Joint submission from library and information service-related organisations to the Safe and Responsible AI in Australia Discussion Paper

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Executive Summary

Libraries and information services have three major points of interaction with AI, including generative AI, tools:

- As providers of education and support to people seeking to understand and use these tools.
- As custodians of cultural collections and users of AI tools.
- As experts and participants in the wider information ecosystem, including key areas such as academic and trade publishing.

This submission addresses these areas, identifying needs and areas of uncertainty, and then concludes with a discussion on policies and standards. The submission does not go into depth with the many issues already well identified in the discussion paper and other sources around ethical and practical concerns with the technologies, including bias, transparency and privacy.

In developing our response to the discussion paper, we are guided as library and information services organisations by our commitment to fundamental principles including equity of access to information, knowledge and culture; respect for the individuality and diversity of people; preservation of the human record; and the protection of privacy.[1] In line with these values, and to effectively and safely harness the benefits of generative AI, we recommend the following:

1. Priority is given to improving literacy, including AI, information and media literacy, across the Australian population.
2. A commitment is made to uphold human rights, ensuring fairness and centring ethical considerations[2] in the development and use of generative AI tools.
3. Regulations, policy, standards and guidelines should be created in consultation with key stakeholders including library and information professionals, representatives of minority or vulnerable groups and First Nations people.

About this submission

This submission is jointly made by the Australian Library and Information Association (ALIA) including ALIA VET Libraries Australia (ALIA VLA), the Council of Australian University Librarians (CAUL), National and State Libraries Australasia (NSLA), CAVAL, AI4LAM and Open Access Australasia (OAA)

A note on terminology

The terminology and definitions for AI, generative AI and related terms are contested. For the purposes of this submission, we use the terms as defined by the Department of Industry, Science

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[1] International Federation of Library Associations and Institutions (IFLA) (n.d.) *Our Mission and Vision.* https://www.ifla.org/vision-mission/
Australian Library and Information Association (2018) *ALIA Core values policy statement.* https://read.alia.org.au/alia-core-values-policy-statement

[2] Australian Government. Department of Industry, Science and Resources (n.d.) *Australia's AI Ethics Principles*. https://www.industry.gov.au/publications/australias-artificial-intelligence-ethics-framework/australias-ai-ethics-principles
UNESCO (2022) *Recommendation on the Ethics of Artificial Intelligence.* https://unesdoc.unesco.org/ark:/48223/pf0000381137
International Federation of Library Associations and Institutions (IFLA) Committee on Freedom of Access to Information and Freedom of Expression (FAIFE) (2020) *IFLA Statement on Libraries and Artificial Intelligence.* https://repository.ifla.org/handle/123456789/1646
Ruster, L. & Snow, T. (2021) Centre for public impact. *Exploring the role of dignity in government AI ethics instruments*. https://www.centreforpublicimpact.org/assets/documents/CPI-Exploring-the-role-of-dignity-in-government-AI-Ethics-instruments.pdf

and Resources in the current *Safe and Responsible Use of AI Discussion Paper*[3], which are based on ISO definitions (ISO/IEC 22989:2022) and ethical terms in alignment with Australia's AI ethic's principles.[4]

1. Education is crucial: media, information, data and AI literacy

Question 3 in the discussion paper asks for non-regulatory measures to support responsible AI practices in Australia, and question 11 asks what initiatives the government might use to increase public trust and use of AI.

Education and training are essential components of the answer for both these questions. Library and information services can see substantial benefits from AI tools to help library users, including people who might currently be disadvantaged by structures. These include the use of AI tools for people who might have low English language fluency, people from lower socio-economic groups, and people with a disability.[5] Provision of these AI tools and training through educational and public library services will be important to ensure that sectors of the community are not left behind, especially as commercial AI tools become more widely spread.

