



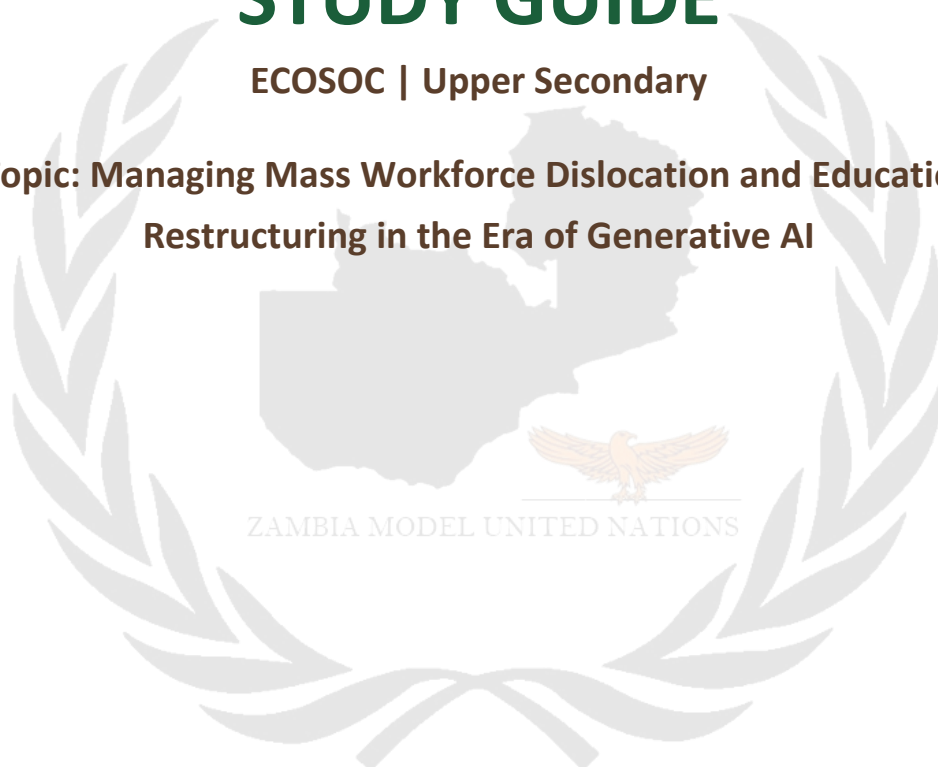
LUSAKA OAKTREE SCHOOL MODEL UNITED NATIONS
LOTSMUN 2026

Architects of Accountability • Redefining Power, Peace and Progress

STUDY GUIDE

ECOSOC | Upper Secondary

**Topic: Managing Mass Workforce Dislocation and Education
Restructuring in the Era of Generative AI**



Message from the Secretary General

Dear Delegates,

It is my great pleasure to welcome you to LOTSMUN 2026.

This year, under the theme “Architects of Accountability: Redefining Power, Peace and Progress,” we invite you to consider not only how decisions are made but who is responsible for them, who is affected by them and how meaningful change can be achieved.

Model United Nations is more than an exercise in public speaking. It is an opportunity to understand complex international problems, challenge assumptions, negotiate with people who may disagree with you and transform competing ideas into meaningful solutions.

