

# EDUCATION DEEP DIVE

April 27 – 28, 2017 | Cambridge, MA

## EMPOWERMENT IN EDUCATION: UNDERSTANDING THE POSSIBILITIES FOR CHANGE

A synthesis of ideas from the Harvard University  
Advanced Leadership Initiative Deep Dive



HARVARD  
Advanced Leadership Initiative

# Education Deep Dive

## Empowerment in Education

April 27 – 28, 2017 | Cambridge, MA

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## **ABOUT THE ADVANCED LEADERSHIP INITIATIVE**

The Advanced Leadership Initiative (ALI) is a third stage in higher education designed to prepare experienced leaders to take on new challenges in the social sector where they potentially can make an even greater societal impact than they did in their careers.

ALI Deep Dive Sessions highlight one major global or community challenge where ALI Fellows might fill a gap. Deep Dives include readings, outside experts, often faculty from relevant Harvard programs, and a focus on problem-solving and practical applications of knowledge.

ALI Fellows contribute ideas based on their experience and knowledge for immediate solution-seeking with major figures in the field under discussion and with affected constituencies.

## **REPORT CREDITS**

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## TABLE OF CONTENTS

Executive Summary	1
Empowerment for Citizenship & Democracy	2
Empowerment for Access to Productive Jobs & Higher Ed.	4
Empowering Global Citizens	6
Empowering those in Poverty	8
Empowering Youth as Changemakers	10
Empowering Undocumented Youth	12
Empowering through Collective Impact & Social Movements	13
Education Entrepreneurship on a Global Scale	15
Defining Social Impact & a Theory for Change	17
Synthesis & Cross Themes	19
Appendix – Speaker Biographies	20



## EXECUTIVE SUMMARY

The Education Deep Dive: Empowerment in Education presented ALI Fellows with examples of efforts in the education sector to empower youth. The Deep Dive explored:

- Approaches to empowering youth (the how),
- The focus of empowerment initiatives (the what),
- The target audience of these initiatives (the who), and
- What it takes to scale successful empowerment initiatives.

The Deep Dive Co-Chairs were Professors Monica Higgins and Fernando Reimers of the Harvard Graduate School of Education (HGSE).

At the start of the Deep Dive, Reimers said that he hoped participants would feel inspired to get involved, build new relationships for collective impact, and have clear next steps for action. Higgins shared the concept of the ‘instructional core’ – content, students, and teachers – and emphasized that all educational initiatives should aim to improve this core.

During the Deep Dive, ALI Fellows heard from leaders in schools, non-profits, governments, philanthropies, industry, and academia about efforts to empower youth. Through panel discussions, presentations, and informal conversations, fellows learned about challenges and solutions in this empowerment work.

Throughout the Deep Dive, ALI Fellows wrestled with the complexities of educational issues and furthered their thinking on their own projects for social impact. At the close of the two-day conference, the Deep Dive Co-Chairs pushed ALI Fellows to reflect on their learning and synthesize their takeaways.

From that discussion, the following themes emerged:

- The education landscape and labor market is changing – students need to be able to adapt to these changes;
- Collaboration, among individuals and teams, is critical to achieve long-term social impact;
- Leaders in educational reform must start with the end goal in mind, and passionately pursue that end goal.

The Education Deep Dive gave ALI Fellows a glimpse of some of the most successful initiatives and organizations working to empower students around the globe. The speakers inspired the fellows to find ways to take immediate action to improve the lives of students.





Professor Meira Levinson

## EMPOWERMENT FOR CITIZENSHIP & DEMOCRACY

The first panel of the Deep Dive explored how education can be a tool for civic engagement and building strong citizens. Professor Meira Levinson of the Harvard Graduate School of Education led the panel discussion that featured Steven Ritz from the Green Bronx Machine and Adam Strom from Facing History and Ourselves. The two panelists talked about the importance of putting civics at the center of education.

Strom started the discussion by explaining his work with Facing History and Ourselves. The organization, founded in 1976, set out to change civics and history instruction in schools around the country. Facing History and Ourselves puts true stories at the center of its curriculum and helps students build ‘historical empathy’ by engaging with moral and ethical dilemmas from the past. Strom said, “The program is founded on a balance of rigor, ethics, and emotional engagement.” He added that Facing History and Ourselves is more than just curriculum; the organization provides resources, training, and a network of coaching that helps educators rethink the way they teach history.

Next, ALI Fellows heard from Steven Ritz of the Green Bronx Machine. Ritz launched the organization in response to the lack of healthy food in the neighborhood where he worked as a teacher. Ritz said, “I noticed that more people in my neighborhood were dying in ‘drive-thrus’ than in ‘drive-bys’ and the emergency room was the primary source of health-care.” The Green Bronx Machine puts gardens at the center of urban schools, and seeks to educate students on the value of nutrition. Ritz takes a community-based approach to education, creating jobs for students and empowering them to reclaim and rebuild their neighborhood.

Following these opening presentations, Levinson asked the two panelists how engagement played a role in their work. Both Strom and Ritz said that it was critical to build their models around content to truly engage students. Strom said, “If you don’t make civics the subject of school, kids won’t take it seriously.” Similarly, Ritz said that he intended to “wrap the whole school around the garden.” In his view, student engagement was an inseparable part of content-delivery.

Levinson next asked the two panelists how they thought about scaling their models to maximize impact. For Ritz, scalability depended on finding low cost instructional strategies that could be easily replicated at other schools. He aimed to empower other teachers to adopt his practices and put gardens at the center of their schools. Strom also thought

empowering teachers was key to scaling the work of his organization. By offering the model of Facing History and Ourselves to as many teachers as possible, Strom argued that their model had the potential to grow exponentially.

In closing, Levinson noted that both presenters seemed to argue for impacting teachers as a necessary step to impacting individuals. “This is how we expand the work outwards to change the world as a whole,” she said. She recognized the panelists for their relentless efforts in this work before adding, “What you two aim to do is tiring and time-consuming, but it is also very exciting. I’m hopeful that leaders like you will build a virtuous cycle in societies around the world.”



Levinson leads the discussion with Strom and Ritz.



Professor Felipe Barrera-Osorio

## EMPOWERMENT FOR ACCESS TO PRODUCTIVE JOBS & HIGHER EDUCATION

In the next panel discussion, Professor Felipe Barrera-Osorio of the Harvard Graduate School of Education (HGSE) led a conversation on empowering students to get college degrees and productive jobs. The panel featured two nonprofit founders, a leading researcher in education, and the Commissioner of Higher Education for the State of Massachusetts. Despite their diverse backgrounds, the panelists agreed that the main challenge of their work was preparing students for an ever-changing labor market.

First, ALI Fellows heard from Aimee Eubanks Davis, the founder of Braven. She launched the organization after noticing that many of the students she had worked with as a middle school teacher struggled to get a college degree and enter the workforce despite having good intentions and a strong work ethic. She realized that career service offices were often overwhelmed and unable to help low-income students enter the labor market. Through Braven, she created a career accelerating program that helps students to develop materials to apply for jobs and the soft skills to succeed in their places of employment.

Next, Professor Bridget Long of HGSE shared her research as an economist focusing on education. Long's work centers on college access; she said the three major challenges for students entering and progressing through college were affordability, academic preparation, and obtaining a credential of value. Many students enter college unprepared and unable to pay, and struggle to find living-wage jobs upon graduation. Long emphasized that many college students require remediation, saying, "Our students are paying college-level tuition for high-school level courses."

The next panelist, David Weinstein, started his organization following his experiences as an ALI Fellow. Weinstein noticed that writing was a critical skill for success in college and beyond but that it was being neglected in most high school curriculums. Positing that the problem was a lack of teacher time to give meaningful feedback on assignments, he launched Write the World, a digital platform that allows students to practice their writing in an online community. Through writing prompts, competitions, and peer feedback, Write the World has grown to serve more than 15,000 students and educators around the globe.

The final panelist, Carlos Santiago, shared his experiences as the Commissioner of Higher Education for the state of Massachusetts. Santiago





started by describing the decentralized higher education landscape in the state with 29 campuses each led by a distinct board. He went on to explain the role of the Department of Higher Education in establishing budgets, in evaluating performance and accountability, and in setting academic policy for the state. Santiago said that Massachusetts was in the midst of a demographic ‘tsunami’ – large numbers of residents are reaching retirement age and the number of skilled laborers is decreasing. He stressed a need to focus on early childhood education to strengthen the pipeline of students entering college.

Following the panelists’ initial remarks, Barrera-Osorio opened the conversation to questions from the ALI Fellows. In their responses to these questions, the panelists all stressed the importance of developing soft skills to better prepare students for higher education and the workforce. Santiago observed, “Colleges are sometimes uncomfortable with the term ‘workforce development,’ but the things they want students to be able to do are the same things that the business community wants.” Eubanks Davis and Weinstein further described these skills – collaboration, networking, critical thinking – and explained how their organizations worked to develop them at an early age. Weinstein said, “These skills are often difficult to measure in a course, but they are so crucial to success in college and career.”

During the question and answer session, the panelists also highlighted the importance of partnerships between colleges and the business community. Long explained that community colleges are leading the charge in this work. She cited the example of Bunker Hill Community College as a success in establishing pathways to employment for its graduates. Santiago added that professional tracks should be one of many options that a student has in college, but that it can be difficult to predict what jobs and skillsets will be in high demand in the coming decades. “We don’t want students to be tracked and stuck in a profession that may not exist five years from now,” he said.

At the end of the session, the panelists agreed that empowering students to be successful in higher education and their careers required a degree of adaptability. As the labor market continues to evolve, so must higher education and the skills of graduating students. Nonetheless, early interventions can have a dramatic impact on students later in life. Barrera-Osorio explained, “Socio-emotional skills are fundamental for success in college and in the labor market. The question then becomes when can we intervene to improve those skills?”



