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

Aotearoa New Zealand

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?

Tanya Kaihe Ngāpuhi - Amorangi, Hāpai Tūhono Charitable Trust.

Alannah Marriott Ngati Porou - Owner, SWITCH Trainers & Consultant Ltd.

Jay Tihema Ngāti Apa, Ngāti Tūwharetoa – Community Developer, Kia Mau Charitable Trust.

Alisa Tini Te Arawa, Ngāti Roro o Te Rangi, Ngāti Whakaue.

About you

Q6. What is your name?

Dr Lynette Reid

Q7. What organisation do you work for?

Hāpai Tūhono Charitable Trust

Q8. What is your job title?

Impact Lead

Q9. What is your email address?

lynetter@hapaituhono.co.nz

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?

Aotearoa (New Zealand)

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?

No Response

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,				X	

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

programmes and services in my country are meeting the career needs of the population.					
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?

No

About your country

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

NB:This is a kaupapa Māori response. It does not claim to represent a Crown or whole-of-country consensus. It assesses the system from the standpoint of Te Tiriti o Waitangi, mātauranga Māori, tino rangatiratanga and mana motuhake.

Career development in Aotearoa New Zealand is not a coherent or equitable national system for Māori. It has been shaped primarily by Western theories, policy settings and professional traditions that are often treated as universal. Mātauranga Māori is consequently positioned as an addition to the mainstream, rather than as an authoritative foundation for policy, investment and practice. This is also a Te Tiriti o Waitangi issue. Te Tiriti affirms tino rangatiratanga, Māori authority over Māori knowledge, institutions, resources and futures. Yet Māori have limited authority in the design of career-development policy, professional learning and publicly funded services. Current government proposals to repeal or downgrade Treaty/Tiriti provisions across legislation, including education and health, further weaken the safeguards through which Māori interests, te reo Māori and mātauranga Māori should be actively protected. In 2026 the Waitangi Tribunal found the education proposals breached partnership, active protection and good government and would prejudice Māori. Kaupapa Māori career development nevertheless continues through whānau, hapū, iwi, Māori providers and communities. It locates learning, work and contribution within whakapapa, whanaungatanga, collective responsibility, mana motuhake and intergenerational wellbeing. Its strength reflects Māori determination in the face of colonisation, racist rhetoric and institutional racism and not evidence that the Crown system is working. The central policy failure is that Māori-led provision remains fragmented, ad hoc and inadequately resourced. A Te Tiriti-consistent system must recognise and resource Māori authority to determine the purposes, knowledge base, design and measures of success for Māori career development.

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]

Ministry of Education. (2026). Ngā Haeata o Aotearoa 2024: A Māori Education Indicators Report. https://www.educationcounts.govt.nz/publications/schooling2/school-networks/5851/nga-haeata-o-aotearoa-2024.

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]

Sultana, R. G. (2020). For a postcolonial turn in career guidance: The dialectic between universalisms and localisms. British Journal of Guidance & Counselling. https://doi.org/10.1080/03069885.2020.1837727.

Waitangi Tribunal. (2026). Hūtia te Rito o te Harakeke, kei Hea te Kōmako e Kō? Interim Stage One Report of the Education and Training Amendment Act and Te Mātaiaho Urgent Inquiry. https://www.waitangitribunal.govt.nz/en/news/tribunal-releases-report-on-proposed-changes-to-the-education-and-training-act.

Waitangi Tribunal. (2026). Te Tinihanga o Ngā Mātāpono: The Urgent Report on the Treaty Principles Reform. https://www.waitangitribunal.govt.nz/en/news/new-tribunal-releases-report-on-the-governments-proposed-repeal-or-downgrading-of-treatytiriti-provisions-in-18-statutesnews-page.

