

Online Webinar - 3 February 2026

Envisioning the Future - Future Skills for PES Counsellors

Deloitte's Labour Market Activation

Deloitte's **world-leading Employment Services practice** helps governments and their partners improve services to and outcomes for employers, jobseekers, and those facing multiple and complex barriers to employment.

Who we Support

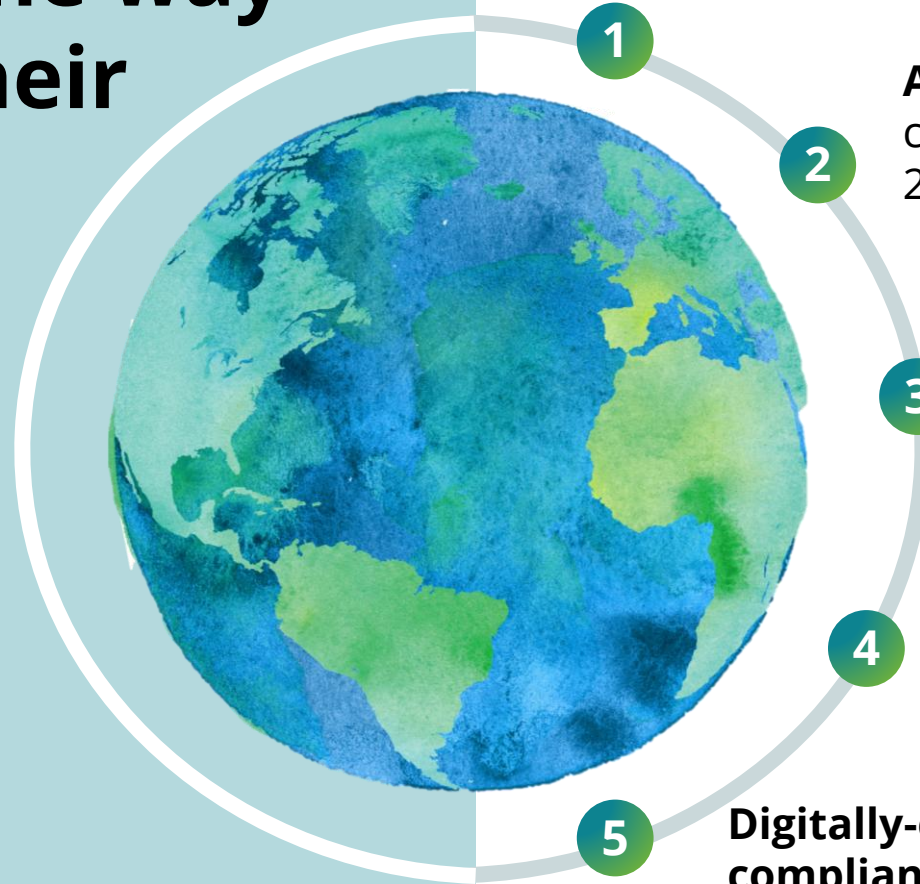


Our Core Capabilities



Public Employment Services are reconfiguring the way they support their clients...

To improve the efficiency of their services and activities, Public Employment Services (PES) increasingly turn to digital tools and AI to support jobseekers, employers, and their teams.



Streamlining of job-ready individuals to online platforms, face-to-face support for those who need it most.

1

AI-enabled digital pathways, with custom career advice chatbots and 24/7 access to coaching.

2

Labour market information directly in the hands of jobseekers and employers.

3

Enhanced services for employers, such as improved matching and candidate shortlisting.

4

Digitally-enabled and variable compliance, supported by data interoperability and detection tools.

5

...unlocking new trends and capabilities in case management & client support



Holistic & Collaborative Case Management



Data- and AI-Enabled Case Recommendations



Needs-Based Case Management Intensity



Counselor-Client Online Coach-Assist



Real-Time Client Activity Monitoring



Automated Routine & Administrative Case Activities

The skills needs of frontline public employment service practitioners




SKILLS

Tristram Hooley, Aman Mankoo & Alexander Nunn

The Role of Public Employment Services

- Support employer/ jobseeker matching
- Reduce unemployment duration
- Improve skill utilization
- Improve final outcomes: employment, productivity, social inclusion.
- Decent work, inequality, poverty etc.



Services for jobseekers

- Registration of jobseekers
- Job-search support and matching
- Counselling services
- Information on the labour market
- Career guidance
- Workforce relocation and geographical mobility
- Active labour market programmes



Services for employers

- Registration of vacancies
- Needs assessment
- Pre-screening and job matching
- Information on the labour market
- Dedicated services to solve skill shortages, mismatches
- Active labour market policies



Partnership and co-ordination services

- Mobilisation and engagement of stakeholders
- Co-ordination of labour market intermediaries
- Regulation of labour market services

Context and the future of work

Mega-trends

- Technological change
- Geo-political shift
- Demographic change
- Economic change
- Social and political instability
- Mobility, migration and urbanisation
- Climate change, environmental and ecological destruction

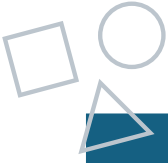
The Future of Work

- AI diffusion and automation of services and professional work
- Possibility of net-job growth
- Possibility of substantial technological unemployment
- Spatial shift
- Occupational shift.
- Sectoral shift

Future skills


- Apocalyptic skill projections: e.g. WEF 40% skill change in current workforce.
- AI / digital literacy
- Maths/literacy /information processing.
- Social and emotional skills
- Life skills
- Personal professionalism
- Ability to learn
- Inter cultural competencies

ILO's future skills frameworks




Basic

- Sustainability awareness
- Digital literacy.
- Green computing.



Core

- Systems Thinking
- Problem solving
- Communication
- Social and emotional skills
- Cognitive and meta-cognitive skills



Technical

- Occupational specific skills related to changing occupational demand (e.g. solar engineers rather than petrol engine mechanics).

Changing role of Public Employment Services?



Substantial continuities

Matching, unemployment,
employment quality.

Shifting balance in priorities
(e.g. toward formalization and
quality rather than 'work first?').



Understanding actual change.

Data collection/analysis/
dissemination.

Employer liaison.

Position PES as coordinator of
transitions.



Assist in spatial/sectoral/occupational shift.

Understanding/narrating/
guiding.

Translating skills shifts.

Facilitating/coordinating
reskilling.



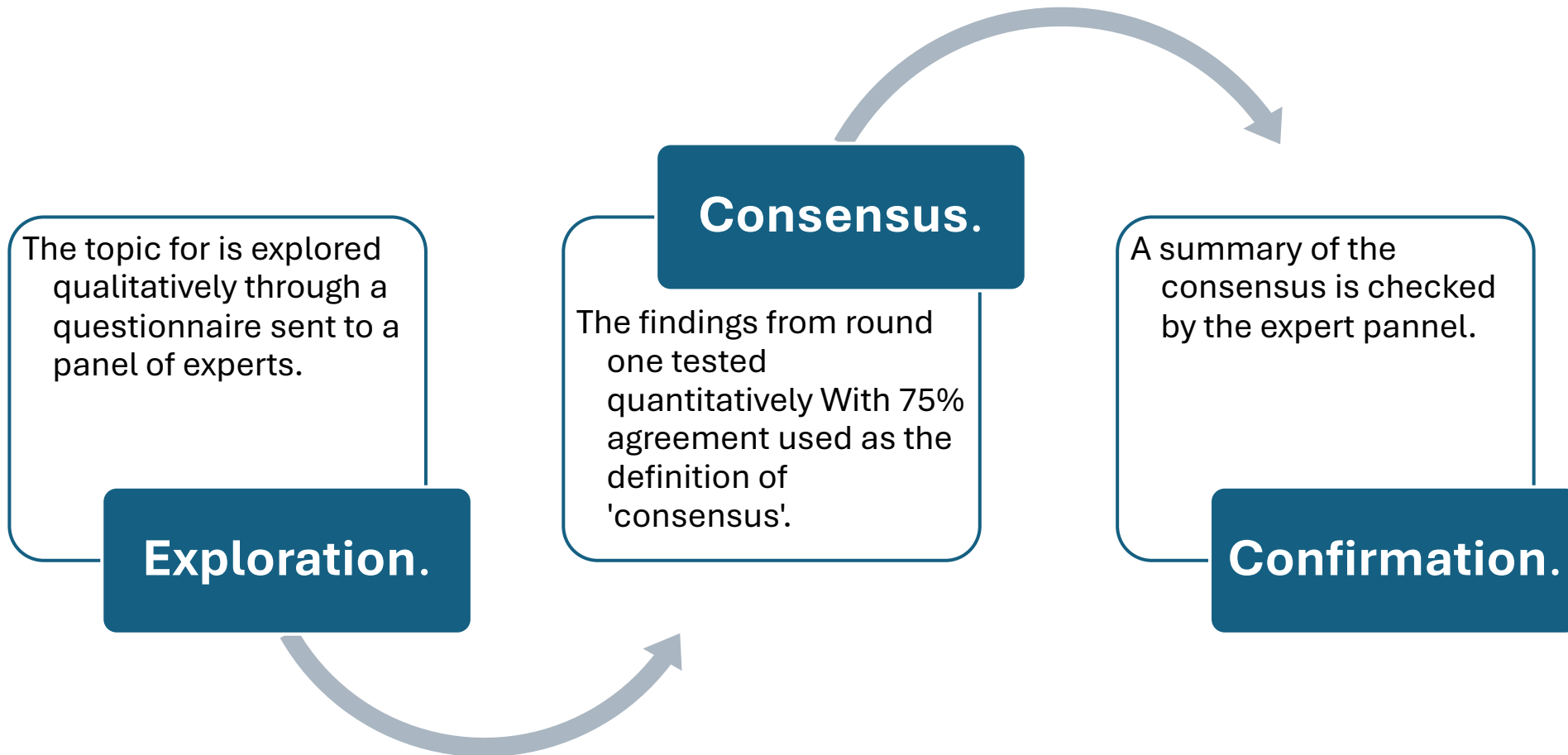
Internalising change

AI adoption
Green processes
Culture change?

