ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Australia

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Yes

Q5. Who have you consulted with before completing this survey?

Key Australian Policy Stakeholders and Government Agencies

About you

Q6. What is your name?

David Carney

Q7. What organisation do you work for?

Career Industry Council of Australia

Q8. What is your job title?

Executive Director

Q9. What is your email address?

info@cica.org.au

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Australia

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools		X		
Young people in Technical and Vocational Education and Training (TVET)		X		
Young people in university or higher education		X		
Young people not in education or work (e.g. NEETs)		X		
Adults in education		X		
Adults in work		X		
Adults not in education or work (e.g. unemployed workers and the economic inactive)		X		
Migrants		X		
People in the criminal justice system		X		
Employers/businesses		X		

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

People with disability, injury or health conditions can access specialist employment support through Inclusive Employment Australia, which replaced Disability Employment Services on 1 November 2025 and removed time limits and the requirement to receive income support. NDIS participants leaving school can access School Leaver Employment Supports, which fund work experience in open employment, job site training, travel training and activities contributing to an employment outcome and linkages to ongoing employment support.

People aged 45 and over can access Career Transition Assistance, which is free for eligible individuals whether or not they are on income support. People seeking to start or sustain a small business can access Self-Employment Assistance, which replaced New Business Assistance with NEIS in July 2022 and is delivered across 51 regions, offering workshops, business plan development, free accredited small business training, business advice, health checks and coaching.

Migrants and humanitarian entrants can access free English language tuition through the Adult Migrant English Program, delivered at around 300 locations nationally as well as online and by distance, with participation counting toward mutual obligation requirements for jobseekers. Humanitarian entrants can also access the Humanitarian Settlement Program, which has a strong focus on helping clients learn English, gain employment and access education and training.

Adults needing English language, literacy, numeracy, digital literacy and employability skills can access the Skills for Education and Employment program, which delivers free training nationally through 22

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

contracted providers and a dedicated SEE First Nations stream funding First Nations organisations to design community appropriate training.

Australian Defence Force members transitioning to civilian life access support through a national network of Transition Centres located on or near most major bases. All members transition through a Transition Centre regardless of length of service. Transition Coaches provide a consistent point of contact and work with members and their families to design a personalised transition plan, and the Defence Force Transition Program remains accessible for 24 months after separation. The Veteran Employment Program provides career and employment support to veterans covering skills identification, finding and getting a job, understanding the civilian workplace and starting a business, and extends dedicated support to ADF partners. It also works with employers through the Veteran Employment Commitment, supported by a searchable register of participating organisations, a Veteran Employment Toolkit, an employer webinar series and national awards.

Jobs and Skills Centres in Western Australia also provide specialist services for Aboriginal people, ex-offenders and people from culturally and linguistically diverse backgrounds.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.			X		
School leavers in my country are well prepared for successful transitions to work or further learning.			X		
There is a strong evidence base to support the provision of career development services in my country.		X			
AI is having a major impact on the education system in my country.		X			
AI is having a major impact on labour market in my country.			X		
AI is having a major impact on the provision of career development services in my country.		X			

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Australia has a mixed and decentralised career development system. Services are delivered through schools, TAFEs and other VET providers, universities, employment services, community organisations, private practitioners and national digital platforms. The Australian Government's Your Career website

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

provides free national information on occupations, courses, industries and career pathways.

The Australian Blueprint for Career Development provides a national framework of career management competencies across the lifespan. Prospective higher education students can compare institutions and study areas through the ComparED website, which draws on QILT survey data covering graduate employment rates, median full-time salaries, further full-time study rates and overall course satisfaction.

Professional practice is guided by CICA's Professional Standards for Australian Career Development Practitioners (5th edition, 2026), the Guiding Principles for Career Development Services and Career Information Products (3rd edition, 2026) and the Australian Register of Professional Career Development Practitioners.

Each state and territory education system delivers career education through its own policies, curricula and resources, including dedicated career learning programs, senior secondary pathway planning and school to work initiatives. In Victoria, the Early Leaver Connection Initiative funds a Career Advice Service delivered through Skills and Jobs Centres for young people who leave school without completing Year 12, alongside targeted mentoring for First Nations young people and young people with disability in target areas, and options to complete Year 12 at TAFE. The 2026-27 Victorian Budget invested $144.7 million in career education and pathways, building on $775 million invested since 2018, and continues the career advice and targeted support in 2027 and 2028.

