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Theme 3. Ensuring disadvantaged and vulnerable groups can thrive

Synthesiser

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Abstract

This report synthesises 36 responses from 34 countries and nations on how career development policies and services support disadvantaged and vulnerable groups. It combines ratings of six policy statements, selections identifying groups supported by policy and targeted services, written descriptions of provision and the supporting material respondents supplied.

Most respondents agreed that career development services help these groups thrive, and the same proportion agreed that services support their access to education and training. The agreement that funding was adequate was substantially lower. Respondents selected policy support more frequently than targeted services, although differences in terminology and service arrangements prevent this comparison from being interpreted directly as unmet need.

Four overlapping themes were identified: universal entitlement with support according to need; guidance within employment, welfare and equity policies; reaching specific groups; and participation, culture and identity. The main challenges concern funding and capacity, practical access, coordination and continuity, and evidence of reach and results.

The responses describe varied approaches but provide uneven evidence about who benefits and whether benefits are sustained. The synthesis is offered to support comparison and mutual learning across different national circumstances rather than a ranking of systems.

1. Introduction and methodology

Ahead of the 2026 International Symposium of the International Centre for Career Development and Public Policy (ICCDPP), country teams were invited to complete a survey on their career development policies and systems as a country team. This report synthesises responses to the theme `Ensuring disadvantaged and vulnerable groups can thrive´.

The theme comprised four questions covering assessments of policy, groups supported, descriptions of provision and supporting references. Respondents rated how far policies for education, training and employment in their country reflect six statements, on a five-point scale from 'strongly agree' to 'strongly disagree'. The statements are given in full beneath Figure 1. From a list of 13 named groups, with an 'Other' option, they indicated which groups their government has policies to support and which receive bespoke or targeted career development services. They described, in up to 300 words, how career development policies in their country support vulnerable and disadvantaged people. They were also asked for links to key reports and websites.

The analysis is based on 36 responses from 34 countries and nations. Aotearoa New Zealand provided three responses, from the Ministry of Education (Pasifika representative), the Hāpai Tūhono Charitable Trust and the Tertiary Education Commission. These are retained as distinct perspectives. England, Scotland and Wales responded separately and are treated as separate entries. The thematic findings draw on responses to the four questions concerning disadvantaged and vulnerable groups. Information about respondents and their organisations wae used to describe the sample.

To allow some comparison, responses were also grouped by region and by income level, following the World Bank classification for the 2027 fiscal year (World Bank, 2026). The United Kingdom nations share the United Kingdom's classification. Fourteen of the 36 responses come from Europe and Central Asia, seven from East Asia and the Pacific, five from Latin America and the Caribbean, four from Sub-Saharan Africa, three from South Asia, two from North America and one from the Middle East, North Africa, Afghanistan and Pakistan region. Twenty-three are from high-income countries, six from upper-middle-income countries, six from lower-middle-income countries and one from a low-income country. The appendix lists each respondent with its country, region and income group.

Respondents represented ministries, public agencies, universities, professional associations and non-governmental and private organisations. Some responses were prepared following consultation with several organisations. The material therefore brings together policy, practice and research perspectives, with varying levels of detail and consultation.

The written responses were read in full and examined for recurring approaches, differences and challenges. Four overlapping themes were identified, and examples were selected to illustrate shared features and contrasting approaches.

The findings should be read with care. The sample was small and uneven, with 23 of the 36 responses from high-income countries and 14 from Europe and Central Asia. Statements about national policy reflect each respondent's perspective and should not be read as official

government positions. The ratings reflect respondents' assessments rather than independently measuring service performance. Respondents also understood 'bespoke or targeted career development services' in different ways, as Section 3.2 shows. Percentages refer to all 36 responses unless stated otherwise, as in the comparison by income group in Section 3.3, where they refer to all respondents within each group. The survey records arrangements at one point in time and does not ask what is changing, so this report does not describe trends. It draws on published work to frame the theme in Section 2 and on the responses for its findings.