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]

Career development services in Aotearoa are organised mainly around government agencies, education institutions and discrete programmes. This structure does not adequately recognise how career development occurs for Māori. Within whānau, hapū, iwi, kaupapa Māori organisations, Māori health and social-service providers, schools, employers and communities, career development is often woven through trusted relationships and wider work for collective wellbeing rather than labelled as a specialist service. These Māori-led approaches are expressions of tino rangatiratanga and mana motuhake. They connect learning and work with whakapapa, identity, whānau responsibilities, iwi aspirations, enterprise, kaitiakitanga and service to community. They are not merely culturally adapted pathways into a mainstream system. However, provision at hapū and iwi level is uneven and largely ad hoc. It persists through Māori leadership and sheer determination, not because it is consistently recognised or supported by public policy, sustainable funding, workforce development or national infrastructure. When policy funds only visible, specialist interventions, it renders embedded kaupapa Māori practice invisible and transfers the burden of fixing systemic failure onto Māori communities.

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		

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 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 policy usually links productivity to qualifications, occupational choice, labour-market participation and employer demand. For Māori, this is too narrow. Mātauranga Māori understands capability and value collectively, the capacity of people, whānau, hapū and iwi to create enduring social, cultural, environmental and economic wellbeing across generations. Kaupapa Māori career development contributes to productivity by strengthening identity, leadership, relationships, enterprise, kaitiakitanga and collective capability. It gives practical expression to tino rangatiratanga and advances mana motuhake by enabling Māori to determine how capability is developed, what work is valued and what futures are pursued. Iwi strategies such as Waikato-Tainui's Whakatupuranga 2050 and Te Rūnanga o Ngāi Tahu's Mō Kā Uri 2050 demonstrate integrated investment in people, culture, marae, governance, education and enterprise. These achievements should not be credited to an effective national career-development system. Māori-led initiatives are inconsistent across regions and are rarely supported through durable career-development policy or funding. Mainstream measures also fail to capture unpaid whānau and community contribution, cultural revitalisation, environmental stewardship and intergenerational value. Policy should therefore measure more than entry into employment or economic output. Under Te Tiriti o Waitangi, the Crown must actively protect Māori interests and enable Māori authority over Māori development. Productivity policy will remain incomplete while it extracts Māori participation without resourcing the institutions, knowledge and relationships through which Māori capability and collective prosperity are sustained.

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]

An inclusive economy cannot be built by inviting Māori into systems whose structures continue to produce inequity. Colonisation displaced Māori authority, institutions, language and knowledge and dispossessed Māori of resources used to create social and economic futures. Those effects remain visible in unequal educational participation, labour-market opportunity and access to decision-making. For Māori, equitable participation is a right, not a discretionary outcome of inclusion. Te Tiriti o Waitangi affirms tino rangatiratanga and requires more than treating Māori as one disadvantaged population group. It requires Māori authority to shape education, career development and economic policy according to Māori knowledge, aspirations and priorities. Kaupapa Māori career development supports whānau, hapū and iwi to navigate existing systems while creating Māori-determined pathways, enterprises and forms of contribution. Te Ōhanga Māori demonstrates an economy that encompasses enterprise, cultural revitalisation, governance, leadership, kaitiakitanga and intergenerational wellbeing. This strength has

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]

grown despite institutional racism and inconsistent state support. The present policy direction undermines inclusion. Government proposals to repeal or downgrade Treaty/Tiriti provisions across legislation, including education and health, reduce safeguards for Māori interests and signal that Te Tiriti may carry less weight in public decisions. The Waitangi Tribunal found in 2026 that this reform process failed to recognise tino rangatiratanga and risked poorer health and other outcomes for Māori.
Career-development policy must therefore address discriminatory structures, protect te reo Māori and mātauranga Māori, and resource Māori-controlled provision. Inclusion without power-sharing leaves the system intact, a Te Tiriti-consistent economy requires equity alongside mana motuhake.

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]

Ministry of Business, Innovation and Employment. (2023). Te Ōhanga Māori 2023: The Māori Economy. https://www.mbie.govt.nz

Te Rūnanga o Ngāi Tahu. Mō Kā Uri: Ngāi Tahu 2050. https://ngaitahu.iwi.nz.

Waikato-Tainui. Whakatupuranga 2050 and Five-Year Plan 2025. https://waikatotainui.com.

Waitangi Tribunal. (2026). Te Tinihanga o Ngā Mātāpono: The Urgent Report on the Treaty Principles Reform. https://www.waitangitribunal.govt.nz/en/news/new-tribunal-releases-report-on-the-governments-proposed-repeal-or-downgrading-of-treatytiriti-provisions-in-18-statutesnews-page.