Nationally, career development connects to skills, productivity and inclusion priorities through the National Skills Agreement, Jobs and Skills Australia labour market intelligence, Workforce Australia, Transition to Work, Inclusive Employment Australia and Closing the Gap. In remote Australia, the Remote Jobs and Economic Development program and the Remote Australia Employment Service replaced the Community Development Program, with the new employment service commencing on 1 November 2025. The Local Jobs Program, extended to 30 June 2027, provides place based coordination through Job Coordinators in 51 Employment Regions.

The Jobs and Skills Councils, a national network of ten industry owned and industry led not for profit companies, bring together employers, unions and governments in a tripartite arrangement. Among their four core functions, they map career pathways across education sectors and partner with training providers to align workforce planning and national training products with career advice and on the ground delivery. Each works closely with Jobs and Skills Australia.

In higher education, the Australian Tertiary Education Commission is being established, following a headline recommendation of the Australian Universities Accord, to steward the sector in support of the Government's commitment to lift tertiary attainment to 80 per cent of working aged people by 2050 and to raise equity participation and attainment. Interim Commissioners are working with the Jobs and Skills Australia Commissioner to ensure skills needs, VET and dual sector perspectives are reflected in its operations, pending the passage of legislation.

Two jurisdictions operate free career guidance services open to the whole community rather than to enrolled students. Jobs and Skills Centres in Western Australia are located on TAFE campuses across Perth and regional Western Australia, with regional outreach, and provide careers advice, apprenticeship and training information, and employer support.

Skills and Jobs Centres in Victoria provide careers counselling, independent career advice, study advice, job search assistance and apprenticeship and traineeship pathway advice, and are open to all members of the community. These are exceptions rather than the national pattern.

There is no single universal national career development service for all citizens. Access, resourcing, practitioner qualifications and program models vary across states, territories, education sectors and employment service programs.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

National: Your Career (yourcareer.gov.au); Australian Blueprint for Career Development (yourcareer.gov.au/resources/australian-blueprint-for-career-development); CICA Professional Standards (cica.org.au/professional-standards); Australian Register of Professional Career Development Practitioners (cica.org.au); Jobs and Skills Australia (jobsandskills.gov.au); JSA, Our Gen AI Transition

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

capacity study (jobsandskills.gov.au); DEWR, AI and Employment in Australia: Monitoring Framework and Evidence to Date, July 2026 (dewr.gov.au); National Skills Agreement (dewr.gov.au/national-skills-agreement); Workforce Australia (workforceaustralia.gov.au); myfuture (myfuture.edu.au); Jobs and Skills Atlas (jobsandskills.gov.au); Jobs and Skills Councils (dewr.gov.au/skills-reform/jobs-and-skills-councils); apprenticeship support and the Australian Apprenticeships Incentive System (dewr.gov.au/australian-apprenticeships/apprenticeship-support); Key Apprenticeship Program (apprenticeships.gov.au/key-apprenticeship-program); Remote Jobs and Economic Development program and Remote Australia Employment Service (niaa.gov.au); Career Transition Assistance (dewr.gov.au/career-transition-assistance); Local Jobs Program (dewr.gov.au/local-jobs); Self-Employment Assistance (dewr.gov.au/self-employment-assistance); Foundation Skills and the Skills for Education and Employment program (dewr.gov.au/foundation-skills); Building Women's Careers Program (dewr.gov.au/building-womens-careers-program); Free TAFE (dewr.gov.au/skills-reform/free-tafe); Adult Migrant English Program and Humanitarian Settlement Program (immi.homeaffairs.gov.au); ADF transition support (defence.gov.au); Veteran Employment Program (veteransemployment.gov.au); Australian Tertiary Education Commission (atec.gov.au); Longitudinal Surveys of Australian Youth (lsay.edu.au); Quality Indicators for Learning and Teaching (qilt.edu.au); ComparED (compared.edu.au).
State and territory career education: ACT Career Education and Pathways (act.gov.au); NSW Careers and Pathways Programs and Work Education 7–10 syllabus (education.nsw.gov.au); NT Skills NT (education.nt.gov.au); Queensland Career Education and School to Work (education.qld.gov.au) and QCAA Work Studies 9–10 (qcaa.qld.edu.au); SA Student Pathways (studentpathways.sa.edu.au); Tasmania Careerify (careerify.tas.gov.au) and Youth Jobs Strategy (youthjobsstrategy.tas.gov.au); Victoria Career Education and Transforming Career Education (vic.gov.au), Victorian Early Leaver Connection Initiative (vic.gov.au/victorian-early-leaver-connection-initiative), Skills and Jobs Centres (vic.gov.au/skills-and-jobs-centres) and the Victorian Skills Authority, including the Victorian Skills Gateway, the TAFE and Training Line, the Victorian Skills Plan and the Employment Projections Dashboard (djsir.vic.gov.au); WA Career Learning Toolkit and Pathways and Opportunities (education.wa.edu.au) and Jobs and Skills Centres (jobsandskills.wa.gov.au/jobs-and-skills-centre).