2. Framing the theme

The Interagency Working Group on Career Guidance (2025) identifies guidance as an investment with educational, economic and social benefits, while warning that access remains insufficient, particularly for those who need support most. The policy challenge is therefore to make guidance available and ensure that people facing greater barriers can also benefit from it.

Unequal circumstances can affect career information, professional contacts, experiences of work and access to learning. OECD analysis shows how socio-economic background, gender and migrant status shape career preparation and transitions into work (OECD, 2024). Cedefop's reference framework treats social inclusion as a responsibility across guidance policies and services. It recommends combining universal access with additional support according to need, recognising that people may face several disadvantages at the same time. Its guidelines emphasise early support, outreach, cooperation between services, appropriately trained staff and the involvement of these groups and their representatives in design and evaluation (Cedefop, 2026). The central policy question therefore concerns how the whole guidance system responds to different needs and addresses barriers within services, institutions and workplaces, alongside providing targeted support.

Sultana (2014) challenged the assumption that career outcomes can be understood mainly through personal ability and effort, emphasising the circumstances within which people make decisions. Guidance can strengthen understanding and choice, but discrimination, inaccessible services and restricted opportunities also require attention. The question is how career development supports people while connecting with the policies and institutions that shape their opportunities.

This synthesis examines that question through respondents' ratings of six statements, the groups they selected for policy support and targeted services, and their written responses describing provision. It also considers the kinds of supporting materials they supplied. The analysis distinguishes recognition in policy, access to appropriate support and evidence of benefits.

The production of country papers and thematic syntheses has been the method of these symposia since their inception (Watts et al., 2014). This synthesis is one of three prepared for the 2026 Symposium, alongside those on high productivity and the inclusive economy

(Borbély-Pecze, 2026) and on skills and technical and vocational education and training (McCarthy & Orellana, 2026).

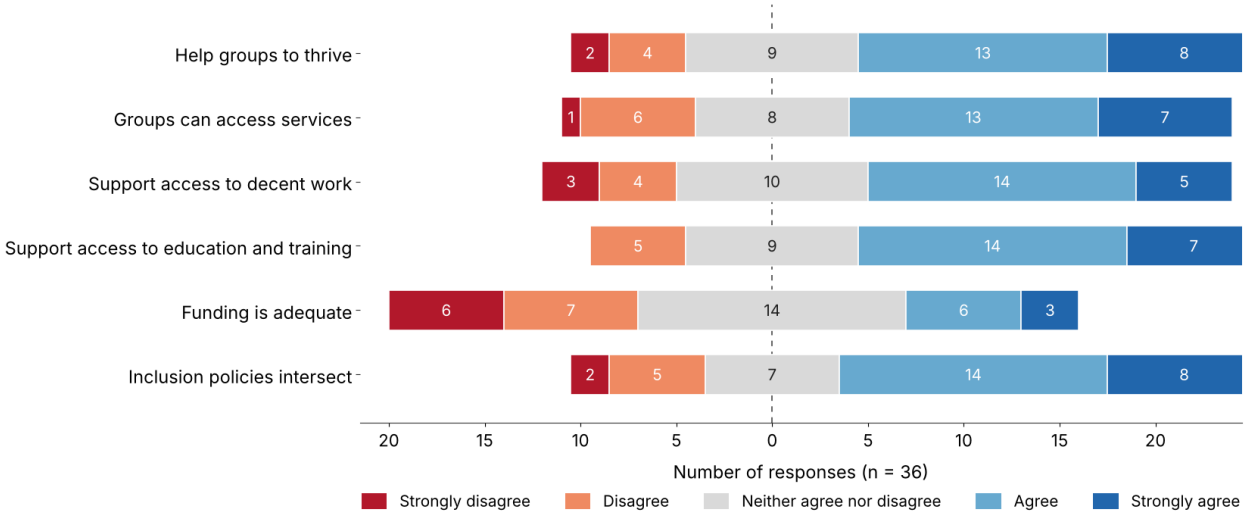
3. Overview of the responses

3.1 How respondents rate their policies

Respondents rated the extent to which policies for education, training and employment in their country reflect six statements, using a five-point scale from *strongly agree* to *strongly disagree*. Figure 1 shows the distribution of responses to the six statements.

