

# **The Global Change Leaders' Framework for Change**

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**Ross Hall**  
**Andreas Schleicher**

# Introduction

The Global Change Leaders (GCL) is an international community of collaborators who are working to create learning ecosystems in which our central focus is the provision of experiences that empower every young person to live for the greater good.

This document sets out our Theory of Change as a *Framework* which we hope will bring Change Leaders together to deepen systemic impact.

The Framework would not have come about without the contributions from Change Leaders around the world. Informed by thousands of conversations with some of the world's most visionary educators and systems thinkers, it has been impossible to find words that *perfectly* accommodate everyone's unique perspective or chosen language, and it should be read, therefore, as a curated synthesis of many connected ideas. The purpose of this document is to provide:

- A departure point for reflection, conversation and learning
- A structure for organising and sharing stories and evidence
- A work in progress that we will continue to improve as our experience and knowledge grow

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# The Framework

## **1. Why should everyone learn to live for the greater good?**

- 1.1. Our world is in urgent need
- 1.2. Everyone shapes the world
- 1.3. Becoming a changemaker means empowering the whole person for the whole world

## **2. What changes are necessary to empower every young person to live for the greater good?**

- 2.1. Empowering experiences are essential
- 2.2. Many actors influence the experience of a young person
- 2.3. We need to evolve education silos into learning ecosystems
- 2.4. Complex changes are required at every scale
- 2.5. Mindsets and mechanisms must be transformed

## **3. How will change come about?**

- 3.1. Everyone will contribute to change
- 3.2. Change leaders will take the lead
- 3.3. Change leaders will align, collaborate and act systemically
- 3.4. Vibrant communities and effective teams will be crucial
- 3.5. Weaving is essential

## **4. What does weaving involve?**

- 4.1. Weaving involves building communities and teams
- 4.2. Weaving involves building capacity and knowledge
- 4.3. Weaving involves building conversations and demand

## **5. Notes and References**

# Our Vision

**A world of learning ecosystems that empower every young person to live for the greater good.**

We envisage a world in which everyone enjoys learning experiences throughout their lives that develop their full potential as active contributors to our collective wellbeing.

# Our Mission

**To weave a global community of Change Leaders who are collaborating to create learning ecosystems that empower every young person to live for the greater good.**

We aim to create thriving learning ecosystems by helping Change Leaders become more aligned, collaborative and systemic — through a process of building communities & teams; capacity & knowledge; and conversations & demand.

**1.**

**Why should everyone learn to live for the greater good?**

## 1.1 Our world is in urgent need <sup>i</sup>

- There are 3 billion young people living in an increasingly difficult world – a world of accelerating volatility, complexity and hyperconnectivity – exploding population, migration and automation – and intensifying social, economic and environmental problems.

*“By what name will our children and our children’s children call our time? Will they speak in anger and frustration of the time of the Great Unravelling, when profligate consumption led to an accelerating wave of collapsing environmental systems, violent competition for what remained of the planet’s resources, a dramatic dieback of the human population, and a fragmentation of those who remained into warring fiefdoms ruled by ruthless local lords? Or will they look back in joyful celebration on the noble time of the Great Turning, when their forebears turned crisis into opportunity, embraced the higher-order potential of their human nature, learned to live in creative partnership with one another and the living Earth, and brought forth a new era of human possibility?”* D. C. Korten <sup>ii</sup>

## 1.2 Everyone shapes the world <sup>iii</sup>

- To *thrive together* in the modern world, we can no longer afford to do what we have always done, or be blindly compliant. We cannot rely on centralised decision-making or an elite few to command the rest.
- *Everyone* shapes the world. *Everything* we do has consequences, and every consequence causes a response. Our wellbeing is permanently in flux, unfolding from moment to moment through every single human action and reaction.
- We need to help *everyone* understand their influence on the world – to discover and use their agency for making a better world. We need to empower *everyone* – from the most marginalised to the most privileged – to make a positive contribution throughout their lives and leave the world in a better state than when they entered it. We need to empower everyone as a *changemaker*.

*“From climate change to nuclear proliferation, economic crises, resource depletion, pandemics, the persistent poverty of the “bottom billion,” terrorism, trafficking, cyber-crime, and more, the world faces increasingly complex challenges that require the participation of ever more diverse parties and players to solve.”* M. Naim <sup>iv</sup>

*“As we move around this world and as we act with kindness, perhaps, or with indifference or with hostility toward the people we meet, we are setting the great spider web atremble. The life I touch for good or ill will touch another life, and that in turn another, until who knows where the trembling stops or in what far place and time my touch will be felt.”* F. Buechner <sup>v</sup>

## 1.3 Becoming a changemaker means empowering the whole person for the whole world <sup>vi</sup>

- Living for the greater good involves paying attention and trying to understand the world.  
It involves taking responsibility for your actions and taking the lead.  
It means thinking for yourself – and working with others to make life better for yourself *and* your family, friends and community – *and* humanity *and* other species *and* the planet.  
It involves finding and using your agency – anticipating, acting and reflecting – solving problems – and spotting, creating and taking advantage of opportunities for improving our quality of life.  
It involves finding and expressing your purpose.  
It is about the way you live your life, your intentions, and the decisions you make from moment to moment.
- Living for the greater good involves being empathic and mindful – being self-controlled and self-aware – being curious and open-minded – being imaginative and creative – being confident and conscientious – being courageous and resilient – being thoughtful, ethical and wise.
- *Becoming* empowered to live for the greater good is a lifelong process of becoming *equipped* with – and *inclined* to use – a wide array of deeply interconnected knowledge, skills, attitudes and values – potentialities that we too often oversimplify and overlook. Academic attainment alone is not enough. Becoming a changemaker requires the empowerment of *the whole person for the whole world*.

*“Education should not be simply seen as the acquisition of knowledge and the development of skills, but also in terms of the development of vast and powerful potentialities inherent in the very nature of every human being.”* The Ruhi Institute <sup>vii</sup>

**2.**

**What changes are necessary  
to empower everyone to live  
for the greater good?**

## 2.1 Empowering experiences are essential <sup>viii</sup>

- The extent to which we become empowered to live for the greater good – the extent to which we develop our knowledge, skills, attitudes and values – is determined by the *experiences* we have in life: the environments we spend time in; the people we spend time with; the things we sense, feel, think and do.

