



GENERAL ASSEMBLY (GA)

The role of education in preparing the workforce for the future

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DESCRIPTION OF COMMITTEE

The General Assembly (GA) was established in 1945 within the Charter of the United Nations, and gained prominence after World War II in New York, USA. The General Assembly is the official United Nations representative. It has the fundamental position of being the main deliberative branch with power. 193 members are part of the General Assembly, and they all have the right to vote on topics like security and peace. According to the United Nations, the General Assembly takes care of “deliberative, supervisory, financial, and elective functions.”

Inside the assembly, subjects that concern the UN Charter are discussed collaboratively. Its leading purpose revolves around the supply of suggestions and the analysis of topics. Nevertheless, the General Assembly remains incapable of having complete authority to execute resolutions or force members of itself to act. The President of the General Assembly is Csaba Korösi. He was elected on September 13, 2022, and will remain in power indefinitely. As of 2023, the General Assembly is battling current international issues like accelerating climate action, protecting refugees and immigrants, safeguarding global health, and empowering young people.

INTRODUCTION TO THE TOPIC

Education is a weapon that you can carry everywhere. Currently, only a select few are fortunate enough to have access to a higher standard of education. Quality education should be available to all individuals, regardless of their physical, psychological, social, or cultural condition. Having education allows people to achieve their development in a comprehensive way, so they can grow into functioning and successful individuals within the global workforce.

This basic United Nations right involves training people with a critical spirit and social commitment who are capable of participating in a workforce in the near future. To encourage students to complete their studies, businesses offer incentives as a form of inspiration for them to acknowledge that a decent job is waiting for them after they complete their studies.



Modern businesses with well-paid, sustainable jobs often have the requirement of having completed school until college, as a result of business owners wanting to assure individuals are qualified for the job. Businesses also rely on schools to provide skills and teach people how to use technology to work in the workplace. The main issue of not having prepared citizens for the workforce leads to problems inside the business that are directly connected to insufficient education in schools and universities.

BACKGROUND INFORMATION OF THE TOPIC

The 1948 Universal Declaration of Human Rights declared education a human right, proclaimed by the General Assembly. Nevertheless, it was not previously stated as one. Preparing the workforce for the future is a topic that has undergone a major state of recourse over the years. This change is mainly due to constant development in technology, economics, and other aspects that remain fundamental for obtaining employment. Basic education became more prevalent in the late 19th and early 20th centuries, and many nations implemented regulations making it mandatory. Having a standard education guaranteed that a larger percentage of citizens had access to basic knowledge. As a consequence, those with no education background would not be qualified for recruitment in entry-level position jobs.

Not only has basic education played a part in the future workforce years before, but soft skills started to be used at the end of the 20th century. To prepare people for skilled crafts and technical jobs, vocational and technical education programs were created in the middle of the 20th century. These courses frequently offered hands-on learning, which frequently resulted in certifications. Nonetheless, these programs or skills that used to be taught were not up to par with the standard set of skills required today. As of 2023, we know of employability skills that many jobs require to be hired such as critical thinking, creativity, collaboration, communication, and productivity.

When talking about the 19th century, jobs had little to no requirements at all. Individuals, mostly men who worked for their families, did not have even the basic education needed, due to the fact that jobs before required mostly manual labor. The workforce changed however, when women were able to join in the late 1800's. During this landmark period, women contributed to formulating educational principles, which meant more education was going to be needed to prepare for jobs.

CURRENT SITUATION OF TOPIC



Education plays a crucial role in determining one's future. Having a solid education background can significantly increase economic opportunities, the chances of recruitment, innovation, problem-solving, and personal fulfillment.

In the US, 44 percent of jobs require a college degree. Although this percentage may seem low and beneficial to those without a degree, the other 56 percent of jobs are likely to be of low or unstable income (Lobell, 2023). Similar cases of the need for an educational degree are present in most countries. Education fuels innovation, enhances civic engagement, and equips us to adapt in a rapidly evolving world.

