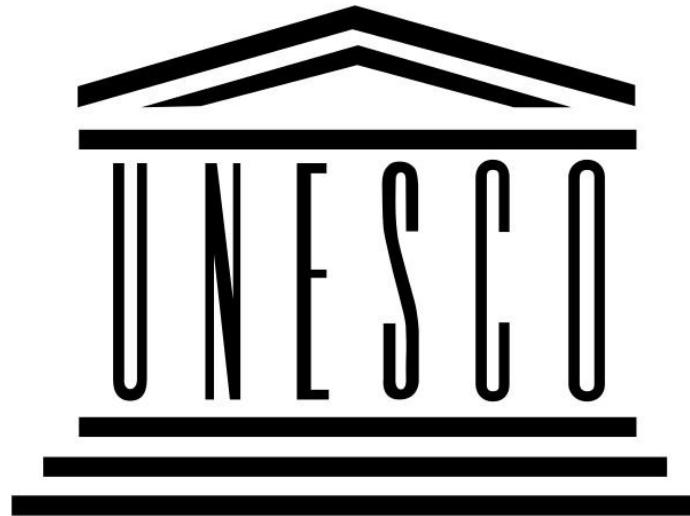




Addressing the Impact of AI on Education and Future Employment

Committee Background

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialised agency of the United Nations. It was established on 16 November 1945 in London, when representatives of 44 countries met to draft and adopt its Constitution. The Constitution entered into force on 4 November 1946. UNESCO was created in the aftermath of the Second World War, based on the conviction that lasting peace must be built on the intellectual and moral solidarity of humanity.

UNESCO has 194 Member States and 12 Associate Members. Its founding mission, as stated in Article 1 of its Constitution, is to "contribute to peace and security by promoting collaboration among nations through education, science, culture [...] without distinction of race, sex, language or religion." This mission reflects the belief that political and economic arrangements alone are not enough to build lasting peace.

UNESCO is governed by two main bodies: the General Conference, which meets every two years and consists of all Member States, and the Executive Board, which has 58 elected members and manages the Organisation's work between sessions. The Director-General, currently Khaled El-Enany of Egypt, serves as the chief administrator and is appointed by the General Conference for a four-year term. UNESCO's headquarters are located at Place de Fontenoy in Paris, France, and it maintains 53 regional field offices around the world.

UNESCO operates across five major programme areas: education, natural sciences, social and human sciences, culture, and communication and information. Within education, UNESCO is the lead UN agency for Sustainable Development Goal 4 (SDG 4), which aims to "ensure

inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. UNESCO supports countries in developing education policies, improving literacy, training teachers, and expanding access to learning at all levels.

UNESCO also plays a central role in the ethics of science and technology. In November 2021, its 193 Member States adopted the Recommendation on the Ethics of Artificial Intelligence, the first global standard on AI ethics. This landmark agreement provides a framework for ensuring that AI systems respect human rights, human dignity, and environmental sustainability.

UNESCO's work on AI in education is guided by this Recommendation, as well as by its digital education strategy and its AI competency frameworks for students and teachers.

Through initiatives such as Digital Learning Week, the ICT in Education Prize, and capacitybuilding programmes in over 70 countries, UNESCO helps Member States navigate the opportunities and risks of emerging technologies in education. The Organisation emphasises that technology should be human-centred, ethical, and equitable, and that it must not deepen existing inequalities between and within nations.

Introduction to the Topic

Understanding Artificial Intelligence and Its Role in Education

Artificial Intelligence (AI) refers to computer systems that can perform tasks that normally require human intelligence, such as understanding language, recognising patterns, solving problems, and making decisions. In recent years, advances in machine learning, natural language processing, and generative AI have made these technologies more powerful and widely accessible than ever before. Tools such as ChatGPT, automated grading systems, and personalised learning platforms are now being used in classrooms around the world.

AI has the potential to transform education in many positive ways. It can personalise learning by adapting lessons to each student's pace and level. It can help teachers by automating administrative tasks, generating lesson materials, and providing insights into student progress. AI can also expand access to education through translation tools, digital tutors, and online platforms that reach learners in remote areas. UNESCO has recognised that AI could play an important role in achieving SDG 4, particularly in reaching the millions of children and adults who are still excluded from education.