About the study



Delphi process



Tasks, skills and knowledge required by PES practitioners

Tasks

- Action planning
 - Administration
 - Advice and guidance
 - Career or skills assessment
 - Job application assistance
 - Job matching and placement
 - Training and facilitation
 - Knowledge sharing
 - Liaising (jobseekers & employers)
 - Liaising across government & communities
 - Professional development
 - Motivation building
 - Online counselling
 - Working with employers
- Working with disadvantaged people
disadvantage

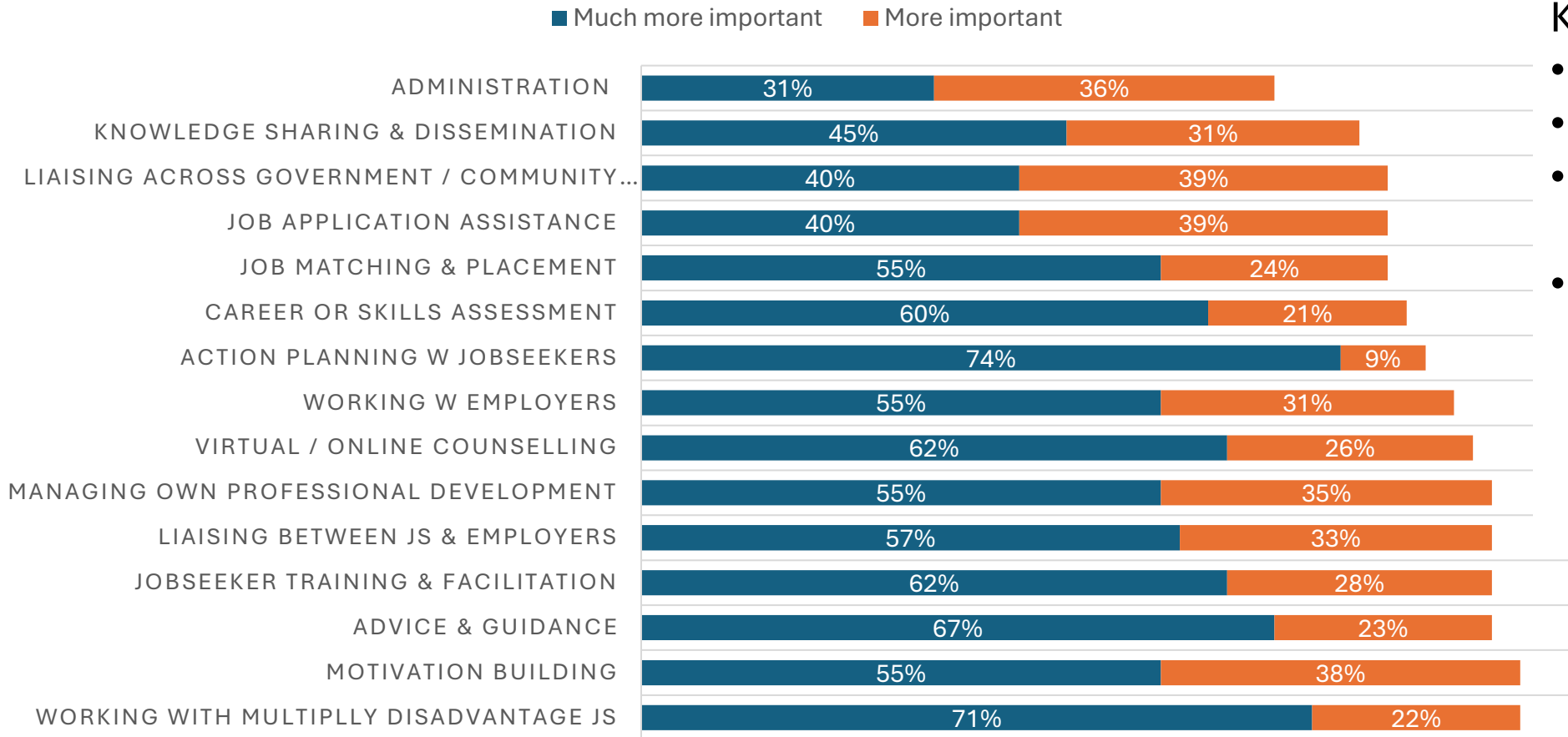
Skills

- **Customer service**
- **Communication**
- **Listening**
- Adaptability
- Advocacy
- AI literacy
- Analytical thinking
- Collaboration
- Digital skills
- Empathy
- Independent learning
- Interpersonal skills
- Negotiation & mediation
- Networking & partnership-building
- Problem solving

Knowledge

- AI and automation
- Basic psychology
- Employment law
- HR and recruitment
- LMI
- PES service systems
- Social care programs
- Education and training opportunities

Future task shifts

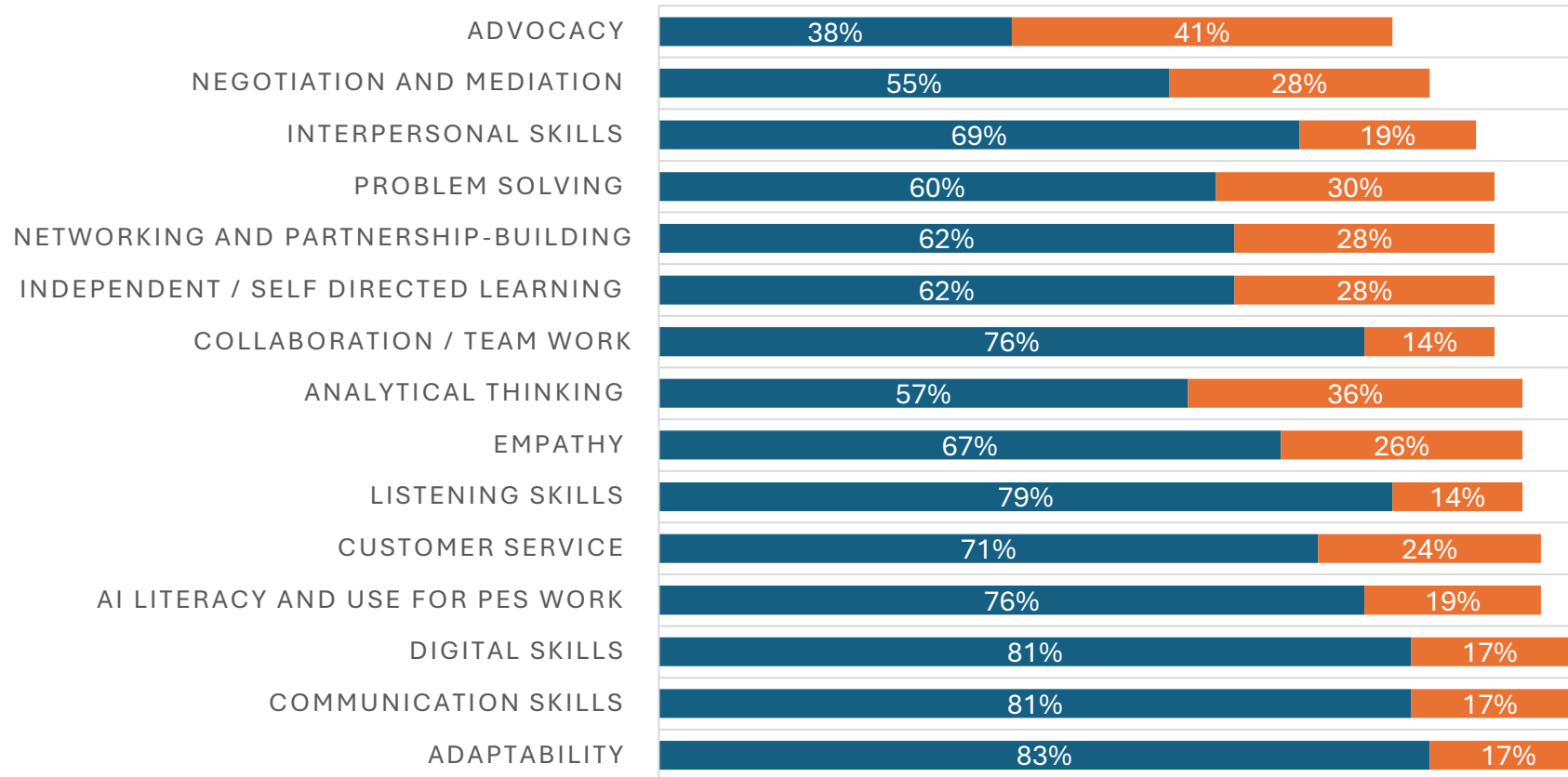


Key issues

- Substantive continuity.
- All seen as important.
- Declining relative role of admin.
- Increased relative role of working with disadvantaged JS and managing own development.