Professor Andres Alonso

## EMPOWERING GLOBAL CITIZENS

The next session focused on strategies and efforts to empower students to become global citizens. Professor Andres Alonso of the Harvard Graduate School of Education led the discussion with a group of panelists experienced in educational investment, government, nonprofit organizations, and for-profit educational companies. The panelists explored what it takes to become a global citizen in an increasingly complex society, how best to empower students, and who should be empowered. Alonso started by asking, “What does it mean to be a global citizen in this present moment, and how do schools harness their capacity and resources in service of this definition?”

Before responding to this question, each of the panelists offered an introduction to their work, starting with Kate Berseth of Education First North America. Education First is a privately held company that develops education travel programs for teachers and students. The organization’s goal is to partner with schools to prepare students through global understanding, experiential learning, and self-discovery. Berseth explained that she spends much of her time talking about the importance of global fluency in schools. “Kids want relevant, engaging learning that makes them excited about their future. We ask how to do that both in school and out of school.”

Following this introduction, ALI Fellows heard from Jennifer Boyle of Primary Source, a Boston-based education nonprofit. Primary Source has been working for the last thirty years to provide professional development for teachers with a global education theme. “We want to make sure educators are talking about the world with their students,” Boyle said. Primary Source believes that teachers have the greatest ability to influence students, and wants to ensure that global education is something that happens in urban communities and school districts. Boyle explained, “At this point, many educators see the value of this work – it’s just a matter of empowering them to act.”

Next, Luis Garcia de Brigard shared his experiences as both an international investor specializing in K-12 education and as the former Deputy Minister of Education in Colombia. He said that in the past, empowerment in education focused solely on literacy and numeracy – these skills had the ability to completely change someone’s life path. Today, however, this definition of empowerment is not enough. “We need to empower students to become citizens – not just global citizens but local citizens.” He argued that lack of citizenship education is a new kind of illiteracy. “We need to innovate in the same way that we did around numeracy and literacy, but now with a focus on citizenship.”

The last panelist, Karen Doyle Grossman, described her work with World Teach, a nonprofit that promotes global citizenship through volunteer teaching programs. Doyle Grossman explained how she learned from personal experience that travel alone does not make someone culturally understanding. With volunteer programs in fourteen countries, World Teach seeks to transform its teachers into individuals that celebrate difference. She acknowledged the difficulties in this mindset shift, and explained that true cultural understanding takes time and significant effort. “In order to do this work at scale,” she said, “we also need to do it at depth.” Doyle Grossman hoped to expand the profound work of World Teach to reach under-served communities. “We want to lower the barriers to get people thinking on a global track.”

“We need to **innovate** in the same way that we did around numeracy and literacy, but now with a focus on **citizenship.**”

Luis Garcia de Brigard

Alonso built on her final point, asking the panelists how they hoped to expand the concept of global citizenship to poor and marginalized communities. Garcia de Brigard responded that education centered on global citizenship can be a tool to fight against inequality. “Education stops being a mechanism to perpetuate inequality in countries with strong systems; otherwise, education can be the very tool that perpetuates inequality.” To spread ideas of global citizenship to under-served communities, he argued that the industry needed to innovate. Making the skills and competencies of a global citizen available for students at large requires faster and better solutions.

Alonso then asked panelists what other barriers they struggled through to empower students to become global citizens. Boyle observed that the concept of global citizenship sounds so daunting, and that teachers are already over-worked and under-supported. “You need to meet [teachers] where they are,” she said, explaining that it was important to build on the work teachers were already doing to empower global citizens. Berseth added that it was important to help schools and administrators see the value in building global citizens. “Schools make decisions around standardized tests,” she said, “We need to ask how we can build more focus on getting kids out of the classroom and doing more projects – seeing the world.”

As Alonso opened the conversation to questions from the audience, ALI Fellows presented a challenge to the panelists. “It’s hard to disagree with what’s being said today,” said one fellow, “but it’s difficult to know what being a global citizen actually means.” In response, Alonso said that it is challenging to build consensus around this topic in the American educational system – a system characterized by 15,000 unique districts. “The question of what students should know and be able to do is constantly an issue for debate.”



Professor Emmerich Davies

## EMPOWERING THOSE IN POVERTY

The following presentation of the Deep Dive addressed the issue of empowering those in poverty. Professor Emmerich Davies of the Harvard Graduate School of Education (HGSE) moderated the discussion with Vishal Talreja, an education nonprofit leader in India, and Professor Anthony Jack of HGSE and the Radcliffe Institute for Advanced Study. The panelists explicitly addressed questions of poverty that had emerged in previous discussions during the Deep Dive, and presented their perspectives on empowering under-served and marginalized communities.

Talreja started the presentation by explaining his work with Dream a Dream, an organization that teaches life skills to young people in India's urban slum communities. By teaching students positive and adaptive abilities to deal with the demands of daily living, Talreja hopes to enable the youth in these communities to face the future and overcome educational adversity. Hoping to expand the impact of Dream a Dream, Talreja has built out an educator development program that teaches pedagogy to make youth feel respected and cared for. "We learned that it wasn't the program alone that led to success, but the way we engaged with children. This gave us a model to scale – how can we develop these capabilities in other adults?"

ALI Fellows then heard from Jack about his research on the experiences of low-income students of color in elite colleges and universities. He explained that many low-income black students at elite schools tend to come from boarding, day, or preparatory high schools. Jack referred to this group as the 'privileged poor' and compared their outcomes to their counter-parts who attended public schools, a group he called the 'doubly-disadvantaged.' Despite coming from similar backgrounds, these students have vastly different outcomes in college and beyond due to their high school education. This calls to question many of the policies universities create to increase access for low-income students. As Jack put it, "we need to shift from a conversation of access to one of inclusion."

In their remarks, and their responses to questions from the ALI Fellows, both panelists emphasized the need for a mindset shift to truly empower students in poverty. Talreja said, "the more we talk about the crisis of poverty and bring it to the forefront, the more we can help address what's going on." Jack said that research also helps people understand how structural disadvantages and inequalities manifest in our country. "We need to see changes in the way we think about young people who are in poverty. We need champions to talk about this crisis," said Talreja.

Turning the conversation to action, Davies asked the panelists how they



get the institutions they work with to actually engage in these efforts, rather than just paying lip service to the crisis of poverty. Talreja said that it was important to create change first then let government and other actors respond. “It is not a question of vision but of execution. Get to work on this crisis and the institutions will follow you.” Jack stressed the importance of stories to drive action. He identified brokers and key stakeholders within universities and presented them with the raw stories of their students to get them to act.

Davies closed the discussion by encouraging the ALI Fellows to follow the model of the panelists in taking on a stance of ‘critical compassion.’ Both Talreja and Jack actively engaged with the crisis of poverty and sought real solutions to improve the lives of students. Davies’ final advice to the fellows was to take action: “You cannot allow yourself to be paralyzed by cynicism in this work.”



Talreja and Jack share their experiences with ALI Fellows.



Bill Drayton

## EMPOWERING YOUTH AS CHANGEMAKERS

The ALI Fellows then traveled to the Longfellow Hall at the Harvard Graduate School of Education (HGSE) to hear the Askwith Forum on Empowering Youth as Changemakers. The forum's keynote speaker was Bill Drayton, founder and CEO of Ashoka, an organization dedicated to social entrepreneurship. The forum also featured Professor Rosabeth Moss Kanter of Harvard Business School and Professors Monica Higgins and Fernando Reimers of HGSE as discussants. In his speech, Drayton told the audience that in our society every student needs to become a changemaker.

Drayton explained that the skills and competencies needed to thrive in the world had changed drastically over the last century. "150 years ago the world made a very radical decision – everyone must be literate." Today, however, everyone needs to be a changemaker. The old model – giving people a skill and providing them with a clear task – does not work in today's world. Drayton added, "the idea that we can give kids a skill and solve poverty is a parody."

In part, the need for everyone to become a changemaker is the result of growing interconnectedness in our society. Drayton compared the modern world to the human brain: every person is connected and impacts each other. Because of this interconnectedness, organizations need to hire changemakers, train their existing workforce to become changemakers, and foster further collaboration. "Organizations do not want to hire skilled workers. They want to hire changemakers that they can teach a skill later."

Given the shifting demands of the labor market, Drayton said that the education system needed to change to better teach children. "Every child must master empathy-based living for the good of all." Children also need more opportunities for autonomy and project-based learning. Unfortunately, few schools assess their students on these skills. "The only way to be a changemaker is to be a changemaker. But what proportion of schools know whether they have successfully created changemakers?"

Drayton called for a mindset shift among schools and workplaces to embrace the notion of changemakers. "There is enough information to know how to make this happen. Now all key stakeholders have to understand the new game and embrace the change." One way to bring about this change is to show adults the value of having their children and grandchildren become changemakers. "If you care about a young person, help

them be a changemaker – if a child becomes a changemaker, then you become a changemaker.”

After the presentation, Kanter, Higgins, and Reimers joined Drayton on stage to discuss the idea of empowering youth as changemakers. Kanter added nuance to the conversation by explaining that empowering young people was only one step in the process of social change. “We also need to address the complex issue of institutions. We have to surround the idea of changemakers with the idea of societal change.” Kanter added that people can be changemakers throughout their life cycle, citing the Advanced Leadership Initiative as an example.

Higgins echoed the importance of involving institutions in social change. “Some action needs to be entrepreneurial, but some things we need are ‘inter-preneurial’ – they require change from within.” She added that while institutions can be resistant to change, they are critical to achieving long-term social impact.

As the discussion drew to a close, Drayton agreed that lasting social impact required ‘teams of teams,’ networks of individuals and institutions working together. Nonetheless, he added, there is a difference between a changemaker and an entrepreneur: “Some people will bring about fundamental societal change, but everyone needs to be able to deal with a changing world.”



## EMPOWERING UNDOCUMENTED YOUTH

Following the Askwith Forum, ALI Fellows moved to the Harvard Faculty Club to hear from Professor Roberto Gonzalez of the Harvard Graduate School of Education. Gonzalez shared his knowledge and expertise working with immigrant and Latino students and their families. While working with youth in Chicago, he noticed that many students were hitting dead ends in their lives and that the defining rights-of-passage of adulthood were often closed-off to immigrant and undocumented youth.