*“Your brain changes when you are introduced to a new person, when you hear a bit of gossip, when you watch the Oscars, when you polish your golf stroke – in short, whenever an experience leaves a trace in the mind... Neural plasticity is just another name for learning and development.” S. Pinker <sup>ix</sup>*

- Our brains remain malleable throughout our lives but our experiences in childhood and adolescence fundamentally determine our growth – and many potentialities will never develop if they are not nurtured in our early years. For this reason, although we recognise the importance of providing learning experiences throughout adulthood, our primary focus is on the provision of learning experiences to young people.

## 2.2 Many actors influence the experience of a young person

- There are many actors who influence a young person’s experience – families, friends and peers, health and social workers, teachers and other educators, school leaders, university admissions, employers, assessors, policy makers, researchers, teacher unions, teacher trainers, culture-makers, the media, advertisers, religious and community leaders, and so on.
- However, nurturing the *whole human being* and empowering young people to live for the greater good are rarely the focus of our attention when we influence young people’s experience. Education systems have evolved little since the middle ages – and remain highly fragmented. For most people, the experience of school is focused predominantly on academic attainment, reflects narrow conceptions of human potential, reveals highly individualistic ambitions, and reinforces compliance with the status quo. Despite good intentions, parenting is often ill-informed. Commercial and cultural influences often pull in opposite directions.
- To thrive together in the modern world, we need to ensure that everyone benefits from experiences that are:
  - explicitly designed to empower the whole person to live for the greater good
  - systematically scaffolded from early childhood throughout life
  - provided in schools, workplaces and beyond

## 2.3 We need to evolve education silos into learning ecosystems <sup>x</sup>

- To provide empowering experiences to everyone, we need to bring about new *learning ecosystems* in which everyone who substantially influences the experience of people works together towards the explicit, shared goal of empowering every young person to live for the greater good. Education needs to be everybody's business.
- **Schools will play a key role but will not do it alone**
  - Schools will play a central role in these new ecosystems – but they will be more open and deeply integrated with their communities than most schools are currently.
  - Teachers and out-of-school educators will work hand in hand with parents and other front-line influencers around the ecosystem, inside and outside of schools.
  - Second-line influencers who don't work face to face with young people but who nonetheless influence their experience (policy makers, union leaders, teacher trainers, the media, and so on) need to be fully involved.
- **Diversity, communication and trust will be fostered**
  - People from around the ecosystem – working at all levels – will work together in empowering young people.
  - Diverse methods and models need to be accommodated and no one ecosystem will look exactly like another.
  - Decision-making needs to be inclusive and accountability distributed.
  - People will be highly connected and have easy access to information, ideas and conversations.
  - Communication will be fluid throughout the system and webs of strong, interdependent relationships will evolve dynamically.
  - The strength of ecosystems will be defined by the strength of their social capital.
  - Cultures of trust will be actively fostered.
- **Learning ecosystems will learn, adapt and improve continuously**
  - With fixed mindsets and rigid structures dominating, existing education systems and institutions are highly resistant to change.
  - We need learning ecosystems that are improving continuously – and consciously – in response to the changing world. Improving the system will be the collective responsibility of everyone in the system.
  - Everyone will contribute as a learner and as a teacher. Ideas, knowledge and good practices will flow.
  - Hypotheses will be developed, tested and refined. Research, innovation and experimentation will be essential.

## 2.4 Complex changes are required at every scale

- Learning ecosystems must work for every individual, function at the size of the community, and fuse with other local ecosystems into effective municipal, district and national ecosystems that connect at an international level. And at each of these scales, people must effect a wide range of complex systemic changes. The influence that any specific change has in the creation of the *whole* ecosystem will vary from place to place, but there is widespread consensus that the following changes will be critical almost everywhere:
- **Young people will be trusted**
  - Young people need to have a strong voice in the system and be trusted decision-makers.
  - They need to be respected as active contributors *today*, not only as participants in the future.
  - Young people will demand and shape empowering learning experiences.
  - Conversations and actions throughout the ecosystem need to be predominantly student-centred.
- **Families will be engaged**
  - Parents, guardians and families will need to understand the need for empowering young people to live for the greater good.
  - They should demand and choose empowering learning experiences when making decisions about their children's education, and will actively engage as supporters of learning and as learners themselves.
- **Educators will be empowered**
  - Teachers and other educators will need to be educated, encouraged and supported:
    - in putting the empowerment of people at the heart of their work.
    - in defining, upholding and advancing their own professional standards.
- **Education Leaders will be empowered**
  - School leaders will need to be educated, encouraged and supported:
    - to be leaders of whole learning ecosystem.
    - to empower teachers & other educators to empower young people to live for the greater good.
- **Universities will be aligned**
  - Universities will need to prioritise changemaking experience in their admissions practices, making this understood by schools, students and parents.
  - They will provide empowering learning journeys to their staff and students.

- **Employers will be aligned**
  - Employers will search, select and reward staff based on their changemaking experiences, and make this understood by schools, universities, students & parents.
  - Employers need to be deeply engaged in the provision of empowering learning experiences to children and adolescents – and to their staff, suppliers and the communities they serve.
  
- **Culture-makers will celebrate changemaking**
  - The media, artists, entertainers and other culture-makers will spotlight people who live for the greater good – as well as those who empower others to create positive change.
  
- **Technologies will be empowering**
  - Technologies will be used to maximise access to – and the effectiveness of – empowering learning experiences.
  - Technologies will liberate educators from routine tasks that distract them from spending time with students.
  
- **Policies will create time and space**
  - Policies and curricula will need to create time and space for the provision of experiences that empower people to live for the greater good.
  - Policy-making will need to reflect the idea that achieving more does not have to mean adding more content or making more demands.
  - Policies will need to evolve through meaningful dialogue with front-line educators, families and others across the learning ecosystem.
  
- **Assessments will be empowering**
  - The success of young people needs to mean more than academic attainment alone.
  - Student assessments should motivate and help people become empowered to live for the greater good and will be empowering in themselves.
  - Evaluations of schools, educators and programmes should judge quality, progress and performance in terms of their effectiveness in empowering people as changemakers - and will advance good practice and be empowering in themselves.
  - Conversations throughout the ecosystem should consider:
    - What percentage of young people are living for the greater good – and know it?
    - What percentage of young people are becoming changemakers?
    - What percentage of educators, families & youth professionals know that their own success is defined by their students & children becoming empowered to live for the greater good?
    - How effective is our learning ecosystem – and is it thriving?
    - What effect am I having on the experience and empowerment of the young people I influence?