Most respondents agreed that career development services help disadvantaged and vulnerable groups to thrive (58%), and the same proportion agreed that services support their access to education and training (58%). Most also agreed that social inclusion policies intersect with policies for education, training and employment (61%). Agreement was slightly lower on access to career development services (56%) and on access to decent work (53%). Funding received the lowest agreement. Only 25% agreed that funding for services targeting these groups was adequate, while 36% disagreed (Figure 1).

Figure 1. Distribution of responses to the six statements



The statements in full: Career development services help vulnerable and disadvantaged groups to thrive; Vulnerable and disadvantaged groups can access career development services; Career development services support vulnerable groups to access decent work; Career development services support vulnerable groups to access the education and training system; There is adequate funding for career development services targeting vulnerable and disadvantaged groups; policies for social inclusion intersect with policies for education, training and employment.

The neutral option (neither agree nor disagree) was chosen quite often, between seven and fourteen times for each statement. Responses varied considerably. Some respondents agreed with every statement, while others disagreed with most. One respondent described support for vulnerable groups provided through wider social policies rather than through an

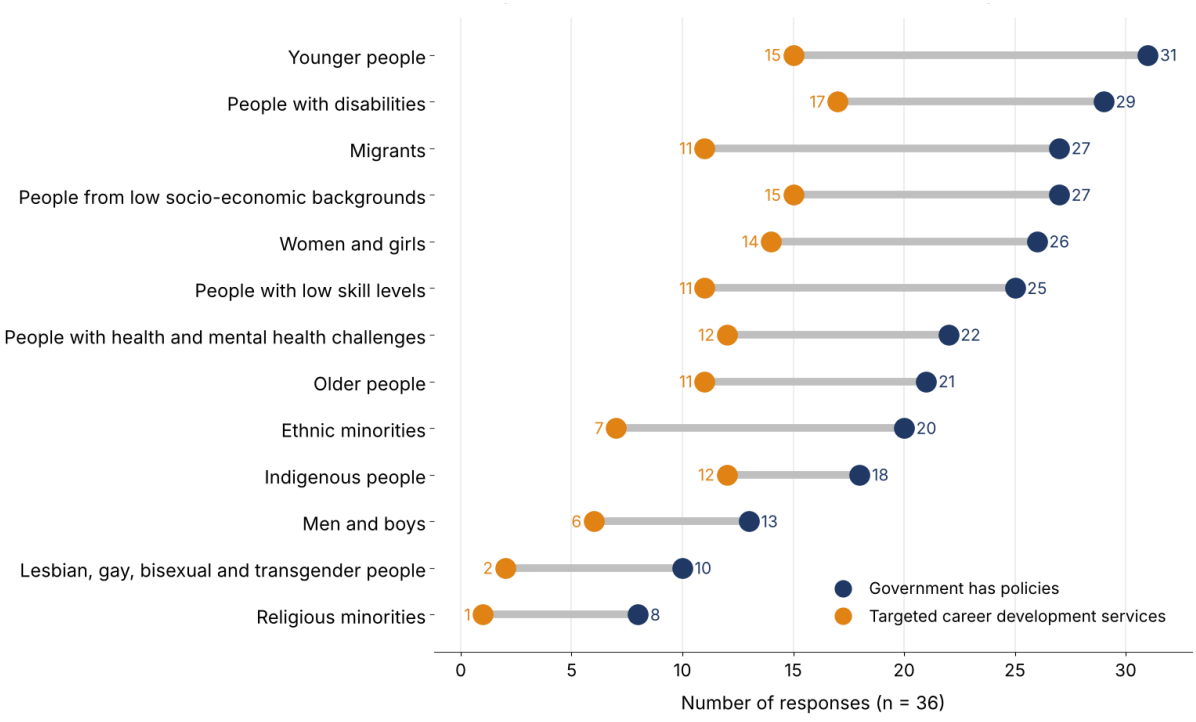
explicit career development framework. The three responses from Aotearoa New Zealand differed from each other, illustrating the range of perspectives on the same national system.

