

INSIGHTS — PHASE 2

Career Education Leadership Accelerator

Introduction & Overview

Since 2010, the Teach For All network and DHL Group have partnered through GoTeach to expand access to high-quality career readiness education in underserved communities. At the heart of this partnership is the belief that preparing children and young people for meaningful careers requires collaboration across sectors. Schools, employers, communities, civil society organizations, and young people themselves all have a role in creating pathways to opportunity and driving lasting change.

Grounded in the GoTeach framework and Teach For All's Future of Work initiative, this collaboration led to the co-development of the [Career Readiness Education Framework](#) and the Career Education Leadership Accelerator (CELA). Together, these efforts explore how multi-stakeholder partnerships and locally led innovation can move career readiness from isolated programs toward more sustainable, scalable, and system-level impact.

Objectives of the Accelerator

- **Expand access to high-quality career readiness education** for learners in underserved communities through activities based on the Career Readiness Education Framework.
- **Generate local insights and evidence from implementation** that strengthen learning across the Teach For All network and inform the Future of Work Initiative.

Specifically for this phase 2:

- **Supporting educators to pilot and scale high-quality, evidence-based career education** that is globally informed and locally grounded, ensuring relevance to their contexts and students' needs.
- **Advancing scalable local solutions through multistakeholder partnerships and technology-enabled approaches** that connect classrooms with real-world learning experiences and extend impact across diverse contexts.

Learning Questions

- How does structured collaboration between educators, employers, and the community strengthen the relevance and real-world connection of career readiness education for learners?
- How do innovative, technology-enabled approaches connect classrooms and workplaces in ways that increase the reach, quality, and adaptability of career readiness education across different contexts?

Program Reach and Pilots Implementation Overview

- **Reach:** Eight (8) Teach For All Network Partners participated in the Accelerator's Phase 2, designing and delivering locally relevant career readiness experiences that reached 2,464 students across 35 schools (see table below) in underserved communities.
- **Framework-aligned learning experience:** All project activities were designed around the Career Readiness Education Framework pathways—Expose, Explore, and Practice—supporting students to build awareness, agency, and real-world readiness for the future of work.

- **Strengthening local leadership ecosystems:** The projects engaged a collaborative ecosystem of 207 corporate mentors and 57 educators, strengthening locally rooted leadership and expanding capacity to deliver high-quality career readiness education.

Framework Activities Implemented (examples)	Students Reached	Schools Reached	Educators	Corporate Volunteers Engaged	Duration (months)
Bangladesh — Career Preparedness Pilot Model					
EXPOSE, EXPLORE: Local corporate roundtables, workplace exposure, and career workshops.	105	1	17	52	6
Bolivia — Rumbo Claro (Clear Direction)					
EXPOSE, EXPLORE, PRACTICE: Psychometric career diagnoses, personal life plans, and university/worksite tours.	127	3	3		5
Chile — Student Leadership & Employability Training					
EXPOSE, EXPLORE, PRACTICE: Regional career fairs, online Moodle training, and mentor workshops.	417	13		83	5
Ecuador — REACT (Real-World Exploration & Career Training)					
EXPLORE, PRACTICE: Professional profile creation, workplace "Yellow Tour", and "Shark Tank" challenge.	90	1		4	4
Panama — Listos para el Ahora (Ready for Now)					
EXPLORE, PRACTICE: Generative AI resume labs, pitch coaching, and virtual mock interviews.	100	4	6	20	6
Lebanon — Youth Leadership Hub					
EXPOSE, PRACTICE: Digital portfolio construction, professional profile setups, and remote skill-building.	113	2	11	None (due to security situation)	6
Ukraine — GoTeach Career Education Initiatives					
EXPOSE, EXPLORE: Digital career talk YouTube library, CV	77	4	6	13	5
Zimbabwe — Virtual Career Education and Leadership Accelerator					
EXPOSE, EXPLORE: Remote career guidance virtual sessions, digital literacy packages, and mock application labs.	1,435	7	14	24	6
TOTALS	2,464	35	57	96	

Pilots' impact on students

Evaluation findings across the cohort show that career readiness pilots help address structural barriers facing young people in underserved communities by expanding aspirations, building career readiness skills, and increasing access to the world of work.