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.]

The practice of compulsory assignment of students with academic challenges to TVET programmes
High rates of drop-out from TVET
Lack of ongoing career development support for learners studying TVET pathways

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 age at which young people enter TVET in Aotearoa New Zealand. Entry may begin through secondary-school vocational programmes, youth employment and training initiatives, apprenticeships, provider-based study, or later-life retraining. For Māori, these points of entry are not equally visible, accessible or freely chosen. The more important question is how the education system shapes Māori pathways before a formal TVET choice is made. Māori students are more likely to leave school earlier and are over-represented among young people not in employment, education or training. Racism, low expectations, streaming, weak access to trusted career guidance, financial pressure, transport and location, and the devaluing of te reo Māori and mātauranga Māori can narrow the pathways presented to them. TVET may then be framed as a destination for students whom schools judge as less academic rather than as a high-value pathway chosen from genuine options. This context is becoming more concerning as government policy seeks to reduce the effect of Te Tiriti obligations in education and deprioritise Te Tiriti, te reo Māori and mātauranga Māori in curriculum settings. The Waitangi Tribunal found in 2026 that proposed education changes risk prejudice to Māori and weaken active protection of these taonga. Māori providers and iwi initiatives demonstrate a different approach with vocational learning grounded in whakapapa, relationships, community priorities and mātauranga Māori. This is tino rangatiratanga in practice. Yet provision remains uneven and insufficiently supported. A Te Tiriti-consistent TVET system must enable Māori authority over pathway design, resourcing and measures of success, not simply prepare Māori learners to fit existing institutions.

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]

Age matters because decisions made in secondary school can close options before rangatahi have had meaningful exposure to vocational occupations, Māori enterprises, apprenticeships or further learning. However, the central problem is not the age or readiness of the learner, it is the system that allocates opportunity. For Māori, pathway selection occurs within institutions that have historically privileged Western knowledge and definitions of success. Racism, low expectations, streaming, uneven career education and limited culturally grounded guidance can make TVET appear compulsory for those labelled less academic, while other pathways are promoted to students presumed to be university-bound. Young Māori who leave school early can then lose contact with education and career support and face a higher risk of becoming NEET and experiencing long-term unemployment. Once outside school, career services are fragmented and difficult to navigate. Kaupapa Māori career development begins from the capability, identity and aspirations of rangatahi and their whānau. It understands readiness as relational, and institutions, employers and services must also be ready to recognise Māori knowledge, provide culturally safe learning, confront racism and sustain pathways over time. This advances mana motuhake by enabling rangatahi and whānau to make informed choices on their own terms. Te Tiriti o Waitangi requires active protection and recognition of tino rangatiratanga in education. Responsibility cannot rest with Māori learners to adapt to a system not designed for them. Earlier, sustained and Māori-led career development should be funded across schools, kura, whānau, hapū, iwi and TVET, with ongoing support through transition, completion and employment.

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 policy could connect skills, TVET and lifelong learning with the aspirations and lived realities of people and communities. For Māori, however, this potential is not being realised consistently. National policy remains oriented towards qualifications, employer demand and individual labour-market participation, while Māori-led career development at whānau, hapū and iwi level is fragmented, project-funded or absent from formal policy. Mātauranga Māori offers an authoritative basis for lifelong learning. Learning begins within whakapapa and continues through ako, whānau, relationships, whenua, community and lived experience. Kaupapa Māori career development connects learning and work with identity, collective responsibility, kaitiakitanga and intergenerational aspirations. It strengthens pathways because people can see themselves, their knowledge and their communities within the future being built. Te Tiriti o Waitangi requires the Crown to actively protect te reo Māori and mātauranga Māori and to

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]

recognise tino rangatiratanga over Māori education and development. Current efforts to repeal or downgrade Treaty/Tiriti duties in legislation, including education and health, move in the opposite direction. They weaken accountability precisely when persistent inequities require stronger structural action.
Policy must therefore shift authority and resources, not merely add cultural content to existing services. Māori should govern the design, workforce, funding, delivery and evaluation of Māori career development. Stable investment is needed across kura, schools, Māori providers, iwi and community settings, with support continuing from early career learning through TVET, employment and later-life transitions. Without this, Māori success will continue to rely on determination against the system rather than entitlement within it.

