

Skills for a Fair Future

Unions Leading Change

NIC ICTU Union Learning Conference
Thursday 26th March
The Mac, Belfast

Ulf Union
learning
fund
Northern Ireland



STRONGER TOGETHER
CONGRESS
Irish Congress of Trade Unions
Northern Ireland Committee

Welcome to Delegates & Guests

Julie Gorman

Union Learn Development Officer, ICTU

ICTU Code of Conduct

Your behavior at this event, your language, conduct and style of work should reflect the values of the trade union movement. It is expected that you are sensitive to your use of language and that you refrain from swearing and/or using words or phrases which are offensive or discriminatory.

Opening Address

Gerry Murphy
Assistant General Secretary, ICTU

New Economic Model

Paul Mac Flynn

Nevin Economic Research Institute

A New. Economic Model

ICTU Union Learn Conference 26th March 2026

A New Economic Model

- Why a New Economic Model?
- What is the New Economic Model?
- Why the Trade Union movement?

A New Economic Model for Ireland

- 2 Very different economies on the Island of Ireland. Different stages of development.
- On the basis of many economic indicators, the economy in the south is near perfect. Almost full employment, robust growth, healthy public finances.
- On the basis of the same indicators, the North is a far weaker economy. Stumbles from crisis to crisis just about avoiding stagnation.
- What connects both? The feeling of powerlessness.

A New Economic Model for Ireland

- How come with all this money, Ireland still can't make progress on issues like health, housing or infrastructure?
- Why does it feel like Northern Ireland is in a never-ending budget crisis?
- Why does it feel like some parts of the economy have never recovered from the financial crash?
- Add into this the disruption to the global economy from trade wars, actual wars and long-term geopolitical shifts.
- Trudging along isn't an option.
- We need a New Economic Model.



Four Pillars

Structure of the model framed as **four pillars**

1 The productive economy

2 More and better jobs

3 Economic Security

4 Economic Resilience



Pillar 1: The Productive Economy

(the right kind of growth)

- We need to talk about Productivity. More importantly we need to understand where the responsibility for productivity lies.
- We need to shift the structure of the economy away from low productivity jobs and promote a 'Good Company' model at enterprise level.
- We also need to strengthen the economy's productive and innovative capacity through uplifts in investment in infrastructure, in people (life-long human capital), and in R&D.

Structure (4 keys):

- Preferential **supports for bad job sectors**, including tax breaks, should cease as it **distorts the economy** in favour of bad jobs.
- Promoting a '**Good Company**' model incentivised through prioritisation in public procurement and grant-aiding."
- **Sectoral Taskforces** so that we can plan and navigate future challenges before they become crises.
- **Addressing investment deficits** in infrastructure – physical, social and human.

Pillar 2: More and better jobs

(full employment and good jobs)

- High labour force participation and full employment are crucial but do not guarantee living standards. We also want the jobs of the present and the future to be of high quality and capable of supporting household's well-being needs and people's full participation in society.
- This means we need to pursue a high-road approach to employment that is consistent with good jobs. 'Any job' approach is not good enough.

Structure (4 keys):

- **Understanding future trends** in the labour market (declining and growing sectors, strategic foresight, lifelong learning)
- **Removing barriers to labour supply** (e.g. caring responsibilities, skills, housing, poverty and deprivation)
- **Removing barriers to labour demand** (aggregate demand management, skills mismatch and other frictions, improving the quality of the domestic enterprise base, trade frictions)
- Understanding and **enhancing job quality** (collective bargaining, minimum wages)

Pillar 3: Economic Security

(protecting people, not systems)

- Economic security and well-being require policies that protect people through the inevitable transitions, shifts and shocks that characterise all modern economies.
- People will lose their jobs and existing jobs will change. We will need safeguards to prevent people and regions from falling off the economic cliff. Laissez faire policies are not going to protect or resuscitate falling behind households and regions.
- The challenge - Disruption without destitution

Structure (4 keys):

- **In-work security and conditions** secured by trade unions and collective bargaining.
- **Skills interventions** that protect the productive capacity of the economy, **proactively and reactively**.
- A **social insurance model** that enables people to navigate economic transitions.
- An **adequacy based welfare system** including **needs based universal services**.

Pillar 4: Resilience

(dynamic, countercyclical and adaptive)

- In an uncertain world we need our economies and societies to be 'anti-fragile', that is to say, capable of adapting and flourishing even while under external or internal stress.
- There will always be short-term crises, but real policies are made in the medium to long term.
- Stability requires making choices that look ahead. In good times we must prepare for turbulence, and in bad times we must protect living standards and safeguard our productive capacity.
- Stability **AND** dynamism

Structure (4 keys):

- A **sustainable fiscal policy** reconciling sufficiency, efficiency, and equity
- **Embedding price stability to protect real wages and competitiveness** and restrain damaging cost of living spirals. Workers always lose from Inflation.
- **Future proofing** our overall package of policies in order to head off the challenges we know are coming. Climate change, AI, etc.
- The political economy - **Enhancing democracy and public 'buy-in'** and agency – this is part of a much broader democracy project

Why the trade union movement?

We are the economy

- The New Economic Model is built from the ground up.
- Productivity is a worker's issue, but we need to be clear about how it is achieved.
- Skills, genuine work/life balance, job autonomy and design, independent voice and representation, income and job security.
- These are the building blocks of good jobs, but they are also the drivers of labour productivity.
- Union learn is about workers, but it is also a building block to a New Economic Model.

Green Skills Action Plan

The Importance of Skills to the NI Economy

Gordon Parkes
DfE Green Skills Delivery Group

Green Skills Action Plan

26 March 2026

The importance of skills to the NI economy

Gordon Parkes

*Chair of the Green Skills Delivery Steering Group
Executive Director – People & Culture, NIE Networks*

Overview of presentation

1. Why?

2. The skills challenges

3. The Green Skills Delivery Group - progress so far

- Skills audit and report
- Green Skills Action Plan

4. Final thoughts

Why? The importance of skills

- Social development/personal development/social connection
- Economic development
- Employment and purpose
- Empowerment and confidence
- Financial security
- Innovation and culture

**The foundation of individual, family, community
and society success**



Why Green?

- The environment/our legacy!
- The opportunity/economic growth
- Sustainability/resilience
- Quality of life



The challenges we face

- Are you an optimist or a pessimist?
- An optimist sees opportunity in every difficulty
- A pessimist sees difficulty in every opportunity



Challenges

- 319,000 people are economically inactive in NI (highest in the UK) – 47% of those are under 24
- Number of NEETs in NI has increased to 25,000
- The 16 – 64 working age population is set to decline year on year out to 2070
- Too many individuals in NI are only qualified to level 2 or less
- Only 10% of employers provide apprenticeships (nearly 40% would like to provide apprenticeships)
- Not enough employers grow/develop their people
- Not enough females are studying STEM subjects
- Not enough lecturers in key skills areas
- Not enough employers provide opportunities for those with disabilities
- Too many of the over 50s population left the workforce after Covid
- Too many young people immigrate due to perceived lack of opportunity and don't return
- Current immigration policies make it difficult to attract skilled overseas employees
- A skills structural mismatch exists



Energy Skills Audit Report

- Large-scale energy production
- Infrastructure
- Domestic low carbon technologies and energy efficiency
- Industrial processes
- Circular economy
- Transport
- Agriculture
- Fisheries



Green Skills

Green Jobs Taskforce definition

‘Employment in an activity that directly contributes to - or indirectly supports - the achievement of the UK's Net Zero emissions target and other environmental goals’.