Libraries, with their expertise in information and media literacy and trusted role of information providers, are uniquely placed to support education efforts across communities, in formal and informal educational settings. Further investment in education through cultural institutions, public and educational libraries will strengthen the community's understanding of AI, their ability to access, and read the sources and information underlying AI tools, and ultimately their ability to use AI in an ethical and responsible manner, and their capacity to partake in community conversations about governance of AI. As David Lankes notes "unless there is an increased effort to make true information literacy a part of basic education there will be a class of people who can use algorithms and a class used by algorithms."[6]

The International Federation of Library Associations and Institutions (IFLA) suggests that AI literacy can be conceptualised as entailing the following elements:

- A basic understanding of how AI and machine learning (ML) work, their underlying logic and their limitations;
- Understanding the potential societal impacts of AI, especially in the area of human rights;
- Personal data management skills; and
- Media and information literacy.[7]

Libraries play an essential role in media and information literacy, helping develop the skills to find, evaluate, store and manage information, to reuse information to create new knowledge or solve

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[3] Australian Government, Department of Industry, Science and Resources (2023) *Supporting responsible AI in Australia: discussion paper*, p. 5. storage.googleapis.com/converlens-auindustry/industry/p/prj2452c8e24d7a400c72429/public_assets/Safe-and-responsible-AI-in-Australiadiscussion-paper.pdf

[4] Australian Government. Department of Industry, Science and Resources. (n.d.) *Australia's AI Ethics Principles*. https://www.industry.gov.au/publications/australias-artificial-intelligence-ethics-framework/australias-aiethics-principles

[5] Andersen (2023) AI is holding up a mirror: disability inclusion and artificial diversity, paras 2 & 3. openpagesweb.wordpress.com/2023/05/03/ai-is-holding-up-a-mirror-disability-inclusion-and-artificial-diversity/

[6] Lankes, D. in Rainie, L & Anderson, J. (2017) *Theme 7: The need grows for algorithmic literacy, transparency and oversight.* Pew Research Centre. https://www.pewresearch.org/internet/2017/02/08/theme-7-the-need-grows-for-algorithmic-literacy-transparency-and-oversight/

[7] International Federation of Library Associations and Institutions (IFLA) (2020) *IFLA Statement on Libraries and Artificial Intelligence*, p. 11. https://repository.ifla.org/handle/123456789/1646

problems, and to understand how information exists within social, ethical, cultural and legal contexts.[8] Within the formal educational settings, resources need to be allocated to ensure students are introduced to a balanced and ethical approach to how these tools are used, starting from the early years of schooling,[9] through to vocational and higher educational settings. It is therefore recommended that the Department continue to liaise with national educational bodies including Australian Curriculum, Assessment and Reporting Authority (ACARA) to ensure a consistent approach.

In the wider community, the public, national, state and territory libraries are often the first port of call for people needing assistance with answering questions, sourcing information, learning digital skills and other key skills. There is strong demand for these services and programs, unsurprising when you consider that even before the headlines on generative AI appeared, Australian adults and children had a low level of confidence in their own media abilities. Just one third of young Australians think they can tell misinformation from authentic news,[10] and almost two thirds (64%) of adults are not confident that they can tell if a website can be trusted. Media literacy competency is negatively correlated with being over 55 years old, having low literacy, living with a disability, having a low income or living in regional Australia,[11] in parallel with groups with low digital literacy. The work on responsible and safe use of AI should support Australian government work to develop a national media literacy strategy.

Additional resourcing is needed to ensure that library staff, as well as other educators, are able to teach students to be AI literate. A model of a successful short course in a related area was the recent partnership between the University of Canberra (UC) and the Australian Library and Information Association (ALIA) on the short course "Media Literacy for LIS Professionals."[12] This course covered media and information literacy, algorithmic literacy, ethics and social context and AI. The focus was on teaching library staff how to *teach* media literacy, rather than just understanding the subject itself. This approach is a good model of partnership to create short and obtainable credentials for library staff necessary in a fast-moving field. From that course, key areas for further development were discovered, including a need for research and training in how to best to support people with low English literacy or digital literacy. We recommend that the Australian government commit to working in partnership with peak library and information bodies and educators to further develop resources such as the media literacy short course to address AI literacy, especially for priority groups, and support for practitioners to undertake training.