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]

Avis, J. (2023). A critical review of debates surrounding race/ethnicity and TVET. Journal of Vocational Education & Training, 75(1), 175–184. https://doi.org/10.1080/13636820.2022.2158360.

Joncas, J. A., Edward, K., Moisan, S., Grisé, X.-M., & Lepage, J. (2023). Indigenous people in vocational education and training from a social justice perspective: An overview of international literature. Journal of Vocational Education & Training, 75(1), 63–86. https://doi.org/10.1080/13636820.2022.2122539.

Maurice-Takerei, L. (2016). The bricoleur, the engineer and the kaitiaki: Reconceptualising the work of VET educators. International Journal of Training Research. https://doi.org/10.1080/14480220.2016.1200239.

Maurice-Takerei, L., & Anderson, H. (2021). Vocational education and training reform in Aotearoa New Zealand: The value of educators and education in a new VET environment. New Zealand Annual Review of Education, 27, 116–130. https://doi.org/10.26686/nzaroe.v27.8034.

Ministry of Education. (2026). Ngā Haeata o Aotearoa 2024: A Māori Education Indicators Report. https://www.educationcounts.govt.nz/publications/schooling2/school-networks/5851/nga-haeata-o-aotearoa-2024.

Waitangi Tribunal. (2026). Hūtia te Rito o te Harakeke, kei Hea te Kōmako e Kō? https://www.waitangitribunal.govt.nz/en/news/tribunal-releases-report-on-proposed-changes-to-the-education-and-training-act.

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			X		

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

vulnerable groups to access the education and training system.		
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	
Women and girls	X	
Men and boys		
Ethnic minorities	X	
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	
People with low skill levels	X	
Migrants		X
People with disabilities		X
People with health and mental health challenges		X
Younger people	X	
Older people	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]

Career-development policy can support people experiencing vulnerability, but it must also confront how policy and institutions create vulnerability. For Māori, disparities in school retention, qualifications, participation in further education and training, NEET status and employment are too often treated as deficits of motivation, confidence or readiness. This shifts responsibility to Māori while leaving racism, low expectations, inaccessible services and unequal distribution of opportunity largely untouched. The system is not designed around Māori identity, knowledge, relationships or collective aspirations. Young Māori who leave school early can lose access to career guidance at the point they most need sustained support. They are then less likely to enter further education, training or vocational pathways and face greater risk of

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]

long-term unemployment. Generic services may technically be available, but availability is not meaningful access when people do not know what exists, cannot navigate it, or do not trust that it will recognise who they are. Kaupapa Māori career development starts from Māori capability rather than deficit. Grounded in mātauranga Māori, mana motuhake and tino rangatiratanga, it enables whānau, hapū and iwi to determine pathways and futures. Yet Māori-led provision remains ad hoc and inadequately supported by policy and government investment. This is a Te Tiriti o Waitangi failure. Weakening Treaty/Tiriti obligations in education and health, while minimising te reo Māori and mātauranga Māori, removes protections from those already most exposed to system failure. Policy must address institutional racism, fund Māori-controlled career development, protect Māori language and knowledge, and remain accountable for equitable access, participation, completion and decent work.

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]

Ministry of Education. (2026). Ngā Haeata o Aotearoa 2024: A Māori Education Indicators Report. https://www.educationcounts.govt.nz/publications/schooling2/school-networks/5851/nga-haeata-o-aotearoa-2024.

Waitangi Tribunal. (2026). Hūtia te Rito o te Harakeke, kei Hea te Kōmako e Kō? https://www.waitangitribunal.govt.nz/en/news/tribunal-releases-report-on-proposed-changes-to-the-education-and-training-act.

Waitangi Tribunal. (2026). Te Tinihanga o Ngā Mātāpono: The Urgent Report on the Treaty Principles Reform. https://www.waitangitribunal.govt.nz/en/news/new-tribunal-releases-report-on-the-governments-proposed-repeal-or-downgrading-of-treatytiriti-provisions-in-18-statutesnews-page.