## 2.5 Mindsets and mechanisms must be transformed<sup>xi</sup>

- Bringing about these new learning ecosystems will require much more than *incremental* changes to existing education systems. While we should be careful to avoid throwing out everything that exists, and build appreciatively on the positive features of existing systems, we need to fundamentally *reimagine* and *transform* the practice and purpose of education.
- We need new *mechanisms* that ensure the effectiveness and adaptability of the ecosystem: new metrics, policies, regulations, rules, feedback loops, processes, routines, power dynamics, authority structures, connections, alliances, contracts, actors, relationships, social ties, information sources & flows, conversations, communication dynamics, knowledge, skills, professional specialisations, organisations, buildings, infrastructures, technologies, products & services, market dynamics, financial & resource stocks & flows.
- Learning ecosystems are fundamentally *human* systems, the experience of which is essentially shaped by the *cultures* we create, our *behaviours*, our *values*, *attitudes* and the things we pay *attention* to. For *mechanistic* changes to work, we must also change *mindsets* profoundly.

*“Paradigms are the sources of systems. From them come goals, information flows, feedbacks, stocks, flows. The ancient Egyptians built pyramids because they believed in an afterlife. We build skyscrapers because we believe that space in downtown cities is enormously valuable... People who manage to intervene in systems at the level of paradigm hit a leverage point that totally transforms systems.”*

D. Meadows<sup>xii</sup>

**3.**

**How will  
change come about?**

## 3.1 Everyone can contribute to change

- To make so many deep and complex transformations in mindsets and mechanisms, millions of teachers, families, employers, etc. must change. And every individual who changes themselves changes the system. Everyone's participation will be essential.
- At the same time, everyone is *part of* the ecosystem. Everyone shapes the nature of their ecosystem - the culture and the way it works – and everyone therefore plays a role in its evolution. Even those who resist change affect the evolution of the system.
- It is important that everyone is presented with – and finds for themselves – ways of making a positive contribution to improving their learning ecosystem. Learning ecosystems must be made *open* to participation.

## 3.2 Change Leaders will take the lead <sup>xiii</sup>

- Mass participation in system change follows the minority who go first – the pioneers who *lead the way* in transforming mindsets and systemic mechanisms. Innovators, entrepreneurs, intrapreneurs, early adopters, community leaders, network leaders, organisation leaders, thought leaders, and storytellers will *take the lead* in establishing new norms and enduring systemic transformations.
- Pioneering *Change Leaders* are needed in every part of the ecosystem – working in every community and at every scale from local to global. Change Leaders who are parents, health & social workers, teachers, out-of-school educators, teacher trainers, school leaders, union leaders, religious leaders, advertisers, media & culture-makers, employers, policy-makers, researchers – and young people themselves – will play a critical role in transforming and continuously improving learning ecosystems.
- Change Leaders everywhere need to bring about essential systemic changes directly through their work. And, as role models, Change Leaders will increase participation in – and the quality of – Change Leadership throughout the ecosystem.

### 3.3 Change Leaders will align, collaborate and act systemically <sup>xiv</sup>

- There is a need to substantially increase the number of active Change Leaders. But there are already thousands of Change Leaders scattered around the world who are deeply animated by the idea of creating systems that equip and incline young people to live for the greater good. And many are having substantial systemic impact.
- However, in general, the scale and speed of Change Leaders' impact is limited because they lack opportunities to align with each other – to collaborate – and to deepen their capacity for systemic thinking and action. With competition for attention and resources dominating, unified voices are missing, efforts are duplicated, and good practice does not flow.
- **Alignment**
  - Ecosystemic transformation will require Change Leaders to find – and make explicit – shared values and visions. Change Leaders need to align their narratives, resources and processes to focus their efforts on nurturing learning ecosystems that empower everyone to live for the greater good.
- **Collaboration**
  - Ecosystemic transformation at scale requires *collaborative leadership*. Complex changes will come about primarily through the *coordinated* and *cooperative* efforts of Change Leaders working in *communities* and *teams*. Exceptional individuals will catalyse important changes but *collective impact* will be crucial. Sharing resources and processes will be vital.
- **Systemic thinking and action**
  - Furthermore, many systemic transformations are highly complex and take considerable skill and expertise. Change Leaders will need to deepen their individual and collective capacity for bringing about impactful ecosystemic change.

### 3.4 Vibrant communities and effective teams will be crucial <sup>xv</sup>

- Collaboration will be at the heart of the process of systemic transformation and improvement. The quality of relationships and social capital will define the strength of learning ecosystems. Change Leaders will come together to form communities that are vibrant, dynamic and collaborative. *Communities of Change Leaders* will catalyse and build *movements* of people making positive ecosystemic change.
- Communities of Change Leaders will *self-organise* into *teams* – within and between institutions – that focus tightly on specific system changes, geographies and populations. In many cases, Change Leaders will work in multiple teams – and connect to build *teams of teams* that aggregate and morph organically like cells in living forms – and that disband when they achieve their impact objectives.
- Teams working within – and between – pioneering institutions will forge collaborative intra- and inter-organisational partnerships that have major systemic impact (driving wholesale replication of new models, or by changing the basis of competition in the system, for example). These pioneering organisations will have significant assets and the potential to exert substantial influence over the system (teaching unions, education schools, government organisations, and media groups are good examples) – giving their Change Leader Teams the leverage to effect massive shifts in mindsets and mechanisms.
- As well as institutional partnerships, teams of Change Leaders will create *whole-system prototypes* that weave together communities and teams of Change Leaders to collaborate intensively in turning entire cities, districts and countries into empowering learning ecosystems. These prototypes will generate research and knowledge about system change – act as training grounds for Change Leaders to deepen their capacity for transforming systems – and produce stories that inspire Change Leaders globally.
- Importantly, every team in the community will develop its own Theory of Change that is specific to the transformation the team is aiming for. Sharing and studying these Theories of Change across communities will deepen the collective capacity to effect enduring ecosystemic change.

## 3.5 Weaving is essential <sup>xvi</sup>

- Building vibrant communities and effective teams will require Change Leaders to be effective at *weaving*.