Green Jobs

The Institute for Apprenticeships and Technical Education:

- **Light green:** The core nature of the occupation will not change, but some KSBs (Knowledge, Skills & Behaviours) will need tweaking to support sustainable working.
- **Mid green:** The core nature of the occupation will not change, but how it is applied could do completely. This may mean adding or amending KSBs (Knowledge, Skills & Behaviours) to support competence in new green technologies and approaches.
- **Dark green:** The core nature of the occupation delivers nature and Net Zero ambitions and cannot do otherwise (if done competently). For example, an energy manager, a sustainability business specialist, an ecologist, etc.



Opportunities

Employed in areas broadly aligned with the green industries

105,000

Projected increase by 2035

Up to 58,000 new jobs

Priority Action Areas – 4 key ingredients for success

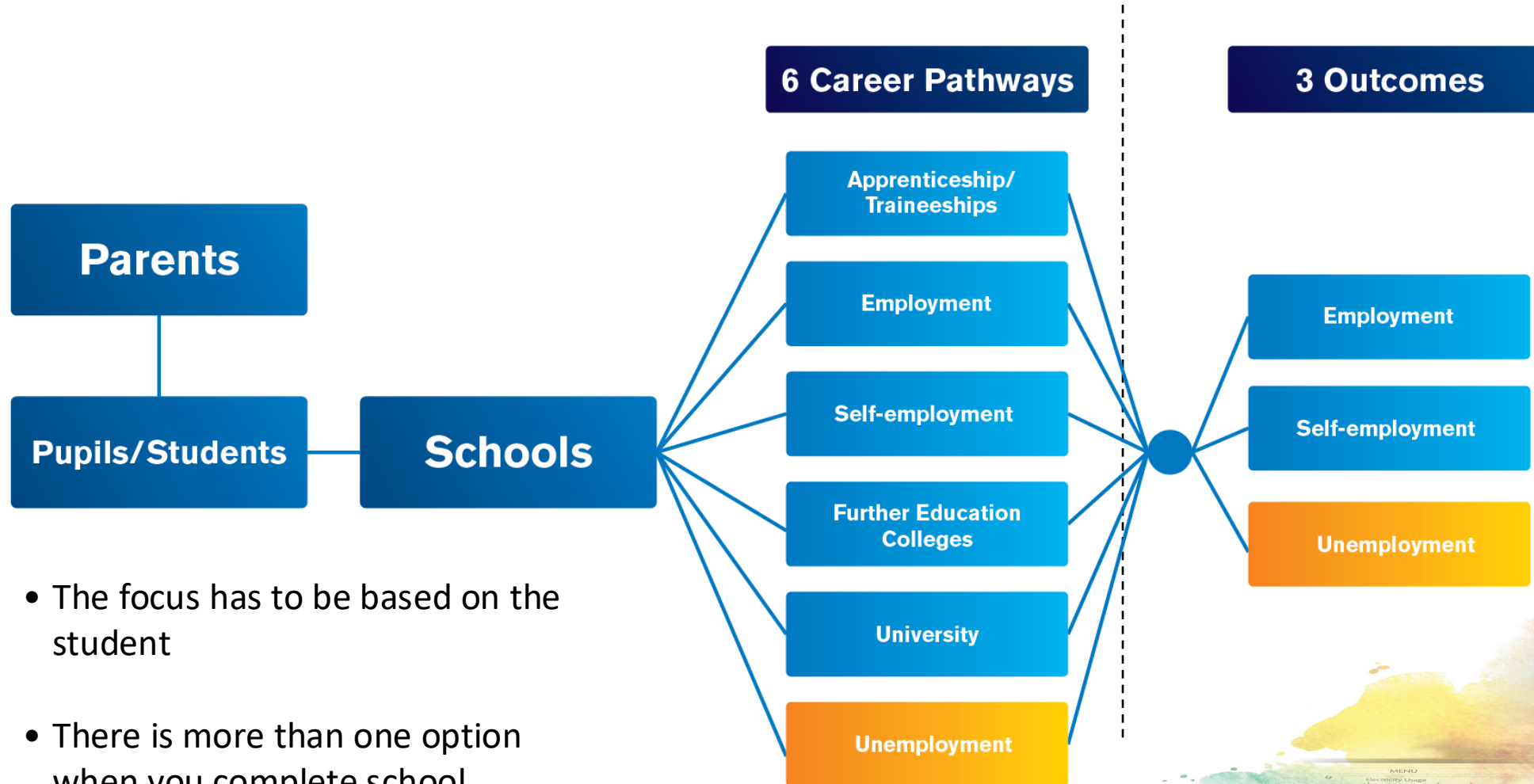
1. The Skills Eco System
2. A partnership approach to ensure a skills system that is responsive to changing needs
3. Promoting awareness of careers and opportunities in the green jobs and green skills
4. Developing a skilled workforce

GREEN SKILLS DELIVERY STEERING GROUP

Gordon Parkes – Chair
Barry Neilson – Vice Chair



There is a broad range of pathways after school



- The focus has to be based on the student
- There is more than one option when you complete school



Skills! Skills! Skills!

18th Edition

Data Analytics

Waste Management

Insulation

Solar

Project Management

Carbon Capture

Sustainable Finance

Business Skills

Circular Economy Practices

Electrical Vehicle maintenance

Procurement

Sustainability

Robotics

Energy Efficiency

Offshore Wind

Renewable technologies

Green Technologies

Hydrogen

Automation

Onshore Wind

Building Retrofitting

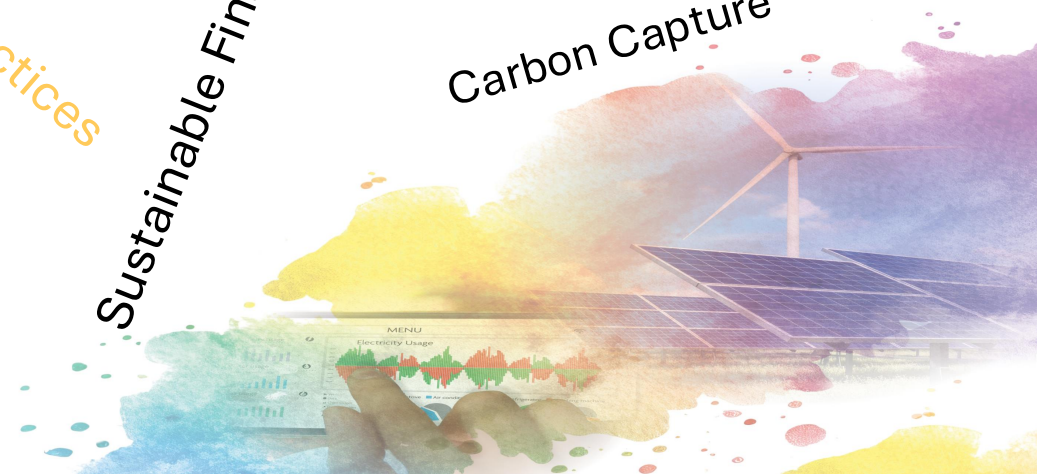
Artificial Intelligence

Heat pump design, installation
and maintenance

High Voltage

Passive House

Battery Storage Systems



What Next?

