)

Adopted by UN member states at the **Summit of the Future** in September 2024, the **Global Digital Compact** is a landmark international agreement on digital cooperation. It includes commitments to close the digital divide, protect human rights online, and establish international governance mechanisms for AI. The Compact calls for a new **International Scientific Panel on AI** modelled on the Intergovernmental Panel on Climate Change (IPCC), which will include assessment of AI impacts on children.[17]

G. UNICEF's Generation Unlimited and Digital Initiatives

Through its **Generation Unlimited** initiative, UNICEF has partnered with governments, the private sector, and civil society to scale digital and AI literacy programs for children and young people worldwide. Programs in more than 100 countries have trained children and educators in foundational digital skills, online safety, and critical thinking about AI-generated content.[18]

QUESTIONS TO CONSIDER:

Delegates should reflect on the following questions as they prepare their position papers and deliberations in committee:

1. How does your country currently regulate AI systems that affect children? Does your country have specific child data protection laws, and how are they enforced?
2. What steps has your country taken, or should it take, to close the digital divide and ensure children in underserved communities can access the benefits of AI?
3. How should the international community balance the need for innovation in AI with the imperative to protect children's rights and safety?
4. What role should children and young people themselves play in the governance and design of AI systems that affect their lives?
5. How can UNICEF and member states best support low-income countries in building the regulatory capacity to protect children from AI harms?
6. Should there be a binding international treaty specifically governing the use of AI in contexts involving minors? What would this look like?
7. How should liability be assigned when an AI system causes harm to a child? Would it be to the developer, the deployer, or the platform?
8. What measures can member states take to prevent AI-generated explicit and abusive material, and how should international law enforcement cooperation be strengthened?

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[16]European Parliament. "Artificial Intelligence Act." 2024. https://www.europarl.europa.eu/topics/en/article/20230601STO93804/eu-ai-act-first-regulation-on-artificial-intelligence

[17]United Nations. "Global Digital Compact." 2024. https://www.un.org/techenvoy/global-digital-compact

[18]UNICEF Generation Unlimited. https://www.generationunlimited.org/

9. How can AI be harnessed positively to improve educational outcomes, healthcare access, and child protection in the most vulnerable communities?
10. Are there cultural, religious, or regional differences among member states that should inform how international AI and child safety standards are developed?

RESOURCES FOR FURTHER RESEARCH:

Delegates are encouraged to consult the following authoritative resources when preparing their research and position papers:

Official UNICEF and UN Documents

UNICEF Policy Guidance on AI for Children (2021) --
https://www.unicef.org/globalinsight/reports/policy-guidance-ai-children

UNICEF Artificial Intelligence for Children --
https://www.unicef.org/innovation/stories/artificial-intelligence-children

UN General Assembly Resolution A/RES/78/265 on Artificial Intelligence (2024) --
https://undocs.org/A/RES/78/265

CRC General Comment No. 25 on Children's Rights in the Digital Environment (2021) --
https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-25-2021-childrens-rights-relation

UNESCO Recommendation on the Ethics of Artificial Intelligence (2021) --
https://www.unesco.org/en/artificial-intelligence/recommendation-ethics

Global Digital Compact (2024) -- https://www.un.org/techenvoy/global-digital-compact

Reports and Research

UNICEF: Child Rights and Business in a Digital World --
https://www.unicef.org/reports/child-rights-and-business-digital-world

UNICEF Innocenti: Growing Up in a Connected World --
https://www.unicef-irc.org/publications/pdf/GrowingUpConnected.pdf

OECD Recommendation on Children in the Digital Environment --
https://www.oecd.org/en/topics/children-in-the-digital-environment.html

UK Age Appropriate Design Code (Children's Code) --
https://ico.org.uk/for-organisations/guide-to-data-protection/ico-codes-of-practice/age-appropriate-design-a-code-of-practice-for-online-services/

ITU Measuring Digital Development: Facts and Figures 2023 --
https://www.itu.int/en/ITU-D/Statistics/Pages/facts/default.aspx

News and Current Events

MIT Technology Review -- https://www.technologyreview.com

The Guardian: AI and Children Safety Coverage --
https://www.theguardian.com/technology/artificialintelligenceai

UNICEF Press Centre -- https://www.unicef.org/press-releases

GLOSSARY:

The following definitions are provided to help delegates understand key terms used throughout this background guide.