“We need to open a menu of **opportunities** for people to lead lives of **dignity** and have some breathing room.”

Roberto  
Gonzalez

Gonzalez gave a human face to the challenges faced by these students by telling the story of one child he worked with named Alex. Despite being a talented artist and having the support of his community, Alex was unable to attend a prestigious art school due to his legal status. Instead, he attended his neighborhood high school that graduated less than 50% of its students. “He hit a wall at a critical time when his friends were moving forward.” Alex would later drop out of high school before finishing his freshman year.

Gonzalez shared this story to highlight the difficulties faced by students living under the threat of deportation. These students are often afraid or unable to access the services they need because of the uncertainty surrounding their legal status. With changes under the Trump administration, the future of these students and their families is even more uncertain. “For educators and concerned citizens, this is an issue that moves beyond politics; 7% of students in the K-12 population have an undocumented parent.”

After telling the story of Alex, Gonzalez answered questions from ALI Fellows about his work with undocumented students. While responding to questions on the Deferred Action for Childhood Arrivals program, he acknowledged the complexity in formulating strong immigration policy. “Ultimately, we need a policy to deal with those who are here presently. We have an aging white population, low fertility, and an economy that is run on flexible labor.”

In closing, Gonzalez observed that, oftentimes, immigration debate can seem removed from the realities of everyday life. The pace of change is slow and can lead to frustration for educators and grass-roots organizers. As a result, he suggested targeting solutions to the local level. “We need to open a menu of opportunities for people to lead lives of dignity and have some breathing room.”





Professor Fernando Reimers

## EMPOWERING THROUGH COLLECTIVE IMPACT & SOCIAL MOVEMENTS

On the second day of the Deep Dive, ALI Fellows heard from a group of panelists empowering students through collective impact and social movements. Professor Fernando Reimers of the Harvard Graduate School of Education moderated the panel and helped frame the session's discussion. "Hopefully, the conversation this morning will help you determine whether you want to act alone, or if you should first determine who is working in this space and partner with them."

To start the conversation, Gerard Robinson gave an overview of his work empowering students. After a career promoting parental choice and student achievement through education policy, Robinson transitioned to serve as a resident fellow at the American Enterprise Institute (AEI). While at AEI, he developed a passion for technology to promote understanding of the civil rights movement. In his earlier work as a teacher, Robinson saw how television could immerse students in stories from history; now, as an AEI fellow, he hoped to leverage that understanding to promote civic education in schools.

Next, Connie Yowell shared her experience as the former Director of Education at the MacArthur Foundation and, more recently, as the founder and CEO of an education technology nonprofit, LRNG. In her time working in the south side of Chicago, Yowell saw the importance of understanding the interests of students and connecting them with programs related to those interests. Yet for many low-income families, getting students into extra-curricular programs can be an impossible task. With LRNG, Yowell hopes to use the lessons of technology startups like Uber to create more opportunities for students to pursue their interests.

Rania Marandos was the next panelist to present her knowledge and expertise working with youth through social movements. Marandos serves as the Deputy Chief Executive of Step Up to Serve, a UK based charity that connects young people with volunteering and organizing opportunities. "We want to make youth empowerment part of our culture. When young people are a part of the conversation, we often move faster toward change." Using data to inform its efforts, Step Up to Serve has launched a campaign to make meaningful social action a part of life for more 10-20 year olds by 2020. By doing so, youth can help those around them while developing skills for life.

Returning to the Education Deep Dive for a second day, Bill Drayton elaborated on the themes of his Askwith Forum presentation, and talked more



about his work with Ashoka. This time, Drayton emphasized the concept of ‘teams of teams’ – social actors collaborating to solve immediate problems. Through Ashoka, he is creating changemaker campuses around the country to expand the impact of individuals and organizations. “All of these pieces come together in a mutually reinforcing way – very much like the human brain.” Through both formal and informal networks, youth have the ability to multiply their impact by finding like-minded partners and institutions.

The last of the panelists to present, Susan Wolf Ditkoff, brought a philanthropic perspective to the discussion. In her work with Bridgespan, Wolf Ditkoff explores issues of effective philanthropy in public education. As part of this work, Bridgespan looked at the literature of social change movements to determine who has solved large scale social problems and what their approach was. By examining fifteen case studies of these successes, she identified five patterns in successful social change movements: building a shared understanding of the problem; setting an emotionally compelling, winnable milestone; designing to scale from the outset; driving demand through beneficiary engagement; and embracing course correction.

Following the initial presentations, Reimers asked the panelists how they incentivized participation in their collective impact work. Yowell described the importance of highlighting the economic benefit of collaboration to interested partners. “Because of technology, collaborative and collective work is essential.” Drayton also underscored the need for collective work to respond to changes in society. “There is no one right answer to solving problems because each situation is different and things change over time.” He further explained that individuals and organizations that embrace collective work and collaboration would be successful in the long-run.

Reimers’ question about incentives precipitated a discussion of the importance of partnerships to drive change in public education. Marandos suggested that fellows should find champions within the community that can be the spokespeople for a social impact project. Robinson encourage the fellows to think about the assets they could bring to education reform: “What you have as business people that the reform movement needs is access to social capital. Social networks are critical to finding success.”

Finally, the panelists implored the fellows to take immediate action on their goals for social change. Robinson added, “Don’t apologize for being white or affluent and being involved in this work. Don’t apologize – just show up for the work.”



Professor Monica Higgins

## EDUCATION ENTREPRENEURSHIP ON A GLOBAL SCALE

The Education Deep Dive continued with a panel presentation on effective educational programs at the global scale. Professor Monica Higgins of the Harvard Graduate School of Education led the panel that featured entrepreneurs in education based in Mexico, Rwanda, and Uganda. The panelists discussed the challenges and success in their work and answered questions from ALI Fellows on creating sustainable social enterprises.

First to present was Emanuel Garza Fishburn who helped launch Universidad Carolina, a school that fosters meaningful educational opportunities for a large sector of Mexico's under-served youth. The school has a heavy focus on the role of students; its educational pillars are civic education, human development, student-led initiatives, global education, and employability. The school has had tremendous success building capacity in low-income, underprivileged students, and has also had significant success in the performing arts and athletics. He explained, "the school is a platform for equitable development. We believe in personal development based on the freedom of choice and action."

Boris Bulayev was the next panelist to share his work with the ALI Fellows. Bulayev helped found Educate!, a skills-based educational program and advocacy group located in Rwanda and Uganda. Educate! works directly with high schools to teach a skills course, foster a business club, offer mentorship, and provide professional development for teachers. The organization also works with government to broaden the impact of its programs and share the model with other schools in the region. "Our vision is to be the go-to actor to support governments in their efforts to make education systems align to life after school."

ALI Fellows then heard from Armando Estrada, co-founder and Executive Director of Vía Educación. The Mexico-based organization's primary focus is the development of better and new ways to engage citizens in the improvement of their own communities. "We determined that being a good citizen means being able to participate, engage, and solve problems." Estrada is working with teachers and schools to offer programs that promote educational equity and participatory projects for students. Vía Educación aims to solve the root cause of problems, a cultural matrix that includes values, legal culture, and weak civic and political culture.

After these opening remarks, Higgins opened the discussion to questions from ALI Fellows. One fellow asked the panelists how they grappled with



the fact that their programs had to exclude some students. Recognizing the necessity to focus on a particular set of children, Estrada explained that they hoped to share their model and experiences with other providers looking to help students. Bulayev added that while some of the program elements of his work focused on specific students, changing mindsets at the systems level was sure to have a broader impact. Nonetheless, Garza Fishburn explained that in order for interventions to be successful, they had to be targeted. “Personal change has to happen as part of the empowerment process. You can’t generalize the treatment.”

As the session drew to a close, ALI Fellows asked how the panelists dealt with the long time horizon needed to bring about lasting social change. In response, the panelists highlighted the importance of partnerships both to speed impact and create sustainability. As Estrada explained, “We are trying to build networks and profound partnerships, to help other programs grow, to be mobilizers and influencers.”



Estrada, Bulayev, and Garza Fishburn share insights with the audience.





Professor James Honan

## DEFINING SOCIAL IMPACT & A THEORY FOR CHANGE

The next session of the Deep Dive centered on clearly defining a mission and theory of change in social impact work. Professor James Honan of the Harvard Graduate School of Education moderated the panel that included four guests working in different ways to transform educational experiences for students. Honan started the discussion by asking the four panelists what success looked like for them, and how they planned to achieve it.

First to respond was Andrew Frishman, Co-Director of Big Picture Learning. Frishman's organization leverages innovations in school design and curriculum to create engaged citizens who become leaders in their community. "We work to re-imagine what happens in secondary school to make sure young people are connected." Success for Big Picture Learning is improving outcomes for its students after high school, both in college and career. The organization achieves success by focusing on the actual process of learning. By building relationships, creating relevance in learning experiences, and ensuring rigor through customization, Big Picture Learning has seen positive results with its students.

Next, Winifred Neisser wowed the ALI Fellows by starting her presentation with a striking rendition of the song "Woyaya," made popular by Art Garfunkel. Neisser, a 2015 ALI Fellow, used the song to introduce her work which focuses on art education. After a career in television, she started working with an inner-city youth orchestra in Los Angeles to build music education programs for schools. At the time of her presentation, Neisser was launching an after school program that combines music, literacy, and mentorship in the Los Angeles Unified School District. She explained that the arts impose a humanity into the learning process. "The arts are not a useless appendage that can be locked of without afflicting damage; they are an essential part of our navigational equipment as a species."

Karen Baroody was the next panelist to respond, describing her work with Education Resource Strategies (ERS). She first described what success looked like for ERS: "We believe that every student has a right to learn the way that works for them." She then explained that the only way to do this work at scale was by fixing school systems. "We work with the leaders in large urban districts and empower students by providing them with access to a number of high quality schools that meet them where they are."