However, the rapid adoption of AI in education also raises serious concerns. Studies show that only 40% of primary schools and 50% of lower secondary schools are connected to the internet globally, meaning that many students cannot access AI tools at all. There are also questions about data privacy, algorithmic bias, academic integrity, and the impact of AI on teacher-student relationships. UNESCO emphasises that AI should be used to support, not replace, human teachers, and that its deployment must be guided by ethical principles.

The Impact of AI on Future Employment

AI is also reshaping the labour market. According to the World Economic Forum's Future of Jobs Report 2025, 86% of employers expect AI and information processing technologies to transform their businesses by 2030. The report estimates that 92 million jobs may be displaced by AI and other technologies by 2030, while 170 million new roles could be created, resulting in a net increase of 78 million jobs worldwide. However, these new jobs will require different skills, and many workers will need reskilling or upskilling to take advantage of them.

The impact of AI on employment will not be evenly distributed. Routine and repetitive tasks are more likely to be automated, while jobs requiring creativity, critical thinking, emotional intelligence, and complex problem-solving are less likely to be affected. This means that lowskilled workers, young people entering the job market, and workers in developing countries may be disproportionately affected. The International Labour Organization (ILO) reports that 64.9 million young people aged 15 to 24 were unemployed in 2023, and that youth unemployment remains critically high in the Arab States and North Africa.

Education systems play a critical role in preparing young people for this changing labour market. Curricula need to be updated to include AI literacy, digital skills, and competencies that AI cannot easily replicate. Technical and vocational education and training (TVET) programmes must be modernised to align with the needs of emerging industries. Governments, employers, and educational institutions must work together to ensure that workers are not left behind by the AI transition.

The Digital Divide and Educational Inequality

One of the most significant challenges in addressing the impact of AI on education and employment is the digital divide. According to the World Bank, over a quarter of the world's population remains unconnected to the internet, and only one in four people in low-income countries uses the internet. Approximately 1.3 billion school-age children do not have access to the internet at home. This means that students in developing countries, rural areas, and marginalised communities are far less likely to benefit from AI-powered educational tools.

The digital divide is not only about infrastructure. It also involves affordability, digital literacy, language barriers, and gender gaps. Women and girls in many regions have less access to digital technologies than men and boys. UNESCO's Women4Ethical AI platform aims to address this by encouraging women and underrepresented groups to participate in AI design and deployment. Without deliberate efforts to close the digital divide, AI could worsen existing inequalities between rich and poor countries, and between privileged and disadvantaged communities.

Ethical Considerations and Governance

The ethical use of AI in education and employment is a major concern. UNESCO's Recommendation on the Ethics of Artificial Intelligence, adopted by 193 Member States in November 2021, provides a comprehensive framework for ethical AI governance. It is based on

core values including respect for human rights and dignity, fostering just societies, ensuring diversity and inclusiveness, and supporting environmental sustainability. The Recommendation sets out ten core principles, including proportionality, safety and security, privacy and data protection, transparency, human oversight, and fairness.

In the context of education, these principles mean that AI systems used in schools must protect students' personal data, avoid bias and discrimination, and be transparent in how they make decisions. AI should not be used to replace human judgement in grading, admissions, or disciplinary actions without appropriate oversight. Teachers, parents, and students should have a say in how AI is used in their schools. UNESCO's Ethical Impact Assessment tool helps institutions identify and address potential harms before deploying AI systems.

UNESCO has also developed the AI Competency Framework for Students and the AI Competency Framework for Teachers, both launched during Digital Learning Week in September 2024. The student framework outlines 12 competencies across four dimensions: a human-centred mindset, ethics of AI, AI techniques and applications, and AI system design. The teacher framework covers 15 competencies across five areas, including AI foundations, pedagogy, and professional learning. These frameworks are designed to help countries prepare their education systems for the age of AI.

Looking Forward: Preparing for an AI-Driven Future

As AI continues to evolve, countries must take proactive steps to ensure that its benefits are shared broadly and its risks are managed. This requires investment in digital infrastructure, teacher training, curriculum reform, and social protection systems. It also requires international cooperation to ensure that developing countries are not left behind. UNESCO's Global AI Ethics and Governance Observatory provides a platform for policymakers, regulators, and civil society to share knowledge and develop solutions to the challenges posed by AI.

Ultimately, the goal is not to resist AI, but to shape its development and use so that it serves humanity. UNESCO's message is clear: AI should be human-centred, ethical, and equitable. Education systems must teach students not only how to use AI tools, but also how to think critically about them. Workers must be supported through the transition with reskilling and upskilling opportunities. And governments must work together to ensure that AI contributes to, rather than undermines, the Sustainable Development Goals.