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Australia's system has strong assets: free national career information, a national competency framework, recognised professional standards, high quality labour market intelligence and significant investment in skills and employment programs.

Its main weakness is fragmentation, compounded by a recent contraction in dedicated career guidance infrastructure. The Mid-Career Checkpoint pilot ceased on 31 December 2022 and the Skills Checkpoint for Older Workers Program, with its associated Skills and Training Incentive, ceased from 1 July 2024, removing the main Commonwealth mechanisms for mid-career and mature age career guidance outside employment services.

Commonwealth funding for the National Careers Institute, which developed Your Career, led the refresh of the Australian Blueprint for Career Development and delivered school leaver supports, has been discontinued and the Institute has closed. The School Leavers Information Service, which provided free personalised career guidance sessions with qualified career practitioners to young people aged 15 to 24, has also closed. Careers NSW, which was the only state based service offering career guidance to adult residents regardless of age or employment status, has ended.

Australia has therefore lost, within roughly four years, its national coordinating body for career development, its national personalised guidance service for school leavers, its dedicated mid-career and mature age guidance programs, and its only state based universal adult career service. Career development is consequently not embedded as a lifelong public good across education, training, employment and community services.

Provision is strongest where a person is enrolled in an institution, eligible for an employment service, resident in a jurisdiction operating a community wide centre, or able to pay privately. This creates gaps for adults in work, adults considering career change, and people who are not eligible for targeted programs but still need support to manage learning and work transitions, digital change and labour market disruption.

CICA advocates for a national framework for lifelong career guidance to address these gaps.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.			X		
Career development services support entrepreneurialism.			X		
Career development services help to address employers' skills and labour needs.		X			
Career development services can be accessed by small and medium sized businesses (SMEs).			X		
Career development services improve levels of job satisfaction.			X		
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).		X			
Career development services support equality of access to learning and work opportunities.		X			
Career development services contribute to the green transition.			X		

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Career development supports productivity in Australia mainly through better skill matching, better informed education and training choices, and more effective transitions into work. National policy connects workforce capability to productivity through the Employment White Paper, the National Skills Agreement and Jobs and Skills Australia, whose role is to help Australia meet current and future skills needs.

Free national career information through Your Career connects people to occupation, industry, study and training options, including priority sectors identified through the Occupation Shortage List. Career development services in schools, VET, higher education and employment services reduce mismatch by helping people understand labour market demand and the skills required in areas of shortage.

The contribution is not fully realised, however, because provision is fragmented and there is limited direct evaluation of career development as a productivity intervention in the Australian context

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

Career development supports inclusion by helping people understand their options, build confidence, access training and connect with work.

In Australia this occurs through universal digital information and targeted programs. Workforce Australia supports jobseekers with training, mentoring, work experience and local provider assistance. Transition to Work provides intensive pre-employment support for eligible people aged 15 to 24. Inclusive Employment Australia, which replaced Disability Employment Services on 1 November 2025, supports people with disability, injury or health conditions with no time limits, broader eligibility and choice of provider, and assists employers to build inclusive workplaces. Closing the Gap includes targets for Aboriginal and Torres Strait Islander young people's engagement in employment, education and training. Free TAFE, made an ongoing feature of the national VET system under the Free TAFE Act 2025, expands access to training in priority areas.