Green Skills Delivery Steering Group

Advisory Body on Green Skills to oversee the implementation of Action Plan

Actions:

- Four lead action groups established - one for each action area
- Identify priority skills areas and removing the barriers to Green Skills development
- Develop and deliver skills interventions
- Continued Stakeholder engagement
- Further research

8 key barriers to Green Skills development

- Access to education and training (2)
- Financial constraints (1)
- Lack of awareness (3)
- Inadequate infrastructure (1)
- Mismatch between skills and market needs (2) (4)
- Cultural and society attitudes (3)
- Policy and regulation (1)
- Insufficient support systems for individuals (1) (4)

- (1) The Skills Eco System
- (2) A partnership approach to ensure a skills system that is responsive to changing needs
- (3) Promoting awareness of careers and opportunities in the green jobs and green skills
- (4) Developing a skilled workforce



Green Skills Initiatives

- Over 50 free courses through Skill Up Programme
- Skills Academies
- Joint Utility Entry Level programmes
- Over 180 courses available through colleges and universities in NI



And finally!

“Nothing is sustainable without the following:

- Truly Human Leadership – everyone matters
- Innovation – best practice is not best practice, it’s average
- Resilience”



Truly Human Leadership – everyone matters



Innovation and Resilience



AI & The Financial Services Sector in Ireland

Dr Gareth Murphy
Financial Services Union

AI & the Financial Services Sector in Ireland

AI and FSU



- **Conference motions since 2019**
- **Research with UL and TASC**
- **Broad impact of new technologies and work**
- **Right to disconnect campaign**
- **Now very focused on AI**

AI Exposure in Financial Services

- **63% of Irish jobs exposed to AI**
- **High-risk: Administration & clerical roles**
- **Beneficiaries: Managers, analysts**

Examples of areas where AI can impact in the Financial Services Sector

- Credit underwriting
- Chatbots
- Fraud monitoring
- Asset management
- Crisis prediction

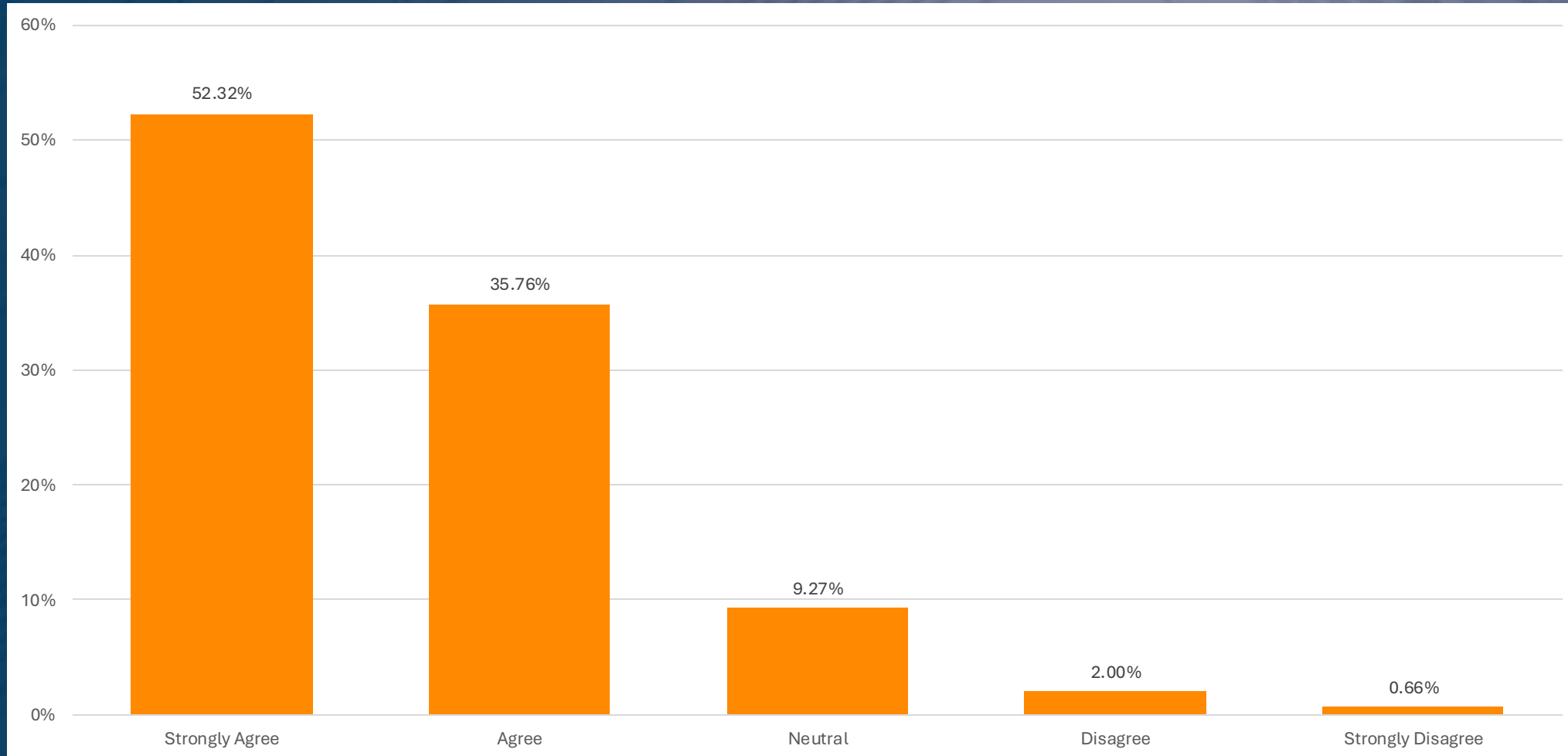
Challenges

- Job displacement
- Skills gaps
- Surveillance & ethical concern
- Work-related stress and 'always on'
- Customer trust
- Disproportionate risk for women and entry-level roles
 - 76% of women work in roles with high AI exposure,
- Urban areas more affected than rural