Expanding Aspirations, Agency, and Future Orientation

- **Expanding exposure to career pathways helps reduce geographic barriers and broaden students' aspirations.** In remote rural districts, limited visibility of professional opportunities often shapes how young people imagine their futures. In Zimbabwe, Teach For Zimbabwe reached 1,435 students across seven secondary schools through interactive learning experiences and engagement with professional role models. Career awareness increased from 42% to 87%, showing how structured exposure can significantly expand students' understanding of future possibilities.
- **Contextualized guidance helps students turn aspirations into clear and realistic life plans.** For students approaching key moments when they move between school stages in rural communities, the absence of structured guidance can create uncertainty about next steps. In Patacamaya, Enseña por Bolivia supported 127 young people through vocational assessments to identify pathways aligned with their strengths and local opportunities. This enabled students to develop a "Proyecto de Vida" (personal life plan), with 94% reporting clear motivation to pursue higher education.
- **Early exposure to career exploration strengthens self-awareness and future agency from the primary years onward.** In disadvantaged primary school settings, children often have limited opportunities to connect what they are learning with future possibilities. At Khan Hassan Government Primary School, Teach For Bangladesh introduced early career exploration activities for 105 students through workplace visits and reflection activities. This strengthened students' sense of agency and ability to express their future aspirations at an earlier stage of learning.

Building Career Readiness Skills and Workplace Confidence

- **Hands-on practice with hiring processes strengthens readiness for future careers.** Students in underserved communities often have limited access to structured opportunities to prepare for jobs. In Panama, Enseña por Panamá supported 100 senior students through public speaking practice and simulated recruitment processes with professionals. Students achieved average scores of 4.48/5 for verbal pitches and 4.29/5 for interview readiness, showing strong gains in communication and presentation skills.
- **Experiential learning builds confidence to lead initiatives and navigate real-world challenges.** Limited exposure to leadership opportunities can reduce students' confidence in taking on responsibility and uncertainty. In Quito, Enseña Ecuador engaged 90 students from Unidad Educativa Fiscal Cumbayá in designing and presenting nine social entrepreneurship projects. Presenting to corporate judges strengthened students' confidence, with self-assurance increasing from 30% to 80%.

Expanding Access to Networks and Real-World Exposure

- **Digital platforms can expand access to professional networks for students in isolated communities.** Geographic and economic barriers often limit students' ability to build professional connections. In Lebanon, Teach For Lebanon developed a mobile-friendly youth hub for 113 students, enabling them to create digital portfolios and LinkedIn profiles. All participating students

strengthened their professional self-presentation skills, supporting future networking opportunities.

- **Blended approaches help sustain career exposure in contexts affected by crisis and instability.** In fragile and conflict-affected settings, instability can further limit access to the world of work. In Ukraine, Teach For Ukraine connected 77 students across four lyceums to professional environments through workplace visits to DHL and Reface IT, complemented by an on-demand library of 13 career talks. This blended model helped maintain engagement and exposure despite severe infrastructure constraints.
- **Integrating career learning into academic subjects strengthens engagement and learning outcomes.** Students are more engaged when they can see how classroom learning connects to future pathways. In Chile, Enseña Chile embedded a structured career education model alongside mathematics learning across 13 schools, reaching 417 students. This contributed to an increase in mathematics achievement from 20% to 55.2%, demonstrating how career relevance can strengthen academic outcomes.

Key Lessons Emerging from the Learning Questions

Experiences across the cohort highlight the importance of multistakeholder partnerships, technology-enabled learning, and peer exchange in strengthening implementation and expanding access to meaningful career readiness opportunities.