Future skill demand

■ Much more important ■ More important

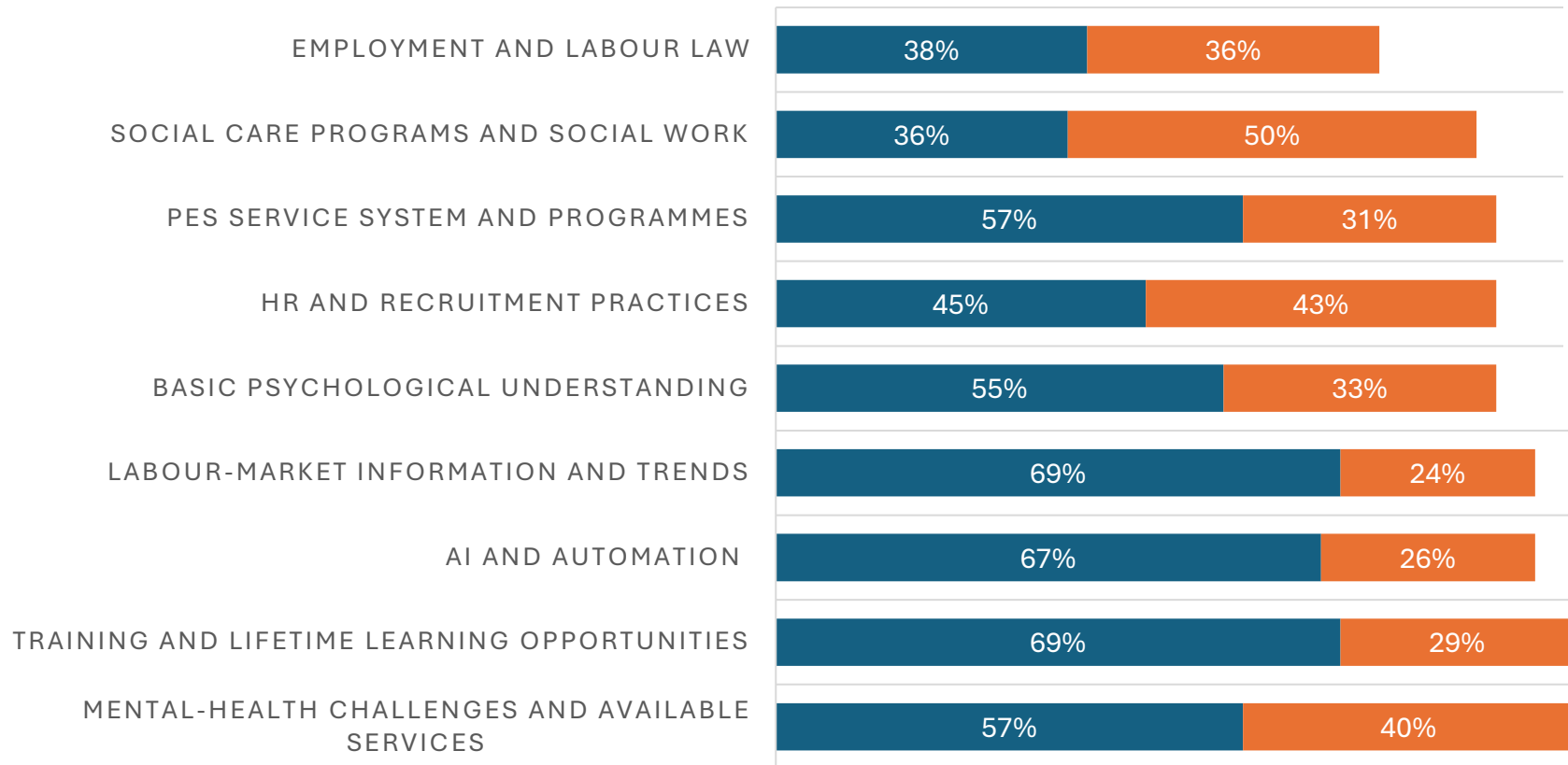


Key issues:

- All skills important.
- Substantive continuity.
- Inc. relative importance of adaptability, AI/digital skills, analytical skills

Future knowledge demand

■ Much more important ■ More important



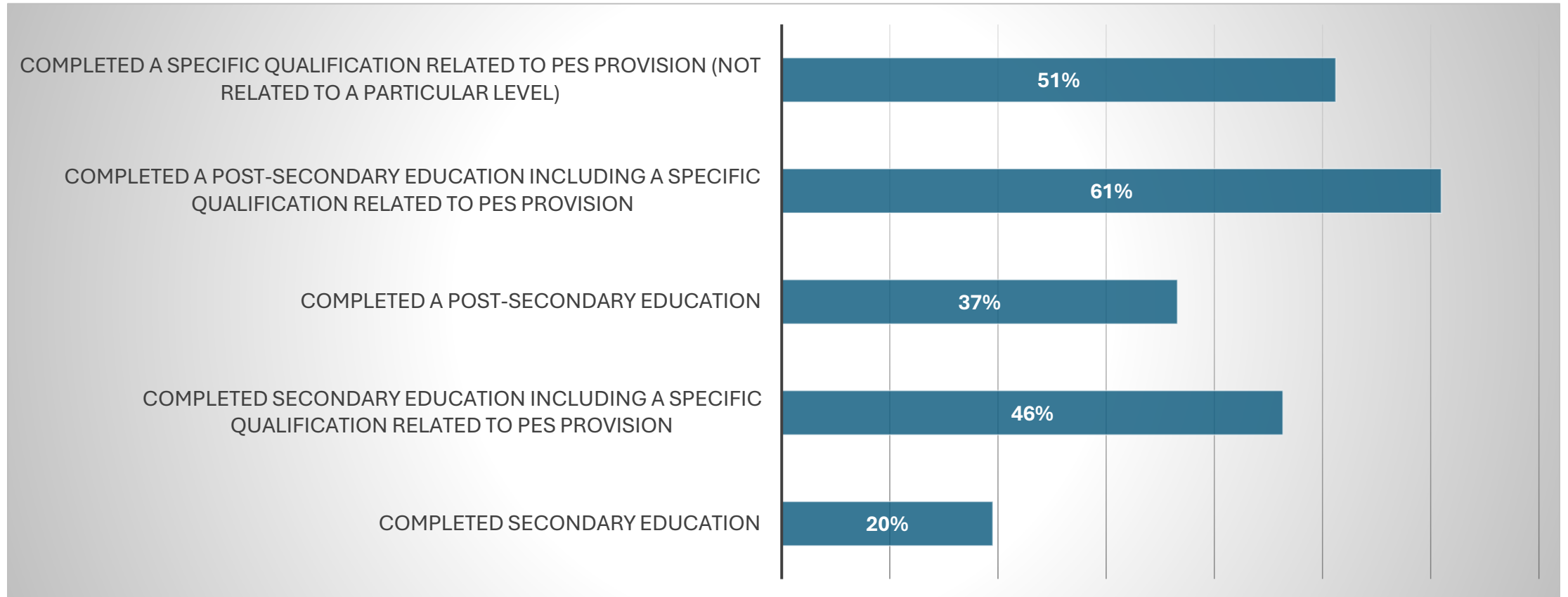
Key issues:

- All knowledge areas important.
- Substantive continuity.
- Inc. relative importance of mental health, training, AI, LMI/trrends

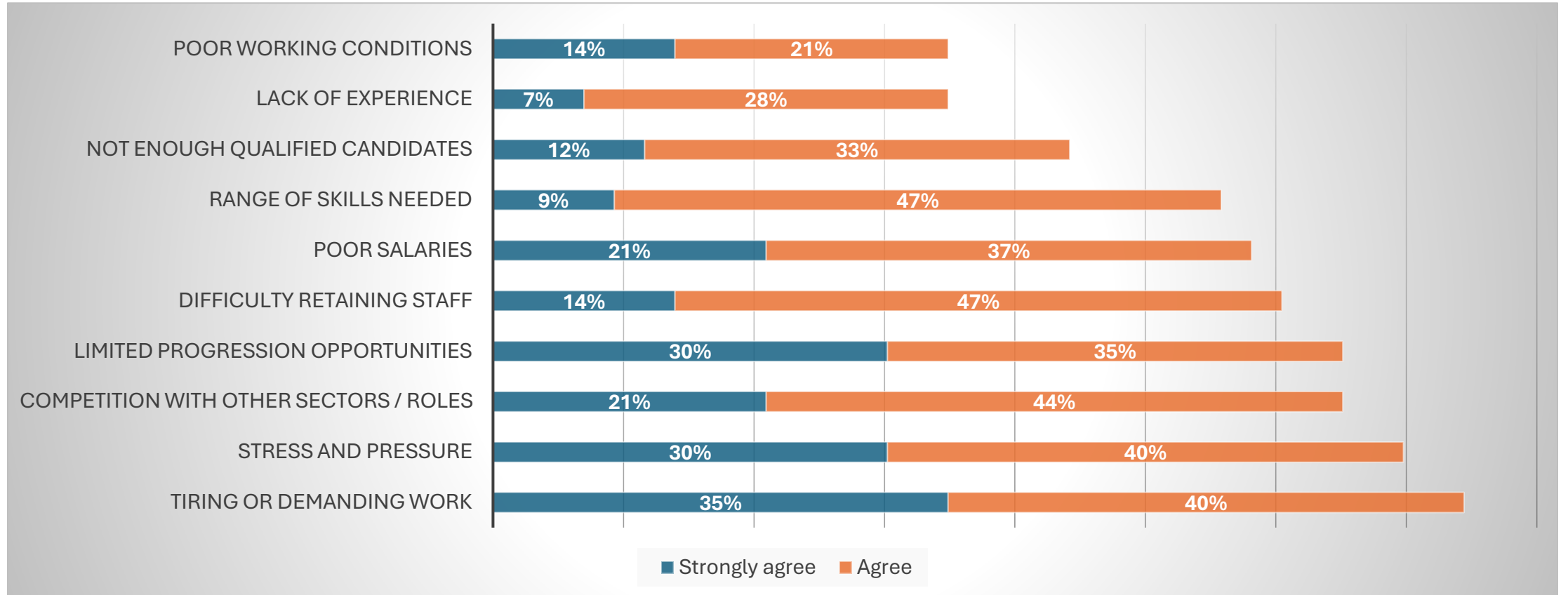
Changes in the future

- High degree of consistency expected
- Growing need for digital and AI competence
- Increased need to work with disadvantaged jobseekers and those with mental health issues
- Generally higher range of skills and knowledge.

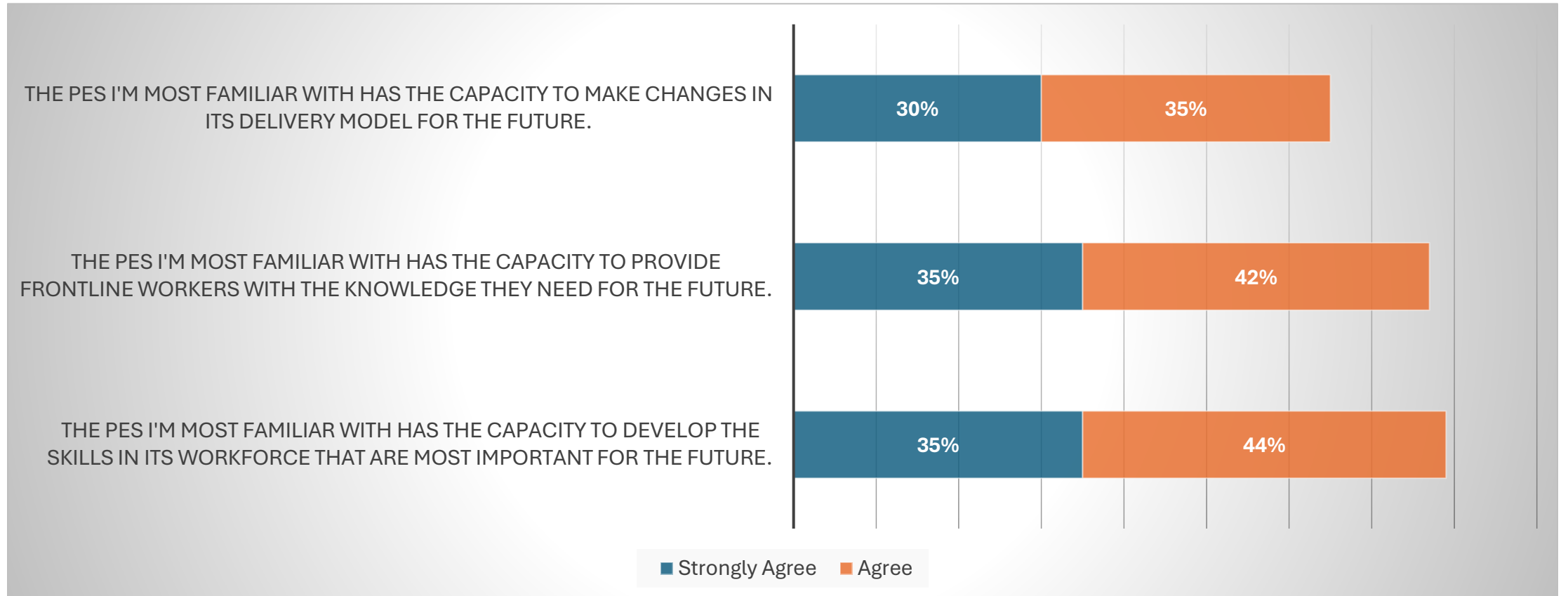
Future qualification requirements



Recruitment and retention issues



Capacity of PES to make changes



Conclusions and areas for development



Recognise the role of the PES practitioner.