Weaving involves catalysing, activating, facilitating, inspiring, stewarding, curating, nurturing, fostering, and shepherding fellow Change Leaders to align, collaborate and increase their systemic impact.

Some Change Leaders specialise in this role and self-identify as *weavers*.

*“Without active leaders who takes responsibility for building a network, spontaneous connections between groups emerge very slowly, or not at all. We call this active leader a network weaver. Instead of allowing these fragments to drift in the hope of making a lucky connection, network weavers actively create new interactions between them ... The weaver has the vision, the energy, and the social skills to connect to diverse individuals and groups and start information flowing to and from them. The weavers usually have external links outside of the community to bring in information and ideas ... Network weaving is not just “networking”, nor schmoozing. Weaving brings people together for projects, initially small, so they can learn to collaborate. Through that collaboration they strengthen the community and increase the knowledge available in it.” V. Krebs and J. Holley, J. <sup>xvii</sup>*

- Weaving is complex and nuanced, involving:
  - building communities and teams
  - building capacity and knowledge
  - building conversations and demand
- To bring about continual ecosystemic transformation at scale, there is a need to invest in, promote and professionalise weaving, which we means:
  - committing to deepen personal and collective expertise in weaving.
  - agreeing, adopting and improving standards for weaving.
  - establishing norms for weaving.
  - raising the profile and status of weaving.
  - encouraging and supporting other Change Leaders in weaving.
- Creating and improving learning ecosystems depends fundamentally on the number and location of Change Leaders who are committed to – and effective at – weaving. Only when Change Leaders commit to weaving – and to promoting and professionalising weaving – will we see:
  - the emergence of effective teams and vibrant communities of Change Leaders.
  - more collaborations and deeper systemic thinking and action.
  - more people contributing to systemic change.
  - mindsets and mechanisms transforming in every part the ecosystem and at every scale.
  - the emergence of new learning ecosystems that empower everyone to live for the greater good.

**4.**

**What does  
weaving involve?**

## 4.1 Weaving involves building communities and teams <sup>xviii</sup>

### Knowing the community

- Mapping our community to understand relationships, communication streams, energy flows and issues
- Knowing who is experienced / expert in what
- Understanding who is – and who should be – playing what roles
- Attracting people to Change Leadership from multiple fields, geographies, backgrounds, and experiences
- Opening up new entry points to our work and community

### Uniting the community

- Keeping our vision, mission and impact in focus
- Monitoring, instigating and steering deep, reflective and generative conversations
- Crating space and conditions that enable collective intelligence and wisdom to emerge over time
- Advising on team goals and personal objectives

### Ensuring the community is vibrant and effective

- Weaving strong connections and collaborations
- Helping dynamic, authentic and clear communication
- Fostering trust and respect in our community
- Encouraging constructive criticism, realism and self-awareness
- Ensuring that membership remains open
- Ensuring equity of access and diversity within the community
- Ensuring young Change Leaders are fully included and respected in the community
- Sharing goals, processes, resources, opportunities, and governance structures
- Encouraging pragmatism, productivity and efficiency in delivering impact
- Creating the conditions in which the whole community can increase its impact

## **Organising teams & coordinating projects**

- Building project teams from around the ecosystem – at local, national and international levels
- Clarifying roles, responsibilities and accountabilities among all team members
- Ensuring there are multiple ways for people to participate, communicate and coordinate
- Bringing partners together frequently to discuss what is working and what is not
- Ensuring consistent and open communication across the team and between teams
- Building trust and motivation
- Sharing, recognising and celebrating successes

## **Sharing impact goals, impact chains, project plans, processes, resources, networks & information**

- Being open, inclusive and generous in sharing for the good of the project
- Embedding team objectives into personal objectives
- Ensuring that our assets and resources are being fully mobilised for the benefit of the team
- Sharing failures and struggles openly
- Solving problems together
- Seeking help from across the project team and from Change Leaders in other teams
- Providing – and accepting – constructive advice and experience

## **Inventing, adopting & multiplying innovations together**

- Innovating, prototyping and piloting
- Adopting, scaling, spreading and replicating our own – and other people's – innovations

## 4.2 Weaving involves building capacity and knowledge

### Modelling Change<sup>xix</sup>

#### Self-identifying as a Change Leader

- Giving ourselves 'permission' to lead change
- Accepting the responsibilities and commitments that come with leading change

#### Aligning personal objectives

- Ensuring that our commitments as Change Leaders are not marginal or additional to our day to day work but, rather, integrated into our personal objectives and daily lives
- Sharing our personal objectives with the community

#### Living the vision and values

- Letting go of the past and embracing the future
- Making our commitments known to others through our actions and behaviours
- *Being* and *becoming* the change we wish to see

# Thinking and acting systemically<sup>xx</sup>

## Thinking about the whole system over time

- Seeing ourselves in and part of the system
- Looking at systems holistically – considering structural and human aspects
- Balancing long-term and short-term views (recognising that short-term impacts can have long-term consequences)
- Looking for patterns over time but seeing beyond short-term trends
- Learning from the past but leaning to the future

## Reading the current system

- Mapping the variables, actors, connections and dependencies in the system
- Establishing system boundaries
- Understanding the root causes and wider effects of problems, the barriers and blockages
- Understanding the key actors in the system – their immunities to change, their needs and vested interests, the competitive dynamics, who's defending what and who's promoting what
- Understanding what works – what can be kept and used
- Establishing what can be controlled and influenced
- Identifying pivotal moments, windows of opportunity, and leverage points

## Designing, planning and architecting new ecosystems

- Describing in detail the new ecosystems we want to bring about
- Setting concrete, SMART impact objectives - describing the changes we wish to bring about in a positive way
- Defining impact chains / impact logic and key assumptions
- Involving relevant stakeholders in producing impact objectives and chains
- Defining inputs, activities, prerequisites and pre-conditions
- Anticipating – and planning how to overcome – limits to success

## Monitoring and communicating progress <sup>xxi</sup>

### Monitoring & evidencing our progress

- Collecting relevant, timely and accurate quantitative and qualitative data from multiple perspectives in the system
- Tracking, measuring, documenting, analysing and evaluating our impact and maturity
- Judging whether our projects are on their planned course