How Multistakeholder Partnerships Enable Meaningful Career Pathways for Young People

- **Enable structured personal planning to help students navigate key moments when they move between school stages.** As students approach graduation, structured support can help them make informed decisions about their futures. In the rural community of Patacamaya, Enseña por Bolivia found that integrating vocational guidance into the final years of secondary school gave 127 young people a concrete foundation to develop their own Proyecto de Vida (personal life plan). By connecting students' local realities with direct guidance from six corporate and civil society partners—including DHL, Delizia, and Solydes—this approach showed how career planning support during key transition moments can help young people identify realistic and accessible pathways forward.
- **Enable real-world learning experiences that make mentorship more meaningful and relevant.** Mentorship from industry and civil society partners is most effective when students apply learning to real community challenges rather than traditional career orientation activities alone. In Quito, Enseña Ecuador worked with 90 public high school students at Unidad Educativa Fiscal Cumbayá to develop nine social entrepreneurship projects. Presenting their ideas to a panel of industry and civil society partners in a Shark Tank-style competition showed how hands-on problem-solving can deepen student engagement while creating more meaningful opportunities for partners to contribute their expertise.
- **Strengthen collaboration with school staff to build long-term ownership of career readiness programs.** Embedding career education into school culture requires teachers to be active delivery partners, not just recipients of programming. In Bangladesh, Teach For Bangladesh paired two Fellows with

15 government school teachers to co-facilitate career readiness modules for 105 primary students at Khan Hassan Government Primary School. This collaboration built shared ownership and strengthened educators' commitment to continuing career-focused learning beyond the life of the project.

- **Strengthen diverse partner networks to increase program resilience during unexpected disruptions.** Maintaining a broad set of partners helps programs adapt when plans change. This flexibility was critical for Teach For Lebanon when industry and civil society partner scheduling constraints prevented a planned site visit. By drawing on its wider network and engaging a trained alumna leader to share her industry experience virtually, the team sustained engagement with 113 students as they developed digital portfolios while maintaining program timelines and milestones.

How Technology Strengthens Connections Between Classrooms and the World of Work

- **Strengthen human support systems to help students overcome technology access barriers.** While connectivity challenges and limited device access remain common in underserved communities, personalized support can help students navigate these barriers successfully. Enseña por Panamá found that close coaching from Fellows, combined with digital learning resources, enabled 100 high school students to move beyond technical challenges. This support helped students use generative AI résumé tools and achieve an average score of 4.29 out of 5.00 in mock interviews conducted by 20 industry and civil society partners from Global Bank and DHL.
- **Expand reliable connectivity to increase access to professional exposure in remote communities.** Strategic investments in internet access can significantly broaden opportunities for students in geographically isolated schools. By establishing reliable connectivity across seven remote secondary schools, Teach For Zimbabwe enabled 1,435 learners to engage directly with 24 external industry and civil society partners from diverse professional backgrounds. This demonstrated how targeted infrastructure investments can reduce geographic barriers and expand exposure to career pathways.
- **Strengthen online training systems to support both quality and scale.** Asynchronous resources provide continuity when external conditions disrupt classroom learning. This was a key lesson for Teach For Ukraine during severe winter power outages that left some communities without electricity for extended periods. Working with six teachers and Fellows, the team created a YouTube library of 13 recorded career talks, ensuring that 77 students across four lyceums could continue exploring career pathways whenever conditions allowed.
- **Digital Volunteer Preparation Can Increase Both Quality and Scale.** Digital onboarding platforms can help prepare larger numbers of industry and civil society partners while maintaining consistent training quality. Through a fully online Moodle platform, Enseña Chile enabled 83 industry and civil society partners to complete mentoring preparation modules before entering classrooms. This created a shared standard of readiness and supported program expansion from 3 to 13 schools, ultimately reaching 417 students.