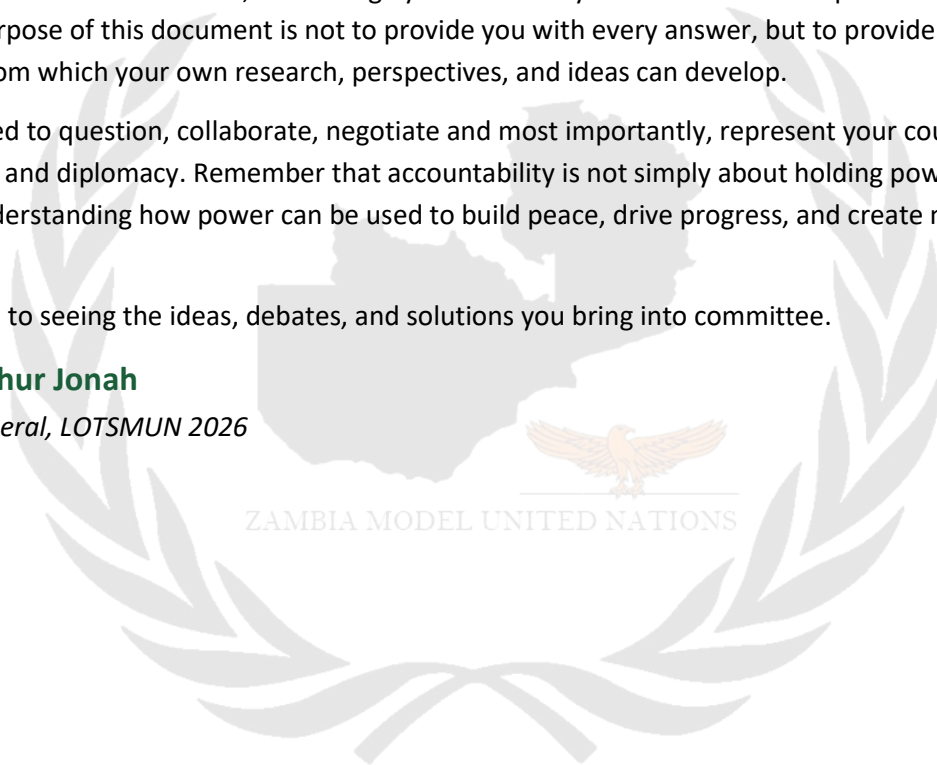
As you prepare for this committee, I encourage you to look beyond the information presented in this study guide. The purpose of this document is not to provide you with every answer, but to provide you with the foundation from which your own research, perspectives, and ideas can develop.

Come prepared to question, collaborate, negotiate and most importantly, represent your country’s position with accuracy and diplomacy. Remember that accountability is not simply about holding power responsible; it is about understanding how power can be used to build peace, drive progress, and create meaningful change.

I look forward to seeing the ideas, debates, and solutions you bring into committee.

Malenji Arthur Jonah

Secretary General, LOTSMUN 2026



ZAMBIA MODEL UNITED NATIONS

1. The Economic and Social Council

1.1 What is ECOSOC?

The Economic and Social Council (ECOSOC) is a principal organ of the United Nations, with its mandate set out in Chapter X of the UN Charter. It has **54 member governments**, elected by the General Assembly for three-year terms, with seats shared among regions: 14 African, 11 Asian, 6 Eastern European, 10 Latin American and Caribbean, and 13 Western European and other states.¹ It debates economic, social and environmental questions, reviews progress on sustainable development, and works with more than 5,100 non-governmental organisations that hold consultative status.²

In this simulation, you are a **member state** at an ECOSOC session. The topic sits between labour, education and technology, so many UN bodies matter. Here are the ones you are most likely to cite:

Body or group	What it does
ECOSOC	Coordinates UN work on economic and social issues and holds policy debates through its sessions and segments. ³
International Labour Organization (ILO)	The UN agency for work and labour standards. It has studied how many jobs are exposed to generative AI and how to protect workers. ⁴
UNESCO	The UN agency for education. It published guidance on generative AI in education and research and surveyed schools and universities. ^{5,6}
IMF and World Economic Forum (WEF)	The IMF analyses how AI affects economies and jobs, and the WEF publishes surveys of employers on the future of work. ^{7,8}
UN AI Panel and Global Dialogue	New bodies created by the General Assembly in 2025 so that all 193 member states can take part in AI governance. ⁹

¹ UN ECOSOC. Frequently Asked Questions. <https://ecosoc.un.org/en/about-us/faq>

² UN ECOSOC. Frequently Asked Questions... (See earlier note or bibliography.)

³ UN ECOSOC. Frequently Asked Questions... (See earlier note or bibliography.)

⁴ UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025). <https://news.un.org/en/story/2025/05/1163486>

⁵ UNESCO. UNESCO: Governments must quickly regulate generative AI in schools (7 September 2023). <https://www.unesco.org/en/articles/unesco-governments-must-quickly-regulate-generative-ai-schools>

⁶ UNESCO. UNESCO survey: Less than 10% of schools and universities have formal guidance on AI (2023). <https://www.unesco.org/en/articles/unesco-survey-less-10-schools-and-universities-have-formal-guidance-ai>

⁷ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15 January 2024). <https://www.cnbc.com/2024/01/15/imf-warns-ai-to-hit-almost-40percent-of-global-employment-worsen-inequality.html>

⁸ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but urgent upskilling needed (January 2025). <https://www.weforum.org/press/2025/01/future-of-jobs-report-2025-78-million-new-job-opportunities-by-2030-but-urgent-upskilling-needed-to-prepare-workforces/>

⁹ UN News. UN moves to close dangerous void in AI governance (September 2025). <https://news.un.org/en/story/2025/09/1165898>

2. Introduction to the Topic

Generative AI tools can write text, produce images, generate code and answer questions. They are spreading quickly into offices, classrooms and phones. This raises two linked questions. First, what happens to **workers** whose tasks are changed or replaced, and how can governments manage that **dislocation**? Second, how should **education** change so that young people gain skills that remain useful, and so that schools and universities use AI wisely?