Survey of members show

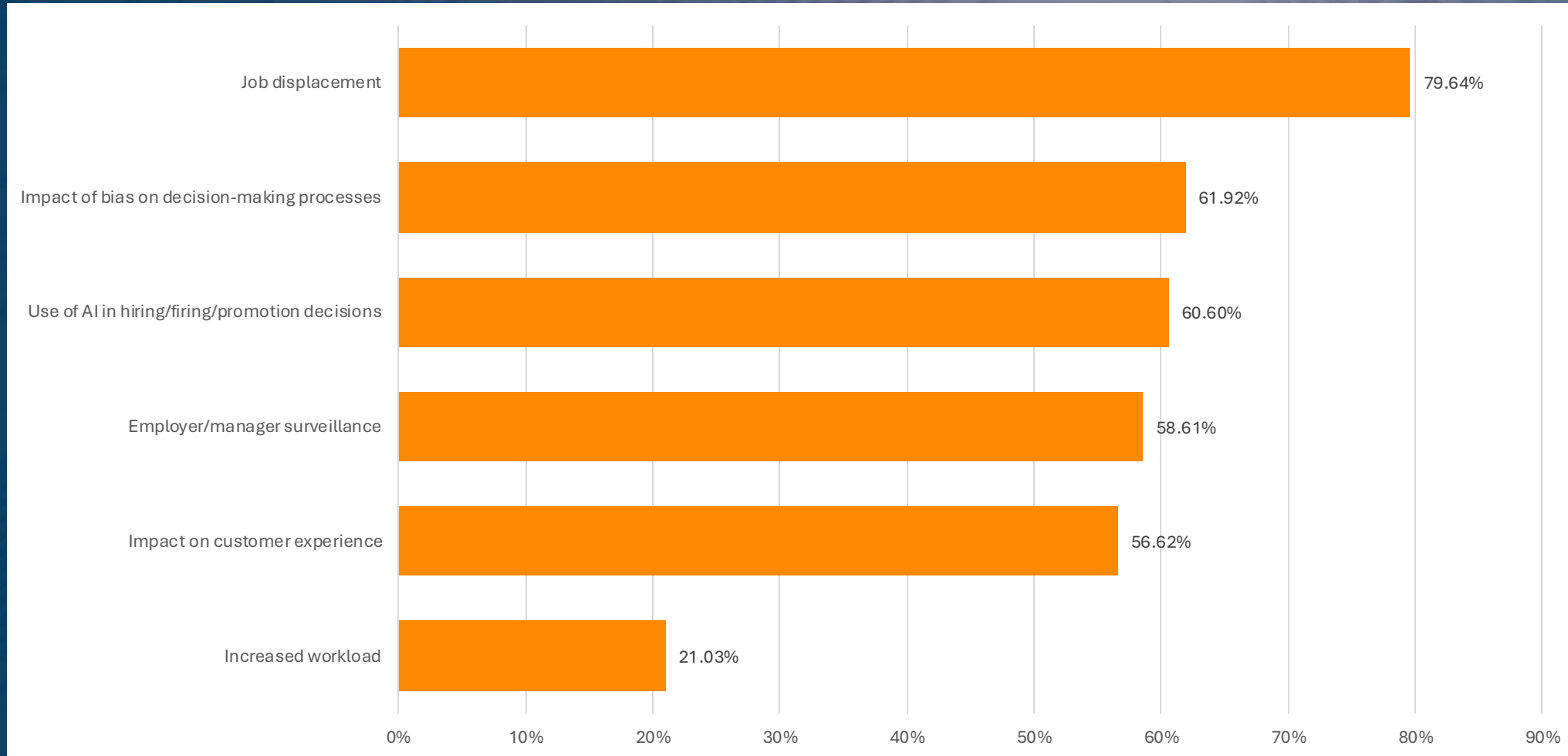
- AI surveillance eroding trust
 - 58% of workers concerned
- 88% fear job loss due to AI
- 60% feel less secure
- Only 28% feel prepared for AI tools

Do you believe that AI will lead to job displacement within the financial services sector?