The level of consensus around the core tasks, skills and knowledge of PES practitioners should provide the basis for further recognition, practice sharing and professionalisation.



Professionalise the role.

Frontline PES workers are engaged in a complex and high-level range of range of tasks which need skills and knowledge. This strengthens calls for the professionalisation of the role.



Explore greater specialisation and variation in professional levels.

The breadth of tasks which are included in PES practitioners role raises the question as to whether there is a need to create more structure to the profession both in terms of role specialisation and in terms of level.



Improve the quality of PES work.

Experts were concerned about the recruitment and retention of PES practitioners and there were clear indications that the quality of PES work is often low.



Develop PES' capacity to respond to the future of work.

Given the level of wider change that many commentators anticipate in the labour market it is likely that PES will need to enhance their capacity to develop their delivery models.



Undertake further research on PES practice.

There are important open questions about the tasks, skills, knowledge, qualifications, recruitment and retention and management and development of the frontline PES practitioner role.

THANK YOU



Future Skills for PES Counsellors

'What Works Helping People Towards Work'

WAPES 03/02/2026

Speakers

Scott Parkin FIEP

Group Chief Executive
IEP



David Imber FIEP

Head of the Centre for Employability
Excellence



James Wellings FIEP

IEP Subject Matter Expert



What works helping people towards work



There is strong and consistent evidence from around the world

- No single source has all the answers
- Synthesis of the evidence identifies causes for positive outcomes:
 - ✓ The quality of each adviser-participant relationship
 - ✓ Developing job search competencies and self-efficacy
 - ✓ Personal labour market engagement
 - ✓ Community engagement



What works: The evidence



There is limited evidence about

- ✓ Resourcing, caseloads, technologies
- ✓ Staff support and development
- ✓ Partnerships with other services (*housing, health*)

And limited evidence of low quality about

- Leadership
- Mitigation of risks (*but good evidence that there are risks*)



What works: The evidence



Adviser competence in four employability skills for clients

- Choose an occupation
- Find an opportunity in that occupation
- Compete for the opportunity / job
- Retain and flourish in the job

Adviser competence for involving employers

- Real people meeting front line staff
- Actual jobs as observed
- Long term close involvement with the service
- Critical support advice and friendship



What works: The evidence



Self-efficacy and the advisor and client relationship

- Clients develop the skills to become employed
- To navigate the labour market and support services

The core competencies

- Coaching clients in employability skills to develop their motivation and self-efficacy
- Support employment choice
- Personal understanding of the labour market and engagement with employers