3.2 Groups covered by policy and targeted services

Respondents were given a list of 13 groups, with an 'Other' option, and asked which groups their government has policies to support and which are provided with bespoke or targeted career development services. For each group, respondents could select either column, both or neither, so policy support and targeted services were recorded separately. Figure 2 and Table 1 show the results.

Respondents selected groups for policy support far more often than for bespoke or targeted career development services (Table 1 and Figure 2). Younger people, people with disabilities, people from low socio-economic backgrounds, migrants and women received the most policy support selections, ranging from 26 to 31 of the 36 respondents. Religious minorities and lesbian, gay, bisexual and transgender people received the fewest, with eight and ten selections respectively. No group was selected for targeted services by more than half of the respondents.

Figure 2. Groups selected for policy support and targeted career development services



People with disabilities were most often identified as being provided with bespoke or targeted career development services (17), followed by younger people and people from low socio-economic backgrounds (15 each). Religious minorities and lesbian, gay, bisexual and transgender people received the fewest targeted career development service selections, with one and two respectively.

The largest differences between policy and targeted service selections concerned younger people (31 policy, 15 targeted) and migrants (27 and 11), at sixteen each, followed by people with low skill levels (25 and 11). Among the thirteen named groups, the smallest difference concerned Indigenous people (18 and 12).

Table 1. Groups selected for policy support and targeted career development services

Group	Policy support, n	Targeted services, n	Respondents selecting targeted services
Younger people	31	15	AT, AU, CA, CH, CL, CO, FI, IN, JP, KR, LU, NG, NO, SCT, USA
People with disabilities	29	17	AT, AU, BD, CA, CH, CL, CO, FI, HR, IE, IN, JP, LU, NZb, SCT, USA, WLS
People from low socio-economic backgrounds	27	15	AT, AU, CA, CH, CL, CO, FI, IE, IN, JP, PE, SCT, SV, USA, WLS
Migrants	27	11	AT, CH, CO, FI, JP, LK, LU, NO, NZb, SCT, SV
Women and girls	26	14	AT, AU, BD, CA, CH, CO, FI, IN, JP, KR, LU, NO, SCT, SV
People with low skill levels	25	11	AT, AU, CA, CH, CL, FI, JP, LU, SCT, SV, USA
People with health and mental health challenges	22	12	AT, AU, CA, CH, CO, FI, HR, IE, JP, LU, NZb, SCT
Ethnic minorities	20	7	CA, CO, FI, IE, IN, SCT, WLS
Older people	21	11	AT, AU, CA, CH, CO, FI, JP, KR, LU, NZa, USA
Indigenous people	18	12	AU, BD, CA, CO, FI, IE, IN, LU, NG, NZa, USA, WLS
Men and boys	13	6	AT, BD, CA, FI, LU, NO
Lesbian, gay, bisexual and transgender people	10	2	CA, CO
Religious minorities	8	1	IN
Other	5	5	CO, FI, JP, NG, SCT

Codes are listed in the Appendix. Counts refer to the 36 responses. `Other` records groups named by respondents themselves. They are not comparable and are not listed.

Twenty-four of the 36 respondents selected at least one group for targeted career development services, while t12 made no targeted service selection. By comparison, 35 respondents selected at least one group for policy support. The t12 respondents who made no targeted service selection did not necessarily reporting an absence of provision. Denmark, for example, describes public guidance as free for all and adapted to individual circumstances and therefore did not select groups as receiving separate targeted services. The written responses suggest that respondents differed in whether they understood ‘targeted’ to include adapted support within general services or only separate services for named groups.