### Forecasting & pre-casting

- Describing our *expected* future – anticipating what will come out of our work and from the work of others
- Envisaging our *desired* future – considering our responses
- Judging whether the course of our work is the *best* course

### Sharing impact & maturity

- Reporting on and discussing successes and failures in open, transparent and user-friendly ways
- Using the monitoring and evaluation process to build our collective capacity for creating change

## Researching

### Researching, evidencing and synthesising knowledge

- Widening participation in research projects
- Using action research to ground projects in the real world

### Sharing knowledge widely and effectively

- Translating, explaining, and visualising research, evidence and knowledge in accessible and engaging ways
- Distributing knowledge widely

### Creating opportunities to advance our collective understanding of:

- Emergent ecosystems
- Experience, becoming, learning
- Being, acting and living for the greater good
- The state of the world
- Universal Wellbeing

# Learning to adapt and improve our work <sup>xxii</sup>

## Deepening our ability to change mindsets, mechanisms & systems

- Learning together to foster communities; to model better; to promote our vision better; to think and plan more systemically; to collaborate more effectively; to accelerate, amplify and multiply impact by changing mindsets, behaviours & systems; to measure and communicate our progress more effectively; to grow Change Leadership as a profession.

## Understanding what works & what doesn't work

- Creating cultures and environments in which we reflect (learn from the past) and forecast (learn from the future) continually – on our own work and results and on the work and results of other organisations and individuals
- Encouraging challenge, questions, and courageous conversations
- Sharing insights, findings, research, evidence, knowledge and opportunities for adapting, growing and continuously improving

## Adapting & improving our work

- Amending our own work and the work of our teams in response to our learnings in order to increase progress and impact
- Improving our Theories of Change in response to our work

## 4.3 Weaving involves building conversations and demand<sup>xxiii</sup>

### Bringing the vision & purpose to life

- Creating a new attractive vision that generates energy, trust and cooperation
- Shifting the collective focus from reactive problem solving to co-creating the future
- Spotlighting, showcasing, explaining and crystallising our work as Change Leaders, the ecosystems we wish to create, the experiences we need to provide, and what we mean by young people creating a better world
- Stimulating new conversations and trying to find a common language that unites people towards our vision and purpose

### Aligning powerful messages

- Aligning narratives and using common language to amplify our voice
- Telling powerful stories
- Using convincing evidence

### Advocating for the right to an empowering education

- Speaking up and actively campaigning for the change we want to see
- Thoughtfully aligning with complementary campaigns and initiatives that will promote our vision to diverse audiences of Change Leaders. Examples include, but are not limited to:
  - aligning Sustainable Development Goal 4 (“Ensure inclusive and equitable quality education ... for all.”) with our purpose (a *quality* education as one that empowers every young person to live for the greater good.)
  - using the Universal Declaration of Human Rights, Article 26 (“Education shall be directed to the full development of the human personality and to the strengthening for human rights and fundamental freedoms.”) to campaign for the right to an empowering education.

**5.**

## **Notes and References**

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iii Note:

- To understand the challenges of the modern world, it is helpful to consider the extensive literature on wellbeing, thriving, flourishing, quality of life, and happiness.
  - Graham, C. (2011). *The Pursuit of Happiness: An Economy of Well-Being*. Brookings Institution Press.
  - “[Eudaimonia is] a Greek word that combined two concepts: ‘eu,’ meaning well-being or abundance, and ‘daimon,’ meaning the power controlling an individual’s destiny. The word more generally translates as ‘flourishing,’ ‘well-being,’ and/or ‘success.’” *“(Eudaimonia is) the highest of all goods achievable by action.”* Aristotle, *Nicomachean Ethics* (1980), 1, 4, 1095a, Oxford University Press.
- For a sense of the inextricably interdependent nature of *collective wellbeing*, see, for example:
  - “No part of the human race is separate either from other human beings or from the global ecosystem. It will not be possible in this integrated world for your heart to succeed if your lungs fail, or for your company to succeed if your workers fail, or for the rich in Los Angeles to succeed if the poor in Los Angeles fail, or for Europe to succeed if Africa fails, or for the global economy to succeed if the global environment fails.” Meadows, D., (2001). *Dancing With Systems*. Texas: Whole Earth.
  - “Human health is a subsystem of the earth’s health. You cannot have well humans on a sick planet.” Berry, T. (2003). *The Mystique of the Earth*, Interview with Caroline Webb, *Caduceus*, Spring (59), 8-13.
- To formulate an understanding of the many factors that define wellbeing, the following indices are a good place to start:
  - The OECD Better Life Index – <http://oecdbetterlifeindex.org/>
  - The UNICEF Index of Child Wellbeing – <http://www.unicef.org/media/files/ChildPovertyReport.pdf>
  - The World Health Organisation Quality of Life Index – [http://www.who.int/substance\\_abuse/research\\_tools/whoqolbref/en/](http://www.who.int/substance_abuse/research_tools/whoqolbref/en/)
  - The United Nations - Human Development Index – <http://hdr.undp.org/en/statistics/hdi/>
  - The Index of Social Health – <http://iisp.vassar.edu/ish.html> -
  - The Global Peace Index – <http://visionofhumanity.org/indexes/global-peace-index/>
  - The Legatum Prosperity Index – <http://www.prosperity.com/>
  - The Happy Planet Index – <http://happyplanetindex.org/>
  - The Gallup Healthways Wellbeing Index – <http://www.well-beingindex.com/>
  - The Economist Intelligence Unit's Quality of Life Index – [http://www.economist.com/media/pdf/QUALITY\\_OF\\_LIFE.pdf](http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf)
  - Mercer's Quality of Living Reports – <https://mobilityexchange.mercer.com/quality-of-living-rankings>
- However, note that these indices do not wholly take into account our basic psychological needs for safety and security, calm and comfort, sex

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and intimacy, autonomy and competence, self-esteem, achievement and growth, purpose and meaning, hope and optimism, understanding, interest, play, caring, love, belonging, respect, fairness, appreciation and wonder, and happiness. The extent to which these needs are being met fundamentally determines our wellbeing but can be difficult or costly to measure and are therefore poorly represented in formal measurement studies.