Another former ALI Fellow, Hope Woodhouse, was the final panelist to detail her work, her vision for success, and her plan for achieving success. Following ALI, Woodhouse made two important realizations about success in the education sector: access and completion for first generation college students was critical, and brain development in children aged 0-4 determined much of their future success. Upon making this realization, Woodhouse partnered with Bottom Line, an organization that coaches first-generation students through college, and expanded their model to New York City. She also launched a kindergarten readiness collaborative in her hometown of Vero Beach, Florida.

After the opening presentations, Honan directed ALI Fellows to talk with their colleagues and formulate questions for the panelists that would be helpful in fellows' eventual project work. During the question and answer session, one fellow asked the panelists how they balanced the need to respect the autonomy of young people with a desire to influence them to lead more productive and responsible lives. Frishman said that it was important to adopt an asset-based perspective when working with students. "Ask them who they are, what they are trying to do, and why they are in school. Most schools don't do that." Baroddy agreed that relationship building was important but said that schools were not designed to support this kind of learning.

Honan concluded the session by asking the panelists where opportunities for leadership existed in the education sector. The four panelists seem to agree that help was needed everywhere but that rural and suburban areas often missed the interventions seen in major cities around the country. More important than location, they added, was passion. Baroddy explained, "Find your spark, your passion, the area that resonates for you. Education is the most important work we can be doing in this country."



## SYNTHESIS & CROSS THEMES

In the final session, Deep Dive Co-Chairs Monica Higgins and Fernando Reimers prompted ALI Fellows to synthesize key learnings and identify plans for future action. Higgins asked the fellows to reflect on what they found most interesting over the course of the two-day conference and think through what their immediate next steps would be. Reimers encouraged the fellows to talk amongst themselves before asking them to share their reflections as a group.

From the whole-group conversation, several themes emerged:

- The education landscape and labor market is changing – students need to be able to adapt to these changes;
- Collaboration, among individuals and teams, is critical to achieve long-term social impact;
- Leaders in educational reform must start with the end goal in mind, and passionately pursue that end goal.

Following the whole-group discussion of key takeaways, the ALI Fellows committed to pursue a number of individual actions related to their social impact work and their ongoing learning. One fellow asked the group for a unified commitment – to make the educational and societal crises discussed during the Deep Dive a thing of the past through their collective action.

Reimers left the fellows with a final thought to conclude the 2017 Education Deep Dive: “The way forward may be dark, but remember the power of a single candle. One candle in the night can light another, and together we can bring light to the darkness.”



## APPENDIX – SPEAKER BIOGRAPHIES



### **Andres Alonso**

Harvard Graduate School of Education

Andres A. Alonso began his tenure as professor of practice at the Harvard Graduate School of Education, where he received his doctorate as part of the former Urban Superintendents Program. Alonso teaches a course on urban and systemic reform, and contributes to leadership programs such as the Doctorate in Educational Leadership (Ed.L.D.) and the Public Education Leadership Project (PELP). Alonso served as CEO of Baltimore City Public Schools (City Schools) for six years, where he led a reform effort marked by a rebalancing of authority and responsibility among stakeholders, the building of a coalition in support of City Schools, leading edge labor contracts, and a focus on individual students and teaching and learning that yielded marked improvement in achievement and climate data across all levels, the first increases in enrollment in 40 years, and widespread political and ground root support for what have been divisive reform strategies in other districts. Before Baltimore, he was chief of staff and then deputy chancellor for Teaching and learning during the first phase of New York’s Children First reforms. He spent 12 years as a teacher of English Language Learners and students with disabilities in Newark, N.J.





**Karen Baroody**  
Education Resource Strategies

Karen Baroody has been a member of the ERS leadership team since 2005. She oversees ERS' research and product development, strategic planning, and internal operations. During her tenure the organization has grown from five to over 50 employees. Over the past decade she has worked to understand and document transformation efforts in school systems across the country. Most recently she has lead the development of our School System 20/20 framework and diagnostic-a data-driven approach to creating and tracking whole-system redesign. Baroody has worked with district and state leaders across the country to explore opportunities to reallocate resources to drive improved student outcomes, and to document their challenges and successes for others to learn from.

Prior to joining ERS, Baroody worked as a Senior Vice President at Fidelity Investments and a Management Consultant at Bain & Company. She holds a B.A. in math from Princeton University.

Baroody enjoys being outside with her husband and three kids and taking outdoor adventures across the country. She hikes, runs, and plays Ultimate. Baroody is on the Board of Trustees of the Boston Children's Museum.



**Felipe Barrera-Osorio**  
Harvard Graduate School of Education

The aim of Felipe Barrera-Osorio's research is to determine how different educational incentives impact the learning outcomes of primary and secondary school-aged children in different contexts and levels of education development. Barrera-Osorio is currently evaluating several interventions that use random assignment, regression discontinuity designs, difference-in-difference, and instrumental variables approaches. His research extends across countries on three continents: Africa, Asia and Latin America. Current projects include interventions that provide students and families incentives to encourage the students to attend and perform better in school. Examples of such interventions include conditional cash transfers (Bogota, Colombia and Sindh, Pakistan); reductions in user fees (Bogota, Colombia); scholarships (Cambodia), and reductions in commute times (Sindh, Pakistan). Other projects aim to change the behavior of teachers and principals. Examples of these interventions include: teacher incentive programs (Punjab, Pakistan); strong accountability systems (Punjab, Pakistan); private provision of public education (Uganda and Pakistan), and information to teachers on pedagogy (Uganda). Felipe Barrera-Osorio holds a Ph.D. in Economics from the University of Maryland, College Park, U.S.A. and a B.A. in Economics from Universidad de los Andes, Bogota, Colombia. Between 2004 and 2006, he was the Deputy Director of the Colombian think-tank Fedesarrollo. Barrera-Osorio moved to the United States in 2006 to work as a senior economist at the World Bank in Washington, D.C. Since 2011, he has been an assistant professor of education and economics at the Harvard Graduate School of Education. Barrera-Osorio is part of the policy committee of the David Rockefeller Center for Latin American Studies and affiliated with the Weatherhead Center for International Affairs, Harvard. Since 2007 he has been part of the executive committee of LACEA's Impact Evaluation Network, which he helped to create. In 2008, Barrera-Osorio was awarded the Juan Luis Londoño Medal for research in education. The recognition is given every other year to a Colombian economist under the age of 40.



## **Kate Berseth**

EF Education First, North America

Kate Berseth is Executive Vice President: Education, Product Innovation, Recruitment & Employee Development for EF Education First, North America. As EVP, Berseth oversees product innovation and strategic partnership development for EF's educational travel products. As EF's futurist-in-residence, Berseth is primarily responsible for understanding evolutionary and revolutionary trends in the education space and making recommendations for how EF should adjust its operation to respond to these trends while bringing continual improvement to its product offerings. She also identifies, establishes and maintains EF's strategic relationships with a variety of stakeholders in the education, travel and corporate landscapes.

In addition to her work in Product Innovation, Berseth recently began overseeing EF's Recruitment & Employee Development team. In her expanded role, she manages EF's in-house recruiters looking for entrepreneurial candidates who are passionate about education and travel, and who want to see the world while helping EF customers do the same. She also works with EF's benefits team to deliver a workplace experience that inspires and excites.



**Jennifer Boyle**  
Primary Source

Jennifer Boyle is the Executive Director of Primary Source, a Boston based education non-profit that provides resources to educators in support of educating global citizens. Primary Source has been educating K-12 teachers about world histories, cultures, and global issues since its founding in 1989. Primary Source believes that teachers play a pivotal role in the creation of an informed citizenry and that global education is fundamental to high quality education for all children.

Prior to Primary Source, Boyle worked on five continents supporting various education initiatives. Jen was the founding Executive Director of The Maranyundo Initiative, where she helped build and launch the Maranyundo School for girls in Nyamata, Rwanda. She continued her work in international education as the Chief Growth Officer at The One World Network of Schools where she supported school development in South Africa, Indonesia, Israel, Mexico, India, and Chile. In the United States, Boyle was formerly the Managing Director of Strategic Growth and Development of Excel Academy Charter Schools and a teacher at Mother Caroline Academy School for Girls in Boston, Massachusetts.

Boyle has an undergraduate degree from the University of New Hampshire, and a Master in Public Administration from the Harvard Kennedy School of Government.





## **Boris Bulayev** Educate!

Boris Bulayev is the Co-Founder and Executive Director of Educate!.

Under his leadership, Educate! has grown to 100 staff and over 150 Mentors, reaching over 240,000 youth across 500 schools in Uganda and Rwanda, and advised on integration of skills-based education into Uganda and Rwanda's national education systems. The organization has received much global acclaim for its work, including the 2015 WISE award, recognition as one of 14 global case studies on scaling education by Brookings Institution, and fellowships from Echoing Green, Ashoka and the Mulago Foundation.

Bulayev emigrated to the U.S. from Latvia at the age of 7. He considers himself lucky to have attended a great public school in San Francisco that eventually got him into Amherst College. As a refugee himself, Bulayev believes in giving other young people access to the same educational opportunities he had that have allowed him to get to where he is today.

Before jumping into Educate! full-time, Bulayev worked at startup incubator Loeb Enterprises, learning about entrepreneurship and how to start companies. Personally, Bulayev is a StartingBloc fellow, an Empact100 Top Young Entrepreneur of 2011, a recipient of the 2011 Grinnell College Young Innovator for Social Justice Prize, and a two time *Forbes* Top 30 Under 30 Social Entrepreneur.



## **Emmerich Davies**

Harvard Graduate School of Education

Emmerich Davies is an Assistant Professor at the Harvard Graduate School of Education. He specializes in education policy and politics, the political economy of development, and the politics of service provision, with a regional focus on South Asia. His dissertation, for which he was awarded the National Academy of Education/Spencer Dissertation Fellowship, examines the growth of private elementary education in India and the consequences of using private rather than public schools on individuals' beliefs and civic engagement. Davies earned his B.A. in Economics and Political Science with honors from Stanford University in 2007, worked for two years for the Abdul Latif Jameel Poverty Action Lab in Kolkata, India, and Ph.D. in Political Science from the University of Pennsylvania.