3.3 Differences by income group

The ratings in Section 3.1 and the selections in Section 3.2 can also be compared across groups of respondents. Responses were grouped using the World Bank income classification described in Section 1. Respondents from high-income countries are

compared with those from middle- and low-income countries combined because the smaller income categories contain too few responses for separate comparison. Table 2 shows the results.

Table 2. Agreement with the six statements (%) and mean number of groups selected, by income group

Income group	n	Help groups to thrive	Groups can access services	Support access to decent work	Support access to education and training	Funding is adequate	Inclusion policy intersects	Groups selected for policy support (mean)	Groups selected for targeted services (mean)
High income	23	61	65	52	61	22	61	8.5	4.7
Middle and low income	13	54	38	54	54	31	62	6.7	2.4

Agreement combines 'strongly agree' and 'agree'. Statements are abbreviated; the full wording is given beneath Figure 1. Percentages use all respondents in each income group; n indicates the number of respondents. The last two columns show the average number of groups selected for policy support and targeted services, from the 13 named groups and the 'Other' category.

Of the six statements on career development and inclusion presented in Section 3.1, the largest difference in agreement concerned access to career development services. Sixty-five per cent of respondents from high-income countries agreed that vulnerable and disadvantaged groups could access these services, compared with 38% of respondents from middle- and low-income countries. The corresponding disagreement figures were 9% and 38%, repectively. Agreement on the other five statements differed between one and nine percentage points. Agreement that funding was adequate was low in both groups, at 22% among respondents from high-income countries and 31% among those from middle- and low-income countries.

Respondents from middle- and low-income countries also selected fewer of the listed disadvantaged and vulnerable groups on average 6.7 for policy support and 2.4 for targeted services, compared with 8.5 and 4.7 among respondents from high-income countries.

With 13 responses in the smaller group, a single response represents approximately eight percentage points. The comparison is descriptive and does not establish that national income explains the observed differences.

4. Thematic findings

This section draws on written responses to a question asking respondents to describe, in up to 300 words, how career development policies support vulnerable and disadvantaged people in their countries. Twenty-eight of the 36 responses included such a description. The four themes below were identified through the analysis of this material. They were not categories presented to respondents. The themes overlap, and a response may contribute to more than one.

4.1 Universal entitlement with support according to need

Several respondents describe services available to everyone, with additional support according to individual circumstances. Switzerland combines public guidance with assistance for people facing financial hardship or referred through employment, disability and social welfare services. Denmark describes free guidance adapted to personal circumstances and therefore did not identify separate targeted services in the checklist. These responses show that universal access and tailored support can operate together, even when respondents describe them differently.

Norway and Finland also combine general access with additional provisions. Norway reports free career centres and a national digital service, alongside follow-up support for young people at risk of dropping out and guidance for newly arrived immigrants. Finland combines statutory guidance with Ohjaamo one-stop centres for young people under 30 and services for people with disabilities or partial work ability. Wales reports a specialist team working across all special schools and a Working Wales careers adviser allocated to every prison. Ireland describes inclusion within its national guidance framework and developments in support for learners with special educational needs. These arrangements need to be distinguished from evidence that services reach intended users.

4.2 Guidance within employment, welfare and equity policies

Many respondents place career support within broader programmes. Korea describes Employment Welfare Plus Centres combining counselling, training, placement and social welfare services. . Japan reports support distributed across employment, education, welfare, gender equality, child and youth, and social isolation policies, with public employment security offices providing specialised counselling, job placement and workplace retention support for people with disabilities, people raising children, foreign nationals and older people. Croatia connects free guidance with employment measures and adult learning, while Greece and North Macedonia describe employment services alongside educational, community and non-governmental provision. Colombia reports a two-level pathway that adjusts general services and adds intensive assistance for complex cases. These examples emphasise coordination where people face several barriers.

