

PilibosMUN

**United Nations
GA Plenary**

Background Guide



General Assembly

Committee: Achieving Universal Access to Education in the Age of AI and Technological Disruption

Chairperson: Armen Apanian (arapanian@pilibos.org)

Dias: Moushegh Jurukian (mjurukian@pilibos.org) & Aram Jurukian (ajurukian@pilibos.org)

Chair's message:

It is my pleasure to welcome you to the United Nations General Assembly Committee on Achieving Universal Access to Education in the Age of AI and Technological Disruption. Education has long been recognized as a fundamental human right and a cornerstone of sustainable development. Yet, today, rapid technological change challenges the international community to rethink how this right can be fulfilled in an increasingly digital and automated world.

Artificial intelligence and emerging technologies present unprecedented opportunities to expand access to quality education, personalize learning, and better prepare students for a rapidly evolving global workforce. At the same time, these advancements risk deepening existing inequalities between and within states, particularly where digital infrastructure, teacher preparedness, and access to connectivity remain limited. As outlined in this guide, millions of children and youth continue to face barriers to education, barriers that have been further exposed by global crises such as the COVID-19 pandemic.

This committee calls upon delegates to engage with both the promise and the risks of AI in education. You will be asked to consider how the international community can support inclusive digital transformation while safeguarding ethical standards and the role of educators. The General Assembly provides a unique forum to balance innovation with equity, national sovereignty with international cooperation, and technological progress with human rights.

I encourage each delegate to approach this topic with thoughtful research and a solution-oriented mindset. Effective resolutions will require pragmatic policy proposals. Above all, remember that the ultimate objective of this committee is not technology itself, but ensuring that every individual has the opportunity to learn.

I look forward to a productive and engaging debate and wish you all the best of luck.

Sincerely

Armen Apanian

GA Chairperson & PilibosMUN Secretary General

I. Committee Background

The United Nations General Assembly (UNGA) serves as the primary deliberative body responsible for shaping global educational priorities and ensuring the fulfillment of the right to education as articulated in the Universal Declaration of Human Rights (UDHR). The rapid advancement of artificial intelligence and automation has introduced both significant opportunities and profound structural challenges for education systems worldwide. As AI-driven technologies become integrated into every sector of society, the demand for digital literacy, computational fluency, and adaptive learning skills continues to intensify.

The World Economic Forum reports that by 2025, approximately 85 million jobs may be displaced by automation, while 97 million new roles may emerge that require collaboration between humans and machines (World Economic Forum). These economic shifts require educational frameworks capable of preparing students for technologically adaptive careers, particularly in developing countries where digital infrastructure remains insufficient. UNESCO estimates that globally, 244 million children and youth were already out of school before the pandemic, reflecting systemic inequalities exacerbated by technological disparities (UNESCO Institute for Statistics).

The COVID-19 pandemic further demonstrated structural weaknesses in global learning systems. At the height of global lockdowns, more than 1.6 billion students experienced educational disruption, while at least one third of these students had no access to remote learning due to limited connectivity, device shortages, or lack of teacher preparedness (UNESCO “Education”). The International Telecommunication Union reports that approximately 2.9 billion people remain offline, the majority residing in low-income or rural areas (ITU 2). Such disparities threaten to widen global economic inequality and undermine progress toward Sustainable Development Goal 4.

In this context, the General Assembly must consider how to promote universal and equitable access to education while ensuring that AI is implemented responsibly, ethically, and inclusively.

II. Topic Background

A. **AI-Driven Transformation of the Global Workforce**

Artificial intelligence has become an essential component of economic development, shaping the labor market in ways that require immediate educational adaptation. The OECD estimates that 27 percent of jobs across its member states are at high risk of automation, with low-skilled workers disproportionately vulnerable (OECD 2021). In contrast, roles requiring advanced digital skills are projected to grow substantially, deepening existing inequalities between digitally prepared and underserved populations.

Without targeted interventions that build STEM capacity, digital literacy, and computational thinking, developing nations risk falling further behind in the global knowledge economy.

B. ***Inequalities in Digital Access***

One of the most significant barriers to universal access to education in the age of AI is digital inequity. According to the World Bank, only 19 percent of individuals in low-income countries have access to the internet, compared to more than 90 percent in high-income economies (World Bank 2023). Furthermore:

- UNICEF reports that more than 1.3 billion children between the ages of 3 and 17 lack an internet connection at home (UNICEF “How Many Children”)
- In Sub-Saharan Africa, only 29 percent of schools have access to electricity, and fewer than 20 percent have internet connectivity necessary for digital learning (UNESCO “Global.

These societal inequalities prevent participation in online learning environments, limit exposure to AI-based educational tools, and restrict long-term economic mobility.

C. ***Ethical and Social Implications of AI in Education***

While AI can expand access to personalized and individual instruction, optimize administrative work, and support data-informed decision-making, it also presents many serious ethical challenges. Research from the Stanford Institute for Human-Centered Artificial Intelligence indicates that algorithmic bias can disproportionately disadvantage students from minority backgrounds when predictive analytics are used to determine academic placement, disciplinary outcomes, and resource distribution. (Stanford HAI 2022)

Similarly, the UN High Commissioner for Human Rights has warned that AI-based educational technologies often involve extensive data collection, raising concerns regarding student privacy, surveillance, and potential for misuse. (UN Human Rights Council 2021)

These concerns underscore the need for robust and comprehensive governmental frameworks that ensure transparency, accountability, and the ethical use of AI in educational contexts.

D. Lessons from Global Education Crises

The COVID-19 pandemic revealed that educational systems with pre-existing digital infrastructure were substantially more resilient than those without it.

According to the Brookings Institution, students in high-income countries were able to continue academic engagement at rates more than four times higher than students in low-income countries during global school closures. (Brookings 2021)

III. Past International Involvement

The United Nations has long emphasized equitable and inclusive education as a global priority. Some of the key initiatives include:

- *Sustainable Development Goal 4*: seeks inclusive and equitable quality education for all
- *UNESCO's Global Education Monitoring Reports*: provide data and policy analysis on digital transformation
- *UNICEF's Learning connectivity programs*: focus on expanding digital infrastructure in underserved regions
- *The Broadband Commission for Sustainable Development*: frames internet access as foundational to modern education

IV. Bloc Positions

A. High-Capacity Technological Innovators

1. Believe that with advanced AI, industries typically support rapid integration of AI into national curricula and favor investment in AI research, teacher training, and global standards for safe AI deployment.

B. Developing and Least Developed States

1. These States prioritize reducing the digital divide through infrastructure development, device affordability, and international financial support.

Many advocate for technology transfer and capacity building to avoid long-term dependency.

C. Privacy and Rights Focused States

1. These states prefer strict regulation of AI in education, advocate for data protection, algorithmic transparency, and safeguards for children's rights.

D. Balanced Adoption States

1. These states encourage measured adoption of AI that preserves teacher roles, supports culturally relevant teaching styles, and emphasizes community participation.

V. Questions to Consider

- A.** How should the UN promote global standards ensuring the ethical use of AI in education?
- B.** What financial and technical support structures are necessary to reduce the digital divide?
- C.** How can teacher training programs be modernized to ensure preparedness for AI-enhanced classrooms?
- D.** Should global frameworks mandate transparency and accountability for AI developers?
- E.** What role should public-private partnerships play in supporting universal digital access?

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