## Aimee Eubanks Davis

Braven

Aimee Eubanks Davis founded Braven in 2013. She was inspired to start this innovative initiative based on her deep passion and belief that our next generation of leaders can emerge from everywhere. Growing up in low income and underrepresented communities and working with young people from similar backgrounds drives her to be on a mission to discover, develop, and connect extraordinary, diverse, and driven young people to high-quality opportunities and networks.

Eubanks Davis has spent the majority of her career at Teach For America. In 2002, she joined the TFA staff as Vice President of New Site Development, helping to grow the organization's presence into Miami and Philadelphia, as well as doubling TFA's presence in New York City.

In 2005, Eubanks Davis became the Chief People Officer and oversaw the organization's staff growth from 200 to over 2500 staff members. Additionally, she worked on the development of a comprehensive competency model for staff recruitment, selection, performance management, and learning and development, ensuring that the Human Assets team was positioned to fuel the growth and success of TFA. In 2011, Eubanks Davis took on the expanded role of Executive Vice President of People, Community and Diversity, leading TFA's work to uphold its commitment to diversity and to build an organization that is a model of fairness and equality. In January of 2013, she began overseeing the Public Affairs and Communications teams.

Before joining TFA staff, Eubanks Davis was a program officer at The Breakthrough Collaborative; prior to that position, she led the Summerbridge New Orleans site to become one of the most successful sites in The Breakthrough Collaborative. Eubanks Davis, a graduate of Mt. Holyoke College, was a 1995 TFA corps member and taught sixth grade social studies and language arts in New Orleans. She is a Pahara-Aspen fellow, a member of the Aspen Global Leadership Network, a Braddock Scholar, and a Draper Richards Foundation Entrepreneur. Aimee resides in Chicago with her husband and three children.



**Susan Wolf Ditkoff**  
The Bridgespan Group

Susan Wolf Ditkoff is a partner in the Boston office of the Bridgespan Group and co-Head of the Philanthropy Practice. Her work has focused on three primary areas: effective philanthropy, public education, and infrastructure issues such as leadership, capacity building, and governance.

Wolf Ditkoff co-authored “When You’ve Made Enough to Make a Difference” (*Harvard Business Review*, 2011) and “Galvanizing Philanthropy” (*Harvard Business Review*, 2009), which explored how philanthropists can increase their impact by getting clear about defining success, getting real about what it takes to create change, and getting better over time. Most recently, she co-authored “Philanthropy in the New Age of Government Austerity.” She has also co-authored four related op-eds in the *Chronicle of Philanthropy*: “The Hard Truth: Philanthropists Need to Get Real to Make Lasting Change,” “For the Gates-Buffett Challenge to Work, It Takes More than Money,” “For Better Results, Philanthropists Need to Meddle Less and Collaborate More,” and “Private Donors Must Help Government Do More With Less,” as well as two case studies on high-impact philanthropy (Tiger Foundation) and education strategy (Expeditionary Learning Schools / Outward Bound: Staying True to Mission).

She has been cited as an expert by *The New York Times* and Reuters, and speaks frequently at the Council on Foundations and Grantmakers for Effective Organizations, Association of Small Foundations, and the National Center for Family Philanthropy, as well as for private groups of philanthropists. Her writings have been reprinted in national and international publications. In 2011, she initiated Bridgespan’s first philanthropy blog and Twitter campaign (#30DayDonorChallenge).



## Bill Drayton

Ashoka: Innovators for the Public

Bill Drayton is a social entrepreneur with a long record of founding organizations and public service. As the founder and CEO of Ashoka: Innovators for the Public, Drayton has pioneered the field of social entrepreneurship, growing a global association of over 3,600 leading social entrepreneurs who work together to create an ‘Everyone a Changemaker’ world.

As a student, he founded organizations ranging from Yale Legislative Services to Harvard’s Ashoka Table, an inter-disciplinary weekly forum in the social sciences. After graduation from Harvard, he received an M.A. from Balliol College in Oxford University. In 1970, he graduated from Yale Law School. After working at McKinsey & Company, he taught at Stanford Law School and Harvard’s Kennedy School of Government. From 1977 to 1981, while serving the Carter Administration as Assistant Administrator at the Environmental Protection Agency, he launched emissions trading (the basis of Kyoto) among other reforms. Drayton launched Ashoka in 1981 using the stipend he received when elected a MacArthur Fellow in 1984 to devote himself fully to Ashoka. Drayton is Ashoka’s Chair and Chief Executive Officer. He is also chair of three other organizations; Ashoka’s Youth Venture, Community Greens, and Get America Working! Drayton has won numerous awards and honors throughout his career. He has been selected one of America’s Best Leaders by *US News & World Report* and Harvard’s Center for Public Leadership. In 2011, Drayton won Spain’s prestigious Prince of Asturias awards for international cooperation for his work promoting entrepreneurs. The prize foundation described him as a “driving force behind the figure of social entrepreneurs, men and women who undertake innovative initiatives for the common good.” Other awards include the Yale Law School’s highest alumni honor, the National Wildlife Federation’s Conservation Achievement Award International; the National Academy of Public Administration National Public Service Award and the Harvard Kennedy School Richard E. Neustadt Award for Public Policy.



## **Armando Estrada** Vía Educación

Armando Estrada is co-founder and current Executive Director of Vía Educación, an organization based in Mexico that seeks to generate opportunities for sustainable social development through the design, implementation, evaluation and dissemination of educational initiatives.

Vía's primary focus is the development of better and new ways to engage citizens (teachers, students, parents, neighbors, businessmen) in the improvement of their own communities using participatory methodologies, unleashing the potential of society to transform itself.

In addition to the programs established by the organization to promote the development of citizenship competencies, in recent years Vía Educación developed an initiative for the improvement of education quality based on system's approach called Renewal of the School Culture. It has also developed programs to engage middle and high school students in a joint and co-responsible path to success.

Prior to Vía Educación, Estrada worked for CEMEX Global Headquarters where he developed the company's assessment system to measure sustainability indicators in CEMEX worldwide.

In 2013 Estrada was appointed fellow of Ashoka, an international network of social entrepreneurs.

He is participant of the first cohort and recently was appointed board member of the Academy for Systems Change, an international initiative led by MIT's Professor Peter Senge that is focused on advancing the field of awareness-based systemic change in order to accelerate ecological, social, and economic well-being.

As a volunteer, Estrada has traveled every year for more than 20 years to impoverished and highly marginalized communities for hands-on community service.

Estrada holds a Bachelor of Sciences in Industrial and Systems Engineering by the Monterrey Tec, and a Master in International Education Policy by Harvard University.

Estrada lives in Monterrey, México and he is married to Mariali Cárdenas and has two children, Juan Pablo (7 years old) and María Isabel (3 years old).





**Andrew Frishman**  
Big Picture Learning

In the spring of 2002 Andrew Frishman heard a student describe his unique transformational learning experiences at The Met High School in Providence, RI, the first school in the Big Picture Learning Network. That fall, Frishman joined the Met as an Advisor (Teacher), working with a 9th grade advisory group through to their graduation in 2006. He then moved to CA to support the development of the Met Sacramento High School, worked with its first graduating class, and became the school's first "Learning Through Internship Coordinator." Frishman has assisted with the expansion of the Big Picture Network in a variety of capacities, including supporting the launch of innovative schools across the US and internationally. Along the way he has melded experiences from an MAT, an administrative credential focused on urban schools, and a Health Leadership Program, into a belief that student-centered education is a crucial determinant of both individual life outcomes as well as community well-being.

He completed the Education Leadership Program (EdLD) at Harvard Graduate School of Education, the Harvard Kennedy School, and Harvard Business School and joined the leadership team of Big Picture Learning in 2013.



## **Luis Garcia de Brigard** Inspired Americas

Mr. Luis E Garcia de Brigard is the Chief Executive Officer at Inspired Americas, an international investment firm that specializes in K-12 education. He previously served as Deputy Minister of Education of Colombia where he led efforts to reform the teaching profession, create effective measures of learning and promote school accountability. During his tenure, the Ministry of Education received the largest budget in the country, surpassing that of defense for the first time in the country's history.

Before joining the Ministry, Garcia de Brigard was the founder and chairman of OBA, an organization that partners with schools to promote global education and leadership through outdoor and international travel programming to over 20 countries. He is also a committed social entrepreneur and has advanced the cause of educational opportunity in his country by co-founding Enseña por Colombia (partner of the Teach for All Network) and Volunteers Colombia (partner of WorldTeach). He has served as board member and advisor for numerous international organizations including Harvard University's Global Education Innovation Initiative, LASPAU, Varkey Foundation's Atlantis Group and SOS Children's Villages.

Garcia de Brigard earned his Law degree from Universidad Javeriana in Bogotá, completed an exchange program in politics and economics at the University of Notre Dame and received his Master's of Education from Harvard University.





## Emanuel Garza Fishburn

Universidad Carolina

Emanuel Garza Fishburn, President of Universidad Carolina and a Synergos Institute Senior Fellow, is an educator with special interest in the fields of education for democratic citizenship, corporate social responsibility, civic capacity and participatory approaches to poverty reduction and community development.

Garza Fishburn and his brother Esteban Garza are part of the founding group that launched Universidad Carolina, a social enterprise fostering meaningful educational opportunities for a large sector of Mexico's under-served youth. Based in Saltillo, Mexico, Universidad Carolina currently serves more than 700 students, primarily coming from highly underprivileged contexts, who are in the process of obtaining technical high school or bachelor degrees with strong foundations on citizenship and global education, human development, and the responsible pursuit of freedom.

Most recently, Garza Fishburn also joined forces with colleagues in the educational field to launch Harmony School, an institution that started operations in August 2016 and that is now providing early-childhood education to more than 200 families in the Greater Saltillo area.

With his colleagues Mariali Cardenas and Armando Estrada, Garza Fishburn also serves as Co-Founder of Via Education, a Mexican nonprofit focused on the design, implementation and evaluation of educational strategies, primarily in the field of civic education. Garza Fishburn has also served as Executive Director of Xignux Foundation and as Corporate Social Responsibility and Communication Manager of Xignux.

