

# Collective Leadership as a Path for Sustainable Development

*Putting People, Agency and Leadership First*

## Contents

- I. Executive Summary
- II. Why? — The case for prioritizing leadership development as a path to sustainable development
- III. What? — What do we mean by efforts to develop collective leadership and what do they entail?
- IV. How? — Considerations and actions to advance this agenda
- V. Annex
- VI. Acknowledgments

## I. Executive Summary

The economic, health and education challenges facing communities are becoming all the more pressing, and it is clear that our historic paradigm for development will be challenged to meet this moment. The well-intentioned 2030 Sustainable Development Goals have slipped even further out of reach.

For decades, the international development community has grappled with how to enable local ownership for development, which is essential to foster sustainable, systemic change. Calls for elevating the leadership of people marginalized by systemic oppression, decolonizing aid, prioritizing community driven approaches, greater localization and direct grant-making to local organizations, among others, are becoming louder.

However, one of the missing pieces of the broader effort to foster locally led development over the past decades has been an intentional effort to recognize and develop collective leadership as a path to sustainable progress.

The People-First Community (referenced hereon as Community/We) is a cross-sectoral and globally diverse group of practitioners, academics, and public and private sector actors with a shared belief in the importance of prioritizing investing in collective leadership development as a path for sustainable development. This Community believes we have not had enough focus on leadership development within the international development field to this point, and that when the international community has focused on it, we have not done so with a goal of developing collective, diverse, locally rooted leadership focused on sustainable development.

This Community initially emerged from a convening at The Rockefeller Foundation’s Bellagio Center in 2019 aimed at building a movement for change inspired by a central question, “How do we ignite a revolution in development that has people and leadership at the center?” In recent months, we have worked collaboratively to clarify our focus and the objectives of this effort and have clarified that the objectives of this Community are twofold. First, the Community intends to be a space for learning, thought partnership, and collaboration among its members. Second, we aim to raise awareness about the importance of growing investment in collective leadership development and influence the international development ecosystem.

## **WHAT DO WE MEAN BY COLLECTIVE LEADERSHIP FOR SUSTAINABLE DEVELOPMENT?**

We mean many people exerting leadership —

- Towards shared purpose and vision for sustainable development
- From every level of systems
- People who themselves experienced the inequities and their allies
- Working together across lines of difference, collaborating and leveraging divergent thinking
- Learning from their experience and from the experience of those in other communities and countries

This working paper summarizes our main learnings thus far and is intended to be a starting point for further feedback and engagement.

## **II. Why? — The case for prioritizing leadership development as a path to sustainable development**

The approach of the international development community has contributed to massive progress over the last decades. We have achieved immense wins by making vaccines broadly available, enabling all children access to schooling, building roads and investing in easily scalable technical solutions that could be driven top down with the promise of delivering short-term outputs. Now, as the problems we are addressing become all the more complex, and the COVID-19 pandemic threatens to disrupt years of progress, we will need to evolve our approach. Tackling the adaptive challenges ahead — like managing chronic diseases and delivering high-quality primary care, fostering learning in schools, and building resilient infrastructure — will require shifting the power to drive development

to local stakeholders, enabling them to be globally informed and continuously improve over time.

As the development community has reflected on progress towards the Millennium Development Goals and focused on reaching the Sustainable Development Goals by 2030, there has been growing recognition that locally led development is crucial. Shifting the narrative from local people and communities as the beneficiaries and recipients of development efforts, to understanding their critical role and inherent ability to drive and own development efforts in their own contexts becomes paramount.

Locally led development and local ownership can be achieved through different dimensions. Among many others, some of these dimensions include:

- **Community-driven development (CDD):** CDD approaches aim to empower local people by putting decision making around how to identify and implement projects and investments into the hands of the community. In so doing, CDD works to build opportunities to strengthen the peoples' voice to demand greater accountability from the institutions that are relevant to their livelihoods.<sup>1</sup>
- **Localization agendas:** The Grand Bargain commitments between donors and major aid organizations prompted a significant shift in the way humanitarian aid was financed. Since then several organizations have called on donors to change partnership and funding arrangements to be more favorable and directed to local actors.<sup>2</sup>
- **Decolonizing aid:** The murder of George Floyd and subsequent #BlackLivesMatter protests in the US and globally have reinvigorated discussions about power and privilege in all parts of society. Within the global development and humanitarian aid sector, the global movement against systemic oppression has manifested in greater calls for the decolonization of aid and historically engrained colonial systems and mindsets that remain to be addressed.<sup>3</sup>

This Community acknowledges all these efforts as critical ones. At the same time, we believe that growing support and investment in efforts to develop collective leadership is one of the dimensions that could have a significant impact on fostering locally led development and decolonizing aid, but that has been mostly overlooked by the international development ecosystem.