Here is one way the problem can develop:



This is a simplified picture. Studies suggest most jobs will be **transformed** rather than simply eliminated, and AI may also create jobs and raise productivity.^{10,11} The policy challenge is to spread the benefits and cushion the costs.

2.1 The scale of the problem

Exposure. The ILO estimates that one in four jobs worldwide is potentially exposed to generative AI, but that “few jobs consist of tasks that are fully automatable”, so transformation is the most likely impact.¹² The IMF estimated that AI could affect about 60% of jobs in high-income economies, 40% in emerging markets and 26% in low-income countries.¹³

Jobs and skills. The World Economic Forum’s employer survey expects 170 million jobs to be created and 92 million displaced by 2030, a net gain of 78 million. It also estimates that 59 of every 100 workers will need reskilling or upskilling by 2030, and that 11 of those 59 are unlikely to receive it.¹⁴

1 in 4 jobs worldwide potentially exposed to generative AI (ILO, 2025)	78 million net new jobs expected by 2030 after 92 million are displaced (WEF)	Under 10% of schools and universities had formal AI guidance in 2023 (UNESCO)
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These figures measure different things. “Exposed” does not mean “lost”, and forecasts by the ILO, IMF and WEF use different methods, so always state which source you are using.

¹⁰ UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

¹¹ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but... (See earlier note or bibliography.)

¹² UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

¹³ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

¹⁴ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but... (See earlier note or bibliography.)

2.2 Why does it matter?

Uneven exposure and readiness. Richer economies have more jobs exposed, but the IMF warns that emerging and low-income countries lack the infrastructure and skilled workforce to gain from AI, so the gap could widen.¹⁵ **Uneven impact on groups.** Women are concentrated in clerical and administrative jobs, which generative AI can already do in part.¹⁶ **Slow rules.** In 2023 fewer than 10% of institutions surveyed had formal AI guidance in place.¹⁷ **Weak safety nets.** Nearly three in four working young adults in sub-Saharan Africa were in insecure forms of work in 2023, so many have little protection if their work changes.¹⁸



¹⁵ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

¹⁶ UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

¹⁷ UNESCO. UNESCO survey: Less than 10% of schools and universities have formal guidance on AI... (See earlier note or bibliography.)

¹⁸ ILO. Global Employment Trends for Youth 2024. https://www.ilo.org/sites/default/files/2024-11/GET_2024_EN_web4.pdf

3. Key Definitions

These definitions are written for delegates and adapted from the sources in the bibliography. Learn them, because you will use them in speeches and clauses.

Term	Meaning
Generative AI	AI tools that produce new content, such as text, images or code, from prompts. The ILO study focuses on its effect on jobs. ¹⁹
Automation	Using technology to do tasks that people used to do.
Exposure	How far the tasks in a job could be done or changed by AI. It is not the same as job loss. ²⁰
Job displacement	When jobs disappear or workers are pushed out because their tasks are automated or reorganised. ²¹
Workforce dislocation	The disruption when large numbers of workers lose jobs or must change occupations at the same time.
Reskilling	Training a worker for a new role. ²²
Upskilling	Improving a worker's skills in their current role. ²³
Skills gap	The difference between the skills employers need and the skills workers have. 63% of employers in the WEF survey named it as their main barrier to transformation. ²⁴
Digital divide	The gap between people and countries with access to technology and skills, and those without. ²⁵
Informal economy	Work that is not covered by formal laws or social protection, such as street trading or casual labour. ²⁶
Social protection	Systems such as unemployment support, pensions and health cover that help people through hard times.
Decent work	Work that is productive, fairly paid, safe and secure, with rights and dignity. Zambia has linked AI to "human dignity, inclusion, and social justice". ²⁷
NEET	Young people not in employment, education or training. In 2023, 20.4% of youth aged 15 to 24 were NEET worldwide. ²⁸

¹⁹ UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

²⁰ UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

²¹ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but... (See earlier note or bibliography.)

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²³ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but... (See earlier note or bibliography.)

²⁴ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but... (See earlier note or bibliography.)