Essential Questions / Key Issues

These are a list of things you should consider when writing your position paper.

Equitable Access to AI in Education

Not all students have equal access to AI-powered educational tools. In many developing countries, schools lack basic internet connectivity, electricity, and devices. Only 40% of primary schools and 50% of lower secondary schools are connected to the internet globally. Delegates

should consider how the international community can work to close the digital divide and ensure that AI in education does not deepen existing inequalities between rich and poor countries, or between urban and rural communities.

Protecting Student Data and Privacy

AI systems in education often collect large amounts of personal data about students, including their learning habits, performance, and behaviour. This raises serious concerns about privacy, data security, and the potential for surveillance. UNESCO's Recommendation on the Ethics of AI emphasises that privacy must be protected throughout the AI lifecycle. Delegates should consider what rules and safeguards should be in place to protect students' data, who should own and control this data, and how to ensure that AI systems do not violate children's rights.

Teacher Training and AI Literacy

Teachers are the heart of the effective and ethical use of AI in education. On the other hand, a significant amount of teachers have not received training in how to use AI tools or how to teach students about AI. UNESCO has developed the AI Competency Framework for Teachers, which outlines 15 competencies across five areas. Delegates should consider how governments can invest in teacher training, what role AI literacy should play in curricula, and how to ensure that teachers are supported rather than replaced by technology.

Curriculum Reform and Future Skills

AI is altering the skills that young people need for the future. The World Economic Forum estimates that 92 million jobs may be displaced and 170 million new roles created by 2030. Education systems must adapt by teaching AI literacy, critical thinking, creativity, and socialemotional skills alongside traditional subjects. Delegates should deliberate how curricula should be reformed, what role technical and vocational education should play, and how to ensure that graduates are prepared for jobs that may not yet exist.

Job Displacement and Reskilling

AI is expected to displace many existing jobs, especially those involving routine and repetitive tasks. The ILO reports that 57.8 % of workers globally were in informal employment in 2024, and that young people are disproportionately affected by insecure work. Delegates should consider what social protection measures should be in place for workers displaced by AI, how reskilling and upskilling programmes should be funded and delivered, and what role the private sector should play in supporting workers through the transition.

Balancing Innovation and Ethical Oversight

There is a tension between encouraging innovation in AI and ensuring that AI is used ethically and responsibly. Some countries have adopted comprehensive AI regulations, while others have taken a more laissez-faire approach. UNESCO's Recommendation on the Ethics of AI provides a global framework, but implementation varies widely. Delegates should consider how to balance the need for innovation with the need for ethical oversight, what role international cooperation should play, and how to ensure that AI governance is inclusive and multistakeholder.

Countries List

- **France:** Major role in UNESCO, cultural heritage, and international cultural diplomacy
- **China:** Extensive cultural heritage, education, science, and international influence
- **India:** Cultural diversity, heritage preservation, and education
- **Japan:** Education, technology, and preservation of traditional culture
- **Germany:** Science, education, and cultural heritage
- **Italy:** Major UNESCO heritage sites and cultural preservation
- **United Kingdom:** Education, culture, heritage, and international cooperation
- **Australia:** Natural heritage, Indigenous culture, and education
- **Brazil:** Biodiversity, environmental protection, and cultural heritage
- **Mexico:** Cultural heritage, Indigenous traditions, and preservation
- **Spain:** Cultural heritage, historical sites, and preservation
- **South Korea:** Technology, education, and cultural preservation
- **Canada:** Education, Indigenous heritage, and environmental protection
- **Greece:** Ancient heritage, archaeology, and cultural preservation
- **Egypt:** Ancient sites, archaeology, and cultural heritage
- **Türkiye:** Rich historical heritage and cultural preservation
- **Switzerland:** Science, education, and international cooperation
- **Sweden:** Education, sustainability, and cultural preservation
- **Netherlands:** Education, cultural heritage, and international cooperation
- **Portugal:** Cultural heritage, historical sites, and preservation
- **South Africa:** Cultural diversity, heritage, and environmental protection
- **Indonesia:** Cultural diversity, heritage, and nature conservation
- **Peru:** Ancient sites, Indigenous heritage, and cultural preservation
- **Kenya:** Nature conservation, biodiversity, and cultural heritage
- **Philippines:** Cultural preservation, biodiversity, and education

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