The limitation is that these programs do not amount to a universal lifelong career development entitlement, and access depends on eligibility, location, institution and funding.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Employment White Paper (treasury.gov.au); Jobs and Skills Australia and the Occupation Shortage List (jobsandskills.gov.au); National Skills Agreement (dewr.gov.au/national-skills-agreement); Workforce Australia (workforceaustralia.gov.au); Transition to Work (dewr.gov.au/transition-work); Inclusive Employment Australia (dss.gov.au/inclusive-employment-australia); JobAccess (jobaccess.gov.au); Closing the Gap targets (closingthegap.gov.au).

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning		X			

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
School staff do not know enough about TVET pathways and the occupations they lead to
The influence of gender stereotyping on TVET choices
Shortage of employers offering training placements
Poor alignment between TVET provision and employers' needs

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

There is no single national age. Many students begin vocational learning in the senior secondary years, commonly around ages 15 to 17. Work related curriculum options are available from Years 9 to 10, while VET delivered to secondary students, apprenticeships and traineeships are typically taken up from mid-secondary school onwards, depending on jurisdiction, school and employer arrangements.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Pathway decisions often begin before many students have had sufficient exposure to occupations, employers, labour market information and high quality career development. The challenge is less a single formal selection age and more the uneven quality and timing of career learning. Students may make subject, VET, apprenticeship or tertiary decisions between Years 9 and 12 while their understanding of work, occupational change, training options and local labour markets is still developing.

The OECD's 2025 report The State of Global Teenage Career Preparation shows that career uncertainty among teenagers remains high internationally and that participation in career development activities associated with better employment outcomes is uneven, particularly for disadvantaged students. Australia has curriculum options and the Australian Blueprint for Career Development as frameworks, but access to structured career education and qualified career development support varies across jurisdictions and schools.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

Career development enhances skills and TVET policy by helping people connect their interests, strengths and circumstances with occupational demand, training pathways and lifelong learning. Your Career provides independent national information on industries, occupations, study options and career pathways.

The National Skills Agreement aims to strengthen VET to boost productivity and give Australians the skills they need, while Free TAFE, now ongoing under the Free TAFE Act 2025, expands access to training in priority areas with at least 100,000 places per year from 2027. NCVER outcomes data shows that most VET students train for employment related reasons and that many graduates achieve their training goals and improve their employment status. Career development therefore acts as a bridge between skills policy and individual participation.

Apprentice Connect Australia Providers act as the first point of contact for apprentices, trainees and employers throughout an apprenticeship. The Australian Apprenticeships Incentive System provides financial and non-financial support to increase commencements and completions, with new settings commencing on 1 January 2026 that focus support on housing construction and clean energy priority occupations listed on the Australian Apprenticeships Priority List.

The Key Apprenticeship Program, an expansion of the New Energy Apprenticeship Program, operates two streams covering new energy and housing construction. For commencements in 2026, eligible apprentices can claim up to $10,000 for a full-time apprenticeship, paid at six, twelve, twenty-four and thirty-six months and on completion, and eligible employers up to $5,000 across the first year, while apprentices in priority occupations outside the program receive $2,500 through the Australian Apprentice Training Support Payment with a further $2,500 to employers through the Priority Hiring Incentive. Support also includes personalised non-financial services such as peer support and networking, and income contingent loans through the Australian Apprenticeship Support Loan program. The Jobs and Skills Councils map career pathways across education sectors and work to align workforce planning and

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

national training products with career advice and training delivery. The major improvement opportunity is to embed qualified career development support more consistently before, during and after VET participation, including support for course completion, transitions and retraining.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

Your Career (yourcareer.gov.au); Australian Blueprint for Career Development; National Skills Agreement and Free TAFE (dewr.gov.au); NCVER VET student outcomes and apprentice and trainee data (ncver.edu.au); Jobs and Skills Australia lifelong learning research (jobsandskills.gov.au); Jobs and Skills Councils (dewr.gov.au/skills-reform/jobs-and-skills-councils); apprenticeship support and the Australian Apprenticeships Incentive System (dewr.gov.au/australian-apprenticeships/apprenticeship-support); Key Apprenticeship Program (apprenticeships.gov.au/key-apprenticeship-program).

