

## Future of Work Initiative

# Career Readiness Education Framework (3-pager)

*Supporting teachers and communities to grow students as leaders who will build meaningful careers and brighter futures.*

Updated in April 2025

[Español](#)

The **Career Readiness Education Framework** is a practical guide for educators, students, business leaders, practitioners, and policymakers working to equip young people for success in the world of work. It offers a clear, actionable approach to helping students develop the mindsets, knowledge, and skills needed to navigate an ever-evolving career landscape –and to shape better futures for themselves and their communities.

Rooted in collaboration and co-creation, the framework was developed as part of the [GoTeach Program](#), drawing on insights from teachers, business leaders, and educational stakeholders. It is grounded in [global research](#) and enriched by learning and experiences from across the Teach For All Network.

At its core, the Career Readiness Education Framework empowers educators and student-facing professionals with tools and strategies to deepen students' understanding of the world of work. It provides a structured yet adaptable pathway for young people to explore opportunities, grow as leaders, and pursue meaningful, purpose-driven careers that respond to both local realities and global challenges.

Particularly relevant in under-served communities, the framework is a powerful resource for closing opportunity gaps. It supports the development of more equitable, inclusive, and future-focused education systems –ensuring that all students are equipped not only to succeed in a rapidly changing job market, but to help shape a more inclusive and equitable future for all.

## Key Tips for Implementing the Framework:

Below are practical ways to apply the Career Readiness Education Framework in practice:

- **Mapping and benchmarking:** Programs are most effective when students engage in at least three connected career readiness activities within the same school year, reinforcing learning and increasing impact. Organizations can assess current career education programs and initiatives against the framework (Expose, Explore, Practice) to identify gaps, improve effectiveness, and ensure alignment with international best practices. See Teach For All's [Learning and Insights Hub](#) for resources on developing activities aligned with the framework.
- **Multi-stakeholder collaboration:** The framework provides a common language and structure to help diverse stakeholders (educators, employers, students, and communities) collaborate across contexts. By providing a common language and structure for student-centred career readiness education, organizations working in different geographies are supported to structure discussions, compare methodologies and approaches, and ensure alignment when sharing knowledge and/or co-designing initiatives.
- **Learning and impact measurement:** Regularly measuring the impact of activities helps strengthen programming over time. The framework aligns with clear student outcome metrics (see Annex A), enabling comparison, shared learning, and evidence-based improvement across schools, regions, and partners.
- **Resource mobilization and advocacy:** As a globally informed and field-tested tool, the framework strengthens proposals and conversations with funders and policymakers. It provides a compelling foundation for advocating for equitable career education, especially in under-resourced settings.
- **Educator and employer collaboration:** The framework serves to help educators and employers understand their role in preparing young people for the future of work. It can also inspire educators and employers to champion career education, helping catalyze partnerships and encouraging the co-creation of meaningful career learning experiences for students.

	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	<p>Leveraging Teach For All's <a href="#">Teaching As Collective Leadership Framework</a> 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.</p> <p>Use the <a href="#">five student leadership outcomes</a> to help align the activity with the Teaching as Collective Leadership framework.</p>		
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"> <li>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&amp;A with Corporate partners' employees.</li> <li>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.</li> <li>Career Talk: conversations with people in work from a range of different occupations (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 who have recently been through recruitment processes.</li> </ul>	<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"> <li>Career guidance interventions: <ul style="list-style-type: none"> <li>Responding to psychometric questionnaires that will help them identify their strengths, interests, and aptitudes.</li> <li>1-2-1 discussions with guidance professionals to access advice, answers, and personalized recommendations based on their goals and aspirations.</li> <li>Class discussions with guidance professionals to access expert advice and learn from and be inspired by other students' experiences and ideas.</li> </ul> </li> <li>Employability skills training: students develop the life skills and other skills that prepare them for their first job or develop their entrepreneurship skills.</li> <li>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.</li> <li>Mentoring: supported by employees, students develop skills and attitudes needed to progress into employment, training or further education.</li> <li>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.</li> <li>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.</li> <li>Skills identified as priorities by teachers and network partners: digital skills, STEM, and financial literacy.</li> </ul>	<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"> <li>Internship: short-term working experience that integrates theory and skills learned in the classroom with practical application and skills development in a professional setting</li> <li>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.</li> <li>Part-time work: 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).</li> <li>Industry-specific training: students learn about specific industries, opportunities and challenges facing the industry and communities, and problem solving and teamwork activities.</li> </ul>
COMMENTS	<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](mailto:tarek.chehidi@teachforall.org) (tarek.chehidi@teachforall.org).

**Annex A.** Ideas for Student Impact Metrics Based on the Career Readiness Education Framework

Activities	Metrics
<ul style="list-style-type: none"> <li>● Workplace visits</li> <li>● Career fairs</li> <li>● Career talks</li> <li>● Job shadowing</li> <li>● PT work/ Industry-specific training</li> </ul>	<ul style="list-style-type: none"> <li>● % students with increased knowledge/awareness of career options</li> <li>● % of students who engage with follow-up career exploration activities</li> <li>● % of students with increased understanding of career roles and which types of people can do different jobs</li> </ul>
<ul style="list-style-type: none"> <li>● Self-discovery workshops</li> <li>● Responding to psychometric questionnaires</li> <li>● 1-2-1 discussions</li> <li>● Class discussions with guidance professionals</li> </ul>	<ul style="list-style-type: none"> <li>● % of students able to identify their strengths, skills and aspirations</li> <li>● % of students with increased career aspirations</li> <li>● % of students with more defined career goals</li> <li>● % students with increased confidence in making career-related decisions</li> <li>● % of students with increased understanding of career roles and which types of people can do different jobs</li> </ul>
<ul style="list-style-type: none"> <li>● CV writing and interview skills</li> <li>● Employability skills training</li> <li>● Skills training (literacy, digital skills, STEM, financial literacy)</li> </ul>	<ul style="list-style-type: none"> <li>● % of students demonstrating new/improved skills (e.g. CV writing, interviewing skills, literacy, digital skills)</li> </ul>
<ul style="list-style-type: none"> <li>● Mentorship</li> <li>● PT work/ industry-specific training</li> </ul>	<ul style="list-style-type: none"> <li>● % students with growth in leadership qualities</li> <li>● % of students with increased/higher career aspirations or goals</li> <li>● % of students with improved communication skills</li> <li>● % of students with increased ability to collaborate and work with others to achieve common goals</li> <li>● % of students with increased growth mindset</li> <li>● % of students who can articulate the importance of education for achieving future career goals</li> </ul>