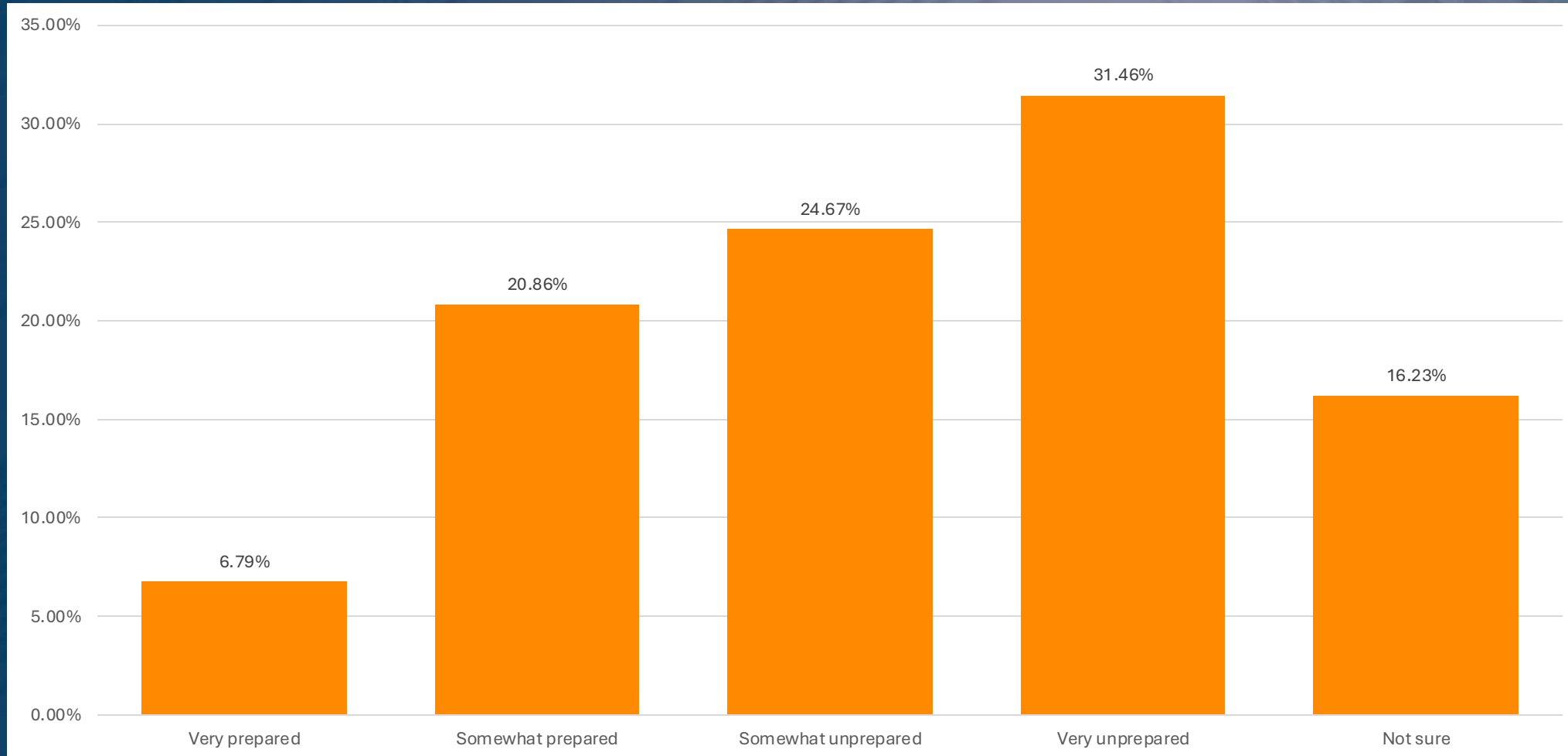


FSU members' concerns regarding AI

BETTER
WITH THE
FSU



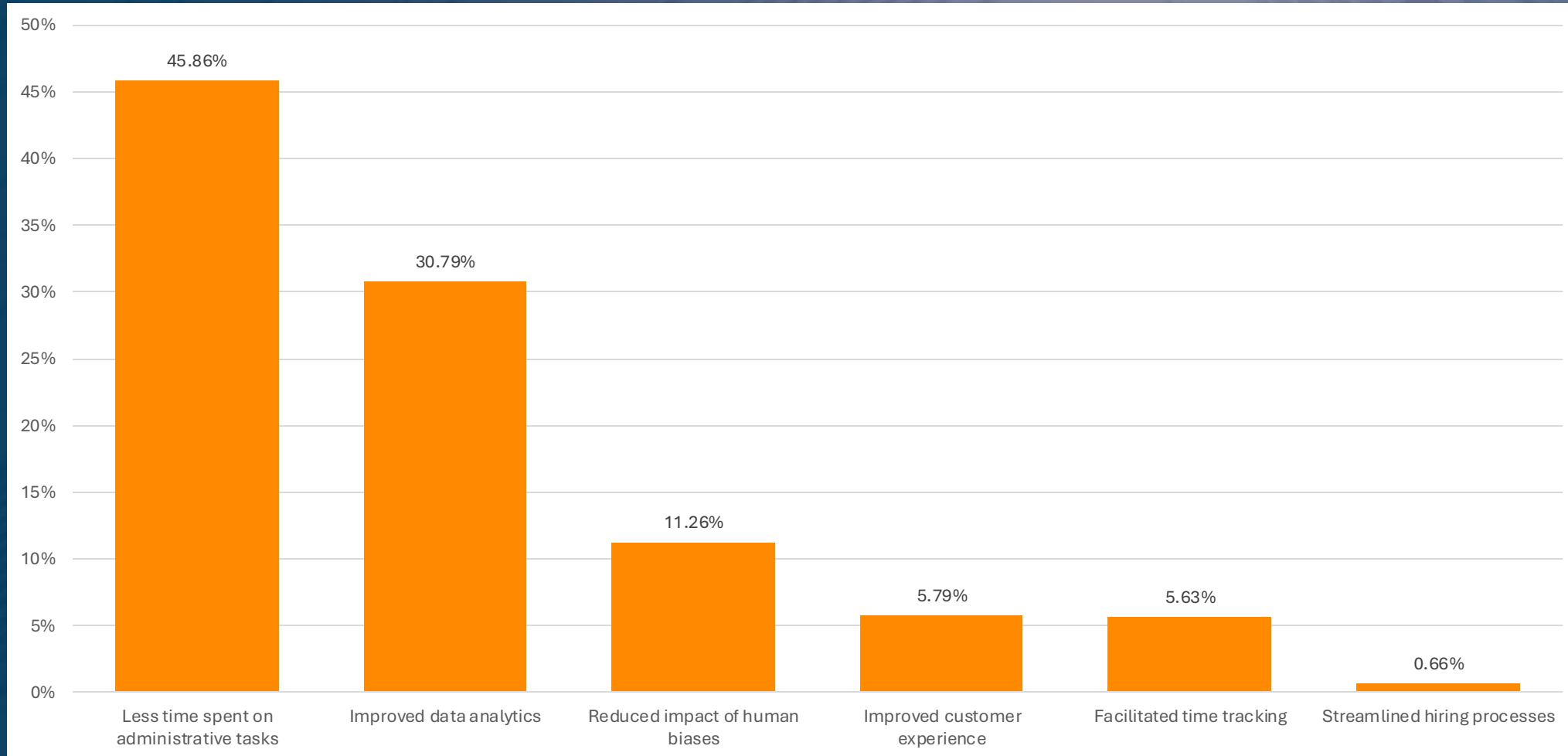
Based on your current digital skills, would you be comfortable increasing the use of AI tools in your daily work stream?



Opportunities

- Demand for AI, data & cybersecurity skills
- Creating new roles in emerging fields such as data analysis, AI ethics, and prompt engineering
- Increased efficiencies and less mundane
- Improved data for decision-making
- Lessons from the ATM/iPhone
 - Aid or a paradigm shift?

I think the benefits of AI may include



Recommendations

- **Government support for AI research and job protection**
- **Expand AI training and lifelong learning**
- **Leverage EU AI Act for worker-centric advocacy**
- **Strengthen collective bargaining**

Recommendations

- Collaboration with workers essential
- Invest in reskilling and address inequality
- Joint responsibility of employers, unions, and policymakers
- Human Centric approach
- Ethical, inclusive AI implementation

UNI – ESBG – EBF - EU Assoc Co-operative banks Joint Declaration



European Social Partners for the Banking Sector Sign New Joint Declaration on Employment Aspects of Artificial Intelligence

Brussels, 14 May 2024 – 90 social partners from the European and national sectoral level gathered today to witness the European Social Partners for the banking sector sign a Joint Declaration on Employment Aspects of Artificial Intelligence. This declaration is the beginning of an ongoing process on AI, and also the culmination of extensive collaboration and dialogue among the stakeholders, taking into account the sector's dynamic challenges and opportunities in introducing processes and systems which use AI.

"Introducing AI in the workplace comes with both risks and opportunities to bank employees. Social dialogue at all levels is vital to ensure that AI systems are implemented responsibly. We acknowledge the commitment made today by the European Bank Social Partners towards social dialogue, including collective bargaining, at all levels." - Michael Budolfson, UNI Europa Finance President.

Expanding to collective bargaining to AI

- Long history of unions and technology agreements
- Ireland has a voluntary system
- Leverage, pressure and opportunity
- Employers nervous and cautious
- Policing of new tech/agreements a challenge

Bank of Ireland – FSU Agreement

Four key points

- Human centric approach to AI use – human in command principle
- Inform and consult regularly with union on AI
- Any material impacts negotiated through our collective bargaining procedures
- Prioritise training and reskilling for long term job security