Although all major aid agencies have included “capacity building” as a key program element since the mid-1990s, in practice, capacity building efforts to date have primarily focused on targeted technical skills for the purpose of implementing specific projects and

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<sup>1</sup> Community-Driven Development: <https://www.worldbank.org/en/topic/communitydrivendevelopment#1>

<sup>2</sup> Grand Bargain Commitment: <https://interagencystandingcommittee.org/grand-bargain>

<sup>3</sup> Aid reimagined <https://medium.com/@aidreimagined>

interventions, rather than a more comprehensive approach that includes the mindsets and skills needed for leading long-term change. These include decision-making skills, relationship management, self-awareness, adaptability, and a growth mindset among others.

A keyword analysis of Official Development Assistance (ODA) grant descriptions found that only \$15.2M went to projects related to local “leadership development” across sectors in 2018—approximately .01% of total development assistance. And even this small fraction was not directed towards developing the collective leadership of local communities.

In the ‘80s and ‘90s, several foundations and aid agencies invested quite significantly in leadership development as a critical ingredient for sustainable transformation. However, the funders of these efforts have reflected that the leadership development focus was often on providing local leaders with an elite, Western education rather than on developing leadership deeply rooted in local context, culture and values, and focused on their own communities’ sustainable development.<sup>4</sup> As a result, while these efforts contributed to the diaspora and to an elite, they did not have the desired result of generating what we refer to as “collective leadership”.

Through our Community’s collective experience, and the evidence generated through initiatives and organizations in which we’ve been involved, we’ve seen first-hand the impact of developing collective leadership on increasing the likelihood of improved outcomes and systems change. We see a clear gap and an untapped opportunity resulting from the lack of a concerted effort to invest in collective leadership development as a path to driving sustained outcomes.

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<sup>4</sup> Conversations with Joyce Mook and Gary Toenniessen, March-April 2021

## OUR VISION

This Community envisions a world where everyone in communities and countries — from young people and their families to people in positions of influence at every level of the system — exert leadership in a collective way towards a better future.

Our vision of a world where collective leadership development is prioritized is one where:

- Developing leadership is seen as a critical and actionable investment priority, rather than an 'add on' or 'knock-on effect' of policies, programs, tools and infrastructure.
- Collective leadership would be seen as coming from within developing contexts e.g. local people, communities, institutions and governments, and supported by the global development ecosystem.
- Capacity building investments would focus on long-term collective leadership development as opposed to short-term transference of technical skills.
- Measuring success would be based on the growth of individual and collective leadership capabilities and long-term progress.

We feel a sense of urgency to move towards this vision in partnership with the international development community.

### **III. What? — What do we mean by efforts to develop collective leadership and what do they entail?**

In this paper, by collective leadership we mean people who themselves have experienced the inequities being addressed and their allies, working together across lines of difference and across whole ecosystems, exerting leadership and learning constantly towards the purpose of sustainable development.

Our commitment to developing collective leadership references developing the ability of everyone to exert leadership including, but not limited to, those who by nature of their positions have significant influence over the welfare of others. We believe that leadership is an action and something that anyone can practice, starting with the inner-self work of growing consciousness. It is not something that any particular person is born to do, but rather can be cultivated and nurtured.

We believe we need to move beyond individualistic leadership models towards leadership that is inherently a collective pursuit that involves diverse stakeholders building relationships, listening to each other, and collaborating.

### **SOME EXISTING EFFORTS THAT CONTRIBUTE TO DEVELOPING COLLECTIVE LEADERSHIP**

- Acumen Academy
- African Leadership Academy
- African Transformation Fellow Program, African Center for Economic Transformation
- AMP Health
- AMPLIFY Girls
- Ashoka
- Atlas Corps
- Building State Capability Program, Harvard University
- Community Independence Initiative
- The Clothing Bank
- Dream a Dream
- Emerging Public Leaders
- Global Citizen Year
- Global Health Corps
- The Greenlight Movement
- Leadership For Equity
- Latin American Leadership Academy
- The Lemann Foundation
- Malala Fund
- Mandela Washington Fellowship for Young African Leaders
- The Obama Foundation
- Play for Peace
- STiR Education
- Synergos
- Teach For All

\*See Annex for further details on the approach of each of these organizations and initiatives

Efforts to develop collective leadership entail an evolved approach to research, evaluation and learning to measure leadership development as a path to systems change. The current research agenda mostly focuses on the impact of discrete interventions in policy or practice and in short time-frames. Achieving the adaptive change needed for the next era of development will require a new approach that values how leadership capabilities are developing and understands how longer-term systemic effects are emerging.

