

# *Case Study: Social and Emotional Learning /Life Skills in Public Education Systems in India*

**Suchetha Bhat, Dream a Dream**

Dream a Dream invested in building collective leadership to integrate SEL / Life skills in public education systems in India. It started by hosting a conference called 'Change the Script' to shift the conversation in the education non-profit space from numeracy and literacy outcomes to developing children's life skills. For 6 years after the first conference, Dream a Dream invested in non-profit leaders developing their understanding of SEL by creating nurturing and caring spaces for the leaders themselves to explore who they are and how they would like to explore their leadership.

The first breakthrough happened with the Delhi Government after attending Change the Script in 2018. Since then, at least 10 different state governments have integrated SEL based curriculums - in partnership with Dream a Dream as well as with other non-profit leaders in India. There has also been a considerable surge in donor investments in this space in India since then. There is also an increase now in the research studies on SEL coming out of India and the Global South as a result.

This case study demonstrates the power of investing in collective leadership to transform education systems. By working with the individuals in non-profit organizations and state governments, Dream a Dream has helped to shift the conversation and practice of education in India towards a more holistic approach that includes SEL/life skills.

# *Case Study: Cajamarca region transformation towards citizenship and agency*

**Franco Mosso, Enseña Peru**

The Cajamarca School District in Peru has 5,000 high school students. The district approached Enseña Perú to help them transform the district towards outcomes of citizenship, agency, and student leadership.

Enseña Perú worked with the district to develop a policy plan for transforming student leadership, based on research and input from students, teachers, principals, parents, and the district office. The organization also helped to gather data from close to 1700 students on their participation, leadership, and civic engagement.

The project has led to a number of emerging leadership outcomes, including school principals changing their schedules to distribute leadership across students, students leading spaces for other students to develop purpose and leadership, teachers shifting their practice towards developing student leadership, and dozens of students involved in volunteering and student-led organizations. The head and leadership of the district are committed to developing and formalizing this strategy, and putting money behind it. Now the community is autonomously leading its own student leadership strategy, including conferences, curriculum change, and broader opportunities for students.

This case study demonstrates the power of investing in student leadership to transform schools and districts. By working with the Cajamarca School District to develop a comprehensive plan and provide support, Enseña Perú has helped to foster a culture of leadership and agency among students, teachers, and administrators.

# Case Study: *Investment in Black leadership in Brasil*

## Amy Klement, Imaginable Futures

Imaginable Futures, a global philanthropic organization that aspires to shift inequitable systems and bring to life transformative solutions for learners of all ages, is investing in Black leadership in Brazil to advance racial equity in education.

Despite the fact that Black Brazilians make up over 50% of the population, they are disproportionately underrepresented in higher education and overrepresented in the dropout rate. There has also been a complete lack of focus on racial equity in Brazilian education policy.

In response, Imaginable Futures has funded several convenings, groups, and roundtables to bring together people from the Black movement and racial equity groups with philanthropy, think tanks, and other historically white organizations. This collaboration has helped to create a shared understanding of the challenges and opportunities for change, and has resulted in the development of anti-racist education policy recommendations through the widely distributed and valued *Educacao Ja* policy paper.

Investing in Black leadership is essential to advancing racial equity in Brazilian education. By supporting Black leaders to develop their capacity, connect with others, and advocate for change, local partners and Imaginable Futures are building a more just and equitable future for all Brazilians.



# *Case Study: Post-Secondary student parenthood in the United States*

**Amy Klement, Imaginable Futures**

One in five post-secondary students in the US has a child, and these students often face significant challenges in navigating the higher education system. Imaginable Futures has partnered with Ascend at the Aspen Institute to support three cohorts of Student Parent advisors/leaders.

These 35+ leaders have diverse lived experiences and are deeply committed to equity and the shared purpose of shifting systems for Student Parents. They come together to advise the field, share learning, and continue their growth as leaders.

While it is still early days, this investment in Student Parent leadership is already having a positive impact. Student Parents are moving through their trauma and coaching others to do the same, taking on new leadership roles, and contributing to policy change. The program is also building a deep sense of community and support among Student Parents, and is helping to align the field on priorities for improved data collection, research, and financial support.

This investment in Student Parent leadership is essential to building a more just and equitable higher education system. By supporting Student Parents to develop their capacity, connect with others, and advocate for change, Imaginable Futures is helping to create an education system that works for all students, regardless of their parental status.

# *Case Study: Increasing political leadership by women in Nepal*

Roshan Paul, Irex

[Oxfam's Raising Her Voice](#) programme is a six-year initiative that aims to increase women's representation and participation in political leadership in Nepal. The programme provides women with the skills, knowledge, and confidence they need to run for office and participate in elections.

The programme works with women at all levels of political participation, from grassroots activists to aspiring candidates. It offers training in leadership, public speaking, campaigning, and electoral processes. It also provides women with access to mentors and networks of support.

In 2014, an assessment of the program highlighted significant success in both the social sphere, with women sharing and showing more confidence in speaking in public on societal issues, and in the political sphere, there has been a measurable increase in the participation and representation of poor and marginalized women in the target community organizations. Overall, around 75 percent of CDC participants, 1,472 women, have taken up local leadership roles, including the four target organizations and other local groups such as Parent-Teacher Associations (PTAs) and ward citizen forums; many women hold multiple leadership roles. About a third (28 percent) of these are key (e.g. Chair, Treasurer) positions.

# *Case Study: Navajo Nation and Lead for America - Shandiin Herrera*

**Reed Shafer-Ray, Mountain Top Fellows**

Shandiin Herrera grew up in Monument Valley, Utah, a high-poverty community in the Navajo Nation. She attended Duke University with the intention of returning to serve her hometown. However, when she talked to her tribal elders her senior year, she was told that she was "overqualified" to return and that there were no jobs.