The Open University – AI Session

Michael Bower

Deputy Director, The Open University, Ireland

GenAI: A Perspective

Chris Edwards & Dr Irina Rets
The Open University

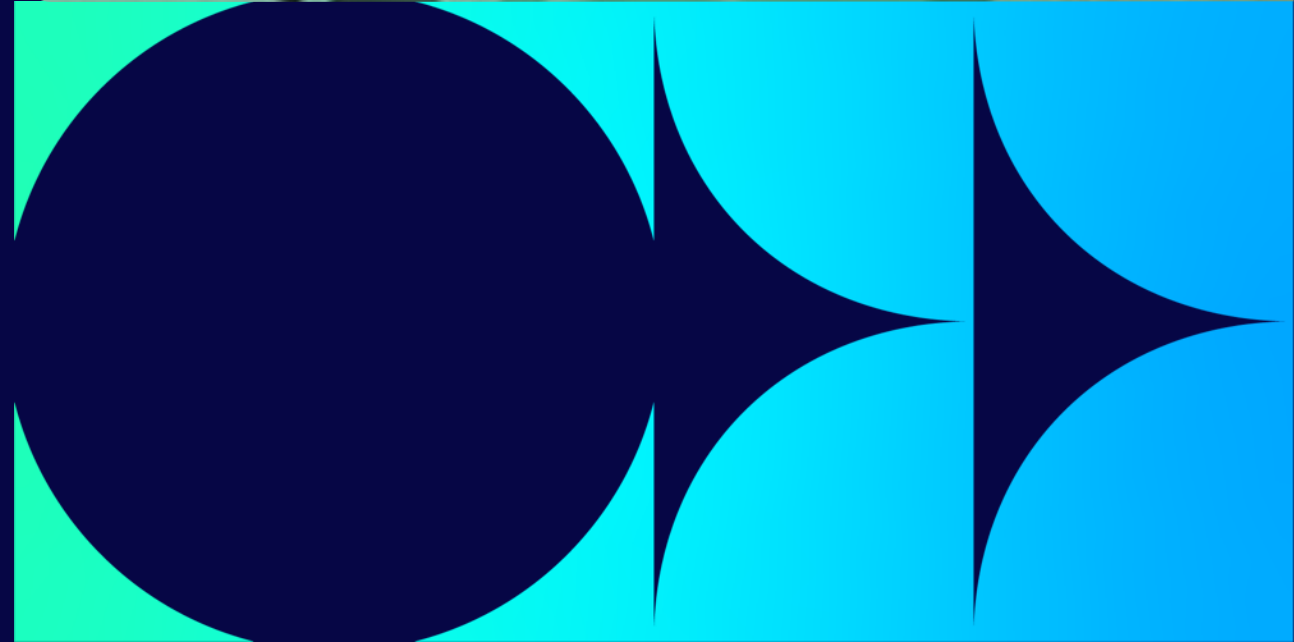
GenAI: a perspective

NIC ICTU Union Learning
Conference, Belfast

Chris Edwards and Irina Rets

The Institute of Educational Technology (IET)

26 March 2026



About us



Chris Edwards is a senior lecturer in the Open University's Institute of Educational Technology (IET) with forty years teaching experience, thirty of these at the OU. He has a physics background and was head of physics in a comprehensive secondary school. Now, he teaches in the Masters in Online Teaching programme. Chris also brings experience of working in industry and the commercial sector to his research and teaching. He has extensive expertise in working in and with faculties, in teaching and in understanding the student experience through data. He created the institute's Pathways model to improve our understanding of the student experience. His work included developing and implementing AI tools well before the release of GenAI.



Irina Rets is a Senior Research Fellow at the Institute of Educational Technology (IET), The Open University, UK. With over a decade of experience in higher education as a lecturer, assistant professor, and researcher, her work explores the intersection of education and the future of work, with a particular focus on AI and digital technologies. She leads the Future of Work & Professional Development research group bringing together colleagues and researchers from the Open University and beyond to foster collaboration and advance research on the evolving landscape of work and professional development.

About IET



Photo by Chris Edwards

IET has been central to The Open University's mission to be the world leader in researching, innovating and delivering supported, open and distance learning since the OU was established in 1970.

Our academics have the capability to drive leading research through IET alongside teaching at the largest academic institution in the UK. This has allowed us to build a rich history of world-leading educational research, working with some of the pioneers in educational technology, open learning and many other areas of innovative pedagogy.

The history of IET covers our leadership in the most ground-breaking developments within educational technology including developments in computer-based learning, digital learning and remote learning. This has allowed us to support the advancements of The Open University, establishing how distance teaching and learning can be successful across all levels of education. More recently we have contributed research to mainstream topics such as open learning, virtually augmented reality learning and distance learning during the Covid-19 pandemic and new normal.

<https://iet.open.ac.uk/>

New paradigm

We now live in an AI-infused World



<https://www.pexels.com/photo/white-and-blue-ocean-waves-9408954/>

- ▶ In 2016, even before GenAI, Prof. Stephen Hawking said that AI is 'either the best, or the worst thing, ever to happen to humanity. We do not yet know which'.
[cam.ac.uk/research/news/the-best-or-worst-thing-to-happen-to-humanity-stephen-hawking-launches-centre-for-the-future-of](https://www.cam.ac.uk/research/news/the-best-or-worst-thing-to-happen-to-humanity-stephen-hawking-launches-centre-for-the-future-of)
- ▶ Everything changed in November 2022 when OpenAI released ChatGPT
- ▶ Suddenly, everyone had access to a new form of technology

From the CPD course
GenAI in Education

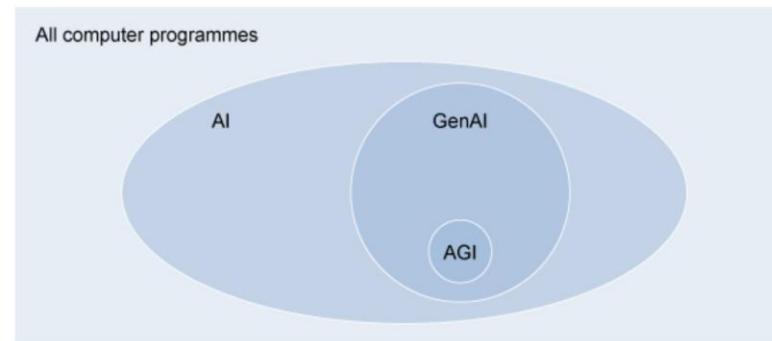
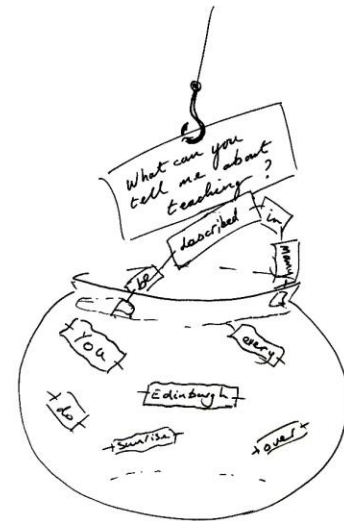
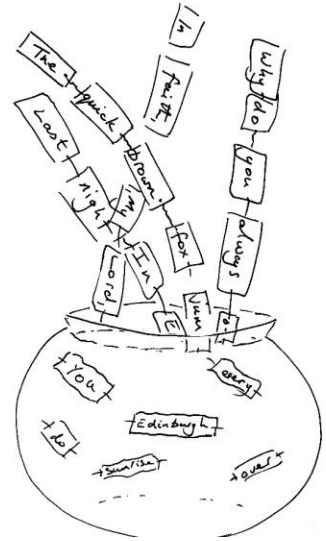


Figure 3: Venn diagram showing relationship between all computer programmes, AI, GenAI and AGI



Sketches by
Chris Edwards

Opportunities v risk



Generated by Gemini

- GenAI is an unusual technology – the experts that created it do not agree on its impact.
- Some believe the benefits to humans will be more than we can currently imagine.
- Others believe it will lead to the end of humanity, to a post-human Earth.
- And some hold both views, believing the choices humans make from now on will determine the ultimate outcome.