### **A Note on Evolving Learning & Accountability Mechanisms to Support a People-First Approach**

A particular focus on the role that people, leadership, and agency play in advancing development progress is critical. All too often, what we evaluate and understand determines what is visible and where funding flows. We do not pay sufficient consideration for the role that people, leadership, and institutions play in making effective policy, innovating locally for change, or scaling innovations successfully. This important element for contextualizing evidence is often missing, despite the fact that individual agency and leadership is a critical lever for change that can enhance the success of other investments.

We also need a better understanding of which approaches to developing leadership and agency are most effective. A learning agenda that explores openly and adaptively how to better develop people to exert leadership and work collectively with others would serve us well. We seek to look not just at the long-run, but also to explore our assumptions about the best ways to engage, develop, and support the emergence and advancement of the leadership identities, mindsets, and practices in the short and medium-term.

Finally, we need to advance the conversation around donor accountability mechanisms that are increasingly focused on measurement and evidence privilege intervention-led approaches. One promising direction might involve focusing indicators of success not based on traditional output and outcome metrics, but rather on whether those who have received funding are learning and growing in their leadership capability and ownership for development.

This Community also believes that global organizations and networks need to evolve their roles to contribute to collective leadership development. Global networks can play a significant role in enabling local leaders to be globally informed and able to respond to development challenges by exposing them directly to knowledge and insights from other local leaders and communities.

Network approaches can spread and share knowledge across geographies through fostering peer-learning, and can help reach significant scale. They can support building the mindsets, processes, and capabilities among leaders in communities of learning and adapting, rather than simply transposing a technical set of best practices.

#### IV. How? – Considerations and actions to advance this agenda

In recent months, we have worked collaboratively with the other stakeholders in this Community to clarify our focus and priorities to advance this agenda. We acknowledge that there is still a lot to unpack and collaboratively learn from one another as we work to advance this agenda.

Looking ahead, these are some of the questions our Community plans to focus on:

- What are we learning about the kind of leadership we are working to develop?
- What are we learning about how to recognize, respect and develop the leadership that is needed?
- What does the evidence currently show about the role of collective leadership development in system change and sustainable development?
- What shifts in measurement and evaluation would be necessary to achieve this vision?
- What is the role of global actors in support of local leaders?
- What more can be done to build support and advocate for greater investments towards this agenda?

As a result, we will be working jointly as a Community to move forward the following objectives:

1. Be a space for learning and thought partnering among its members, for informing members' own priorities and seeking potential synergies and areas for collaboration, especially around two areas:
  - Advancing collective thinking on the kinds of leaders we need to be developing and how to develop them through a Community-led *People First Talks* learning series
  - Exploring learning questions and a research agenda around the impact and effects of leadership development as a path to systemic change through a People First Measurement, Evaluation, Research and Learning Working Group
2. Raise awareness about this topic and advocate for greater investments in leadership development within the global development community

As we undertake this journey, we invite you to join the conversation! Please share your ideas, give feedback on our evolving effort, and contribute to our expanded understanding of collective leadership development as a path to sustainable progress. For more information, please visit [our website](#) or contact us at [people@peoplefirstdev.org](mailto:people@peoplefirstdev.org).



## V. Annex: Some existing efforts that contribute to developing collective leadership

**Acumen Academy** is the world's school for social change. Our mission is to unleash a new generation of social innovators and leaders with the character and competence to build a more just, inclusive and sustainable world. Blending the best of online and offline learning, we offer anyone, anywhere access to the practical tools, practices, resources and supportive community they need to achieve positive social change. With more than 900 Foundry members and 700,000 course takers in 193 countries, the Acumen Academy community represents a new generation of social innovators and leaders committed to doing what's right in a world that loves easy.

**African Leadership Academy (ALA)** is another example of an organization building a pipeline of leaders to accelerate Africa's growth trajectory. For more than ten years, ALA has been working to create the next generation of African leaders through a specialized curriculum designed to provide hands-on leadership development and access to lifelong networks. More than 90% of alumni are actively engaged in work or projects (including 177 new ventures) to help move Africa forward.