Strengthening Impact Through Peer Learning and Collective Reflection

- **Peer learning accelerates local problem-solving and adaptation.** Participating in global communities of practice and structured reflection sessions enabled Network Partners to learn from one another's implementation experiences and adapt approaches to their local contexts. These exchanges surfaced practical strategies for maintaining student engagement across the different stages of the Career Readiness Education Framework and helped partners co-design solutions for high-impact milestones such as mock interviews and workplace simulations.
- **Open sharing of tools and resources accelerates implementation.** Access to practical tools, templates, and implementation resources helped partners adapt and launch career readiness activities more efficiently. This collaborative exchange was reflected in the sharing of REACT project manuals by Enseña Ecuador, generative AI résumé toolkits by Enseña por Panamá, and Moodle training resources by Enseña Chile, demonstrating how locally developed innovations can be adapted and strengthened across diverse contexts.

Key Insights Emerging From Phase 2

Several common patterns emerged across diverse contexts, highlighting key principles that make career readiness education meaningful, sustainable, and relevant to young people's futures.

Career readiness is most powerful when it helps young people connect learning to purpose

Building confidence, self-awareness, and a sense of purpose emerged as foundational elements of effective career readiness education. In Quito, Enseña Ecuador provided 90 high school students at Unidad Educativa Fiscal Cumbayá with a supportive space to design nine social innovation projects. Rather than focusing solely on business skills, students connected their personal strengths with community needs, exemplified by student Santiago Cabrera's DESAHOG-ARTE mental health initiative, which earned a university training incentive at USFQ's IDEA Institute.

Similarly, Teach For Bangladesh introduced career readiness concepts to 105 primary school students through workplace visits and interactive sessions with industry professionals. These experiences suggest that career readiness has the greatest impact when young people are supported to explore who they are, recognize their strengths, and connect learning to a broader sense of purpose.

Students Develop Career Readiness Most Effectively Through Practical Application

Across multiple contexts, students demonstrated stronger outcomes when they moved beyond learning about careers and actively practiced career-related skills. In Panamá and Chiriquí, Enseña por Panamá engaged 100 students aged 15 to 17 in public speaking modules and simulated recruitment experiences with industry and civil society partners from Global Bank and DHL. Participants achieved average scores of 4.48 out of 5.00 for verbal pitch clarity and 4.29 out of 5.00 for interview readiness.

In the rural municipality of Patacamaya, Enseña por Bolivia guided 127 young people through vocational diagnostics and interest mapping to develop realistic Proyecto de Vida (personal life plans) grounded in local opportunities. These experiences highlight the importance of helping students translate career

exploration into concrete decisions, plans, and skills that extend beyond the classroom.

Expanding Social Capital Broadens Young People's Perceptions of What Is Possible

For many students, access to professional networks and role models proved just as important as technical skill development. Teach For Zimbabwe connected 1,435 learners across seven remote secondary schools with 24 guest speakers from diverse professional backgrounds, contributing to an increase in career awareness from 42% to 87%.

Similarly, Teach For Lebanon supported 113 adolescents in creating digital portfolios and LinkedIn profiles using mobile-friendly tools and artificial intelligence applications. These experiences demonstrate how exposure to professionals and opportunities to build networks can help young people overcome geographic and social barriers while expanding their understanding of future possibilities.

Career Readiness Has the Greatest Potential When Embedded Within Everyday Learning Environments

Career readiness is most sustainable when integrated into students' regular learning rather than delivered as a standalone activity. Enseña Chile expanded its initiative from 3 to 13 regional schools, reaching 417 students by embedding a structured career education model alongside its Mathematics Roadmap and Learning Wall. This approach contributed to an increase in mathematics achievement from a 20% baseline to 55.2%.

Likewise, Teach For Ukraine brought together six local teachers and Fellows to support 77 young people across four regional lyceums through a curriculum combining workplace visits to DHL and Reface IT with broader career exploration activities. The initiative's inclusion on the longlist for the global Responsibility Award 2025 reflects the strength of approaches that integrate career readiness into existing educational structures while leveraging cross-sector collaboration.