Education comes with a wide array of skills, and people lacking those skills often struggle to achieve success in the workplace. According to the "World Vision" global statistics, 258 million children remain absent from school, and 617 million children and adolescents aren't capable of reading or doing basic math. These statistics are deeply unfortunate.

INTERNATIONAL ACTION OF TOPIC

Education isn't as prevalent in some developing countries, and although most countries try to re-enforce education as a basic law, it can be devalued. In developing poverty-stricken countries, education is often disregarded or of lower quality. The United Nations has overtaken several programs for the implementation of education in impoverished nations.

Quality education is one of the UN's seventeen goals. The organization has made significant progress, increasing the level of worldwide primary school completion between 2015 and 2021. The UN plans to increase the percentage of students attaining basic reading skills to 67 percent by 2030 (UN, 2023).

Countries like the United States, United Kingdom, Germany, India, Canada, Australia, Japan, and South Africa, among others, require a bachelor's degree at the very least for an entry-level position. According to Apollo Technical's engineered talent solutions, 30% of entrepreneurs only finish high school, 31% have an associate degree, 17% have a bachelor's degree, 18% have obtained a master's degree, and 4% have a PhD. In this statistic, education doesn't seem like an important aspect; however, 10/10 entrepreneurs finish the primary and secondary school levels. These entrepreneurs



possess the skills education provides because of their attendance in basic education, leading them to success.

RECOMMENDATIONS FOR CREATING RESOLUTIONS

The chair suggests that the delegates carefully examine the provided recommendations prior to drafting their resolutions:

- Avoid the use of personal pronouns.
- Take into account the UN's past actions on this topic.
- Avoid the use of the UN's past solutions, opt for adding to or bettering them.
- Consider short and long term solutions, mainly focusing on long term ones.
- The UN doesn't have the power to add new laws.
- Contemplate having inclusive solutions for all countries
- Money is not a problem in the UN.

QUESTIONS TO CONSIDER (TO CREATE A RESOLUTION)

1. How is your country planning to prepare for the education of the future workforce?
2. What action is your country planning to take?
3. Has your country taken any actions about the situation?
4. If your country has taken actions, are they effective?
5. Do people in your country agree with making changes and teaching new things to the workforce?
6. What are your countries' solutions to take care about the topic?
7. Do you think enforcing new ways to educate the workforce will increase the number of people that want to be involved in the education sector?
8. What issues can involve new types of education give you while trying to find solutions?



9. Are there any laws that prevent educating and preparing the workforce for the future to its full potential in your country?
10. How can your country help to strengthen the strategy and organizing techniques for the future workforce?
11. What other aspects does preparing the workforce for the future cover?
12. With which priority does your country take the task of education in the workforce?

RESEARCH AID (for delegates)

This website informs you of how to prepare next generations with skills for the future
<https://www.generationunlimited.org/stories/reimagining-education-preparing-next-generation-skills-future>

This next link informs you of different things that you can include to learn about new strategies

<https://www.un.org/pga/73/event/the-future-of-work/>

This link will help you to see what the future work expectations are

<https://unesdoc.unesco.org/ark:/48223/pf0000374435>

In this you link can find information about what role do teachers have when educating children

<https://www.brookings.edu/articles/what-is-the-role-of-teachers-in-preparing-future-generations/>

In this following PDF you can find about what are the skills that the future workforce will need

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_618170.pdf



On this article you can find about how education on schools can have a big effect on the students and the workforce learning from them

<https://www.theeducatoronline.com/k12/news/how-should-schools-prepare-students-for-the-workforce-of-the-future/280056>

This next link will Inform you about how the next workforce needs to be ready for next generations and form them to be able to make new types of business

<https://hbr.org/1994/03/educating-the-workforce-of-the-future>

On this next link you will find information about how educator can teach students and the Workforce new skills and ways to communicate

<https://todayslearner.cengage.com/preparing-students-to-be-productive-in-the-future-workforce/>

TERMS AND CONCEPTS

Workforce: A group of people who work in an activity together.

Deliberative: Something people consider and think about.

Education skills: It refers to strategies, habits, and abilities that help the people who received the education succeed in an academic or work setting.



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