Other responses focus on measures that make learning and work opportunities more accessible. Peru describes scholarships and assistance with training costs. India connects career information and counselling with education, skills and social justice programmes. Chile reports training through SENCE and recognition of skills acquired through experience through ChileValora. El Salvador identifies scholarships. Brazil describes educational quotas and entrepreneurship initiatives while noting the absence of an integrated national career development framework.

The distinction is important: guidance help people understand and consider their future pathways, while financial assistance, training and skills recognition can help them follow those pathways. Their presence does not necessarily establish that individual counselling is available. Responsibility and funding also vary. Burundi describes reliance on targeted, often donor-funded programmes. Canada reports differences between provinces and territories

and notes publicly funded career development services typically become available after an employment interruption, although one province is piloting earlier support.

Non-governmental and community organisations also provide services. Greece, North Macedonia and Luxembourg describe specialist support for people facing circumstances such as violence, homelessness or addiction. In these accounts, the provision sits outside public employment and education services and is often supported by European or international funding.

A few responses frame this support in economic and social terms. Croatia states that career development services contribute to both social equity and economic participation. Canada reports programmes that attract and retain newcomers in rural communities in response to labour shortages and population declines. Korea links population ageing to transition support for older workers.

4.3 Reaching specific groups

The written responses explain some of the adaptations behind the targeted service selections reported in Section 3.2. Austria describes extended apprenticeships, partial qualifications and assistance for apprentices and employers. Colombia reports sign language interpretation, Braille materials and screen-reading software. These measures change the conditions of participation rather than simply identifying people as eligible for support.

Some responses also describe measures directed at employers. Canada reports measures encouraging employers to adapt their human resource practices for a diverse workforce, Cameroon incentivises the private sector to adapt workplaces and hire people with disabilities, and Colombia describes interventions with employers to address discriminatory recruitment and workplace xenophobia. These examples extend the focus from individual preparation to barriers within recruitment and workplaces.

Respondents also describe efforts to reach people who may have difficulty accessing education, employment or guidance services. Korea reports customised counselling and psychosocial support for young people outside education, employment or training. . Japan reports Regional Youth Support Stations for people aged 15 to 49 who face difficulties related to employment, and Employment Service Centers for Foreigners providing counselling, placement and employment guidance. Greece describes guidance in Second Chance Schools for early school leavers and low-qualified adults. Cameroon reports mobile outreach to rural communities, while Greece uses online sessions to improve access for people in remote areas or with physical disabilities. India describes wider digital access but also continuing regional inequalities and digital exclusion. Support also addresses different stages of working life. Korea describes career transition support, vocational training and reemployment services for older workers, and return-to-work support for career-interrupted women. Australia reports career transition assistance for people aged 45 and over.

Specialist support addresses circumstances beyond the questionnaire’s named groups. Greece and North Macedonia identify services for survivors of gender-based violence; Colombia and Burundi describe support connected with conflict and reintegration; and

Wales, Chile and the United States report provision linked to criminal justice involvement. Australia describes work and study support integrated with youth mental health care and cites evaluations reporting positive outcomes. Across these examples, tailored provision involves changes to how services are provided, to their accessibility or to their coordination. Evidence of the results should be distinguished from descriptions of these arrangements.

Informal work is not a separate category in the checklist, but several written responses discuss it. India includes workers in the informal economy among the groups its policies cover, Chile reports skills certification that benefits informal workers by recognising experience without a formal qualification and Brazil describes microcredit, financial literacy and business mentoring for informal workers on the national social registry. The United States reports a federal programme for migrant and seasonal farmworkers, and Cameroon describes agricultural entrepreneurship training for rural young women.

4.4 Participation, culture and identity

The questions analysed here did not directly ask about participation in service design, so limited discussion cannot establish that participation is absent. Some responses nevertheless raise questions about whose knowledge, aspirations and decisions shape provision. Australia identifies Closing the Gap targets for Aboriginal and Torres Strait Islander young people, while the United States describes employment and training grants to tribal organisations and other Indigenous bodies.