- Note also that the list of basic needs above does not directly correspond to Maslow's famous hierarchy of needs which, although still influential, continues to be criticised:
  - *"Maslow's hierarchical theory of basic human needs has not been sufficiently validated or adequately revised in accordance with previous contrary empirical findings and conceptual criticisms... It is in this sense that Maslow's theory is still open to substantial revision or complete replacement by a better theory."* Kuo-Shu Yang. (2003). *Beyond Maslow's Culture-Bound Linear Theory: A Preliminary Statement of the Double-Y Model of Basic Human Needs*.
  - *"One explanation for the eating habits of people living impoverished lives is that 'other things are more important in the lives of the poor than food.'" Banerjee, A.V., and Duflo, E. (2011). Poor Economics. USA: PublicAffairs.*
- For views on how our wellbeing has improved over human history. See, for example:
  - *"We live in a world of unprecedented opulence, of a kind that would have been hard even to imagine a century or two ago. There have also been remarkable changes beyond the economic sphere. The twentieth century has established democratic and participatory governance as the preeminent model of political organisation. Concepts of human rights and political liberty are now very much a part of the prevailing rhetoric. People live much longer, on the average, than ever before. Also, the different regions of the globe are now more closely linked than they have ever been. This is so not only in the fields of trade, commerce and communication, but also in terms of interactive ideas and ideals."* Sen, A. (1999). *Development as Freedom*. Oxford University Press.
  - *"[The] vast majority of people are much better fed, much better sheltered, much better entertained, much better protected against disease and much more likely to live to old age than their ancestors have ever been. The availability of almost everything a person could want or need has been going rapidly upwards for 200 years and erratically upwards for 10,000 years before that... [This] generation of human beings has access to more calories, watts, lumen-hours, square feet, gigabytes, megahertz, light-years, nanometers, bushels per acre, miles per gallon, food miles, air miles, and of course dollars than any that went before. They have more Velcro, vaccines, vitamins, shoes, singers, soap operas, mango slicers, sexual partners, tennis rackets, guided missiles and anything else they could even imagine needing."* Ridley, M. (2010). *The Rational Optimist*. HarperCollins.
- For a perspective on many of the major trends that will continue to affect our wellbeing, see the OECD's Science, Technology and Innovation Outlook, 2016

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- For a sense of the problems we continue to face:
    - The Sustainable Development Goals are a good (but depressing) place to start: <http://www.un.org/sustainabledevelopment/education/>
    - On population growth, see, for reference:
      - Steck, T.L. (2010). *Human Population Explosion*. The Encyclopedia of Earth. [Retrieved here](#).
      - *A New Urban Agenda: Accommodating 2 billion new urban citizens*. Pwc UK. Retrieved from <https://www.pwc.co.uk/issues/megatrends/rapid-urbanisation.html>
    - On environmental issues, see, for reference:
      - Tilford, D. (2000) *Why Consumption Matters*. The Sierra Club.
    - On youth unemployment, see, for reference:
      - Think Global and British Council. (2011). *The Global Skills Gap: Preparing young people for the new global economy*. Retrieved from [https://think-global.org.uk/wp-content/uploads/dea/documents/BusinessPoll\\_online\\_TG.pdf](https://think-global.org.uk/wp-content/uploads/dea/documents/BusinessPoll_online_TG.pdf)
      - Allen, K. and Inman, P. (2013). *Young People 'almost three times more likely than adults' to be unemployed*. The Guardian. [Retrieved here](#).
      - Weber, L. and Feintzeig, R. (2014). *Why Companies Are Taking Longer to Hire*. Wall Street Journal.
      - *Global Employment Trends 2014: Risk of a jobless recovery?* / International Labour Office. Geneva: ILO, 2014 International Labour Office.
  
  - For views on outdated learning environments, see, for example:
    - *2015 WISE Education Survey: Connecting Education to the Real World*. (2015). Gallup. [Retrieved here](#).
    - The Aspen Institute Task Force on Learning and the Internet. (2015). *Learner at the Center of a Networked World*. Washington: The Aspen Institute. [Retrieved here](#).
    - Levine, A. (2000). *The Schools Aren't Broken, They're Outdated*. New York: Teachers College, Columbia University. [Retrieved here](#).
    - Walker, T. (2016). *Survey: 70 Percent of Educators Say State Assessments Not Developmentally Appropriate*. NEA Today. [Retrieved here](#).
    - Turner, C. (2014). *U.S. Tests Teens a Lot, But Worldwide, Exam Stakes are Higher*. NPR. [Retrieved here](#).
  
  - On the problem of high school dropouts, see, for example:
    - Fry, R. (2014). *U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, blacks*. Pew Research Center. [Retrieved here](#).
    - Lynch, M. (2014). *Is the U.S. Dropout Rate Really A Crisis?* Huffington Post. [Retrieved here](#).
    - Sikhan, K. (2013) *Low-Income Students Six Times More Likely to Drop out of High School*. World Socialist Web Site. [Retrieved here](#).

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- On the impacts of dropping out of high school, see, for example:
    - Rumberger, R. (2013). *Poverty and High School Dropouts*. American Psychological Association.
    - Breslow, J. (2012). *By the Numbers: Dropping Out of High School*. PBS Frontline. [Retrieved here](#).

ii Ref:

- Korten, D. (2006). *The Great Turning: From Empire to Earth Community*. Kumarian Press.

iii Note:

- We are not claiming that a perfect state of collective wellbeing will ever actually come about. Our vision is not a utopian dream but, rather, what might be considered a *protopia* in which our collective wellbeing is never settled but is being defended and improved continually through the minds and actions of people everywhere.

iv Ref:

- Naim, M. (2013). *The End of Power*. New York: Basic Books.

v Ref:

- Buechner, F., (1968). *The Hungering Dark*. New York: Harper Collins Publishers.

vi Note:

- For more on developing the *Whole Child for the Whole World*, see ASCD's work at: <http://www.ascd.org/whole-child.aspx>
- The term 'potentialities' is used here as an umbrella term to denote the things that are variously referred to as knowledge, understanding, skills, capabilities, attitudes, values, beliefs, strengths, virtues, qualities – the physiological, psychological and spiritual things that determine a person's being, actions and behaviours – *potentialities* that are capable of being practiced, nurtured and developed.
- It is worth considering that almost every word we use to describe a skill (or attitude, value or piece of knowledge) is itself an umbrella for a complex spectrum of sub-skills:
  - "The normal human brain is heavily subspecialised, and a constant cross talk among specialised areas allows them to collaborate... Depending on both genetics and learning over a lifetime, there are a vast number of possible combinations in which brain areas may interconnect." Cytowic, R. and Eagleman, D. (2009) *Wednesday is Indigo Blue*