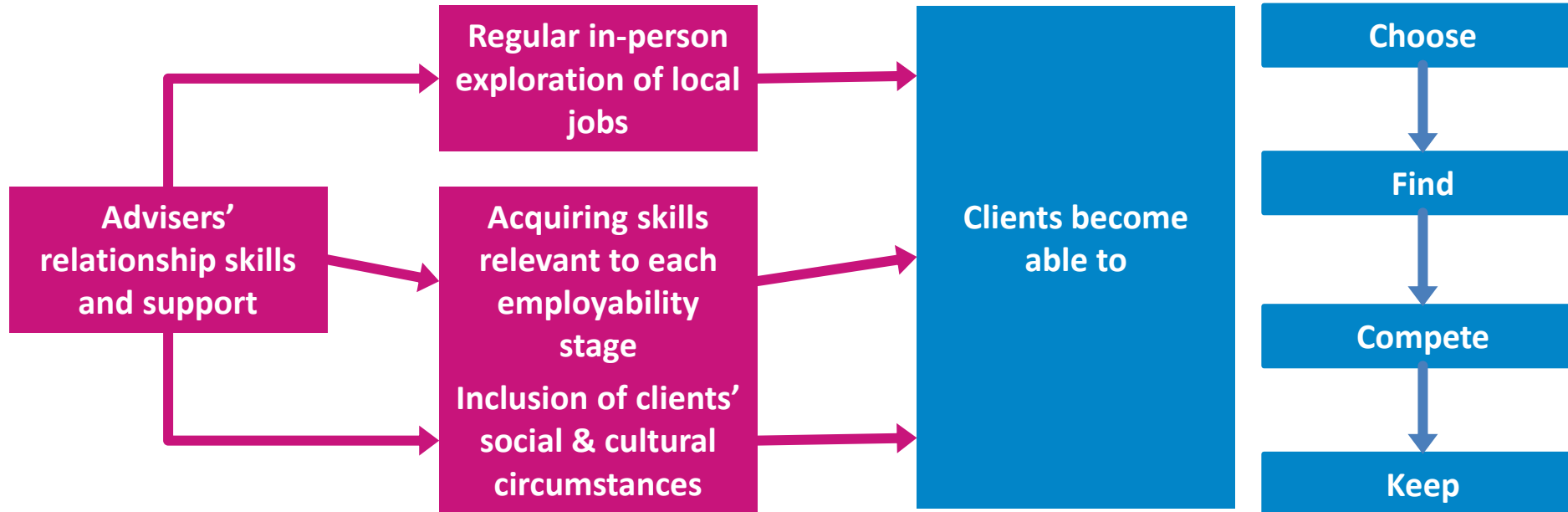


What works: The evidence



Competencies to help clients

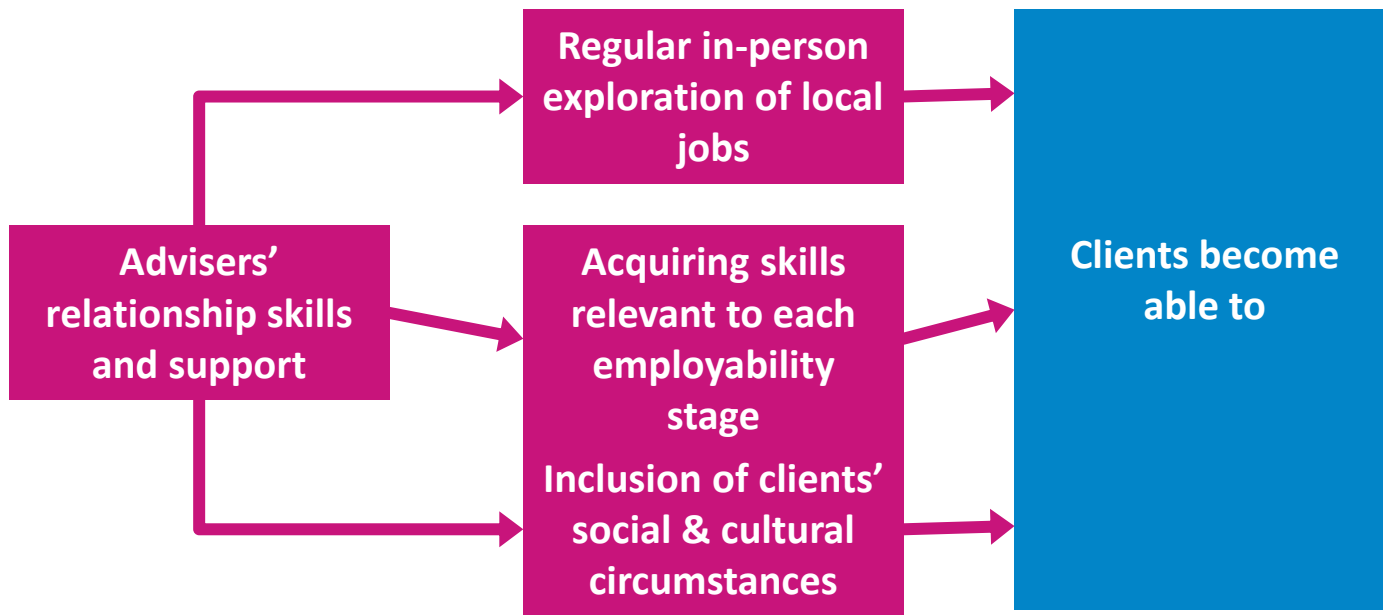
Competencies clients need to have



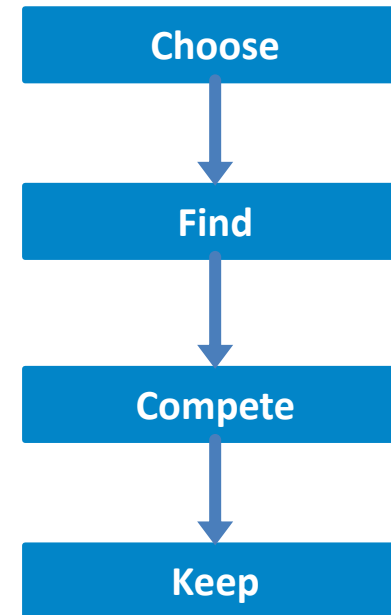
What works: The evidence



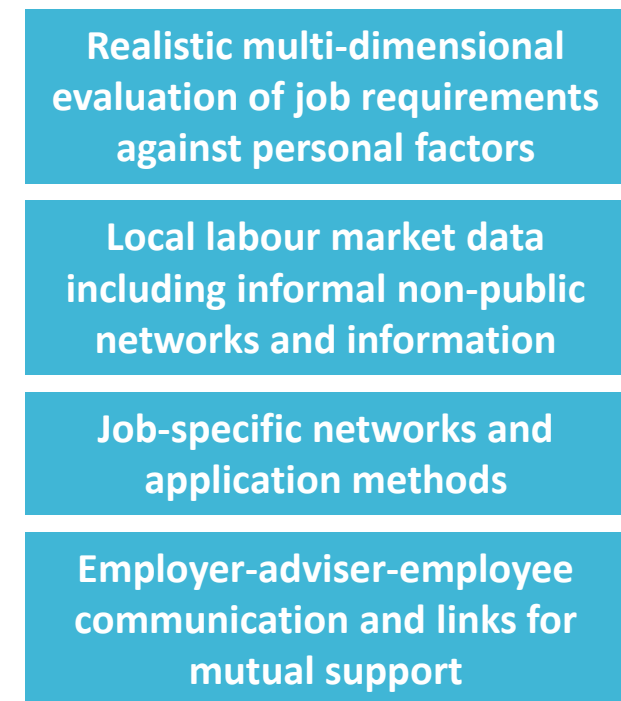
Competencies to help clients



Competencies clients need to have



Insertion points for AI facilitation

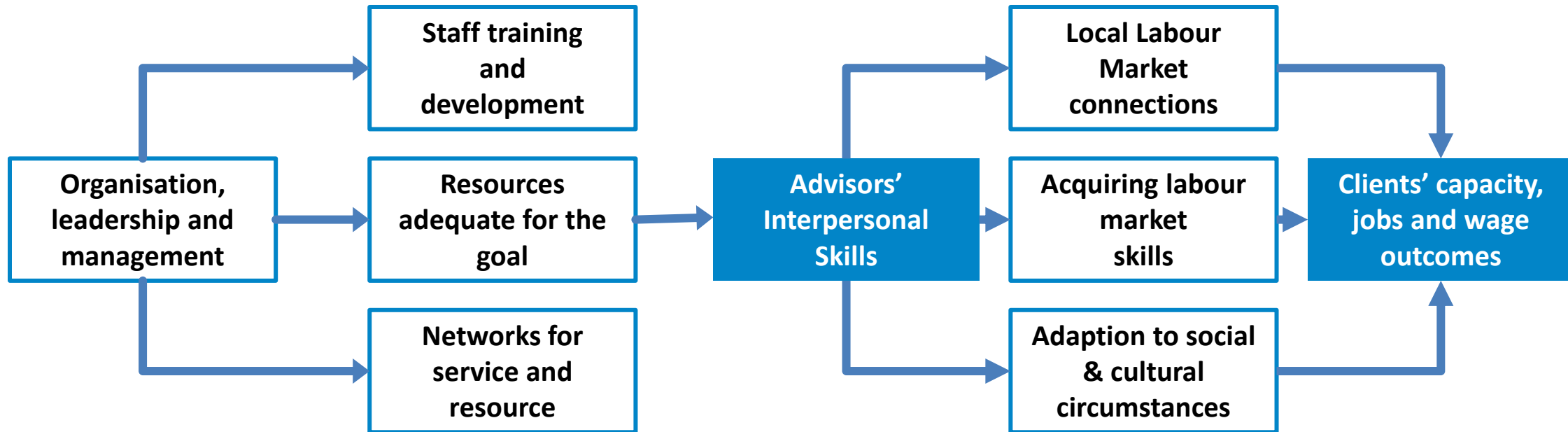


Competencies to help in their organisational setting

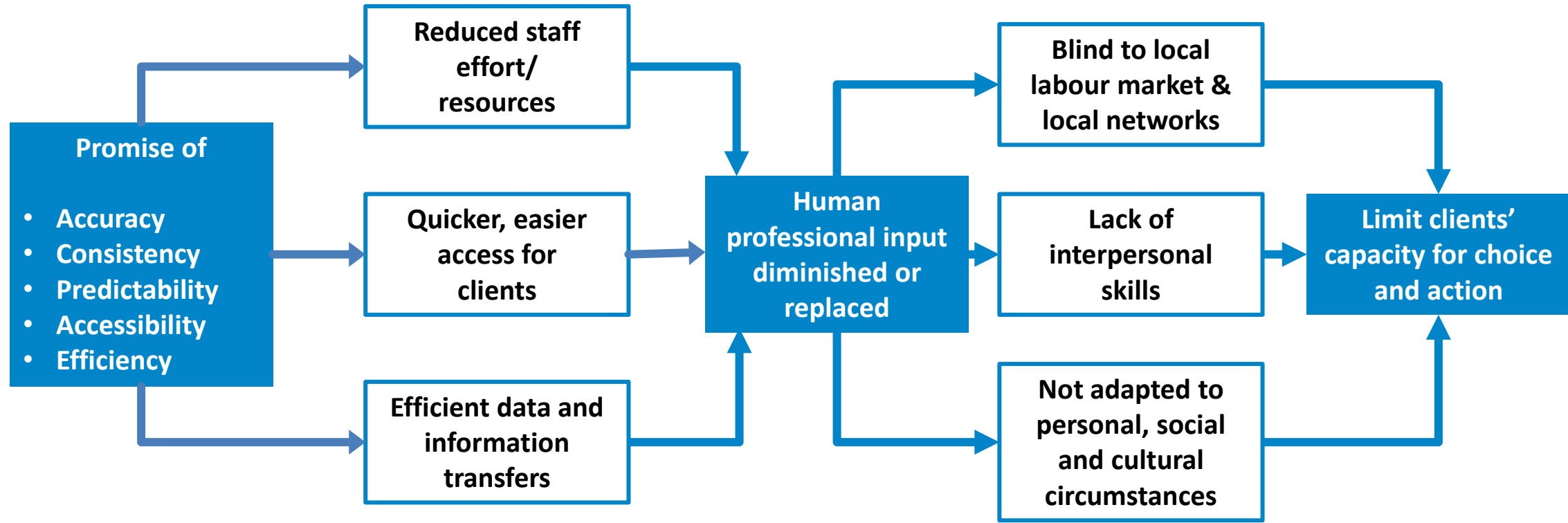


“Delegating decision making to AI is not only impossible, it is unconscionable”

Hard Choices and Hard Limits for Artificial Intelligence. *Bryce Goodman Department of Philosophy University of Oxford May 2021*



Risks?



Causes and competencies are sensitive to context



Social & Institutional context

- Migrants
- Rural or urban settings
- Employers and employment law
- Welfare and social provisions

Individual relationships

- Client / participant
- Personal Advisors
- Mentors
- Leaders and managers

Organisational goals, method, resources

- Service partnerships
- Contract provisions
- Company management + governance
- Finances and staffing

Evidence



But what about the contra-evidence?



- High caseloads, targets,
 - System compliance over relationship flexibility
 - Staff training, case conferences, ambiguous goals
 - Ability to link and share with other services
-
- Leadership focus on numerical performance
 - Risks inherent in compliance and sanctions, action planning, damaging confidence, emphasising barriers.





How does this research relate to the IEPs work in the UK?

Get Britain Working

In November 2024, the Get Britain Working White Paper was published. The White Paper is part of a wider government action and sets out the fundamental reforms to tackle six key issues summarized below.

- Too many people are excluded from the labour market.
- Too many young people leave school without essential skills or access to further learning.
- Too many people stuck in insecure, poor quality and often low paid work.
- Too many women who care for their families experience challenges staying and progressing in work.
- Too many employers unable to fill vacancies due to labour and skills shortages.
- Too great a disparity in labour market outcomes between different places and groups of people.

Our work in the UK



Working with a major UK client, the IEP is supporting the development of a blueprint to establish a practical, scalable Coaching Academy that improves organisation practice with outcomes aligned to a new service being introduced.

Objectives

- Establish a practical, scalable Coaching Academy that improves service delivery practices

Project Outcomes

- Evidence-based Discovery and delivery options for the Coaching Academy
- Designed multi-channel learning model with syllabus
- Developed, tested and iterated priority learning modules
- Explore appropriate CPD/accreditation approach
- Design and develop a QA/I framework appropriate for the Coaching Academy
- Produce a 'Blueprint' for the Coaching Academy

Developing the 'blueprint'



Discovery Phase

Design and Development Phase *(including Test and Learn)*

Target Operating Model

- A multi-channel learning model with initial syllabus and QA framework
- Developed, tested and iterated training modules
- Defined CPD/accreditation approach
- Communities of Practice
- Accepted QA framework with delivery strategies

Key themes from the Discovery Process



Theme	Why is it important?
From Process to People: Shifting the Culture	Moving from transactional to transformative relationships. Away from parent/child relationships to peer-to-peer relationships built on trust.
Reimagining Professional Identity	Changes mindset from job to a recognised and valued profession.
Leadership as the Lever for Change	Empowered leaders can create a culture of change.
Real Learning, Not Sunny Day Role Play	Authentic, lived experience is critical to effective learning.
Embedding Learning Through Practice and Community	Training done once and not embedded through practice and reflection is less effective.
One Core, Many Pathways	Foundation skills and specific 'role' pathways make training relevant.
Quality and Improvement at Every Level	Continuous QA/I challenges the norm and shapes future development. Creates ownership.
Partnership, Localism and Shared Learning	Local context is important for relevance across the estate.

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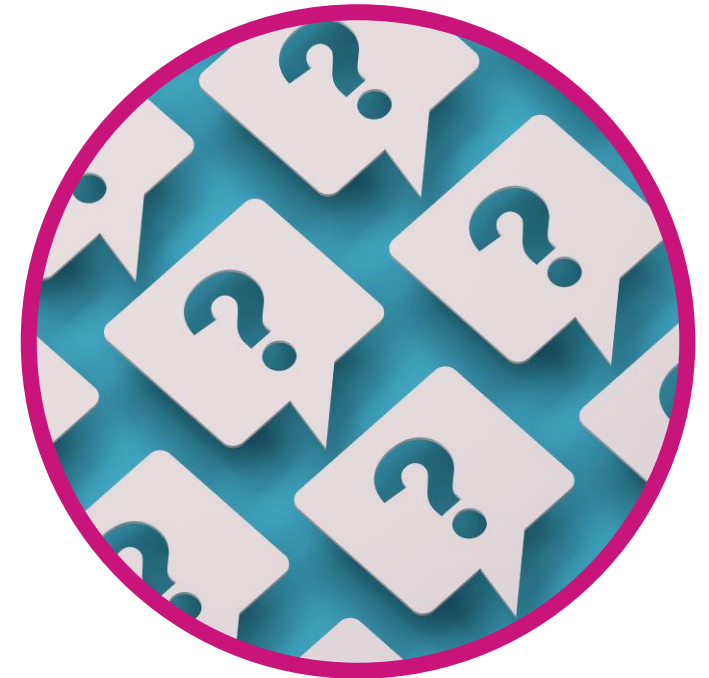
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QUESTIONS?