Recommendations:

1. The Australian government, including the federal Department of Education, work with library peak bodies and librarians in the development of new tools and programs to support AI literacy in both formal and informal education settings.
2. As part of the Australian Government's response to AI, it resources programs to upskill library staff to be AI literate, and to be confident in teaching and guiding others in safe and

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[8] University of the Sunshine Coast (n.d.) *Information Literacy Framework*. www.usc.edu.au/library/about-the-library/information-literacy-framework#:~:text=Information%20literacy%20skills%20include%20the,ethical%2C%20cultural%20and%20legal%20contexts

[9] Su, J., Ng, D. T. K., & Chu, S. K. W (2023) Artificial Intelligence (AI) literacy in early childhood education: The challenges and opportunities. *Computers and Education: Artificial Intelligence, 4*, 100124. https://doi.org/10.1016/j.caeai.2023.100124

[10] Notley, T., Dezuanni, M., Zhong, H. F. & Chambers, C. (2020) *News and Australian children in 2020: How young people access, perceive and are affected by news media.* https://researchdirect.westernsydney.edu.au/islandora/object/uws:56697/

[11] Notley, T., Chambers, S., Park, S., Dezuanni, M. (2021) *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. https://www.westernsydney.edu.au/__data/assets/pdf_file/0007/1824640/Australian_adult_media_literacy_report_2021.pdf

[12] University of Canberra. (2023) Short Courses. *Media Literacy for LIS Professionals.* https://www.canberra.edu.au/research/faculty-research-centres/nmrc/Short-Courses

responsible use of AI. Programs to give library and information staff the skills to deal with groups identified as needing additional support due to low base media and digital literacy should be prioritised.

3. The Australian Government work with the Australian Media Literacy Alliance (AMLA) to develop a national media literacy strategy.

2. Australian development: AI and cultural collections

In addition to the potential to facilitate community uses of AI tools as noted above, library and information services are already using AI tools in areas such as service delivery, discovery, collection management and staff efficiency.

Key barriers identified by the library and information service to the further development of Australian-based AI tools for cultural collections and library and information services include:

- Lack of in-house skills and resources
- Legal uncertainty, including copyright
- Lack of data and model documentation and information standards[13]
- Lack of ethical standards for commercial vendors compounded by an information and knowledge disparity.

There are significant benefits to being able to use AI to enhance the work of library and information collections, and in particular to use Australian collections to centre the Australian voice and experience and promote this to the world. So as not to undermine these benefits, a careful and consultative approach is needed that acknowledges the challenges of dealing with collections which include First Nations and sensitive material, a mix of in copyright/no copyright materials, and which cover different formats.

We note the Department is engaging with other areas of the Australian government and strongly endorse an ongoing coordinated approach, noting in particular the importance of liaising with the Office for the Arts in regards to the impacts on creators and intersection with Indigenous Cultural and Intellectual Property (ICIP) and the Attorney General's Department in relation to copyright.

For recommendations on standards for AI tools and key stakeholders please see section 4.

Recommendation

4. The Australian government invests in supporting Australian libraries and information services to grow AI capacity.

[13] See The Open Data Institute (2021) *Date Ethics Canvas*. https://theodi.org/wp-content/uploads/2021/07/Data-Ethics-Canvas-English-Colour.pdf and Michell, M., Su. W, et al. (2019) Model Cards for Model Reporting. *arXiv:1810.03993 [cs.LG]*. https://doi.org/10.1145/3287560.3287596

3. Impacts on the collections, the wider information ecosystem and specific groups

3.1 Library collections

Libraries provide equitable access to information, knowledge and culture through the careful curation of collections. This includes building collections with diverse view points and local content.