The **African Transformation Fellow program** aims to develop a well prepared, committed corps of young professionals with real-world policy experience to serve as the next generation of leaders to champion economic transformation in government, the private sector, academia, think tanks and civil society. It has been developed by the **African Center for Economic Transformation (ACET)**, to facilitate and sustain economic transformation on the continent. Through the establishment of a cohort of young African professionals who can champion Africa's economic transformation, ACET aims to assist countries address its most complex transformation challenges. The selected Fellows will be of African origin. Over a two-year period, they will gain hands-on experience with policy design and implementation. They will be supported by mentors and will have access to a network of global and African leaders who will be available to provide guidance when needed.

**AMP Health** similarly focuses on strengthening the leadership and management capabilities of public health officials. By working hand-in-hand with Ministries of Health, AMP Health tailors its approach to develop leadership and management capacities that are the most critical to the Ministries' strategic priorities. In Ghana, Sierra Leone, and Zambia, 98% of Ministry of Health officials who collaborated with AMP Health reported improvement in their individual leadership and management skills and 95% said the training has improved their ability to make significant contributions to public health in their countries.

**Ashoka's Everyone a Changemaker** vision comes from four decades of identifying entrepreneurial leaders with systems change ideas that have potential for large scale social impact. Apart from the national level changes in environmental policy, gender equity, water management, educational reform, etc., which Ashoka has seen them bring to their countries,

Ashoka also recognizes the many roles these social entrepreneurs, Ashoka Fellows, offer for others to become changemakers through their organizations and movements built through trust with local communities they are living in and transforming for the better. This global network of 3800 Fellows working in over 90 countries has been identified through nominators and selected by a panel of peers from the country or region where they got started. By expanding this network to now include Ashoka young changemakers, universities, companies and other partners committed to this vision, Ashoka is fostering collaborative, cross-sectoral opportunities to build an “everyone a changemaker” ecosystem so solutions can outrun problems — and where every person has the skills and abilities to contribute as a changemaker for the good of all.

**AMPLIFY Girls'** mission is to amplify the voices, work and collective impact of community-driven organizations focused on the power and potential of adolescent girls. We do this by strengthening organizational efficiencies, creating opportunities for collaborative learning, building evidence and engaging in global policy and practice fora. We are a partner-driven organization serving over 50,000 adolescent girls in Eastern Africa and we are governed by a Board of Directors elected from amongst the membership.

**Atlas Corps**, founded in 2006, engages emerging social change leaders from around the world in training activities to develop leaders, strengthen organizations, build a community, and advance positive social impact. The core leadership programs are the Fellowship (12-18 months of service at a U.S.-based organization) and the Virtual Leadership Institute (5-7 months of programming), both of which focus on the core concepts of developing self, developing others, and leading movements. The Atlas Corps Community includes 1,100 leaders from 110 countries and 300 Host Organizations. In 2022, the organization will embark on a strategy process to define its contribution to the future of work, global talent and leadership development for purpose-driven organizations.

**Building State Capability (BSC)** at Harvard’s Center for International Development, focuses on fostering the leadership capacity of governments. BSC works with government teams over an extended period of time to develop adaptive management skills. In Honduras, for example, the BSC team coached members of a government team for six months to help address key delivery and implementation gaps. The process of breaking down and addressing the problems that traditionally hamper policy success helped prepare the public officials to better deliver social services to their citizens and society.

The **Community Independence Initiative (CII)** knows that leadership naturally emerges when every-day people come together towards a goal they share — some are efforts for family or personal improvement and some efforts for improvements to their community. CII uses current technology and ongoing surveys to find and gather data/stories about those natural efforts. They both learn from and then share the data/stories back to the community to inspire their peers to mimic what are called “positive deviant” efforts or “bright spots”. Over the 20 years of using this approach, CII has found that others with similar circumstances and goals

are inspired to also act by these peer developed solutions. Once residents are clearly in control of their efforts, CII then encourages outsiders to also support those efforts providing skills, connections or investments without disrupting that natural leadership. CII has extensive experience in the use of technology, and has developed a global online platform — somewhat similar to Facebook — where families can share their solutions, connect, raise funds, and provide support and consulting to other peers all over the world. They call this natural scaling of change “peer-driven change”.