The Pasifika and Hāpai Tūhono responses from Aotearoa New Zealand offer related but distinct perspectives. The Pasifika response describes Saili Malo, a family-centred programme for learners from Years 7 to 13, drawing on *talanoa* (a Pacific approach to dialogue), Pacific knowledge and connections with employers and education providers. The Hāpai Tūhono response questions explanations that attribute Māori disparities to limited motivation, confidence or readiness while overlooking racism, low expectations and inaccessible services. It calls for Māori-controlled career development grounded in Māori knowledge and self-determination. Chile also identifies limited Indigenous participation in service design.

These responses extend the discussion beyond access to existing services. They distinguish support that recognises culture and family relationships from community authority over priorities and provision. Both concern how provision responds to the people it is intended to support.

5. Main challenges identified in the responses

The ratings and written responses identify several challenges in translating policy support into accessible career development services. These concern resources, practical access, coordination and the evidence available to assess provision.

5.1 Funding and capacity

Funding received the lowest agreement of the six statements, as Section 3.1 reports, with 25% agreeing that funding for services targeting disadvantaged and vulnerable groups was adequate and 36% disagreeing. The remaining 39% neither agreed nor disagreed. These assessments identify funding as a concern but do not establish the size or distribution of any shortfall.

Some written responses describe specific capacity limits. Greece reports too few specialist employment service offices to meet needs, while Peru acknowledges that programme coverage does not meet total demand. The Hāpai Tūhono response describes insufficient support for Māori-led provision. Burundi reports reliance on targeted, often donor-funded programmes. The United States reports that a recent executive order has called into question the stability of programmes designed for specific groups and that these resources may be dismantled. These examples identify different resource challenges, including limited coverage and dependence on particular funding arrangements and exposure to changes in political priorities.

5.2 Barriers to access

The written responses distinguish the availability of services from people's ability to use them. India identifies regional disparities and digital exclusion, while Chile describes digital and accessibility barriers. Australia describes a provision that depends on eligibility. The Hāpai Tūhono response highlights difficulties with awareness, navigation and trust in services.

Respondents also describe measures intended to address these barriers, including financial assistance, mobile outreach, accessible formats and online guidance. These measures show how access can be supported, but their existence does not establish that all barriers have been removed. The questionnaire provides examples of difficulties and responses rather than a measure of unmet need.

5.3 Coordination and continuity

Career support is provided through education, employment, welfare, health and community organisations. Several respondents describe coordination between these services, while others identify differences in provision between locations or institutions. Switzerland reports cooperation between guidance and social assistance. Korea describes integrated employment and welfare centres. Japan describes support distributed across several policy areas and identifies the challenge as connecting it into career development services that are easy for users to understand, continuous and of high quality. The United States notes variations in implementation between states and local areas.

Continuity is particularly important when people move between settings. Canada reports that publicly funded career services typically become available after an employment interruption. The Hāpai Tūhono response describes young Māori losing access to guidance after leaving school early. These examples identify a risk that support may become less

accessible during a transition or begin only after difficulties have developed. They do not establish how frequently this occurs across the systems represented.

5.4 Evidence of reach and results

Respondents provide different types of supporting material, including policy documents, programme websites, participation research and evaluations. These materials answer different questions. A programme description explains what support is offered; participation data show who receives it; and outcome evidence examines what follows.

Wales reports research on the characteristics of guidance users. Australia cites evaluations of work and study support integrated with youth mental health services. Scotland describes equality targets in strategic planning, equality audits within quality assurance and accountability through public reporting and cites an equality mainstreaming report. Chile, in contrast, reports weaknesses in monitoring whether benefits reach intended populations. These examples show variation in the evidence supplied.

The main limitation is the absence of comparable information across responses about service use, intensity and sustained results. This restricts what the synthesis can conclude about effectiveness. It also reinforces the distinction between recognising a group in policy, providing a service and demonstrating that the service benefits those it is intended to support.