Certain libraries also have a role to play in collecting and preserving the human record, and in particular the Australian experience. A number of libraries in Australia are designated legal deposit libraries, meaning that publishers must deposit a copy of works published in the respective jurisdictions to those libraries for ongoing preservation. Legal deposit has faced challenges over the years with enforcing adequate standards to ensure that it is collecting the intended works. Libraries also collect non-traditional publishing, such as social media and ephemera.

Generative AI tools increase challenges around legal deposit by decreasing the resources needed to generate new content. With serious concerns about a content explosion of AI generated content, libraries and information services are working to ensure that collection guidelines and systems are in place. However, libraries and information services are not equipped to confidently identify AI generated content.[14] Despite vendor promises we are aware that there is currently no system available to reliably identify AI generated content, although there are efforts in the area to create international charters or protocols to address this.[15] We are also aware that the commercial products on the market may instead embed discriminatory biases against certain groups through false identification.[16]

There is also a concern that the potential of an additional revenue source from AI tools may lead to an enclosure and restriction of previously available data, for example the recent moves to inhibit API access to social media sites such as Twitter/X and Reddit, with potential flow-on effects to libraries' ability to collect and preserve the human record. Recent action by Twitter has already closed off a production approach to collecting selected Twitter content for inclusion in the Australian Web Archive.

Recommendations:

5. The development of requirements that AI outputs are clearly identifiable as AI generated or AI assisted.

3.2 Research and scholarly publishing

Artificial Intelligence, including generative AI, can increase access and value from scholarly research and data, especially within an open access framework. AI-assisted technologies can improve the discoverability and accessibility of open access resources through AI assisted search engines and

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[14] Thompson, S. A. & Hsu, T. (2023, July 6) The yeti is fake. How did it fool tools built to detect AI images? *The Age.* https://www.theage.com.au/business/companies/the-yeti-is-fake-how-did-it-fool-tools-built-to-detect-ai-images-20230704-p5dlqq.html

[15] Ryan-Mosely, T. (2023, July 31) The race to find a better way to label AI. *MIT Technology Review.* https://www.technologyreview.com/2023/07/31/1076965/the-race-to-find-a-better-way-to-label-ai/
Reporters without Borders (2023, July 27) RSF and partners launch international committee for an "AI Charter in Media". *IFEX.* https://ifex.org/rsf-and-partners-launch-international-committee-for-an-ai-charter-in-media/

[16] Zhao, I & Brooks, S (2023, July 2) International students and researchers concerned tools to detect AI-generated text may be inaccurate *Australian Broadcasting Commission* https://www.abc.net.au/news/2023-06-02/international-students-say-ai-detectors-are-inaccurate/102394894

automated metadata creation.[17] AI applications can help collect and synthesise open access scientific information to advance research on a greater scale.

AI and generative AI systems benefit from the existence of high-quality open data, including from open-access repositories, which play a vital role in facilitating the advancement of AI/generative AI applications by offering indispensable high-quality content. For Australia to fully benefit from the advances from AI and the government's investment in research it is essential that Open Access is prioritised. In this context we refer the Department to Open Access Australasia's submission to the Inquiry into generative AI in Education.[18]

We note that generative AI is likely to have a significant impact on the scholarly publishing system, including the creation and peer-review of scholarly articles. There are well documented concerns already with the scholarly publishing ecosystem, including mis-aligned incentives and challenges around replicability and fraud.

Generative AI has not caused these problems, but the use of such a tool in an already challenged system has the potential to debase scholarly endeavour. We note that already there are reports of generative AI being used in the assessment of grant applications, and non-disclosed AI articles being accepted for publication. These challenges require a coordinated approach, with the inclusion of library and information professionals and open access experts.

Recommendation

6. Federal, state and territory government ethics committees adopt/link to AI policies informed by the national AI ethics principles and that these are extended to government grant and funding bodies. This could be linked to existing national statements on ethical conduct in research.
7. That open access experts including members of Open Access Australasia are consulted in developments around AI, open access, scholarly research and academic publishing.

