

# Building A Global Network Dedicated To Supporting Career Education Practitioners

*Early Learnings From The Global Career Education Network's First Year*



Teach for All, with the support of JPMorgan Chase, launched the [Global Career Education Network \(GCEN\)](#) in July 2024 as part of a two-year initiative with goals to **foster network learning, accelerate research and innovation, and ultimately scale and sustain career education solutions globally**. During its first year, the global network has gathered and engaged **9 founding organizations and individuals** from **8 countries** to learn from one another and translate insights into impactful career readiness programs locally and globally. This has involved monthly meetings initially facilitated by Teach For All, which have since **evolved into vibrant member-led learning opportunities**. By increasing member ownership, the GCEN has fostered even greater collaboration and participation.

This has just been the beginning. Now, as we enter year two of the initiative, participants will build on the promising insights we have generated during year 1 (April 2024-May 2025) of the initiative as we cultivate a member-led peer community that will accelerate career readiness education. This will involve **developing evidence-based case studies** on how the global network is expanding career education solutions. We hope to share these case studies globally to contribute to the global discussion on career education.

## The power behind a global network

Global networks **accelerate impact by facilitating the exchange of best practices and strategies across diverse contexts, allowing for adaptation and implementation of proven solutions in specific communities**. Drawing from Teach For All's experience fostering a global, interconnected network of 60+ partners, the GCEN was developed as a collaborative, **member-led community** that gathers through monthly learning calls, an in-person annual forum, and strategic opportunities that foster peer-to-peer learning and leadership, to drive systemic change in career readiness education<sup>1</sup>.



<sup>1</sup> Growing evidence reveals that Teach For All's is influencing systemic change and aggregating outcomes across a whole system. You can find independent research [here](#) that also aligns with recent findings from the RISE Programme, which cites [consensus around the purpose of learning](#) within a network as one of the key drivers of education system change.

## Co-creating a member-led network to deepen engagement and learning

The GCEN's member-led approach has created an inclusive and flexible learning environment, tailored to the interests and needs of members. This has fostered greater collaboration and participation, ultimately signaling increased leadership among members. For example, every learning session in 2025 has been co-designed and facilitated by GCEN members. More recently, **Antarang** and **Fundación Bertelsmann** have taken the lead in designing a GCEN event for World Youth Skills Day (July 2025), reflecting the network's evolution from participation to shared leadership. Beyond increased leadership and shared ownership, we are seeing that conversations among members continue to take place beyond formal gathering spaces, and learning is enriched by the unique background and networks each member brings to the community.

*“ I leave inspired by the practices of my peers internationally, amazed by the strength of innovation in civil society, and more convinced than ever that collaboration is key.”*

— **Dieynaba Sall**, Regional Director  
Île-de-France at Article 1

### Global Career Education Forum November 2024



### Before joining the GCEN...

**35%**

of GCEN members had previously participated in a structured, cross-organizational learning space; members' learning experiences were often siloed, with few opportunities to learn from peers operating in different geographies or system contexts.

**71%**

of GCEN members reported engaging in peer learning; however, peer engagement was primarily limited to country-specific networks.

### After one year...

through 5 monthly meetings and 1 in-person event, GCEN members have led key initiatives,

- Deepening learning through a member-led approach
- Exchanging best practices to accelerate everyone's progress
- Building an evidence base to support and strengthen career readiness globally
- Connecting peers to spark innovation across borders

## Exchanging best practices to accelerate collective progress

Through monthly learning calls and connections facilitated by the GCEN, the **lochpe Foundation** and **Ensina Brasil** are engaging in meaningful peer exchange, sharing program models, insights, and strategies for supporting vulnerable youth across Brazil. These connections and conversations would not have happened without the GCEN bringing the two organizations together. One area of particular synergy is the potential adaptation of Ensina Brasil's Youth Leadership Committees to strengthen lochpe's AMS program. In addition, both organizations are exploring opportunities to collaborate in new geographies within Brazil, signaling the potential for deeper partnership and greater collective impact.



*“I’ve learned different approaches to similar challenges. Now I feel I have new references of how to do it, and I would like to adapt some of them to my own context.”*

— GCEN Member

## Building an evidence base to strengthen career readiness education globally

A core goal of the GCEN is to build an evidence to improve global career readiness education. From the outset, the initiative aimed to generate insights on evidence-based practices that can be adapted across diverse contexts, support member-led experimentation, and build members’ capacity in impact measurement. In Year 1, the GCEN laid the groundwork for this vision by capturing promising practices, coordinating workshops, and facilitating virtual calls focused on data and impact measurement.

These efforts are accelerating innovation in career readiness solutions. For example, **Antarang Foundation and Article 1** are exploring potential collaboration and mutual learning, sparked by Article 1’s sharing of their [INSPIRE](#) and [Dema1n](#) platforms during a monthly session. Antarang was particularly interested in learning from these digital tools, and following an initial bilateral meeting, the two organizations are planning to exchange insights to better understand each other’s approaches and explore ways to adapt digital solutions to their respective contexts. This includes a focus on chatbot technology for career exploration—where Antarang already has implementation experience and Article 1 is currently developing its own—and on enhancing the personalization of browsing experiences through UX/UI improvements. By building on each other’s work rather than starting from scratch, organizations can save time and resources while strengthening their digital strategies to better serve youth.



## Connecting peers to spark innovation across borders

By connecting across borders, GCEN members are adapting proven models and co-developing innovative strategies to strengthen career readiness in diverse contexts. **Fundación Bertelsmann and Empieza Por Educar** adapted the *Career Leaders* model from the Careers and Enterprise Company (CEC) to the Spanish context.

They are now exploring how the Gatsby Benchmarks might be applicable in the German context, as well as how to integrate employer engagement strategies, drawing on case studies shared during GCEN forums and workshops in Year 1. In addition, following initial discussions at the GCEN’s in-person Forum in Year 1, **CEC and Antarang** have met to further exchange insights on their respective approaches to student assessment within career education. Together, they have explored opportunities to align and strengthen their efforts, with the aim of deepening their collective work.

## Looking ahead to year two

Building on the momentum from the GCEN’s inaugural year, Year 2 will be a critical moment to **deepen learning and collaboration** among career education leaders, **advance knowledge and practice** in the field; and grow and sustain the GCEN. Together, progress in these areas will support both individual and collective impact at scale —driving systemic change in career education and helping ensure all young people are prepared to thrive in their future careers. If you are interested in learning more or being part of this evolving work, please reach out to **Tarek Chehidi** at [tarek.chehidi@teachforall.org](mailto:tarek.chehidi@teachforall.org).