Garza Fishburn has also been involved in setting up and launching the SumaRSE business networks, both in the States of Nuevo Leon and Coahuila, Mexico, as an effort to foster a culture of corporate citizenship in these states and to integrate large businesses and corporate foundations in joint social investment initiatives. In addition, he is also involved as one of the co-founders of Comunidar Foundation, the first Community Foundation in Monterrey, Mexico and has served in 15 additional non-profit boards both in Mexico and in the US.

Garza Fishburn obtained his Law degree at the Tecnologico de Monterrey and his Master of Education with a focus on International Education Policy at the Harvard University Graduate School of Education. He is happily married to Ana Celia Aguirre, has four children and currently lives in Saltillo, Mexico.



## Roberto Gonzales

Harvard Graduate School of Education

Roberto G. Gonzales is Assistant Professor of Education at the Harvard University Graduate School of Education. His research focuses on the factors that promote and impede the educational progress of immigrant and Latino students. Over the last decade and a half Gonzales has been engaged in critical inquiry around the important question of what happens to undocumented immigrant children as they make transitions to adolescence and young adulthood. Since 2002 he has carried out one of the most comprehensive studies of undocumented immigrants in the United States. His award winning book, *Lives in Limbo: Undocumented and Coming of Age in America* (University of California Press), is based on an in-depth study that followed 150 undocumented young adults in Los Angeles for twelve years. *Lives in Limbo* has been selected as the winner of three major book awards: The 2017 American Education Research Association Outstanding Book Award, the 2017 Law and Society Association Herbert Jacob Book Award, and the 2016 American Anthropological Association ALLA Book Award. In addition, Gonzales' National UnDACAmented Research Project has surveyed nearly 2,700 undocumented young adults and has carried out 500 in-depth interviews on their experiences following President Obama's Deferred Action for Childhood Arrivals (DACA) program. His work has been featured in top journals, including the *American Sociological Review*, *Current Anthropology*, and the *Harvard Educational Review* as well as in the *New York Times*, *Washington Post*, *Los Angeles Times*, *Wall Street Journal*, *TIME magazine*, *U.S. News & World Report*, and *Chronicle of Higher Education*. Prior to his faculty position at Harvard, Gonzales held faculty positions at the University of Chicago and at the University of Washington. He received his B.A. from the Colorado College, an M.A. from the University of Chicago, and an M.A. and Ph.D. in Sociology from the University of California Irvine. His research is supported by the John D. and Catherine T. MacArthur Foundation, the Bill and Melinda Gates Foundation, the Heising-Simons Foundation, and the James Irvine Foundation. Gonzales was recently awarded the American Sociological Association Award for Public Sociology in International Migration and the AERA Scholars of Color Early Career Award.



**Karen Doyle Grossman**  
WorldTeach

Karen Doyle Grossman is the Executive Director of WorldTeach, a non-profit, education organization based in Cambridge, MA. WorldTeach was established at Harvard University in 1986, promoting global citizenship through volunteer teaching programs in 14 countries. Previously, Doyle Grossman was Director of Global Initiatives at the Hotchkiss School, where she created and managed curricular and extracurricular programs fostering global understanding. From 2006-2011, Doyle Grossman was Vice President, Social Innovations at Mercy Corps, a \$400 million international organization operating in 41 countries. In this role, Doyle Grossman created and directed Mercy Corps' work to advance highly scalable, double bottom line solutions. In the mid to late 1990's, Doyle Grossman launched Mercy Corps' global economic development work specializing in transitional and conflict-affected environments.

As a program director at the Aspen Institute from 1998 to 2002, Doyle Grossman launched the Institute's Young Leadership Initiative for executives under the age of 45. She also managed the Socrates Society, a Silicon Valley-based seminar and policy program for primarily technology sector and social entrepreneurs. Doyle Grossman was an associate director for the Institute's Economic Opportunities Program, leading multi-year initiatives to document, evaluate and fund innovative anti-poverty strategies in the United States. Also in that role, Doyle Grossman founded MicroMentor, an online mentoring and business support network for emerging entrepreneurs.

Doyle Grossman holds a B.A. in Government from the University of Virginia and a Master's Degree in Education Policy Studies from The George Washington University. She is currently a doctoral student in Adult Learning and Leadership at Teachers College, Columbia University.



## Monica Higgins

Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative

Monica Higgins joined the Harvard faculty in 1995 and is the Kathleen McCartney Professor of Education Leadership at the Harvard Graduate School of Education where her research and teaching focus on the areas of leadership development and organizational change. Prior to joining HGSE, she spent eleven years as a member of the faculty at Harvard Business School in the Organizational Behavior Unit.

Her book, *Career Imprints: Creating Leaders Across an Industry* (2005) focuses on the leadership development of executives in the biotechnology industry. In education, Higgins is studying the effectiveness of senior leadership teams in large urban school districts across the United States and the conditions that enhance organizational learning in public school systems. In addition, she has a study underway that examines entrepreneurship in education. While at Harvard, Higgins' teaching has focused on the areas of leadership and organizational behavior, teams, entrepreneurship, and strategic human resources management.

Higgins has also taught in leadership programs for The Broad Foundation and for New Leaders for New Schools. Before academia, she held marketing and organizational consulting positions at American Express Travel Related Services, BankBoston, Bain & Company, and Harbridge House. Higgins earned her A.B. in policy studies with a focus in organizational behavior from Dartmouth College, her M.B.A. from the Amos Tuck School of Business Administration, her M.A. in psychology from Harvard University, and her Ph.D. in organizational behavior jointly from the Harvard Business School and the Harvard University Graduate School of Arts and Sciences.



### **James Honan**

Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative

James P. Honan has served on the faculty at the Harvard Graduate School of Education (HGSE) since 1991. He is also a faculty member at the Harvard Kennedy School and a principal of the Hauser Center for Nonprofit Organizations at Harvard University. He is Educational Co-Chair of the Institute for Educational Management (IEM) and has also been a faculty member in a number of Harvard's other executive education programs and professional development institutes for educational leaders and nonprofit administrators.

These include the Harvard Seminar for New Presidents, the Management Development Program, the ACRL / Harvard Leadership Institute, the Principals' Center, and the Harvard Institute for School Leadership at the Harvard Graduate School of Education; Governing for Nonprofit Excellence, Strategic Perspectives in Nonprofit Management, NAACP Board Retreat, and Habitat for Humanity Leadership Conference (Faculty Section Chair) at the Harvard Business School (HBS); and Strategic Management for Charter School Leaders, Achieving Excellence in Community Development, American Red Cross Partners in Organizational Leadership Program and US / Japan Workshops on Accountability and International NGOs at the Kennedy School of Government. He has served as Faculty Co-Chair of the Performance Measurement for Effective Management of Nonprofit Organizations program, an institute developed by the Initiative on Social Enterprise at HBS and the Hauser Center for Nonprofit Organizations at Harvard University and served as Educational Chair of HGSE's Management Development Program from 1995 to 1998. He has also taught in executive education programs and professional development institutes in Barbados, Brazil, Canada, Chile, China, Ireland, Jamaica, Japan, Mexico, The Netherlands, New Zealand, Singapore, Thailand, United Arab Emirates, and Venezuela. He has served as a consultant on strategic planning, resource allocation, and performance measurement and management to numerous colleges, universities, schools, and nonprofit organizations both nationally and internationally.



**Anthony Jack**  
Harvard Graduate School of Education

Anthony Abraham Jack is a Junior Fellow at the Harvard Society of Fellows and Assistant Professor of Education at the Harvard Graduate School of Education. He also holds the Shutzer Assistant Professorship at the Radcliffe Institute for Advanced Study. His research documents the overlooked diversity among lower-income undergraduates: the *Doubly Disadvantaged* – those who enter college from local, typically distressed public high schools – and *Privileged Poor* – those who do so from boarding, day, and preparatory high schools. His scholarship appears in the *Du Bois Review*, *Sociological Forum*, and the *Sociology of Education*. His work earned awards from the American Sociological Association, Eastern Sociological Society, and the Society for the Study of Social Problems. Jack holds fellowships from the Ford Foundation and the National Science Foundation and is a 2015 National Academy of Education/Spencer Foundation Dissertation Fellow. The National Center for Institutional Diversity at the University of Michigan named him a 2016 Emerging Diversity Scholar. *The New York Times*, *Boston Globe*, *The Huffington Post*, *The National Review*, American RadioWorks, and MPR have featured his research as well as biographical profiles of his experiences as a first-generation college student.





## Rosabeth Moss Kanter

Harvard Business School

Chair and Director, Harvard Advanced Leadership Initiative

Rosabeth Moss Kanter holds the Ernest L. Arbuckle Professorship at Harvard Business School, where she specializes in strategy, innovation, and leadership for change. She is also Chair and Director of the Harvard University Advanced Leadership Initiative, an innovation that helps successful leaders at the top of their professions apply their skills to national and global challenges in their next life stage. A collaboration across all of Harvard, the Advanced Leadership Initiative aims to build a new leadership force for the world. Her latest book, *MOVE: Putting America's Infrastructure Back in the Lead*, a *New York Times*' Book review Editor's Choice, is a sweeping look across industries and technologies shaping the future of mobility and the leadership required for transformation.

Her strategic and practical insights guide leaders of large and small organizations worldwide, through her teaching, writing, and direct consultation to major corporations and governments. The former chief Editor of *Harvard Business Review*, Professor Kanter has been repeatedly named to lists of the "50 most powerful women in the world" (*Times of London*), and the "50 most influential business thinkers in the world" (*Thinkers 50*). She has received 24 honorary doctoral degrees, as well as numerous leadership awards, lifetime achievement awards, and prizes. These include the Academy of Management's Distinguished Career Award for scholarly contributions to management knowledge; the World Teleport Association's "Intelligent Community Visionary of the Year" award; the International Leadership Award from the Association of Leadership Professionals; and the Warren Bennis Award for Leadership Excellence.