ENQUIRIES@IEMPLOYABILITY.ORG

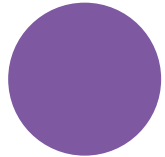
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Future skills of PES counsellors

**WAPES WEBINAR
3 FEBRUARY 2026**



France Travail studies and supports developments in the advisory profession:

- two examples of the integration of AI solutions into advisor tools
- work on users' "power to act"



Artificial intelligence at the heart of service relationships



Integrating AI into service relationships with job seekers and businesses is an opportunity

- to enhance the quality of human relations,
- enrich the advisor's diagnosis by lightening the "administrative" load and facilitating data collection and analysis.

Here are two potential use cases for advisers:

- matching training offers
- support for conducting interviews

Use Case No. 1: Ambition Match FT Training

Match FT Training aims to facilitate the placement of job seekers in training

❖ Funders

➤ Improve the saturation rate of group training sessions

⑩ Job seekers

- Be informed of training sessions that meet their needs
- Be able to ask questions about the content of the training offer
- Be able to quickly register for the proposed session

❖ Employment advisors

- Have access to a sourcing tool integrated with Ouifom FT
- Be able to quickly pre-qualify a large number of applications by verifying certain basic but essential prerequisites
- Have information on each pre-qualified application to facilitate the decision regarding placement in training

* Training organizations

➤ Receive pre-qualified applications (job seekers with this training need and who are available on the session dates),

Match FT Formation should increase the satisfaction of each stakeholder with the actions and services offered by France Travail, and with the tools available

● Match FT - Training: Conversational Agent

Match FT Training is a conversational agent using RCS and AI capabilities. It aims to pre-qualify candidates for placement in a group training session.

The advisor delegates to the conversational agent the task of contacting potential training candidates to verify certain predefined prerequisites before placement in the training.

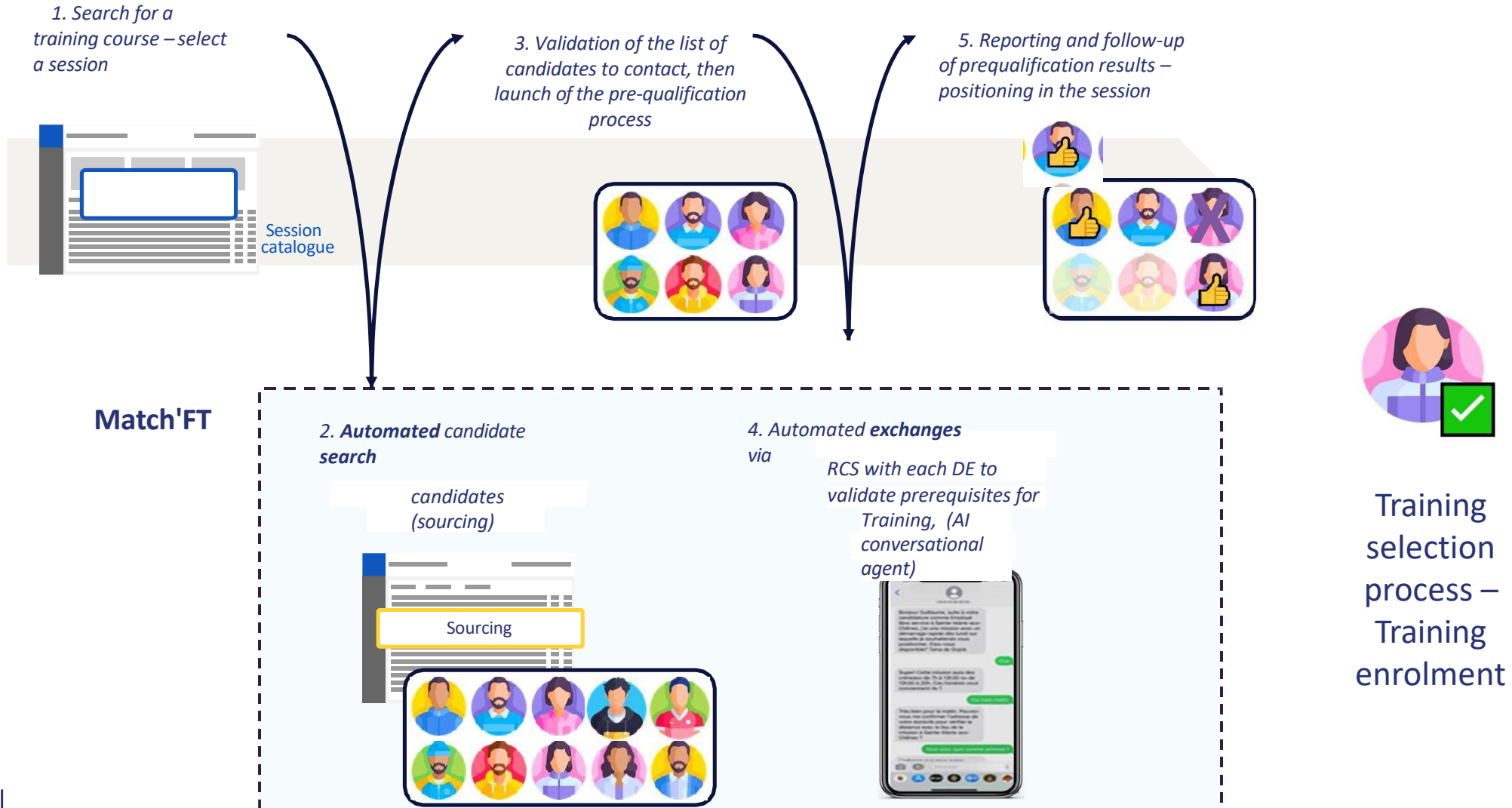
Principles:

❖ The advisor remains active and responsible in sourcing and pre-qualifying candidates:

- ✓ The advisor validates the list of potential candidates to contact; they can modify the sourcing criteria as well as the content of the list.
- ✓ The prerequisites to be verified were defined and validated by advisors during the design phase of the conversational agent. The prerequisites are generic to any training program (interest, availability, mobility).
- ✓ Applications rejected by the AC due to the inability to contact them via RCS/SMS are visible to the advisor for follow-up
- ✓ The results of the pre-qualification campaign are returned to the advisor for analysis and follow-up.

⑩ Match FT-Formation does not choose whether or not to accept applications; it only reports the information collected from the potential candidate to the advisor. The advisor decides on placement in the training program

MatchFT usage tutorial



Use Case No. 2: ChatFT Listening Ambition

The promise of ChatFTEcoute: As an advisor, during physical or telephone interviews, to improve my listening skills and refocus on the user relationship to better personalize my support, while improving the quality of the data collected in the IS.



Key Features

...in face-to-face, telephone, and video interviews...



Listening and Understanding
Real-time voice transcription.

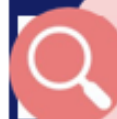


Capture and Synthesis
Extraction of relevant information.



Integration into the Information System (IS)

Integration into the France Travail IS is carried out after validation by the advisor.



Real-Time Suggestion

Personalized information suggestions in real time during the interview.



Technology and Security



Hardware

Computer microphone or octopus/speaker.



Data Sovereignty

Hosted on DSI servers (GDPR compliance and national sovereignty). Audio files are not stored.



Transcription Model

Accuracy and fluency thanks to high-performance speech transcription.



Consent

Always request consent from your interlocutor

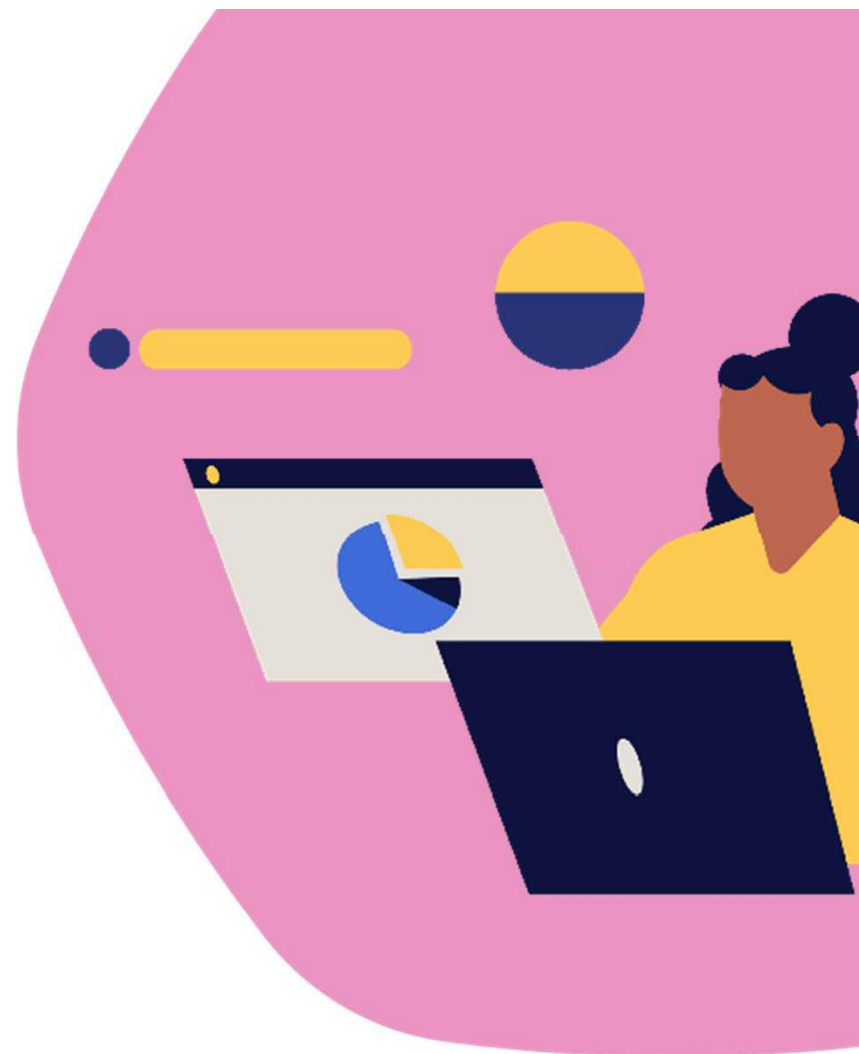
Use Case in Testing

ConclusIA

- Time savings through formalized interview summary.
- Interaction with interview content

Socio-professional Diagnosis

- Data capture during the interview (personal constraints, strengths, skills, career plan...).
- Improved listening quality.
- Review and validation by the advisor



Integration Illustration

The screenshot displays the ChatFT interface. On the left sidebar, there is a list of available FTs: ChatFT, chatFTlistening (ConclusIA), Osiris Assist, and HR Manager Guide. Below this list is a 'Show all FTs...' button. Underneath, there are buttons for 'Use Cases' and 'User Guide', and a 'Learn more about ChatFT' link. The main content area is titled 'chatFTlistening (ConclusIA)'. It contains the following text: 'During face-to-face interviews, ChatFTlistening allows you to improve your listening skills and coaching approach to better personalize your support, while also improving the quality of the data collected in the SL.' 'In this FTs, chatFTlistening is linked with ConclusIA to simplify and accelerate the formalization of your interview summaries with the job seeker from the recorded interview.' 'Remember to ask for your interviewee's consent before starting the transcription' 'ChatFTécoute relies on Voxtral technology, Mistral's transcription model. ConclusIA relies on Mistral technology, an artificial intelligence designed by a French company.' 'Be sure to proofread the summary before saving it in MAP, as each entry automatically generates a letter for the job seeker; the entered data will therefore appear in this letter.'