Generated by MSCopilot

Our choices and potential outcomes

Desirable outcomes

- Greater societal fairness
- The end of poverty
- Personalised education and medical care for all
- A fully sustainable human footprint
- The end of global warming



<https://helpedbyanerd.com/en/examples-of-ai-generated-images/>

Undesirable outcomes

- AI slop overwhelming genuine information
- Inability to know whether communicating with a human or a machine
- The Death of the internet
- Loss of jobs/work/livelihoods
- Loss of motivation to learn
- loss of human rights as rights given to machines
- Risk to society and beyond

Self-made assistants:

- Mike Sharples: [Teachsmart](#)
- Simon Buckingham-Shum: [Qreframer](#)

Other lists/tools:

- [HK MET](#) evaluates tools
- [Hugging face](#) 2.5 million models
- [There's and AI for that](#)

Was the best video generator early 2026

- [Runway Gen-4.5](#)

Alternatively...

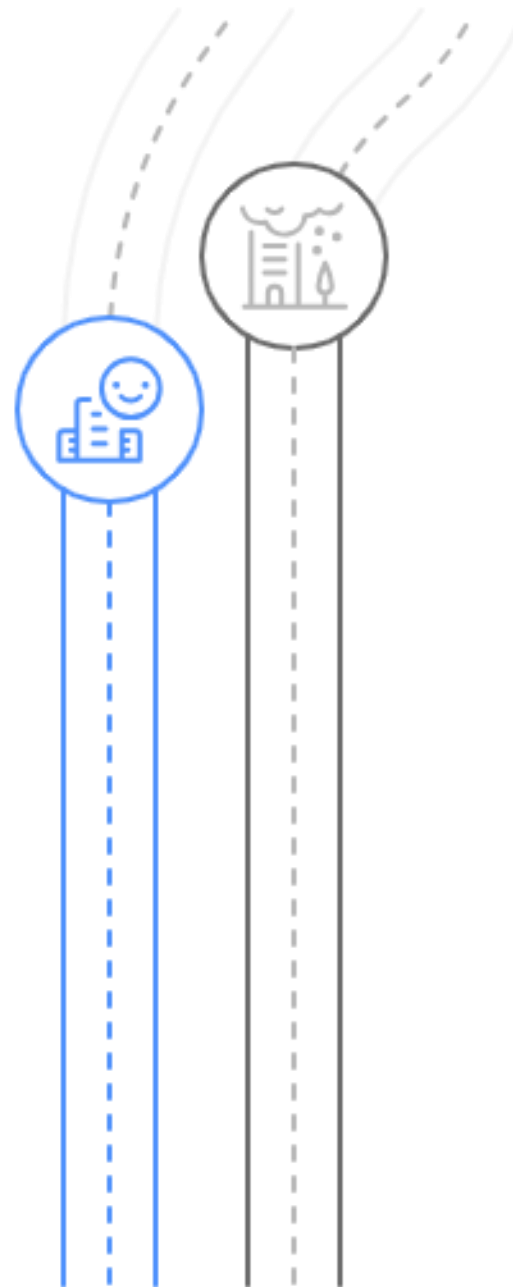
Our GenAI choices and potential outcomes

Positive

Focus on using GenAI to achieve societal fairness, ending poverty, personalised education and healthcare, and promote sustainability and the end of global warming

Negative

Potential overwhelming AI slop, unable to tell if communicating with a human or machine, death of internet, loss of livelihoods, motivation to learn, and human rights (as given to machines, risk to society.



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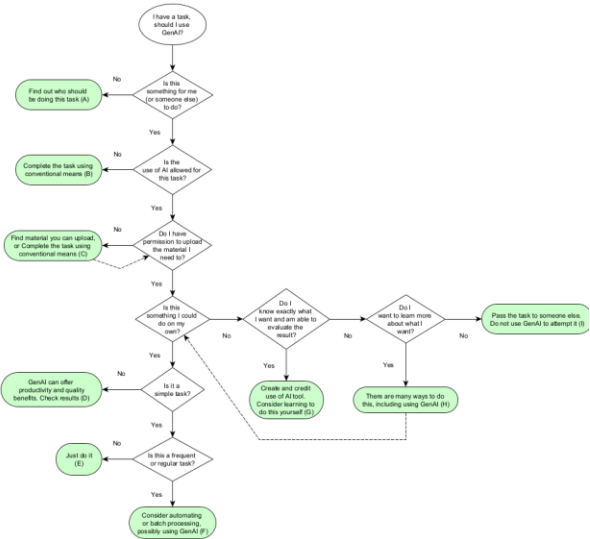
Was the best video generator early 2026

- › [Runway Gen-4.5](#)

When to use GenAI

One approach to deciding how to use GenAI for a specific task is set out in the table below as a simplified version of a decision flow chart.

However, there is an increasing number of ways we are obliged to engage with GenAI



		Q1: Can I complete this task on my own without any additional help?	
		Yes	No
Q2: Do I know exactly what I want and am I able to evaluate the result?	Yes	Use GenAI as a productivity tool	Use GenAI as a co-creator, remembering to acknowledge your use as appropriate
	No	This scenario should never arise: if you could do this already, you are able to evaluate the results	You should reconsider whether to attempt this task, as this scenario can be likened to asking a random person for their opinion and using whatever they say, verbatim

GenAI and Future of Work

AI is already transforming the social reality we live in:

- 70% of students plan to use AI for CVs and cover letters (ArcticShores, 2025)
- 1 in 3 would avoid employers that ban AI use



Image generated by Gemini: a split image – human writing CV vs AI generating text

AI as a “Leveller”?

- Neurodiverse candidates use AI to overcome barriers (e.g., dyslexia, dyspraxia)
- Higher use among Black students (23%) vs white students (16%) (ArcticShores, 2025)

...Or a new source of inequality?

- Higher usage among private school students vs. state schools (Hashem et al., 2025)
- Reflects:
 - Unequal access to devices
 - Gaps in digital literacy and confidence using AI
- Premium tools often outperform free versions (McGee et al., 2025)

Employers Are Struggling

- Difficult to distinguish AI-generated vs human-written applications
- AI detection tools are unreliable
- Mixed responses:
 - Some ban AI-assisted applications
 - Others move to skills-based assessments
- Increasing volume of applications overwhelms recruiters



Image generated by Gemini: CVs blending into each other

The Job Market is Shifting

- Entry-level roles declining:
 - -18% (no degree roles, US)
 - -20% (no experience roles) (Liu et al., 2025)
- UK: ~1 million young people NEET (highest in a decade) (ONS, 2025)
- AI impact:
 - ~2 million jobs displaced by 2035
 - ~2.6 million new jobs created (Wilson et al., 2022)

Machines Hiring Humans

Employers use AI to:

- Write job adverts
- Screen CVs
- Assess candidates

The screenshot displays the HireVue web interface for an AI interview. At the top, navigation tabs include Positions, Templates, Evaluations (highlighted), Candidates, Analytics, and Assessments. The user is logged in as Jacqueline Kelly. The main interface is divided into three sections: a left sidebar, a central video area, and a right evaluation panel.

Left Sidebar: Contains filters for 'All', 'To Do', and 'Done' interviews. A search bar and a 'Sort By' dropdown (set to 'HireVue Score') are present. A list of candidates is shown, each with a profile picture, name, and a 'Yes' status. The candidates are Samuel Cunningham, Sarah Johnson, Eric Gray, Jacqueline Kelly, and Keith Ramirez, all marked as 'Top'.