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- There is an abundance of literature on the knowledge, skills, attitudes and values that influence our wellbeing. Although an economic perspective on this subject continues to dominate (see, for example, the list of *21<sup>st</sup> century skills* at <http://www.p21.org/our-work/p21-framework>), other perspectives are important because wellbeing is not *only* an economic construct. When taking other perspectives, it is interesting to note how much agreement there is in the literature on character education, morality, good thinking, citizenship, civic education, liberal education, education for environmental stewardship, life skills, social and emotional learning, pro-sociality, humanitarian education, rights-based education, self-help, personal development and happiness. However, there is not yet a fully comprehensive model that is widely used in education and the OECD are currently in the process of building such a model as part of their Future of Education and Skills: 2030 initiative.
  - For an in-depth look at many of the essential qualities that do *not* feature highly in the dominant experience of education, see, for example:
    - Peterson, C., and Seligman, M. (2004). *Character Strengths and Virtues: A Handbook and Classification*. Oxford University Press.
  - *Spiral dynamics* is an interesting model for the development of *consciousness*, which is noticeably absent from most lists of essential human qualities. See, for example:
    - Wilber, K. (2001). *A Theory of Everything: An Integral Vision for Business, Politics, Science and Spirituality* – [http://rationalspirituality.com/articles/Ken\\_Wilber\\_Spiral\\_Dynamics.htm](http://rationalspirituality.com/articles/Ken_Wilber_Spiral_Dynamics.htm)
  - The idea of *becoming equipped and inclined to live for the greater good* relates closely to the German word *Bildung*, which has no direct English translation but which means, approximately, to develop your whole self through practical activities that aim to develop your community.

<sup>vii</sup> Ref :

- The Ruhi Institute, *Statement of Purpose and Methods*. Retrieved from: <http://www.ruhi.org/institute/>

<sup>viii</sup> Note:

- For considering the effect of genes and experience on human development and behaviour, see, for example:
  - “Do genes have a specific effect on behaviour? Almost certainly not.” Flint, J., Greenspan, R., and Kendler, K. (2010). *How Genes Influence Behaviour*. Oxford University Press.
  - “The relations between genes and behaviour... are not one-to-one, not even one-to-many; they are many-to-many. The significance of this point, now broadly appreciated by geneticists, has been steadily eroding the idea of a big-effect gene for this or that specific behaviour such as aggression or cooperation.” Churchland, P. (2011). *Braintrust: What Neuroscience Tells Us About Morality*. Princeton University Press.

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<sup>ix</sup> Ref:

- Pinker, S. (2002). *The Blank Slate: The Modern Denial of Human Nature*. New York: Penguin Group.

<sup>x</sup> Note:

- *“In a learning society, every single individual should be, at their own level, able to build and share their knowledge and discoveries with others; document their learnings; access the resources, venues and support necessary for them to make progress, but also for others to get inspired and improve their practices.”* Taddei, F., Becchetti-Bizot, C., Houzel, G. (2017). *Towards a Learning Society*. Retrieved from [http://cache.media.education.gouv.fr/file/03\\_mars/19/0/2017\\_rapport\\_taddei\\_740190.pdf](http://cache.media.education.gouv.fr/file/03_mars/19/0/2017_rapport_taddei_740190.pdf)
- We envisage learning ecosystems that are *emergent*. For ideas on emergence and emergent ecosystems, see, for example:
  - Holland, J. (1995). *Hidden order: How adaptation builds complexity*. New York: Perseus Books.
  - Holland, J. (1998). *Emergence: From chaos to order*. Massachusetts: Addison-Wesley.  
<http://www.fsg.org/publications/embracing-emergence>
  - *“In self-organising systems at all levels of complexity, there is a wholeness that depends on a characteristic organising field of that system.”* Scharmer, C. O. (1999). Interview with Rupert Sheldrake. Retrieved from <https://www.presencing.com/dol/sheldrake>
  - *“When a cell’s morphic field deteriorates, its awareness of the larger whole deteriorates. A cell that loses its social identity reverts to blind undifferentiated cell division, which can ultimately threaten the life of the larger organism. It is what we know as cancer.”* Senge, P., Scharmer, C.O., Jaworski, J., and Flowers, B. S. (2004). *Presence: Exploring Profound Change in People, Organizations and Society*. New York : Doubleday.
  - *“Emergence is a process by which, through many interactions, individual agents create patterns that are more sophisticated than what could have been created by an individual entity alone.”* Darling, M., Guber, H., Smith, J., and Stiles, J. (2016). Emergent Learning: A Framework for Whole-System Strategy, Learning, and Adaptation. *The Foundation Review*, 8(1, article 8). Retrieved from <http://dx.doi.org/10.9707/1944-5660.1284>
  - *“Emergent complexity without adaptation is like the intricate crystals formed by a snowflake: it’s a beautiful pattern, but it has no function. (Emergent behaviour shows) the distinctive quality of growing smarter over time, and of responding to the specific and changing needs of the environment. In that sense (emergent systems) rarely settle in on a single, frozen shape; they form patterns in time as well as space.”* Johnson, S. (2001, September 9). Emergence. *The New York Times*. Retrieved from <http://www.nytimes.com/2001/09/09/books/chapters/emergence.html>
  - *“The rhythm of social self-organisation can sustain only in societies where the power of differential tends to zero.”* Dimitrov, V. (2001). Bridging Complexity and Ecology: Outline of Health Ecology. *Complex Systems*, 13(4), 393-413. Retrieved from <http://www.complex-systems.com/pdf/13-4-4.pdf>

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<sup>xi</sup> Note:

- For a view on mechanistic system changes, see, for example:
  - Mulgan, G., and Leadbeater, C. (2013). *Systems Innovation*. London: NESTA.
  - Meadows, D. (1999). *Leverage Points: Places to Intervene in a System*. *The Sustainability Institute*. Retrieved from <http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>
  - Coffman, J. (2007). *A Framework for Evaluating Systems Initiatives*. *BUILD Initiative*. Retrieved from <http://buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/621/Framework-for-Evaluating-Systems-Initiatives.aspx>
  