6. Conclusions

The responses show broad recognition of career development's contribution to inclusion. Most respondents agreed that career development services help disadvantaged and vulnerable groups to thrive, and the same proportion agreed that services support access to education and training. The agreement that funding was adequate was considerably lower.

Respondents selected policy support more frequently than targeted career development services. This difference cannot be interpreted directly as unmet need. The written responses show that additional support may be provided through universal services, specialist provision or wider employment, education and welfare programmes. Respondents did not always describe these arrangements in the same way. Respondents from middle- and low-income countries were less likely to agree that these groups could access services, although the comparison did not establish why.

The responses suggest that guidance forms one part of a wider response to the circumstances facing disadvantaged and vulnerable groups. It can strengthen people's understanding of their options and their capacity to plan next steps, while financial assistance, accessible learning opportunities and changes in recruitment or workplaces can make those steps possible.

The main challenges concern funding and capacity, practical access, coordination and continuity, and evidence of reach and results. The material describes many approaches to

support but provides less consistent evidence about who benefits and whether those benefits are sustained. Therefor, the central policy challenge is therefore to translating commitments into accessible, appropriate and sustained career development support.

Countries approach this challenge from different starting points. The responses describe established services and entitlements alongside provision through wider programmes, community organisations and externally funded projects. What is feasible therefore differs and depends on existing provision, available resources and local circumstances, including large rural populations, informal livelihoods and limited digital infrastructure. The synthesis is offered to support comparison and mutual learning rather than a ranking of national systems.

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Appendix. Codes used in this report

Table A1. Codes used in this report, with country, region and income group

Code	Country	Region	Income group
AT	Austria	Europe and Central Asia	High
AU	Australia	East Asia and Pacific	High
BD	Bangladesh	South Asia	Lower-middle
BI	Burundi	Sub-Saharan Africa	Low
BR	Brazil	Latin America and Caribbean	Upper-middle
CA	Canada	North America	High
CH	Switzerland	Europe and Central Asia	High
CL	Chile	Latin America and Caribbean	High
CM	Cameroon	Sub-Saharan Africa	Lower-middle
CO	Colombia	Latin America and Caribbean	Upper-middle
DK	Denmark	Europe and Central Asia	High
ENG	England	Europe and Central Asia	High
FI	Finland	Europe and Central Asia	High
GR	Greece	Europe and Central Asia	High
HR	Croatia	Europe and Central Asia	High
IE	Ireland	Europe and Central Asia	High
IN	India	South Asia	Lower-middle
JP	Japan	East Asia and Pacific	High
KE	Kenya	Sub-Saharan Africa	Lower-middle
KR	South Korea	East Asia and Pacific	High
LK	Sri Lanka	South Asia	Upper-middle
LU	Luxembourg	Europe and Central Asia	High
MK	North Macedonia	Europe and Central Asia	Upper-middle
NG	Nigeria	Sub-Saharan Africa	Lower-middle
NO	Norway	Europe and Central Asia	High
NZa	New Zealand (Ministry of Education, Pasifika)	East Asia and Pacific	High
NZb	New Zealand (Hāpai Tūhono Charitable Trust)	East Asia and Pacific	High
NZc	New Zealand (Tertiary Education Commission)	East Asia and Pacific	High
PE	Peru	Latin America and Caribbean	Upper-middle
PL	Poland	Europe and Central Asia	High
SCT	Scotland	Europe and Central Asia	High
SG	Singapore	East Asia and Pacific	High
SV	El Salvador	Latin America and Caribbean	Upper-middle
TN	Tunisia	Middle East, North Africa, Afghanistan and Pakistan	Lower-middle
USA	United States	North America	High
WLS	Wales	Europe and Central Asia	High

Region and income group follow the World Bank classification for the 2027 fiscal year. The United Kingdom nations share the United Kingdom's classification. Aotearoa New Zealand submitted three responses, shown separately as NZa, NZb and NZc.