She is the author or coauthor of 19 books. Her book *The Change Masters* was named one of the most influential business books of the 20th century (*Financial Times*). *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*, a manifesto for leadership of sustainable enterprises, was named one of the ten best business books of 2009 by Amazon.com. A related article, "How Great Companies Think Differently," received *Harvard Business Review*'s 2011 McKinsey Award for the year's two best articles. *Confidence: How Winning Streaks & Losing Streaks Begin & End* (a *New York Times* business bestseller and #1 *Business Week* bestseller), describes the culture of high-performance organizations compared with those in decline and shows how to lead turnarounds, whether in businesses, schools, sports teams, or countries. *Men & Women of the Corporation*, winner of the C. Wright Mills award for the best book on social issues and called a classic, offers insight into the individual and organizational factors that promote success or perpetuate disadvantage;

a spin-off video, *A Tale of 'O': On Being Different*, is a widely-used tool for diversity training. A related book, *Work & Family in the United States*, set a policy agenda; later, a coalition of university centers created in her honor the Rosabeth Moss Kanter Award for the best research on work/family issues. Another award-winning book, *When Giants Learn to Dance*, showed how to master the new terms of competition at the dawn of the global information age. *World Class: Thriving Locally in the Global Economy* identified the rise of new business networks and dilemmas of globalization, a theme she continues to pursue in her new book *MOVE* and the Harvard Business School U.S. Competitiveness Project.

Through her consulting arm, Goodmeasure Inc., she advises numerous CEOs and has partnered with IBM on applying her leadership tools from business to other sectors as a Senior Advisor for IBM's Global Citizenship portfolio. She has served on many business and non-profit boards, such as City Year, the urban "Peace Corps" addressing the school dropout crisis through national service, and on a variety of national or regional commissions including the Governor's Council of Economic Advisors. She speaks widely, often sharing the platform with Presidents, Prime Ministers, and CEOs at national and international events, such as the World Economic Forum in Davos, Switzerland. Before joining the Harvard Business School faculty, she held tenured professorships at Yale University and Brandeis University and was a Fellow at Harvard Law School, simultaneously holding a Guggenheim Fellowship. Her Ph.D. is from the University of Michigan.



## Meira Levinson

Harvard Graduate School of Education

Meira Levinson is Professor of Education at Harvard. After earning her doctorate in political theory from Nuffield College, Oxford, but prior to joining the Harvard faculty, Levinson spent nearly a decade as an eighth grade teacher in the Atlanta and Boston Public Schools. In part as a consequence, she is interested in youth empowerment, civic and multicultural education, educational ethics, urban schools, and race. She is the author or co-editor of six books, including *The Demands of Liberal Education*, *Making Civics Count*, and *No Citizen Left Behind*, which has won awards from the National Council for the Social Studies, American Educational Studies Association, American Political Science Association, and North American Society for Social Philosophy. Levinson's current research, which has been supported by a Guggenheim Fellowship and by the Spencer Foundation, combines case studies and philosophical analysis to develop a theory of educational justice that is relevant to dilemmas that arise in classrooms, schools, and districts. The project is intended to give educators tools for making just decisions in their own practice, and also to push political theorists to develop theories of justice that are robust enough to address complex school-based dilemmas. Her most recent book, *Dilemmas of Educational Ethics: Cases and Commentaries*, co-edited with Jacob Fay, features one approach to this work, bringing together educators, policy makers, social scientists, and philosophers to address six case studies of dilemmas of educational ethics. Levinson is also writing a book about methods and substance for theorizing educational justice. This project, like her previous research, reflects Levinson's commitment to achieving productive cross-fertilization-without loss of rigor-among scholarship, policy, and practice.



## **Bridget Long**

Harvard Graduate School of Education

Dr. Bridget Terry Long, Ph.D. is the Academic Dean and Saris Professor of Education and Economics at the Harvard Graduate School of Education. Long is an economist who specializes in the study of education, in particular the transition from high school to higher education and beyond. Her research focuses on college student access, choice, and the determinants of degree completion and other measures of postsecondary success. Several current projects examine the roles of information and assistance in promoting educational investments, including college savings behavior, taking college exams, completing financial aid applications, and enrolling in college full-time. Long and co-authors have developed a series of interventions and is working with multiple schools and agencies to evaluate the promise of such programs using randomized-controlled trials. Her other projects examine the effects of financial aid programs on college enrollment, persistence, and major choice, the impact of postsecondary remediation, and the role of instructor quality, class size, and support programs on student outcomes.

Long is a Research Associate of the National Bureau of Economic Research (NBER), member of the Board of Directors for MDRC, and a Research Affiliate of the Center for Analysis of Postsecondary Education and Employment (CAPSEE). She is also the former Chair of the National Board for Education Sciences (NBES), the advisory panel of the Institute of Education Sciences (IES) at the U.S. Department of Education. Long has testified multiple times before Congressional Committees on education issues. She has also been awarded numerous research grants, including major awards from the Bill & Melinda Gates Foundation, the U.S. Department of Education, and the National Science Foundation (NSF). She received the Robert P. Huff Golden Quill Award from the National Association of Student Financial Aid Administrators (NASFAA) and National Academy of Education/Spencer Postdoctoral Fellowship. She has served as an advisor to many organizations, including the College Board, Bill & Melinda Gates Foundation, American Council on Education, Massachusetts Board of Higher Education, Ohio Board of Regents, and the I Have a Dream Foundation. Long received her Ph.D. and M.A. from the Harvard University Department of Economics and her A.B. from Princeton University.



## **Rania Marandos** Step Up To Serve

Rania Marandos was seconded from Teach First in January 2013 to support the development and launch of the #iwill campaign alongside co-founders Dame Julia Cleverdon and Amanda Jordan OBE. In March 2014 she was appointed Deputy Chief Executive of Step Up To Serve, the charity that coordinates the #iwill campaign. #iwill is a UK-wide campaign, led by over 700 cross-sector organizations to make meaningful social action - e.g., campaigning, fundraising or volunteering, a part of life for more 10 to 20 year olds by 2020. More than ever before, young people are ready to make a difference in their communities and beyond. By doing so, they can help those around them whilst developing skills for life. Marandos is particularly passionate about embedding social action in young people's educational journey and empowering young people to address key societal challenges like improving our nation's health.

Marandos began her social action journey at an early age, supported by Girl-guiding and later the International Baccalaureate, and continued to be an active volunteer through university working mainly in schools, the criminal justice system and mental health settings. She pursued her interest in criminal justice through her PhD research with the London Probation Service, researching the emotional trauma experienced by victims of crime. Following her studies, Marandos joined McKinsey & Company focusing on large-scale transformation and capability building programs across a range of industries, including banking, telecoms, consumer goods and education. She then spent four years at Teach First as Head of Strategy leading on cross-organizational transformation projects and the development of the charity's next ten-year collective impact strategy with the active participation of a broad range of stakeholders.

Marandos is currently a school governor of a local Primary School, a member of the Heathrow Skills Taskforce and the Programme Board of a Government-led initiative to increase high quality volunteering opportunities in health and social care settings. She has a BSc and PhD in Psychology from the University of York.



**Winifred Neisser**  
2015 Advanced Leadership Initiative Fellow

Winifred White Neisser's extensive career in development of television programming evolved from a passion for education and the arts. Her 34-year journey in Hollywood, where she served for 14 years as an executive at NBC, and another 20 years at Sony Pictures Television, ending in 2014 as Senior Vice President of Television Movies and Mini-series, followed a strategic recognition of the impact that television can have on young lives and learning.

In addition to her professional life, White Neisser has served on many non-profit boards focusing primarily on education and the arts, including the advocacy organization, Arts For L.A; the Otis College of Art and Design; the Harvard University Board of Overseers, and Planned Parenthood of Los Angeles. She is also passionate about music and sings with the Angel City Chorale, in addition to serving on its board.

Still intrigued by the power of messages and storytelling in popular culture, she continues to explore ways to share the stories that seldom get told, and demonstrate how art can be used as a vehicle to unite people and promote social justice throughout the world.

She is currently working with the Inner City youth Orchestra of LA to implement an after school program in four LAUSD schools. In addition she is working with the Federal Reserve to promote investment in community arts.





## Fernando Reimers

Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative

Fernando M. Reimers is the Ford Foundation Professor of the Practice of International Education and Director of the Global Education Innovation Initiative and of the International Education Policy Masters Program at Harvard University.

Professor Reimers is an expert in the field of Global Education. His research and teaching focus on understanding how to educate children and youth so they can thrive in the 21st century. He studies how education policy and leadership foster educational innovation and quality improvement. As part of the work of the Global Education Innovation Initiative he leads, he and his colleagues have just finished a comparative study of the goals of education as reflected in the curriculum in Chile, China, India, Mexico, Singapore and the United States, published as *Teaching and Learning for the 21st Century* by Harvard Education Press, a book which has also been published in Chinese, Portuguese and Spanish. Another recent book, titled *Fifteen Letters on Education in Singapore*, examines the lessons that can be learned from Singapore's efforts building a robust teaching profession. Another recent book *Empowering Global Citizens* discusses why global citizenship education, aligned with helping students advance human rights and contribute to the achievement of the Sustainable Development Goals is an imperative of our times.

His writings have conceptualized and defined the profile of a globally competent graduate in the 21st century. His interests include the design and promotion of innovations in education. He teaches a course on educational innovation and social entrepreneurship at the Harvard Innovation Lab, where students learn to develop innovative education organizations, and a course on educational policy analysis and research in comparative perspective which examines the core education policy challenges faced by governments around the world.

He is also active advising governments, international development organizations, universities, public and independent schools and other educational institutions to improve their quality and relevance. He is a member of the Massachusetts Board of Higher Education where he chairs the Strategic Planning Committee which works with all Universities in the State aligning their strategic plans with the State's Vision Project. He is a member of the US Commission for UNESCO and of the Steering Group of Education in Conflict and Crisis of the United States Agency for International Development and works with policy makers in the United States, Asia, Latin America, and the Middle East. He is a Fellow of the

International Academy of Education and a member of the Council of Foreign Relations. In 2017 he received the Global Citizen Award from the Committee on Teaching about the United Nations for his work advancing global citizenship education. In 2015 he was appointed the C.J. Koh Visiting Professor of Education at the National Institute of Education in Singapore in recognition of his work in global education.