Central Video Area: Displays a video of a candidate, Samuel Cunningham, smiling. Below the video is a progress bar with a timeline from 1 to 6, indicating the interview duration.

Right Evaluation Panel: Shows the current status as 'In review'. It includes a 'Ratings Q1' section for 'Adaptability', with a description: 'Demonstrates the capacity to readily change actions, opinions or behavior and handle ambiguity well. Is able to successfully adjust her/his approach when faced with rapid change.' Below this is a star rating system (5 stars) and a 'View more information' link. The 'Scores' section has a 'View Report' link. The 'Notes' section is currently empty. The 'Recommendation' section features three buttons: 'No' (marked with an X), 'Maybe' (marked with a question mark), and 'Yes' (marked with a checkmark). At the bottom right is a 'Done Evaluating' button.

Example of the AI interviewing system in the organisation under study (Tarafdar, Rets, et al., 2026)

Overview

Evaluator Summary

HireVue Assessment

CodeVue

Multiple Choice

Rating

Recommendation

Evaluator Notes



Laura Thompson



Accountant Manager

Status:
Complete

Started: 10 Jan, 2020
Completed: 10 Jan, 2020

Invited By:
Ekramer@upoint

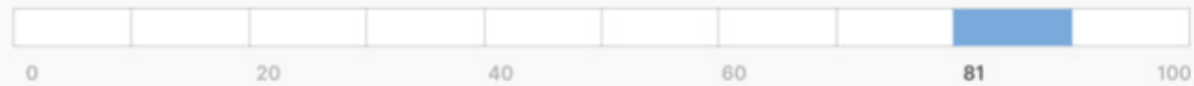
HireVue Assessment Score

Middle Tier



Codevue Score

81%



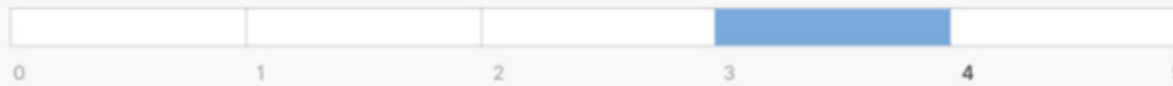
Multiple Choice

62%



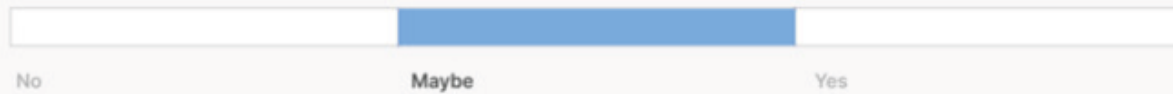
Average Rating

4/5



Average Recommendation

Maybe



Middle Tier

Bottom Tier

0-33 percentile

Middle Tier

34-66 percentile

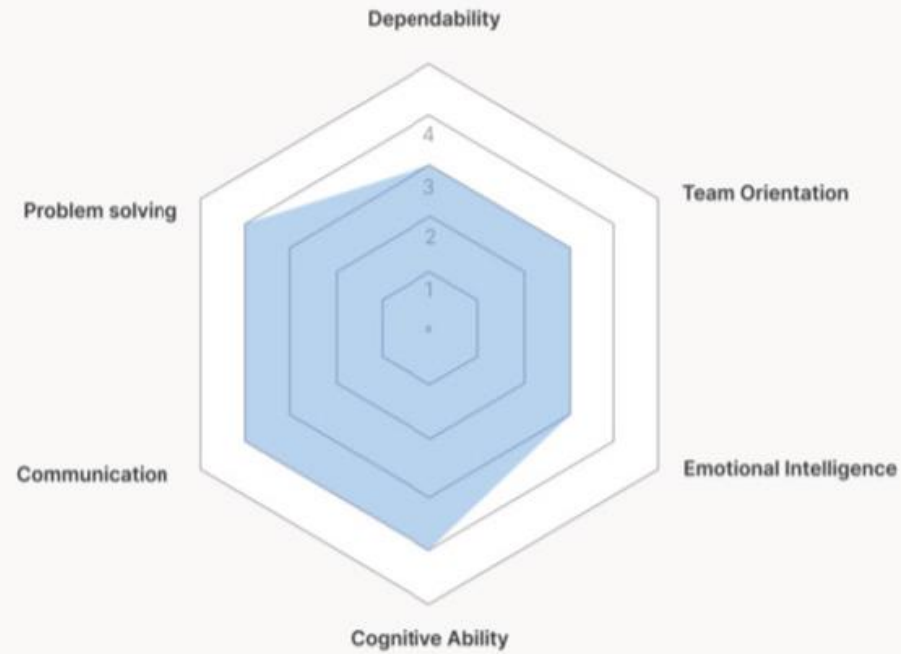
Top Tier

67-99 percentile



[Learn more about the HireVue Score](#)

These contribute to the HireVue Assessment Score:



Case Study: Responsible AI Recruitment

Organisation (AI recruitment solution provider) invested heavily in:

- Bias mitigation
- Transparency (e.g., providing detailed explanations about their algorithm)
- Evidence-based design

No “perfectly fair” system

Even well-intentioned bias-mitigation strategies can have unintended side effects, sometimes generating new forms of bias (e.g., fixed cut-off ratios for hiring majority demographics groups vs. the oversimplification of complex demographic categories) (Tarafdar, Rets, et al., 2026).

Transparency has limits: complex explanations can become “epistemic theater” – appearing rigorous but too technical to be truly useful (Tarafdar, Rets, et al., 2025).

Education is Not Keeping Up

- Students still aspire to traditional careers (OECD, 2025)
- 1 in 3 say school hasn't prepared them for work
- Mismatch between:
 - Labour market demand
 - Educational pathways

What Skills Actually Matter?

- AI and machine learning skills → wage premium (Rets, 2025)
- GenAI literacy → up to +36% wage boost (non-technical roles)
- Cognitive skill requirements have surged: critical thinking, prompt engineering, research ability, evaluating AI outputs
- Numeracy and quantitative reasoning
- Creativity and empathy (Be *AI-fluent* AND deeply human)

Teenagers are preparing for the jobs of 25 years ago – and schools are missing the AI revolution

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The government has recently released its national youth strategy, which promises better career advice for young people in England. It's sorely needed: for teenagers today, the future of work probably feels more like a moving target than a destination. Barely three years after ChatGPT went mainstream, the labour market has already shifted under young people's feet.

Author



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Disclosure statement

What Needs to Change?

Whole-system response:

- Whole-institution approach to careers
- Link subjects to real-world skills
- Regular employer engagement
- a coordinated national labour market information system that could help schools, policymakers and employers see – in real time – where demand is emerging
- Lifelong upskilling

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Summary and wrapping up

- GenAI marks the transition from just expert managed AI systems to GenAI (of some kind) for all
- There continue to be ethical and environmental issues
- It opens up the possibility for a host of incredible opportunities and high risk unwanted impacts
- At the moment human decisions will determine which we ultimately experience
- We are increasingly being obliged to use it
- What can we do to practice and promote mature approaches to GenAI and AI use?
- Mariola Grobelska



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Thank you

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Closing Remarks

Janis Scallon
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