**The Clothing Bank** promotes individual agency and self-belief by training South African women to become business owners. The two-year program provides 1,000 hours of experiential training and support to prepare unemployed mothers to open clothing businesses using donated merchandise from major retailers. The program nurtures agency by generating opportunities for women to solve challenges for themselves and naturally recognize their own capabilities in the process. By operating a sustainable business, women not only experience improved financial stability, but also a greater sense of ownership of their life outcomes. In 2019, The Clothing Bank supported 832 women who earned nearly USD \$2 million in profits, collectively.

Co-founded in 1999, **Dream a Dream** has invested in mainstreaming life skills within education ecosystems and helping transform the core purpose of education in India over the last two decades. This is achieved through 5 key strategies: 1) Innovation Labs – direct support to 10,000 young people a year; 2) Replication – innovative approaches influencing 35,000 educators across India; 3) Government Partnerships – 5 State governments in India and Aga Khan Foundation in Kenya reaching 3 million+ students; 4) Research; 5) Narrative Building – shifting narrative from an academic focused education to a transformative model designed for equity, dignity and inclusion of every child and invested in helping every child thrive.

**Emerging Public Leaders (EPL)** is a public service leadership organization that is providing visionary African youth with the tools and experiences necessary to become effective and responsive public leaders. Since inception in 2009 as the President’s Young Professionals Program (PYPP), EPL has provided a merit-based pathway for nearly 200 skilled youth to enter 40+ government institutions in Liberia and Ghana. EPL’s goal is to nurture and support long-term meaningful careers in public service, with more than 85% continuing to serve in leadership positions in government post-fellowship.

**Global Citizen Year** is launching a generation of leaders with the perspectives, skills, and networks to solve humanity’s most urgent challenges. Each year we recruit a diverse corps of talented young people from across the globe. Using the formative transition into adulthood, we help them shape their values, identity, and purpose in ways that classroom learning alone cannot. Through our virtual [Academy](#) and immersive [Fellowship](#), we combine curriculum, coaching, and lived experience to help our students develop the REAL power skills of the 21st century: resilience, empathy, agency, and leadership. Ultimately — in partnership with

colleges, companies, and communities — we are unleashing a critical mass to build a more just, equitable, and sustainable world.

**Global Health Corps** identifies high-potential young people, trains them to be effective leaders, and embeds them in impactful health organizations in Africa and the United States. In doing so, the organization has built a community of more than 1,000 changemakers who are nearly twice as likely to remain in the field of global health compared with comparable young professionals.

**Latin American Leadership Academy (LALA)** is building a continental network of diverse, entrepreneurial, and ethical leaders committed to solving big problems around them. LALA identifies high-potential, purpose-driven youth—most of them from historically marginalized communities—when they are 14-20 years old, and gives them access to programs that build skills in leadership, entrepreneurship, social innovation, and social-emotional learning. Alums then enter LALA's holistic accompaniment model designed to empower them to overcome the barriers they face in their leadership journeys. LALA has already built a 1,000-strong network of young leaders from 17 countries, and aims to reach 1,500 new young leaders per year by 2024.

**The Lemann Foundation** strives to make Brazil a more just and equitable place by guaranteeing access to high-quality public education for all Brazilians while supporting the development of leaders committed to the country's social transformation. Part of our mission is to equip Brazil's leaders with the tools and opportunities they need to drive social change, offering access to the world's most acclaimed educational institutions, grants and institutional support for social entrepreneurs and connecting them in an engaged network. Moreover, it aims to increase the public sector's attractiveness by partnering with government agencies to create a structured and qualified people management model.

**Leadership For Equity (LFE)**, is an Indian non-profit working in the education sector of India. In its two-fold approach to change, LFE builds the capacity of government system leaders and influences system processes. In partnership with the local and state education bodies, LFE co-creates programs that shift teaching-learning practices and improve student learning and well-being. This work coupled with research and advisory support to influence policies, LFE hopes to create effective government education and school systems. LFE envisions building public education systems that refuse to let children down. Over the last 5 years of its existence, LFE has built the capacity of 2100+ system leaders, influencing 40,200+ teachers, and through different programs reaching out to 8.2 million+ students.

Started in 2017, the **Malala Fund Education Champion Network** harnesses the collective power of local activists to advance progress towards girls' secondary education around the world. Malala Fund brings together committed education activists to build national networks (Chapters) that collectively work to create systemic change for girls' education. Leveraging the skills, experiences and expertise of Education Champions and their organisations, Chapters develop national girls' education agendas and work together to achieve them. Education Champions and their organisations have access to project funding and tailored learning

opportunities to expand their skills and expertise to lead change in society. The network currently consists of 57 Education Champions with Chapters in Afghanistan, Brazil, Ethiopia, India, Lebanon, Nigeria, Pakistan, and Turkey.