3.3 First Nations

A particularly significant concern around training data and generative AI output has to do with Aboriginal and Torres Strait Islander peoples' content. Colonialism and forced dispossession have systematically denied Aboriginal and Torres Strait Islander people full control over their own voices, knowledge and information for more than 200 years. Recent movements, including around Indigenous data sovereignty and Right of Reply[19] are slowly redressing past injustices, but there is a long way to go.

The library sector is committed to reconciliation and working to support First Nations led processes to address injustices and ensure ethical and respectful progress. Guidelines and protocols, such as the

[17] Choice (2023) *Using AI for metadata tagging to improve resource discovery. A team of librarians studied new tools for creating metadata.* https://www.choice360.org/libtech-insight/using-ai-for-metadata-tagging-to-improve-resource-discovery/
[18] Open Access Australasia (2023) Inquiry into the use of generative AI in the Australian education system. Submission 38. https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/AIineducation/Submissions
[19] Indigenous Archives Collective (n.d.) Indigenous Archives Collective position statement on the Right of Reply to Indigenous knowledges and information held in archives. https://indigenousarchives.net/indigenous-archives-collective-position-statement-on-the-right-of-reply-to-indigenous-knowledges-and-information-held-in-archives/

ATSILIRN protocols,[20] Indigenous Cultural and Intellectual Property (ICIP) protocols,[21] and referencing guidelines[22] support libraries and information services in the respectful handling and use of First Nations content.

These guidelines emphasise respect, self-determination, cultural protocols and community consultation. They acknowledge ICIP, and the access limitations that need to be applied to some content, for example secret or sacred content.

There is a legitimate concern that the process of scraping materials from the internet and using them to train large language models (LLMs) does not respect these principles. There is further concern that the data that is collected will contain historical biases that are detrimental to First Nations peoples, noting that the majority of published First Nation historical content was written about, not by, First Nations people.

There are also legitimate concerns about appropriation of First Nations stories and voices. Generative AI will respond to prompts requesting it to write First Nations content that it has no standing to tell.

Recommendations

8. That Federal, state and territory governments prioritise meeting with First Nations groups with expertise in matters of information governance and ICIP to understand the concerns and actions required.
9. Standards for AI tools developed in or sold into Australia should include a responsibility against misusing Aboriginal and Torres Strait Islander peoples' knowledge and culture, and contain safeguards to prohibit generative AI tools giving answers that mimic or appropriate First Nations voices.
10. That the government work with libraries to build on and continue First Nations led work around protocols and guidelines on the use of First Nations content in education and research.
11. That ICIP is acknowledged in any guidelines, standards or ethical positions on generative AI.

3.4 Australian creators

Libraries and information services are strong supporters of Australian creators – without authors, illustrators and publishers, libraries would not be able to operate.

We note the concerns raised by the Australian Society of Authors (ASA) about the impacts of AI, and in particular generative AI, on creators' ability to earn an income. We note the models already emerging that displace traditional sources of income for authors or potentially do so, from the concerns of Hollywood writers[23] through to the Associated Press's partnership to train AI models on past

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[20] ATSILIRN (2012) ATSILIRN Protocols. https://atsilirn.aiatsis.gov.au/protocols.php. See also Murphy, C. (2023) *Elevating and Respecting Aboriginal and Torres Strait Islander knowledges and perspectives in UQ Special and Research Collections*. https://espace.library.uq.edu.au/view/UQ:ff03c00

[21] For example, Queensland Department of Education (2022) Indigenous Cultural and Intellectual Property Protocol for the teaching of Aboriginal languages and Torres Strait Islander languages in Queensland State Schools. https://education.qld.gov.au/student/Documents/icip-protocol.pdf
See also NSLA (2023) Position statement: Indigenous Cultural and Intellectual Property (ICIP). https://www.nsla.org.au/resources/indigenous-cultural-and-intellectual-property-icip/