Term	Definition
Artificial Intelligence (AI)	Computer systems that can perform tasks that normally require human intelligence, such as understanding language, recognizing images, making decisions, or generating creative content.
Algorithm	A set of rules or instructions that a computer follows to solve a problem or make a decision. AI algorithms can learn from data to improve over time.
Algorithmic Bias	When an AI system produces unfair or discriminatory results because the data it was trained on reflects historical inequalities or prejudices.
Behavioral Profiling	The process of collecting data about a person's online actions, interests, and habits to build a detailed profile that can be used to predict behaviour or target advertising.
Biometric Data	Physical or behavioural characteristics used to identify a person, such as fingerprints, facial features, iris patterns, or voice. Children's biometric data raises special privacy concerns.
Child Impact Assessment	A process that evaluates how a proposed policy, product, or technology might affect children's rights and well-being before it is implemented.
Deepfake	Highly realistic AI-generated audio, images, or video that depicts someone saying or doing something they never actually said or did.
Digital Divide	The gap between those who have access to digital technology and the internet and those who do not, often falling along lines of income, geography, or gender.
Digital Literacy	The ability to use, understand, and critically evaluate digital technologies and content, including knowing how AI systems work and how to recognize manipulation.
Generative AI	AI systems that can create new content, such as text, images, audio, and video, based on patterns learned from training data. Examples include large language model chatbots and image generators.
GDPR	General Data Protection Regulation: a European Union law that sets strict rules for how personal data (including children's data) must be collected, stored, and used.
Large Language Model (LLM)	A type of AI trained on vast amounts of text that can generate human-like language, answer questions, and engage in conversation.
Machine Learning	A subset of AI in which systems learn from data to improve their performance on a task over time, without being explicitly programmed for every scenario.

Recommendation Algorithm	An AI system that selects and ranks content, such as videos, posts, or products, to show a specific user, based on predictions about what they will engage with most.
Rabbit Hole Effect	When recommendation algorithms repeatedly serve increasingly extreme or engaging content to keep users watching, potentially exposing them to harmful material.
SDGs	Sustainable Development Goals: 17 global goals adopted by all UN member states in 2015, aiming to end poverty, protect the planet, and ensure prosperity for all by 2030.
Surveillance Capitalism	A business model based on collecting personal data from users to predict and influence their behavior, often without meaningful consent.
Terms of Service	Legal agreements between users and digital platforms outlining how a service can be used and what data will be collected. These are often very long and difficult for children and parents to understand.
WASH	Water, Sanitation, and Hygiene: a foundational area of UNICEF's work related to ensuring clean water access, proper sanitation, and hygiene education for children worldwide.

POSITION PAPER REQUIREMENTS:

In order to be eligible for a committee award, delegations must submit one (1) position paper per country. If two delegates represent the same country, they submit one paper together.

What is a Position Paper?

A position paper is a short document that presents your country's official position on the issue. It should explain what the problem is, why your country cares about it, and what your country believes should be done. Write as if you are the actual representative of the country, not as yourself. Do not include your personal opinions.

How to Write a Position Paper

1. **Research the Issue.** Answer: How does this issue affect your country? What would your country like to see done? Are there relevant UN conventions or resolutions your country has signed?
2. **Brainstorm Specific Actions.** Come up with 3 to 4 concrete proposals your country would advocate for in committee.
3. **Outline Your Paper.** Structure your paper to briefly explain the problem, state why your country cares, and describe what your country wants done.
4. **Write Your Paper.** Start with a brief summary of the issue and how it affects your country. Then explain your proposed actions. Close by summarizing your country's overall position. Proper grammar and spelling are required.

Formatting Requirements

- 500 words minimum, 1,500 words maximum
- Times New Roman font, 12-point size
- Must include the required header shown below

- No additional title pages (points will be deducted for improper format)
- Proper citations and a Works Cited page are required
- Papers will be disqualified for plagiarism

Required Position Paper Header

- Committee: United Nations Children's Fund (UNICEF)
- Country: [Your Assigned Country]
- Topic: Responsible and Safe Use of Artificial Intelligence for Minors
- School: [Your School Name]
- Delegate Name(s): [Your Name(s)]