Career Readiness in Practice Across Contexts: Stories of Impact

The impact of the Career Readiness Education Framework is best seen through the experiences of the students, educators, and volunteers who implemented it. Across Phase 2, partners adapted the framework to their local contexts, creating opportunities for young people to explore future pathways, build practical skills, and connect with the world of work. The stories below illustrate how these efforts translated into meaningful outcomes across diverse settings.

Connecting Classrooms with Real-World Workplace Experiences

For many young people, limited exposure to professional environments makes the transition from school to work feel distant and uncertain. Across Phase 2, partners helped close this gap by linking classroom learning with direct engagement with employers, professionals, and real workplace contexts.

- In **Ecuador**, Enseña Ecuador worked with 90 students at Unidad Educativa Fiscal Cumbayá in Quito through its REACT initiative. Students collaborated with industry mentors, visited corporate offices, and pitched social entrepreneurship projects to a panel of judges in a Shark Tank-style competition. This hands-on experience led to a significant increase in students' confidence to navigate complex professional challenges, rising from 30% to 80%.

- In **Panamá**, Enseña por Panamá implemented a similar experiential approach through the Listos para el Ahora project, reaching 100 students across four public schools. Students used generative AI tools to create résumés, practiced public speaking, and participated in mock recruitment interviews with 20 volunteers from DHL and Global Bank.

For Jordan Rosas, a senior student at Instituto Profesional y Técnico Jephtha B. Duncan, these experiences shifted career preparation from something abstract into something tangible. After strengthening his interview and self-presentation skills, he successfully secured formal employment immediately after graduation.

- In **Bangladesh**, Teach For Bangladesh adapted this approach for younger learners. Through workplace visits and small-group career conversations with 52 DHL volunteers, 105 primary school students at Khan Hassan Government Primary School were introduced to a wider range of future possibilities and encouraged to begin expressing their aspirations early in their learning journey.

Building Skills and Confidence Through Mentorship and Practice

Across contexts, students developed stronger career readiness when they learned through guided practice with mentors, teachers, and volunteers rather than instruction alone.

- In **Chile**, Enseña Chile launched a customized Moodle platform that enabled 83 corporate volunteers to complete training modules on conscious leadership and personal purpose before entering classrooms. With this shared foundation, volunteers supported career fairs and workshops, reaching 417 students across 13 schools.

For Justin, a participating student, these mentor relationships played a key role in helping him identify his interests and strengthen key workplace and career readiness skills. By the end of the school year, he successfully progressed through a competitive selection process to complete a professional internship with Enseña Chile.

- In **Panama and Chiriquí**, Enseña por Panamá engaged 100 students in public speaking modules and simulated recruitment experiences with mentors from Global Bank and DHL. Students achieved average scores of 4.48/5.00 for verbal pitch clarity and 4.29/5.00 for interview readiness, showing strong gains through applied practice.
- In **Quito**, Enseña Ecuador also demonstrated the power of guided mentorship, as students developed nine social entrepreneurship projects with support from industry and civil society partners.

Expanding Access Through Digital and Hybrid Learning Pathways

Digital tools and hybrid approaches played a critical role in expanding access to career learning, especially where geography, infrastructure, or disruption limited in-person opportunities.

- In **Ukraine**, Teach For Ukraine produced 12 recorded career talks for a YouTube learning library and paired them with online CV preparation clinics. This provided 77 students across four lyceums with flexible access to career exploration resources during periods of disruption, ensuring students could continue exploring career pathways despite challenging learning conditions.
- In **Lebanon**, Teach For Lebanon established a virtual Youth Leadership Hub that enabled 113 adolescents to create professional portfolios and LinkedIn profiles using accessible digital and AI

tools. This helped students strengthen their professional presence despite infrastructure and mobility constraints.

- In **Chile**, Enseña Chile used a fully online Moodle platform to prepare 83 corporate volunteers before they entered classrooms, ensuring consistent training quality and enabling expansion across 13 schools.