[22] CAVAL & Indigenous Archives Collective Indigenous Archives Collective; Faulkhead, S, Thorpe, K, Sentance, N, Booker, L, & R Barrowcliffe (2023) *Referencing Toolkit. Indigenous Referencing Guidance for Indigenous Knowledges.* https://members.caval.edu.au/indigenous-referencing-guidance

[23] Tonkin, C. (2023, July 18) Hollywood actors strike to protest AI replacement. *Information Age.* https://ia.acs.org.au/article/2023/hollywood-actors-strike-to-protest-ai-replacement.html

journalism.[24] We understand from the ASA that Australian creators are already feeling the impact, and note also concerns from the Australian Publishers Association (APA).

With any great disruption it is legitimate that support is given to ensure that market changes do not inadvertently cause the termination of socially and culturally important activities. In looking to ongoing structures and actions the Australian government should ensure that there remains remuneration to incentivise new creation and distribution, and that specific steps are taken to care for creators. Direct support for creators is needed. We encourage the Department to work with the Office for the Arts, and the Australian government to work with creators, to explore options such as a directed levy or universal basic income. In addition, an ongoing commitment to resourcing to education and library services to purchase Australian authored content will both support Australian creators and also ensure an authentic Australian voice is visible and enjoyed even amidst a deluge of AI generated content.

We also note the emerging role for the creative industries in exploring AI. The arts has always been a driving force for drawing attention to critical issues related to ethics, transparency and fairness as technology continues to impact people and the environment. There is potential for technologists to collaborate more closely with the arts to communicate the most pressing issues associated with AI, noting that it is the creative industries that are expert in engaging the public and are well placed to improve broad community understanding of AI so that community members can imagine how it can be used safely and responsibly to benefit society.

Recommendations

12. The government puts in place mechanisms to support Australian creators during a time of upheaval.
13. Schools and libraries are resourced to purchase and promote Australian created content.

4. Policies and standards

4.1 Standards for AI products

We note that the discussion paper asks about the utility of existing frameworks such as Australian consumer law for protections and standards for commercial AI products. From a library and information services perspective, businesses as well as consumers require levels on transparency and assurance of ethical creation and deployment in areas such as First Nations protocols, privacy and bias. There is also a need for proactive monitoring of implementation and outputs, consumers with a single data point of output do not have the required data to assess if there are issues such as bias or feedback loops.

Recommendations:

14. Agreed minimum standards for generative AI products are developed in consultation with librarians, educators, experts, students, parents and carers.
15. That a research program is put in place to monitor outputs of generative AI tools, with tool providers committing to continual improvement in response to findings.

[24] O'Brien (2023, July 14) ChatGPT-maker OpenAI signs deal with AP to license news stories. *AP News.* https://apnews.com/article/openai-chatgpt-associated-press-ap-f86f84c5bcc2f3b98074b38521f5f75a

4.2 Stakeholder involvement in policy development

There is a need for minority and marginalised communities to have a 'seat at the table' in the development of regulatory and policy tools. It is important that First Nations input and priorities are led by First Nations people.

Library and information professionals will play an important role in mediating the use of generative AI tools in educational settings and research, and in supporting colleagues and students in AI literacy. Their expertise in information ethics, knowledge management, intellectual freedom and literacy bring an important perspective to discussions. They have practical experience of the challenges and opportunities. Representatives from major library and information associations welcome the opportunity to contribute our expertise to further policy development.

There is an availability of people with expertise in data curation, data management, information management, information ethics and information literacy across the library and information sector. These people must also be included in regulatory and policy development.

Given the important role that generative AI is likely to play in Australia's education and beyond, it is important that standards and guidelines are created in a transparent fashion, and are openly accessible to ensure that people are able to engage and use them. Any cost barrier to accessing standards is likely to further disenfranchise the most marginal of Australians, who are also the group most vulnerable to biases and impacts of generative AI tools.