Undeterred, Shandiin applied to Lead For America (LFA), a non-profit organization that places talented and diverse young leaders in paid fellowships with local governments and nonprofits across the country. LFA accepted Shandiin and placed her in a fellowship with the Oljato Chapter of the Navajo Nation in Monument Valley, Utah, where she worked on tribal governance issues and women and girl's empowerment. LFA provided Shandiin with in person leadership development, 1:1 mentorship, and monthly support sessions to cultivate her ability to create systems level change.

Shandiin's leadership was on full display when the COVID-19 pandemic hit the Navajo Nation, which was devastated by the virus. With only nine grocery stores in the entire Navajo Nation, many people had no way of safely accessing food and supplies. Shandiin partnered with volunteers from her community and her mentor, the Navajo Nation Attorney General, to launch the Yee Ha'olnii Doo d..b.a. Navajo & Hopi Families COVID-19 Relief Fund, a crowdfunding campaign that ultimately raised nearly \$20 million. The campaign provided food and supplies to over half a million people across the Navajo and Hopi Nations.

The extra funding from the crowdfunding campaign went to build and staff the brick-and-mortar Tse Bii Ndzisgaii Community Center in Shandiin's hometown. The center supports skills development and entrepreneurship, meaningfully changing the long-term trajectory of her community.

Shandiin Herrera's story is a testament to the power of investing in young leaders. With the support of LFA and her community, Shandiin has made a significant impact on the Navajo Nation. She is a role model for other young people who want to return to their hometowns and make a difference.

# *Case Study: Transforming education in Arua, Uganda*

**Girish Menon, STiR**

STiR officially launched its programme in Arua district in Uganda in 2017. While the programme is aimed at teachers, the implementation is carried out with the help of government officials in the education department, and requires both teachers and district officials to work in synergy. However, the district education leadership was initially hesitant to embrace the programme and made little effort to learn more about it. The officials would not chair or host events and also took no interest in inviting participants. This led to a situation where the teachers were keen to improve the education system in the district but did not receive the required support from the authorities.

STiR Programme Lead Polah Asio identified this issue and persistently followed up with the district leadership and other influencers to build strong connections. By placing school leaders at the forefront, Polah successfully presented the small and incremental improvements among the teachers as a result of the programme. This impressed the District Education Officer (DEO) and Municipal Education Officer (MEO). They were eventually convinced about the possibilities of improvement through changing mindsets and a shared vision was gradually built. They passed on their new sense of ownership to the district officials, who then empowered the school leaders to prioritise supporting teachers at school level. School leaders in turn built strong and engaging school network meetings. When the MEO invited the National Commissioner (Secondary) to visit Arua's schools, the officials chose to guide him to visit those schools which had shown the least enthusiasm for the program. This proved to be an effective way to create a culture of improvement through the STiR programme in all of the district's schools.

Officials now take part in classroom observations and often participate in network meetings which in turn has increased the engagement level of teachers. Teachers find the programme helpful in improving their pedagogical practices and student learning in classrooms. Currently, Arua is the most improved district by doubling their first grades from 113 in 2017 to 227 in 2018. In January 2019, 98% of Arua's School Education Leaders attended the training institutes. In February 2019, 100% of Classroom Coaching Tutors/District Education Leaders gave feedback to School Education Leaders after classroom observations and 100% of teachers tried classroom strategies from the current Learning Improvement Cycle. As the chain reaction reached the classrooms, 100% of students were observed to be engaged and felt physically and emotionally safe.

# Case Study: *Teach For All Network*

Wendy Kopp, Teach For All

## ***System-Wide Impact of Teach For America***

84% of Teach For America's alumni still work full-time in mission-related work—education, child services, policy, public health, law, and other sectors that enable them to work towards the systemic progress that's necessary. Alumni have founded and led hundreds of social enterprises to take on the gaps in the public system and assumed critical leadership positions throughout the public education system; 10 have served as state commissioners of education, and 4700 are currently in school leadership. In a third party study of U.S. communities which have beaten the odds in improving outcomes for children, each of the eight cities featured are places where Teach For America has placed thousands of teachers and where its alumni have assumed significant leadership roles—teaching in hundreds of classrooms, leading a substantial portion of schools as principals, and serving in numerous positions of district, non-profit, school board, and policy leadership.

## ***System-Wide Impact of Teach First***

Over the last two decades, Teach First has recruited almost 15,000 teachers for schools in cities and towns across England and Wales. For years, London was among the worst-performing areas in England in terms of outcomes for pupils from low-income communities. Today, the city's schools have become the highest performing in the country, and independent research identified Teach First as one of four key factors in this transformation. Over 6500 Teach First teachers have been placed in the city since 2003, and now 1 in 14 of all teachers working in schools serving London's low-income communities are Teach First participants and alumni, with over 1000 alumni in middle or senior leadership positions in London schools. Beyond the classroom, dozens of alumni are working at every level of policy, and forty have founded and lead social enterprises, including organizations that train and develop teachers and school leaders, expand the focus of schools to ensure students are developing holistically, and provide mentoring and support to facilitate first-generation college students attending selective universities.

## ***System-Wide Impact of Teach For India in Delhi***

Over the last ten years, a reform-minded government in Delhi, in partnership with a number of NGOs including Teach For India, has generated significant system-wide progress. In 2016, only 25% of grade 6 students could read their textbooks and 33% could do simple division, but by the end of 2019, 63% of grade 6-9 students were able to read their textbooks and 73% could solve a grade-level math problem. The momentum in Delhi has come from many places, including from the hundreds of Teach For India teachers and alumni. There are 11 alumni working in the Delhi government and dozens leading and working at NGOs serving the cradle-to-career continuum.