²⁵ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

²⁶ Zambia Monitor. Zambia calls for research on impact of AI on youth employment (International Labour Conference, 8 June 2026). <https://www.zambiamonitor.com/zambia-calls-for-research-on-impact-of-ai-on-youth-employment/>

²⁷ Zambia Monitor. Zambia calls for research on impact of AI on youth employment (International... (See earlier note or bibliography.)

²⁸ ILO. Global Employment Trends for Youth 2024... (See earlier note or bibliography.)

Term	Meaning
AI literacy	Understanding what AI can and cannot do, how to use it well, and its risks.
Human-centred approach	Designing AI policy around human rights, dignity and human control. ²⁹
Apprenticeship	Training that combines work experience with learning, often for young people. ³⁰
Data protection	Rules that protect personal information from misuse, important when students use AI tools. ³¹
Accountability	Making sure that people and institutions answer for what they do, through rules, checks and remedies.



²⁹ UNESCO. UNESCO: Governments must quickly regulate generative AI in schools (7 September 2023)... (See earlier note or bibliography.)

³⁰ Zambia Monitor. Zambia calls for research on impact of AI on youth employment (International... (See earlier note or bibliography.)

³¹ UNESCO. UNESCO: Governments must quickly regulate generative AI in schools (7 September 2023)... (See earlier note or bibliography.)

4. Case Studies

These cases show the problems and some responses in real life. Facts come from the sources in the bibliography. Forecasts are estimates and may change, so check dates and methods. **You must represent your assigned country's view.**

4.1 Who is exposed? Rich and poor economies, women and men

The ILO and Poland's National Research Institute found that 34% of jobs in high-income countries are exposed to generative AI, against 11% in low-income countries. In wealthy countries, 9.6% of women's jobs are in the highest-risk category compared with 3.2% of men's, largely because women are concentrated in clerical and administrative work. The ILO says the likeliest result is transformation, with risks to job quality and wages if workers are not supported.³² The IMF's different method gave higher figures and warned that AI could deepen inequality, as workers with access to AI boost their earnings while those without fall behind.³³

4.2 Jobs created, jobs lost: the 2030 picture

The World Economic Forum expects 22% of total employment to be disrupted by 2030, with 170 million new roles and 92 million displaced. Roles expected to grow include farmworkers, delivery drivers, nursing professionals and teachers, while cashiers, administrative assistants and graphic designers are expected to decline. Some 41% of employers plan to reduce staff as AI automates tasks, while 77% plan to upskill existing workers, and about 40% of the skills workers need will change.³⁴

4.3 Education: rules that lag behind the tools

A UNESCO survey of over 450 schools and universities in May 2023 found that fewer than 10% had formal policies on generative AI: about 13% of universities and 7% of schools. Nearly 20% of respondents did not know whether their institution had a policy.³⁵ In September 2023 UNESCO published guidance urging governments to regulate, recommending an age limit of 13 for classroom AI tools, data protection standards and teacher training. UNESCO's Director-General said that generative AI "can be a tremendous opportunity for human development, but it can also cause harm and prejudice".³⁶

4.4 Estonia: AI Leap in schools

Estonia's AI Leap 2025 initiative planned to give students and teachers in secondary schools access to ChatGPT Edu, starting with the 10th and 11th grades from September 2025. It builds on the Tiger Leap project of 1996, which computerised Estonian schools. President Alar Karis said the education system "must adapt" to a world that AI has changed permanently.³⁷ It involves a private technology company, so ask about cost and data.

³² UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

³³ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

³⁴ World Economic Forum. Future of Jobs Report 2025: 78 million new job opportunities by 2030 but... (See earlier note or bibliography.)

³⁵ UNESCO. UNESCO survey: Less than 10% of schools and universities have formal guidance on AI... (See earlier note or bibliography.)

³⁶ UNESCO. UNESCO: Governments must quickly regulate generative AI in schools (7 September 2023)... (See earlier note or bibliography.)

³⁷ OpenAI. Estonia and OpenAI to bring ChatGPT to schools nationwide (AI Leap 2025). <https://openai.com/index/estonia-schools-and-chatgpt/>

4.5 Zambia and Africa: young workers and AI

Between 2023 and 2050, the youth labour force in sub-Saharan Africa is projected to grow by 72.6 million, a demographic pressure unmatched anywhere. In 2023 nearly three in four working young adults in the region were in insecure work.³⁸ At the International Labour Conference on 8 June 2026, Zambia's representative called for more research on AI and youth employment, strategies to formalise the informal economy, technical cooperation and financial help for developing countries, and more apprenticeships and digital skills training.³⁹

4.6 Global governance: a seat for every state

A 2024 UN report found that 118 countries were not parties to any major international AI governance initiative, while only seven developed countries took part in all of them. In response, a 2025 General Assembly resolution created the Global Dialogue on AI Governance and the Independent International Scientific Panel on AI. The UN's Special Envoy said that "for the first time, all 193 member countries of the UN will have a seat at the table".⁴⁰



³⁸ ILO. Global Employment Trends for Youth 2024... (See earlier note or bibliography.)