Recommendations:

16. Regulations, policy, standards and guidelines should be created in consultation with key stakeholders including library and information professionals, representatives of minority groups and First Nations people.
17. Development of principle-oriented approaches to data and model design and governance, including the CARE and FAIR Principles.[25]

Full list of recommendations

High level recommendations

1. Priority is given to improving literacy, including AI, information and media literacy, across the Australian population.
2. A commitment is made to uphold human rights, ensuring fairness and centring ethical considerations[26] in the development and use of generative AI tools.

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[25] Global Indigenous Data Alliance (2022) *CARE Principles for Indigenous Data Governance*. https://www.gida-global.org/care, and GOFAIR Initiative (2016) *FAIR Principles*. https://www.go-fair.org/fair-principles/

[26] Australian Government. Department of Industry, Science and Resources (n.d.) *Australia's AI Ethics Principles*. https://www.industry.gov.au/publications/australias-artificial-intelligence-ethics-framework/australias-ai-ethics-principles
UNESCO (2022) *Recommendation on the Ethics of Artificial Intelligence.* https://unesdoc.unesco.org/ark:/48223/pf0000381137
International Federation of Library Associations and Institutions (IFLA) Committee on Freedom of Access to Information and Freedom of Expression (FAIFE) (2020) *IFLA Statement on Libraries and Artificial Intelligence.* https://repository.ifla.org/handle/123456789/1646
Ruster, L. & Snow, T. (2021) Centre for public impact. *Exploring the role of dignity in government AI ethics instruments*. https://www.centreforpublicimpact.org/assets/documents/CPI-Exploring-the-role-of-dignity-in-government-AI-Ethics-instruments.pdf

3. Regulations, policy, standards and guidelines should be created in consultation with key stakeholders including library and information professionals, representatives of minority or vulnerable groups and First Nations people.

Detailed recommendations

1. The Australian government, including the federal Department of Education, work with library peak bodies and librarians in the development of new tools and programs to support AI literacy in both formal and informal education settings.
2. As part of the Australian Government's response to AI, it resources programs to upskill library staff to be AI literate, and to be confident in teaching and guiding others in safe and responsible use of AI. Programs to give library and information staff the skills to deal with groups identified as needing additional support due to low base media and digital literacy should be prioritised.
3. The Australian Government work with the Australian Media Literacy Alliance (AMLA) to develop a national media literacy strategy.
4. The Australian government invests in supporting Australian libraries and information services to grow AI capacity.
5. The development of requirements that AI outputs are clearly identifiable as AI generated or AI assisted.
6. Federal, state and territory government ethics committees adopt/link to AI policies informed by the national AI ethics principles and that these are extended to government grant and funding bodies. This could be linked to existing national statements on ethical conduct in research.
7. That open access experts including members of Open Access Australasia are consulted in developments around AI, open access, scholarly research and academic publishing.
8. That Federal, state and territory governments prioritise meeting with First Nations groups with expertise in matters of information governance and ICIP to understand the concerns and actions required.
9. Standards for AI tools developed in or sold into Australia should include a responsibility against misusing Aboriginal and Torres Strait Islander peoples' knowledge and culture, and contain safeguards to prohibit generative AI tools giving answers that mimic or appropriate First Nations voices.
10. That the government work with libraries to build on and continue First Nations led work around protocols and guidelines on the use of First Nations content in education and research.
11. That ICIP is acknowledged in any guidelines, standards or ethical positions on generative AI.
12. The government puts in place mechanisms to support Australian creators during a time of upheaval.
13. Schools and libraries are resourced to purchase and promote Australian created content.
14. Agreed minimum standards for generative AI products are developed in consultation with librarians, educators, experts, students, parents and carers.
15. That a research program is put in place to monitor outputs of generative AI tools, with tool providers committing to continual improvement in response to findings.
16. Regulations, policy, standards and guidelines should be created in consultation with key stakeholders including library and information professionals, representatives of minority groups and First Nations people.
17. Development of principle-oriented approaches to data and model design and governance, including the CARE and FAIR Principles.