

**Committee:** International Labour Organisation

**Subject:** Training and practicing the professions in 2030

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In the modern world the rapid rise of artificial intelligence and the digitization of the labour market are transforming how we train for and practice the professions of the future. By 2030, traditional office structures may be replaced by remote work environments, raising questions about the future role of the physical office as well as what will professions look like and evolve into? In education, AI-driven learning tools and online platforms are redefining the way people acquire skills as we see a different way of learning, sparking debates about whether teachers will remain central to this process. As work becomes more automated, it is not surprising that concerns are emerging about whether these changes enhance well-being by providing flexibility or lead to a growing sense of purposelessness and disconnection with the constant evolving work methods. Exploring these shifts will help us understand the evolving landscape of work and professional training in the next decade to hopefully use these shifts as efficient tools towards progress in these professional environments.

Training and practicing the professions in 2030 in the UK will be shaped by our position as a global leader in innovation and education, particularly in sectors like AI, digital technologies, and sustainability where we aim to invest in order to allow this change in the work environment to happen with more fluidity.

The UK's commitment to staying competitive on the global stage is evident in its involvement in international agreements such as the G7's Build Back Better initiative, which focuses on harnessing advanced technologies and skills to rebuild economies post-COVID. Additionally, the UK's participation in the Paris Agreement indirectly influences the workforce by driving demand for green jobs and sustainability skills, positioning the country to lead in training a workforce adept at addressing climate challenges. These global commitments, along with national strategies like the National AI Strategy, are reshaping the way skills are taught and practiced, ensuring that the UK remains agile in a rapidly changing global labour market.

Our delegation has emphasized the integration of technical qualifications that align directly with industry needs, ensuring that educational institutions prepare students for the future job market. This is paired with efforts to bolster digital infrastructure and remote working capabilities, recognizing the shift towards telework and the potential obsolescence of traditional office spaces. These measures demonstrate a forward-thinking approach to workforce readiness, emphasizing adaptability, inclusivity, and alignment with emerging technologies.

The delegation of the United Kingdom has already implemented several solutions to address the evolving demands of a labour market transformed by AI and digitization. For example, the Skills Bootcamps program, part of the broader National Skills Fund, offers short, intensive courses to help individuals quickly gain expertise in areas like AI, data analysis, and digital marketing. These programs are designed to keep pace with the demand for new digital skills and support lifelong learning. In response to the rise of telework, we have also promoted flexible work policies and digital infrastructure improvements, recognizing that many professions may not require a physical office in the future. Therefore, initiatives like higher technical qualifications (HTQs) ensure that teachers remain relevant by providing education closely aligned with industry needs, ensuring that students gain practical skills for the "real world". Our delegation has improved on well-being at work through its Good Work Plan, which promotes job quality and satisfaction by ensuring fairness, job security, and progression opportunities. These solutions reflect a commitment to adapting to AI-driven changes while maintaining a focus on job quality and work-life balance.

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