Reaching Students in Isolated and Underserved Contexts

For students in geographically isolated or underserved communities, limited access to professionals and opportunities can significantly constrain awareness of future pathways. Across Phase 2, targeted investments in connectivity and localized programming helped reduce these barriers.

- In **Zimbabwe**, Teach For Zimbabwe installed Starlink connectivity across seven secondary schools in Binga, Chiredzi, Chivi, and Mutoko, enabling 1,435 students to participate in 14 live virtual career sessions with 24 professional guest speakers. These sessions expanded students' awareness of potential career pathways and connected them directly with professionals they would otherwise not have encountered.
- In **Bolivia**, Enseña por Bolivia implemented the Rumbo Claro initiative in Patacamaya, using psychometric assessments and digital career-planning tools to support 127 students across three educational units. By linking local economic realities with university pathways and six industry and civil society partners, the initiative helped 86% of students define clear long-term goals aligned with opportunities in their region.

Looking Ahead: Sustaining and Scaling Career Readiness Beyond the Pilot

Across the cohort, partners are building on the lessons, relationships, and implementation models developed during Phase 2 to strengthen the long-term sustainability of career readiness education. While priorities vary by context, a common focus has emerged around embedding career readiness more deeply within schools, strengthening partnerships with employers and communities, expanding access through digital tools, and creating clearer pathways that support young people beyond the classroom.

Teach For Bangladesh

- Scaling Contextual Career Learning in Primary Schools and Strengthening System Links.

- Expand career learning opportunities in additional under-resourced public schools, ensuring activities remain grounded in students' local realities.
- Share learning and implementation insights with government and industry partners to support sustained, values-based career education in primary schools.

Enseña por Bolivia -

Expanding Rural Career Guidance Systems and Strengthening Youth Pathway Support.

- Scale the Rumbo Claro career guidance model across rural communities while deepening collaboration with universities, employers, and municipal authorities.
- Work with regional education actors to embed career planning into youth policy and strengthen systems that support students after graduation.

Enseña Chile - Embedding Mentor Preparation into Corporate Systems to Sustain School-Industry Engagement	● Integrate mentor training modules into corporate onboarding and professional development systems to sustain and scale volunteer engagement. ● Strengthen mentor participation through clearer communication, early engagement milestones, and structured onboarding support.
Enseña Ecuador - Scaling School-Based Social Innovation Through Teacher Leadership	● Expand the REACT social innovation model to additional public high schools while supporting teachers to lead career learning in classrooms. ● Use student outcomes to strengthen collaboration with employers and civil society partners.
Teach For Lebanon - Strengthening Long-Term Student Pathways and Work-Based Learning Access	● Develop a long-term approach to follow students' career journeys over time, including opportunities for alumni to re-engage as community leaders. ● Expand structured work-based learning by embedding career readiness into school programming and partnering with employers to create internship pathways.
Enseña por Panamá - Strengthening Digital Access and Building Scalable Implementation Tools	● Address connectivity challenges in underserved schools by exploring stronger infrastructure solutions, including satellite internet, alongside low-bandwidth digital tools. ● Develop practical guides and implementation templates to support consistent and scalable delivery across schools.
Teach For Ukraine - Sustaining Hybrid Learning Pathways for Career Access in Fragile Contexts	● Expand the online career learning library with additional recorded sessions covering a wider range of professions and experiences. ● Reintroduce one-to-one mentoring opportunities between students and volunteers as conditions allow, building on students' existing digital portfolios.
Teach For Zimbabwe - Embedding Career Learning into School Culture and Expanding Rural Access Networks	● Support schools to integrate career readiness into everyday learning through initiatives such as STEM clubs and career weeks. ● Strengthen district-level partnerships to connect rural schools with a broader range of professionals and career opportunities.

To learn more, please contact [Tarek Chehidi](#), Global Head of Future of Work at Teach For All.