Example

Example of use

Ask your question... click on [microphone icon] to record an interview

Advisor: Hello, I'm X, your new France Travail advisor. Today, the idea is to get to know each other and review your situation. I saw that you recently re-registered. Can you talk about your current situation and see what we can do together?

OF: Well, the situation is that I've been sick for 10 years.

Advisor: Were you self-employed?

DF: Who in the charming I have choné the noivarth so I have pain nartout the problem [unclear] as I was

ChatFT can cause problems. Remember to check the information. Applicant contact the same person.

An integration in chatFT within the FTs chatFTlistening system.

The advisor will be able to record an interview, with the job seeker's consent, generate a conclusion, and interact with chatFT about that interview.



Developing empowerment of users

Context and rationale for the scheme

- A professional transformation is necessary to meet the needs of field workers who, since 1 January 2025, **have been supporting a larger proportion of people who are very distant from the labour market.**
- **Data entry tasks** with no added value for advisors **are reduced thanks to the increasing use of AI in business applications.**
- **Advisers refocused on personalised support** with the aim of helping people access or return to employment and find a job as quickly as possible. **Managers encouraging initiative** and co-construction between advisers, job seekers and recruiters
- **The approach of advisers and managers needs to adapt and can be geared towards empowerment.**
- An approach focused on job **seekers' autonomy**, coupled with **advisors acting as coaches**, enables **each individual to mobilise their own internal resources.**
- By **establishing a collective dynamic** within the agencies, **managers** will provide the **necessary support to advisers** in this process, creating a true **symmetry of attention.**
- Developing the power to act is a lever for supporting the **fundamentals of the service relationship** and promoting the **human dimension** ("People at the heart of our missions").

The France Travail Academy and the managerial support department base their offering on the following principles

Skills development initiatives focused on **developing empowerment**, based on **real-life situations** encountered by groups.

These actions are structured around **three** principles

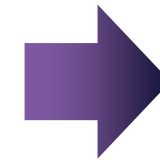
- ❑ Exchange of practices
- ❑ Theoretical input tailored to needs
- ❑ Support for implementation (support, follow-up, Interregional Academies)

Empowerment approach: what are we talking about?

At the heart of our approach is **the empowerment of users**

How can we enable users to move from being "passive/submissive" to "active/choosing"?

How can we change our professional practices and our organisation?



**Commitment
Presence
Development of
autonomy of
action**

And, by symmetry of attention, what does this mean for us in terms of management (practices) and collective functioning, in order to reinforce team commitment and continue along the path already taken?

Empowerment approach: what are we talking about?

Developing a person's empowerment means allowing them to make decisions that affect them.

It does not mean "letting go" of the person or leaving them to their own devices. Rather, it means asking questions to encourage them to take the steps they can and will take, ultimately entering a dynamic of commitment.

It means enlightening them so that they can access resources and decide what actions they will take.

"Developing the power to act does not mean making people responsible for everything, it means enabling them to exert real influence over matters that concern them."

Yann Le Bossé

Psycho-sociologist and professor at Laval University in Quebec,
expert on developing empowerment



Support mechanisms already available

Discover, question,
discuss

Webinar

**Developing your
power to act**

2 x 45 minutes

Co-create locally

Mixed workshop

(managers/employees)

**Developing job
seekers' power to
take action**

1.5 days
(1 workshop per agency)

Develop/consolidate
professional practices

Mixed course

(e-learning + face-to-face discussions)

**Developing the
empowerment of job
seekers**

- E-learning 6 modules
- 3 face-to-face exchanges, locally

The levers to mobilise

Webinaire
Développer son Pouvoir d'Agir
2 x 45 minutes

Atelier Mixte
(managers / collaborateurs)
Développer le pouvoir d'agir du demandeur d'emploi
1,5 jour (1 atelier par agence)

Parcours mixte
(elearning + échanges physiques)
Développer le pouvoir d'agir du DE
• Elearning 6 capsules
• 3 échanges en présentiel, localement

Webinar "Developing your power to act" available on the Academy Platform

Discover, question, discuss

Yann Le Bossé, psycho-sociologist and professor at Laval University in Quebec, shared his expertise on developing empowerment during a web conference attended by approximately 500 participants from the Réseau Pour l'Emploi (Employment Network).

WEBINAIRE
LIVE

Développer son pouvoir d'agir
avec Yann Le Bossé

RÉSEAU POUR L'EMPLOI

45-minute presentation + 45 minutes of discussion

NB: very interesting question and answer session

Levers to be mobilised

Joint workshop: "Empowering users"

1.5 days – in person at the agency – maximum 14 participants
Mixed group of managers and employees

Co-develop locally



Workshop activities:

- **How can we improve the quality of support we provide to our users by incorporating coaching techniques and approaches that empower and engage them more, whether in meetings, collective actions or events?**
- **How can we strengthen the collective dynamic between advisers and managers by promoting symmetry of attention (= coaching approach and techniques on the part of managers) to encourage and support teams?**

During the workshop, role-playing exercises allow employees and managers to swap roles and practise, provide feedback and jointly develop actions that can be directly implemented in the agency.

Facilitation by a facilitator trained in the method A departmental and regional task force of 25 facilitators already in place

Levers to be mobilised

Course: "Developing job seekers' empowerment", now available for free on the Académie platform!

Develop/consolidate professional practices

Webinaire
Développer son Pouvoir d'Agir
 2 x 45 minutes

Atelier Mixte
(managers / collaborateurs)
Développer le pouvoir d'agir du demandeur d'emploi
 1,5 jour (1 atelier par agence)

Parcours mixte
(elearning + échanges physiques)
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 • Elearning 6 capsules
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A course consisting of six digital modules to understand and implement the empowerment-focused approach.

Throughout the course, we follow two mid-level guides. At the end of each e-learning module, there is a projection on how this corresponds to the work of an employment advisor.

Each module takes about 20 minutes to complete. The course lasts 8 to 12 weeks. This allows time for consolidation.



Académie	Région	DT	Agence
NE Lille/Metz	Hauts de France	Oise	Clermont
		Nord	Villeneuve d'Ascq
		Nord	Croix
	Grand est	Marne	Reims Bezannes Reims Jeanne d'Arc Reims La Neuville Reims Mont d'Arène
Ouest Bordeaux	Normandie	Eure	Evreux Brosolette
Ouest Le Mans	Nouvelle Aquitaine	Gironde	Mérignac
	Centre val de Loire	Indre-et-Loire	Joué-Lès-Tours
IDF	Bretagne	Morbihan	Auray
	IDF	Val d'Oise	Argenteuil

Regions that participated in the experiment:
 Brittany, Centre-Val de Loire, Hauts-de-France, Île-de-France, Normandy, Nouvelle-Aquitaine

The link with our vision and values

"Together, let's make success for all"

"Meaning and commitment"

The advisor's role is to help the user find their inner drive (= meaning for them) to find a job and become committed to the process. + Through symmetry of attention, managers should also use the same levers with their employees.

"Simplicity and innovation"

Working on the power to act cultivates listening to users' needs and taking those needs into account in a concrete, simple and innovative way, relying in particular on the collective

"People at the heart of our missions"

Developing empowerment means supporting everyone on the path to emancipation and autonomy, personal and professional fulfilment.

"Transparency and trust"

At the heart of developing empowerment lies the conviction that **everyone can find within themselves the deep motivation to act, provided they are given help, and thus develop their commitment.**



Employment Service of Slovenia

Case example from Slovenia on skills strategies (career counsellors and counsellors working with employers), the integration of digital services, and support for frontline staff



Blanka Rihter

WHO WE ARE

- We are **one of the key institutions on the labour market** in Slovenia.
- We are an **independent legal entity** with **public institute** status.
- We operate **uniformly** across the whole country.
- We are **850 employees**.