Since 2014, the **Mandela Washington Fellowship for Young African Leaders**, the flagship program of the Young African Leaders Initiative (YALI), has empowered nearly 4,400 young professionals from every country across Sub-Saharan Africa. Aged 25 to 35, Mandela Washington Fellows have established records of promoting innovation and positive impact in their communities and countries. The Fellowship brings young leaders together for academic coursework and leadership training, creating unique opportunities for Fellows to collaborate with Americans and each other as they spur economic growth and prosperity, strengthen democratic governance, and enhance peace and security across Africa and the United States. 96% of Alumni believe that participation in the Fellowship helped them achieve their professional and personal goals and 91% believe that they became more effective leaders in their governments, organizations, or businesses. The Mandela Washington Fellowship is a program of the U.S. Department of State with funding provided by the U.S. Government and administered by IREX.

**The Obama Foundation's** mission is to inspire, empower, and connect people to change their world. Working with hundreds of emerging leaders representing a diversity of geographies, sectors, and issue areas, the Foundation's leadership development programs foster a strong community of support founded on a shared vision of values-based leadership, and equip leaders to accelerate positive and lasting change in their communities.

**Play for Peace (PfP)** develops compassionate leaders in areas of conflict who connect people and communities to create sustainable, systemic change. For over 25 years PfP has integrated experiential and social emotional learning into schools, community centers, refugee camps and/or local organizations, where local youth are trained to conduct "Practice Peace" cooperative play sessions for children as well as community service projects that benefit neighborhoods fragmented by war, violence and oppression. Through PfP, thousands of youth, adults, and organizations around the world have a platform to come together and create powerful, meaningful interactions resulting in increased feelings of hope, joy, compassion, connection and community.

In 2010, Fundación Paraguaya introduced the **Poverty Stoplight** tool that enables families to become the agents of change in their own poverty elimination strategy. This tool helps households track their standing across 50 indicators, enabling people to identify existing challenges and formulate personalized strategies to lead themselves out of poverty. In South Africa, since 2015, **The Greenlight Movement** has used the Stoplight tool backed by trained facilitators who assist individuals and families to diagnose their own status with great success — activating deeper understanding by NGOs assisting as well as providing a natural people-first approach to solving challenges.

**STiR Education** is an international NGO that supports education systems to reignite intrinsic motivation so that every child, teacher and official is motivated to learn and improve. They are working towards a world where teachers love teaching and children love learning. Their core offer is a system-wide approach to professional development, centred around intrinsic motivation and promoting a love of learning, working through role-modelling and relationships at all levels of an education system. Since 2012, they have reached more than 200,000 children and 6 million children across three states in India (Delhi, Karnataka and Tamil Nadu) and the national education system in Uganda.

**Synergos** builds inclusive partnerships not only with government, but a diverse array of stakeholders including business and civil society. Working in more than 10 countries, the organization fosters “bridging leadership” to unleash the collective local capacity needed to enable local and national actors to more effectively tackle development challenges. Collaborations facilitated by Synergos have supported the creation of 132 social initiatives and 307 new ventures in the Arab World alone.

**Teach For All** is a global network committed to developing collective leadership to ensure all children fulfill their potential. Independent, locally led network partners in more than 60 countries recruit and develop promising leaders to teach in their nations’ under-resourced schools and communities and, with this foundation, to work with others, inside and outside of education, to ensure all children are able to fulfill their potential. Globally, the Teach For All network is currently developing the leadership of 15,600+ teachers, reaching over 1 million students. Across the network’s 89,000+ alumni, 74% continue to work in education. By fostering connectivity and learning across partners and accessing global resources for the benefit of the whole, Teach For All’s global organization works to accelerate and increase progress towards the network’s vision of all children having the education, support and opportunity to shape a better future.

## VI. Acknowledgements

This work emerged from a convening at The Rockefeller Foundation’s Bellagio Center in May, 2019 and a Rockefeller-hosted roundtable discussion in September, 2019 focused on “putting local people and leaders at the center of development.” Boston Consulting Group provided additional research and analysis support from January through April 2020 and from March through June 2021 under the direction of an initial Planning Group:

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