

Future of Work Initiative

Career Readiness Education Framework (2-pager)

Supporting teachers and communities to grow students as leaders who will thrive and shape meaningful careers in an evolving economy and shape a better future for all of us

Updated in November 2023

Español

The career readiness education framework is a practical guide designed for educators, business leaders, practitioners, and policymakers involved in career education. It offers a clear and actionable approach to developing students as future leaders who can thrive in evolving careers and shape better futures for themselves and their communities. It equips educators and student-facing professionals with the tools to enhance students' understanding of careers, providing them with the mindsets, knowledge, and skills demanded by the labor market and preparing them for a successful school-to-work transition while nurturing their leadership potential.

Developed within the framework of the [GoTeach program](#) in collaboration with teachers, business leaders, and educational stakeholders, the framework draws from research, including OECD's career readiness studies and what we are learning across the Teach For All Network. It offers a concrete pathway for students to grow as leaders, thrive in meaningful careers, and address the most pressing global and local challenges.

The Career Readiness Education Framework is a valuable resource for those seeking to provide students in under-served communities with the skills and knowledge needed to succeed in a rapidly changing job market and make a positive impact on their communities.

Notes: We are continually evolving this framework by:

- Adding resources for teachers, student-facing practitioners, and corporate volunteers such as real-world examples, case studies, and insights based on what we are learning from its implementation.
- Supporting locally-led experimentation and impact assessment to learn about the effectiveness of career readiness education activities in under-served communities and inspire and inform further research that is adapted to this context.
- Developing a digital version of the framework to make it more accessible.

Key insights for impactful implementation of the framework: The following insights could maximize the potential of the application of the framework to empower students to become architects of their own futures, confident leaders, and drivers of positive change in their communities:

- **Enhanced Learning Potential:** When students actively participate in a minimum of three activities during the same school year, they experience more significant impacts and achieve better learning outcomes.
- **Student-Centered Learning:** Prioritizing a student-centered approach, where their needs, aspirations, and voices take center stage fosters active student engagement in shaping their career readiness journey.
- **Maximize Student Impact:** Involving students in the design and execution of activities transforms their role from passive consumers to active contributors, empowering them to take charge of their own growth as leaders who will shape better futures for themselves and contribute to their communities.
- **Collaborative Design and Creation:** Embracing a multi-stakeholder approach that encourages educators, employers, communities, and students to co-design and co-create career readiness activities is invaluable to draw from the collective wisdom and context of all stakeholders involved and tailor activities that resonate with students' unique experience and aspiration.

- **Continuous Improvement through Impact Assessment:** Evaluating the impact of career readiness activities is vital for their continuous enhancement and alignment with the needs of students and communities.
- **Amplify Reach and Impact through Knowledge Sharing:** Socializing what we learn from developing and implementing the activities elevates local voices and knowledge and informs and inspires more educators and employers to get involved in career education while driving further research adapted to the distinctive context of underserved communities.

	EXPOSE	EXPLORE	PRACTICE
WHO	K12 learners	K12 learners	16 year-olds + learners
WHY	Allow students to obtain information about the professional work environment and provide an insight into career opportunities and apprenticeships.	Students actively explore the world of work, think about their future plans, and learn specific skills to make important decisions about the future.	Provide youth with the opportunity to experience the working world in a real business environment and to do a job that puts into practice the employability skills they have already developed.
HOW	Leveraging Teach For All's Teaching As Collective Leadership framework equips educators, corporate volunteers, and stakeholders involved in career education with the tools to design and implement activities that prepare students to thrive in future careers and grow as leaders who will make a positive impact on their communities. Use the five student leadership outcomes to help you align the activity with the Teaching as Collective Leadership framework.		
WHAT (Activities)	<p>Activities that present ideas, information and concepts about the world of work and career development.</p> <ul style="list-style-type: none"> ● Workplace Visit: visit of a local site or office to experience different places of employment where employees perform tasks, jobs and projects, including a career Q&A with Corporate partners' employees. ● Career Fair: an event at which students can meet employers and learn about the variety of professional opportunities, as well as connect with employees who share about their own work experience. ● Career Talk: conversations with people in work from a range of different occupations 	<p>Activities in which young people actively explore and investigate the world of work and develop specific skills.</p> <ul style="list-style-type: none"> ● Career guidance interventions: <ul style="list-style-type: none"> ○ Self-Discovery Workshops: Facilitated by educators and/or career professionals, these workshops help students identify their inspirations, strengths, and skills, and how these connect to various careers. This self-awareness is crucial for making informed decisions about their education and career paths. ○ Responding to psychometric questionnaires that will help them identify their strengths, interests, and aptitudes. ○ 1-2-1 discussions with guidance professionals to access advice, answers, and personalized recommendations based on their goals and aspirations. ○ Class discussions with 	<p>Activities that offer young people more sustained opportunities for observation and participation in one or more workplaces.</p> <ul style="list-style-type: none"> ● Internship: short-term working experience that integrates theory and skills learned in the classroom with practical application and skills development in a professional setting ● Volunteering: It may involve working with non-profit organizations, schools, or other community groups on various projects or initiatives aimed at improving the lives of others. Students can learn about social issues, build leadership and teamwork skills, and become active and engaged members of their community. ● Part-time work:

	<p>(public/private/social sectors) about their education and professional journeys, their occupations and the skills needed. These conversations could include sector leaders and those who recently started their careers and those who have recently been through recruitment processes.</p>	<p>guidance professionals to access expert advice and learn from and be inspired by other students' experiences and ideas.</p> <ul style="list-style-type: none"> ● Employability skills training: students develop the life skills and other skills that prepare them for their first job or develop their entrepreneurship skills. ● CV writing and interview skills: students learn to draft impactful CVs and how to prepare for an interview. The impact can be stronger when students get coaching and feedback from a recruiter. ● Mentoring: supported by employees, students develop skills and attitudes needed to progress into employment, training or further education. ● Job Shadowing: On-the-job training (up to one week) that allows students to observe an employee performing a job role, incl. the opportunity to ask questions throughout the day or at the end of the experience. ● Industry-specific training and workshops (starting age 15-16): students learn about specific industries, opportunities and challenges facing the industry, and problem-solving and teamwork activities. ● Skills identified as priorities by teachers and network partners: digital skills, STEM, and financial literacy. 	<p>Encouraging and enabling students to gain experience of part-time work for a limited number of weekly hours in term time (less than 5-10 is recommended).</p> <ul style="list-style-type: none"> ● Industry-specific training: students learn about specific industries, opportunities and challenges facing the industry and communities, and problem solving and teamwork activities.
<p>COMMENTS</p>	<p>For primary school students, the focus should be more on enabling them to broaden and raise aspirations, challenge stereotyping about what is reasonable for different types of people to do and deepen their understanding of the relationship between education and ultimate employment. For activities, workplace visits and a more playful approach to career talks would be recommended.</p> <p>This category will need to further be broken down by primary/early secondary / lower secondary / upper secondary.</p>		

If you have questions/thoughts/ideas, reach out to [Tarek Chehidi](#)