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.		X			
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.			X		
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	X
Women and girls	X	X
Men and boys	X	

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	X
Ethnic minorities	X	
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	X
People with low skill levels	X	X
Migrants	X	
People with disabilities	X	X
People with health and mental health challenges	X	X
Younger people	X	X
Older people	X	X
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

Australia supports disadvantaged groups through targeted employment, skills and inclusion programs rather than through a single universal career development system.

Transition to Work provides intensive support for eligible young people aged 15 to 24 to enter work, apprenticeships, training or education. Workforce Australia provides job search assistance, training, mentoring, work experience and support to start a business.

Inclusive Employment Australia, which replaced Disability Employment Services on 1 November 2025, supports people with disability, injury or health conditions with expanded eligibility, no time limits and choice of provider, while JobAccess helps employers build inclusive workplaces.

Closing the Gap sets national targets for Aboriginal and Torres Strait Islander young people’s engagement in employment, education and training.

Free TAFE, now ongoing under the Free TAFE Act 2025, and the National Skills Agreement improve access to priority training places and strengthen the training system, with priority cohorts including First Nations Australians, young people aged 17 to 24, people out of work or receiving income support, unpaid carers, women facing economic insecurity, women undertaking study in non-traditional fields, people with disability and certain categories of visa holders.

Foundation skills support is provided through the Skills for Education and Employment program, and free English language tuition through the Adult Migrant English Program.

Humanitarian entrants receive settlement support with an employment and training focus through the Humanitarian Settlement Program. Self-Employment Assistance supports people to start or sustain a small business across 51 regions.

The Remote Jobs and Economic Development program and the Remote Australia Employment Service, which commenced on 1 November 2025, have replaced the Community Development Program in remote

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

Australia.

Career Transition Assistance supports people aged 45 and over and is free to eligible participants whether or not they receive income support. Career development support is also embedded in youth mental health services.

The headspace Work and Study program and the Individual Placement and Support (IPS) program, delivered in headspace centres across Australia and integrated with clinical care, help young people with mental health challenges to achieve work and study goals. Published evaluations, including a Department of Social Services commissioned evaluation of the IPS Trial and a peer reviewed evaluation of the online Work and Study service, report positive employment and education outcomes, with the likelihood of an outcome increasing with greater engagement.

These mechanisms support career development outcomes, but many are framed as employment, training or participation programs rather than explicit lifelong career development services, and access depends on eligibility.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

Workforce Australia (workforceaustralia.gov.au); Transition to Work (dewr.gov.au/transition-work); Inclusive Employment Australia (dss.gov.au/inclusive-employment-australia); JobAccess (jobaccess.gov.au); Closing the Gap targets (closingthegap.gov.au); Free TAFE (dewr.gov.au/skills-reform/free-tafe); National Skills Agreement (dewr.gov.au/national-skills-agreement); Your Career (yourcareer.gov.au); headspace Work and Study and the Individual Placement and Support program in headspace centres, including the DSS commissioned IPS Trial evaluation (headspace.org.au; dss.gov.au); Orygen Youth Individual Placement and Support Centre of Excellence (ips.orygen.org.au); Remote Jobs and Economic Development program and Remote Australia Employment Service (niaa.gov.au); Career Transition Assistance (dewr.gov.au/career-transition-assistance); Local Jobs Program (dewr.gov.au/local-jobs); Self-Employment Assistance (dewr.gov.au/self-employment-assistance); Foundation Skills and the Skills for Education and Employment program (dewr.gov.au/foundation-skills); Adult Migrant English Program and Humanitarian Settlement Program (immi.homeaffairs.gov.au); Building Women’s Careers Program (dewr.gov.au/building-womens-careers-program); Time to Work Employment Service and Pre-Release Prisoner Initiative (dewr.gov.au/time-work-employment-service); Veteran Employment Program (veteransemployment.gov.au); Jobs and Skills Centres Western Australia (jobsandskills.wa.gov.au/jobs-and-skills-centre); Skills and Jobs Centres Victoria (vic.gov.au/skills-and-jobs-centres); Victorian Early Leaver Connection Initiative (vic.gov.au/victorian-early-leaver-connection-initiative).


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