**Stephen Ritz**  
Green Bronx Machine

Stephen Ritz is a South Bronx educator / administrator who believes that students shouldn't have to leave their community to live, learn, and earn in a better one. Moving generations of students into spheres of personal and academic successes which they had never imagined — while reclaiming and rebuilding the Bronx — Ritz's extended student and community family have grown more than 40,000 pounds of vegetables in the Bronx while generating extraordinary academic performance. Recently named a 2015 Top Ten Finalist for the \$1m Global Teacher Prize, Ritz's accolades include a 2016 Project Based Learning Champion Award, 2016 Health Champion Award, 2016 Dr. Oz Award, 2015 BAMMY Laureate – Elementary Educator of the Year Award, 2014 Greenius Award, 2014 Green Difference Award, 2013 Latin Trends Award, ABC Above and Beyond Award, Chevrolet / General Motors National Green Educator Award, USS Intrepid Hometown Hero Award, NYC Chancellor's Award and various others.



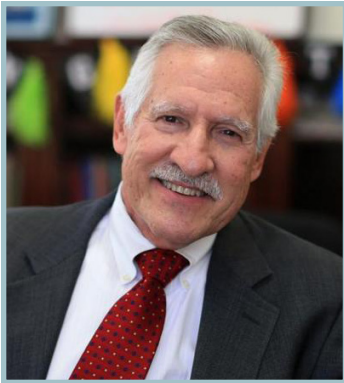
**Gerard Robinson**  
American Enterprise Institute

Gerard Robinson is a resident fellow at the American Enterprise Institute (AEI), where he works on education policy issues including choice in public and private schools, regulatory development and implementation of K-12 laws, the role of for-profit institutions in education, prison education and reentry, rural education, and the role of community colleges and Historically Black Colleges and Universities (HBCUs) in adult advancement.

Before joining AEI, Robinson served as commissioner of education for the State of Florida and secretary of education for the Commonwealth of Virginia. As president of the Black Alliance for Educational Options (BAEO), Robinson worked to ensure that children in low-income and working-class black families in several states and the District of Columbia were given the opportunity to attend good schools. Throughout his career he has evaluated the effects of reform initiatives on parental choice and student achievement, advocated for laws to improve delivery of teaching and learning, and published essays on how to make good policy to give all children a chance at a good job and future.

A proponent of the importance of education to civil society, Robinson has spoken before audiences in the United States, in China, and in the United Kingdom. Robinson started his career by teaching fifth grade in a private, inner-city school. He is a member of many education-related boards. His issue brief for the National Alliance for Public Charter Schools was cited in an amicus brief presented before the Supreme Court of Georgia in 2013.

Robinson has a master of education degree from Harvard University, a bachelor of arts degree in philosophy from Howard University, and an associate of arts degree from El Camino College.



## **Carlos Santiago**

Massachusetts Department of Higher Education

Carlos E. Santiago is Commissioner of Higher Education for Massachusetts, appointed to this position by Governor Charlie Baker in July 2015. Working with the Board of Higher Education, he is responsible for providing overall direction to public higher education in Massachusetts and helping shape state-level policies that maximize the benefits of higher education to the Commonwealth and its citizens.

Santiago joined the Massachusetts Department of Higher Education in April 2013 as the Senior Deputy Commissioner for Academic Affairs.

His past academic appointments include that of Chancellor of the University of Wisconsin - Milwaukee (Wisconsin's second largest research university). He brings over 30 years of experience in public higher education. Santiago also served as provost and chief operating officer at the University at Albany, (SUNY). He was a professor of economics at UWM and SUNY-Albany and holds a Ph.D. in economics from Cornell University.

Santiago is also the author or co-author of six books and has published dozens of articles and book reviews, of which many focus on economic development and the changing socioeconomic status of Latinos in the United States. On two separate occasions, in 1996 and 2011, Santiago has been named one of the 100 most influential Hispanics in the United States by Hispanic Business magazine.



**Adam Strom**  
Facing History and Ourselves

Adam Strom is the Director of Scholarship and Innovation at Facing History and Ourselves. He is the author, editor and producer of numerous digital, print and video resources and publications including *Washington's Rebuke to Bigotry: Reflections On Our First President's 1790 Letter to the Hebrew Congregation In Newport, Rhode Island*, *Stories of Identity: Religion, Migration and Belonging in a Changing World*, *Eyes on the Prize: America's Civil Rights Movement 1954-1986*, *Crimes Against Humanity and Civilization: The Genocide of the Armenians*.





## Vishal Talreja

Dream a Dream Foundation

Vishal Talreja co-founded Dream a Dream ([www.dreamadream.org](http://www.dreamadream.org)) along with 11 others. Dream a Dream is a 17-year old professional organization that impacts the lives of 100,000 young people from vulnerable backgrounds through the active support of over 2500 volunteers.

Dream a Dream is acknowledged as an innovator in life Skills development amongst young people from urban slum communities, creating innovative ways for community volunteering and setting very high-standards of transparency, accountability and impact. In 2015, Dream a Dream was recognized amongst 10 Champions in the world that are “Re-imagine Learning through Play” in the 21st century by Ashoka and Lego Foundation. Dream a Dream has also being recognized as the Winner of the Outstanding Annual Report Awards; Amongst 8 Regional Finalists at the Apeejay India Volunteer Awards 2011; Winner of the silver award at the Global Sports Forum Barcelona; Awarded the Football For Hope Award from FIFA to support our Dream Life Skills through Sport Program; Runner-up of the Japanese Award for Most Innovative Development Project.

Talreja has co-authored a paper along with Dr. David Pearson and Dr. Fiona Kennedy titled, “The Life Skills Assessment Scale: Measuring the life skills of disadvantaged children in the developing world” and published in *Social Behavior and Personality: An international journal*, Volume 42, No 2 (2014).

Talreja is an Ashoka Fellow ([www.ashoka.org](http://www.ashoka.org)), an Eisenhower Fellow and sits on Boards of Unltd India and India Cares Foundation. Talreja has been recognized as an “Architect of the Future” by the Waldzell Institut in Austria. He is also an advisor and mentor to The YP Foundation and Reap Benefit and is deeply committed to mentoring start-up NGOs and young social entrepreneurs.

Talreja believes that if we can re-imagine learning to develop empathy, creative thinking, problem solving and collaborative working skills amongst young people, they will be able to overcome adversity and flourish in this fast-changing world.



## **David Weinstein**

2011 Advanced Leadership Initiative Fellow

David Weinstein is founder and CEO of Write the World, a global online writing community dedicated to improving the writing and critical thinking skills of high school students.

Weinstein developed Write the World during a fellowship at Harvard's Advanced Leadership Initiative. With a passion for education, he serves as a trustee of Boston College and Bryant University. During a 24-year career as a business executive and corporate lawyer at Fidelity Investments, one of America's largest mutual fund companies, Weinstein was Chief of Administration, managing the firm's human resources, legal, real estate, compliance, security, audit, and accounting functions. Weinstein has participated on a variety of civic, business, and not-for-profit boards including the John F. Kennedy Library Foundation, US Chamber of Commerce National Foundation, US President's Advisory Committee on the Arts, US Supreme Court Historical Association, Fessenden School, Belmont Hill School, Boston College Law School, Harvard Hillel, and Reading Is Fundamental. Weinstein is a Fellow of the American Academy of Arts & Sciences and a graduate of Boston University and Boston College Law School.



## Hope Woodhouse

2009 Advanced Leadership Initiative Fellow

Hope Woodhouse has over 25 years of experience in the financial services industry at top-ranked, global alternative asset management firms and broker dealers. From 2005 to 2009, she served as Chief Operating Officer and as a member of the management committee for Bridgewater Associates, Inc. Between 2003 and 2005, Woodhouse was President and Chief Operating Officer of Auspex Group, L.P., and was Chief Operating Officer and a member of the management committee of Soros Fund Management LLC from 2000 to 2003. Prior to that, she held various executive leadership positions, including Treasurer of Funds at Tiger Management L.L.C. from 1998 to 2000 and Managing Director of the Global Finance Department at Salomon Brothers Inc. from 1983 to 1998. Woodhouse is an on the Board of Directors at TWO Harbors (NYSE:TWO) and serves on the audit and risk committees. She previously served as a director of Piper Jaffray Companies (NYSE: PJC) as a member of its audit and compensation committees, Seoul Securities Co. Ltd., Soros Funds Limited and The Bond Market Association.

Woodhouse also serves on the boards of Bottom Line New York, The Kindergarten Reading Collaborative of Indian River County, Children's Services Advisory Committee of Indian River County, United Way Foundation and the John's Island Community Service League. She is a trustee of the Tiger Foundation with focus on education in NYC, and a member of the investment committee at Phillips Academy, Andover, Massachusetts. Woodhouse received an A.B. degree in Economics from Georgetown University and an M.B.A. from Harvard Business School.



**Connie Yowell**  
LRNG Collective Shift

Connie Yowell is the visionary and CEO of LRNG. She brings considerable experience from the MacArthur Foundation, where as Director of Education she oversaw a \$200 million effort over 10 years to support research and design experiments in Digital Media & Learning. Prior to joining the Foundation, Yowell was an Associate Professor at the University of Illinois, publishing scholarly work that examined the complex interplay among young people’s emerging identity, their social context and achievement. Yowell briefly served as Policy Analyst in the U.S. Department of Education during the Clinton Administration and has worked closely with teachers and administrators to develop programs for youth development.

In 2004, Yowell received the Distinguished Fellows Award from the William T. Grant Foundation, an award to support scholars seeking to bridge research and practice, under which she worked with the National Writing Project to develop approaches that integrate web 2.0 technologies into the social practices of teachers.

Yowell earned her bachelor’s degree from Yale, and her PhD from Stanford University.



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