KEY ACTIVITIES

- ☑ Employment advice and jobbroking
- ☑ Life-long career guidance
- ☑ Implementation of active employment policy measures
- ☑ Issuing of work and employment permits for foreign workers
- ☑ Unemployment benefit and unemployment insurance
- ☑ Preparation of analytical, development and other professional materials related to our activities





ADAPTING TO LABOUR MARKET CHANGES

- **Labour market shortages**
- **Response:**
 - Adjusting existing services and developing new ones to address labour market needs
 - **Focus on digitalisation**
 - **Inter-institutional support for long-term unemployed**
 - **Support for foreign migrant workers**
 - **Support for young people**
 - **Supporting extension of working life**





FOCUS ON DIGITALISATION

- *Modernisation of digital tools to improve accessibility, transparency, and user experience*
- *Digitalisation of key processes to enable faster, more efficient, and modern operations*

COMPETENCES

Data management and interpretation	Competence frameworks (ESCO)	Occupations and career path design
Assessment of skills and transferable competencies	Identification of competence gaps	Ability to recognize the risk of long-term unemployment
Data protection	Information security	Responsible, safe and ethical use of AI



PERSONAL COUNSELLING & COOPERATION

- ***In-depth career counselling*** for unemployed who are further from the labour market, long-term unemployed, or who face complex barriers
- ***Inter-institutional cooperation*** – Centres of Social Work, health counsellors
- ***Team case meetings***: gaining a comprehensive understanding of the client's situation and jointly developing tailored solutions

COMPETENCES

Coordinaton and
organisation
(of Team case meetings)

Good understanding of
services provided by other
institutions

Emphasis on client
consent and tailored
solutions





SUPPORT FOR PEOPLE WITH A MIGRANT BACKGROUND

Services:

- *Career counselling for **unemployed people with a migrant background***
- *Support for **foreign workers***
- *Support for **individuals interested in working** in Slovenia*

COMPETENCES

**Intercultural
competences**

Communication skills

**Understanding
legislation on the
employment of
foreigners**

**Knowledge of
administrative
procedures related to
foreigners**



WORKING WITH PEOPLE FROM DIVERSE GROUPS

- *Young clients*
- *Older individuals or retirees*
- *Post-placement support*

COMPETENCES

Understanding the needs of the target group and labour market trends

Communication skills

Knowledge of education systems and educational institutions

Competence frameworks and occupations

Career decision-making and career transition management

Legislation on temporary and occasional work





FUTURE COMPETENCIES OF CAREER COUNSELLORS AND COUNSELLORS FOR EMPLOYERS

Career counselling skills

Adaptability
Problem-solving skills
Communication skills

Digital competences
Use of specific digital tools

Ability to work with diverse groups

Understanding labour market trends

Cooperation with institutions

Data protection
Cybersecurity
Responsible use of AI

Understanding client profiles and needs

Understanding employer needs





THANK YOU.

Employment Service of Slovenia

Blanka Rihter

blanka.rihter@ess.gov.si



EmployNext

powered by serco

The Space Between

Where Digital Change Meets Human Impact

Presented by Katy Mitchell, Director, Employment Services
katy.mitchell@serco-na.com

February 3, 2026

The Foundations of How We Work

EVIDENCE

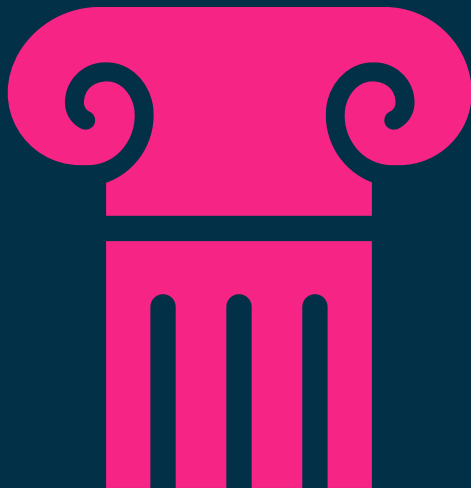
Real-time insight
Outcome visibility
Data clarity

EQUITY

Human centred design
Community insight
Challenge assumptions

EVOLUTION

Learn, adapt, refine
Rapid iteration
Evidence-driven





The New Skillsets for the Modern Employment Counsellor

Tools that Make a Difference



Real-time dashboards

- Expose risks, engagement patterns, and emerging opportunities
- Help counsellors prioritize caseloads based on actionable, up-to-the-minute insights

Case management systems

- Streamline workflow by centralizing tasks, notes, and follow-ups in one place.
- Reduce administrative friction so counsellors can focus on meaningful client interaction.

AI-enabled tools

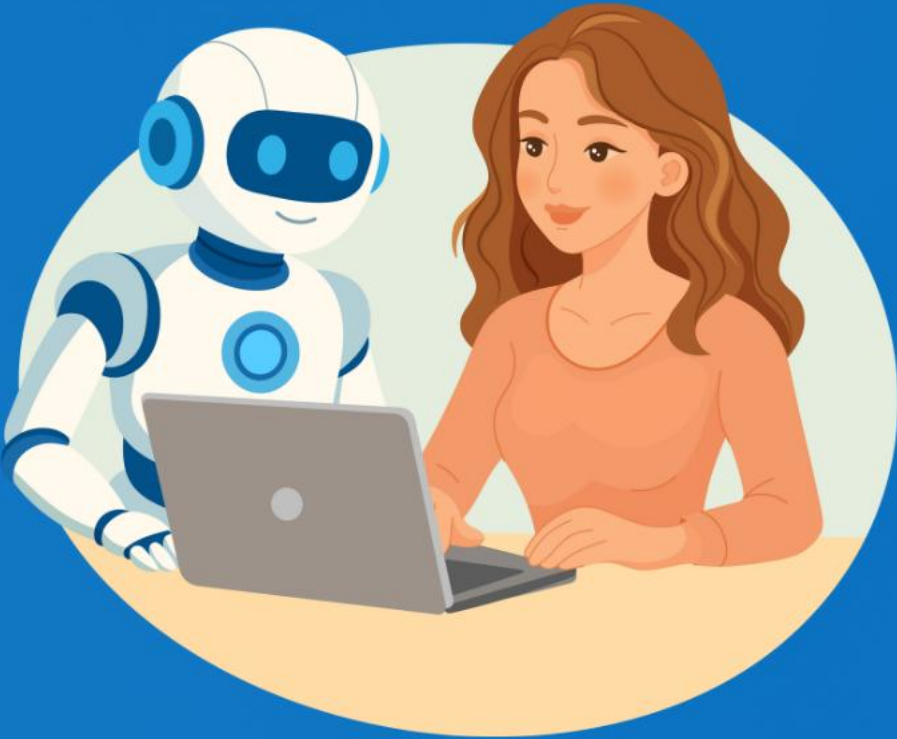
- Highlight potential barriers or strengths early, supporting tailored interventions.
- Offer predictive signals that enhance counsellor judgement—not replace it.

PowerBI

- Give supervisors and leaders clear visibility into performance, trends, and equity gaps.
- Enable faster, evidence-driven decisions at the program and system level.

AI Is Already Here

The question isn't whether AI will affect Public Employment Services — it's how we shape its impact.



Before

Manual resume writing + heavy research time

Generic templates, limited customization

High administrative burden

Time spent on documentation rather than coaching

Reactive supports

Standardized approach for most clients

After

AI-generated drafts counsellors refine

Tailored resumes + job matches at speed

Admin tasks reduced; cognitive load lowered

More time available for human connection + coaching

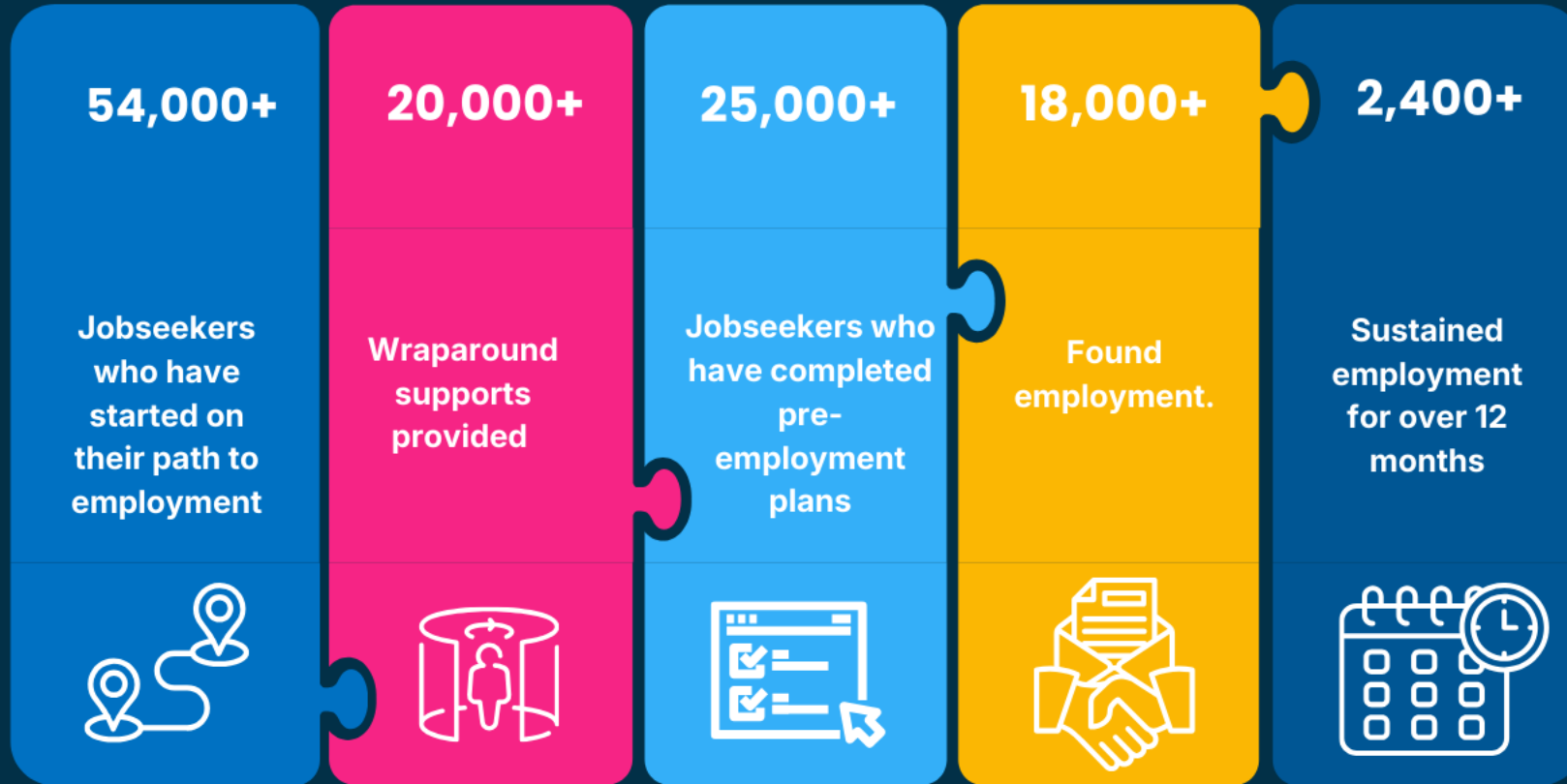
Proactive support and early interventions

Personalised, insight-driven pathways at scale

Collaboration that Drives Impact



Results in Action



5 MOVES FORWARD

01

AUDIT SKILLS

02

ADD SIMPLE AI

03

REVIEW EVIDENCE

04

COACH CONTINUOUSLY

05

ELEVATE LIVED EXPERIENCE