³⁹ Zambia Monitor. Zambia calls for research on impact of AI on youth employment (International... (See earlier note or bibliography.)

⁴⁰ UN News. UN moves to close dangerous void in AI governance (September 2025)... (See earlier note or bibliography.)

5. Major Actors

5.1 Countries and regions

Your delegation may represent any country, and your country may not be listed here. The table shows broad patterns only. **Always check your country's recent statements, laws and policies before you rely on them.**

Type of country	What to expect
High-income economies	More jobs exposed, but stronger infrastructure and skills. They often stress innovation, retraining and ethical rules. ^{41,42}
Emerging markets	Face both opportunities and risks, with about 40% of jobs exposed in the IMF's estimate, and pressure to build skills fast. ⁴³
Low-income countries	Fewer exposed jobs, but weaker infrastructure, large informal economies and young populations. They often ask for finance, training and technology transfer. ^{44,45}
Countries pioneering AI in schools (e.g. Estonia)	Present national programmes as models, and stress teacher training and access. ⁴⁶
Countries with limited AI governance	Among the 118 countries outside major AI governance initiatives, many will stress inclusion and capacity-building. ⁴⁷

Almost every state says AI should benefit people and that workers must be protected. The disagreements tend to come over **money** (who pays for retraining and infrastructure), **rules** (how far governments should regulate AI in work and schools) and **access** (who gets the technology and skills).

5.2 Organisations and networks

- **ILO, IMF and WEF.** Provide research and surveys on AI, jobs and skills.^{48,49,50}
- **UNESCO.** Leads on AI in education, with guidance and surveys.^{51,52}
- **UN AI Panel and Global Dialogue.** Provide a forum and evidence for all 193 member states.⁵³

⁴¹ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

⁴² UN News. AI threatens one in four jobs (ILO–NASK study, 20 May 2025)... (See earlier note or bibliography.)

⁴³ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

⁴⁴ CNBC. IMF warns AI to hit almost 40% of global employment and worsen overall inequality (15... (See earlier note or bibliography.)

⁴⁵ Zambia Monitor. Zambia calls for research on impact of AI on youth employment (International... (See earlier note or bibliography.)

⁴⁶ OpenAI. Estonia and OpenAI to bring ChatGPT to schools nationwide (AI Leap 2025)... (See earlier note or bibliography.)

⁴⁷ UN News. UN moves to close dangerous void in AI governance (September 2025)... (See earlier note or bibliography.)

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⁵³ UN News. UN moves to close dangerous void in AI governance (September 2025)... (See earlier note or bibliography.)

6. Preparing for Committee

6.1 Questions a strong resolution answers

1. **Who is affected?** Young people, women, informal workers, teachers, or a particular sector? Be specific.
2. **What will be done?** Retraining, social protection, new curriculum, teacher training or AI rules?
3. **Who will do it and who will pay?** Governments, employers, UN bodies, donors or partnerships?
4. **Is it fair?** Does it reach low-income countries, rural areas and the informal economy?
5. **Does it protect learners?** Think about age limits, data protection and teacher training.
6. **How will it be checked?** Add reporting, data and a review date.
7. **Does it respect national choice?** ECOSOC recommends, and each state decides its own policy.
8. **Can it win support?** Will states from different regions and income levels vote for it?

6.2 Guiding questions for your research

1. Which jobs in your country are most exposed to AI, and who does them?
2. How big is the informal economy, and how many young people are NEET?
3. Does your country have a national AI strategy or education policy on AI?
4. What does your country teach about AI, and are teachers trained?
5. What retraining or social protection already exists?
6. What can your country offer or ask for: money, training, technology or data?
7. Which countries share your goals, and where would you compromise?

6.3 Where to research

- **ILO** website, for research on AI, jobs and youth employment.
- **UNESCO** pages on AI in education and its guidance for generative AI.
- **IMF and World Economic Forum** reports on AI and the Future of Jobs.
- **UN News** (news.un.org), for the Global Dialogue and the Scientific Panel.
- Your country's ministries of labour and education, and its statements at the UN and ILO.

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