- The term *mindset* is used here to denote the very complex internal / psychological / spiritual influences on our actions, behaviours, social norms and cultures that define and are defined by our systems – what we choose to pay attention to, our beliefs, values, expectations, aims, and so on. The idea of *changing mindset* is closely related to the original idea of *paradigm shift* as presented in:
  - Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
  
- Shifting mindsets is widely understood as the most powerful lever in changing systems. See, for example:
  - *“Paradigms are the sources of systems. From them come goals, information flows, feedbacks, stocks, flows. The ancient Egyptians built pyramids because they believed in an afterlife. We build skyscrapers because we believe that space in downtown cities is enormously valuable... People who manage to intervene in systems at the level of paradigm hit a leverage point that totally transforms systems.”* Meadows, D. (1999). *Leverage Points: Places to Intervene in a System*. *The Sustainability Institute*. Retrieved from <http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>
  
- But mindsets can be extremely resistant to change:
  - *“If you have wanted to lose ten pounds for ten years and a diet finally helps you do it, you might well assume you have accomplished your goal. But your goal actually isn’t to lose ten pounds. Many people (even you?) have lost ten pounds many times! The goal is to lose ten pounds and keep the weight off. Dieting doesn’t lead to weight loss that endures. For this we must join a change in behaviour with a change in the way we think and feel—and in order to change the way we think and feel, we need to change our mindsets. When we are working on truly adaptive goals—ones that require us to develop our mindsets—we must continually convert what we learn from behavioural changes into changes in our mindsets.”* Kegan, R. (2009). *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*. Harvard Business Press

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<sup>xii</sup> Ref:

- Meadows, D. (1999). *Leverage Points: Places to Intervene in a System*. *The Sustainability Institute*. Retrieved from <http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>

<sup>xiii</sup> Note:

- There are several Change Leader archetypes and it is common for a person to fit more than one archetype. Some archetypes include:
  - *Weaver: Someone* who finds and connects Change Leaders, forges trusted relationships, builds vibrant communities and effective teams of Change Leaders, and helps Change Leaders collaborate for ecosystemic impact.
  - *Innovator, entrepreneur/intrapreneur*: A person who leads change by launching and scaling an innovative model, process, product, idea or organisation.
  - *Early adopter*: Someone who adopts a model, process, or product in the early stages of its development. Early adopters are essential to the spread of new approaches and ideas.
  - *Organisation leader*: A person who is leading an institution, network or community towards transformative change.
  - *Thought leader*: An informed opinion leader and recognised expert in their field of expertise. They are trusted sources who move and inspire people with compelling stories, evidence and ideas.
  - *Young Change Leader*: Change Leader under 25 years old who is committed building their capacity for — and experience in — leading ecosystemic transformations.
  - *Systems expert*: A person who helps Change Leaders apply systems thinking to accelerate, scale and deepen their transformation work.
- For an understanding of the role of innovators and early adopters in systems change, Diffusion of Innovations Theory is an interesting place to start. See, for example:
  - Rogers, E. (1995). *Diffusion of Innovations*. New York: The Free Press

<sup>xiv</sup> Note:

- We define a collaboration as:  
A well-defined working relationship between two or more people that is centrally focused on achieving a shared goal and that involves sharing knowledge, processes and resources.

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- For ideas on community, collective and collaborative impact, see, for example:
    - Himmelman, A., Berkowitz, B., Christens, B., Butterfoss, F., Lee, K., Bowen, L., Minkler, M., Wolfe, S., Wolff, T., Francisco, V. (2017). *Collaborating for Equity and Justice: Moving Beyond Collective Impact*. Retrieved from <https://nonprofitquarterly.org/2017/01/09/collaborating-equity-justice-moving-beyond-collective-impact/>
    - Taylor, M., Plastrik, P., Coffman, J., and Whatley, A. (2014). Evaluating Networks for Social Change. *Network Impact and Centre for Evaluation Innovation*. Retrieved from [http://www.networkimpact.org/wp-content/uploads/2014/10/NetworkEvalGuidePt2\\_Casebook\\_Rev.pdf](http://www.networkimpact.org/wp-content/uploads/2014/10/NetworkEvalGuidePt2_Casebook_Rev.pdf)
    - Krebs, V. and Holley, J. (2004). *Building Smart Communities Through Network Weaving*. Retrieved from <http://www.orgnet.com/BuildingNetworks.pdf>
    - Stanford Social Innovation Review. (2014, Fall). *Collective Insights on Collective Impact*. Retrieved from [https://ssir.org/supplement/collective insights on collective impact](https://ssir.org/supplement/collective%20insights%20on%20collective%20impact)
    - Turner, S., Merchant, K., Kania, J., and Martin, E. (2012, July 17). *Understanding the Value of Backbone Organizations in Collective Impact: Part 1*. Stanford Social Innovation Review. Retrieved from [https://ssir.org/articles/entry/understanding the value of backbone organizations in collective impact 1](https://ssir.org/articles/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_1)
    - Rickert, A., Kurz, B., and Kubek, D. (2016). *Social Impact Navigator*. Berlin: Phineo. Retrieved from <https://www.phineo.org/themen/social-impact-navigator>
    - Impetus Private Equity Foundation. (2016). *Driving Impact*. Retrieved from <http://www.impetus-pef.org.uk/driving-impact/>

<sup>xv</sup> Note:

- Social capital includes:
  - resources embedded in a social structure
  - accessibility to such resources by individuals
  - the use and mobilisation of such resources by individuals in a purposeful direction
- Social capital is often defined by the size of the network, the number of connections in (the density of) the network – and the volume of capital (defined as the sum of the individual amount of capital each participant has). Choosing the right individuals to join a network can be paramount in its success.
- Networks that are more connected provide more equal opportunities for all to access all resources, thus providing better flow of information, chances for cooperation and trust among participants. There is a correlation between an ecosystem’s networking assets (i.e. events, workshops, networking platforms, co-working spaces, mentorship programs, etc.) and its growth and sustainability.

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- Social capital (resources embedded in a network) can enhance the outcomes of individual actions:
    - By facilitating the flow of information. In otherwise imperfect information markets, social ties located in strategic locations can provide individuals with information about opportunities and choices that would otherwise not be available. Similarly, such ties can also inform an organisation or a community about the availability or interest of an otherwise unidentified but valuable individuals.
    - By exerting influence over critical agents and key decision-makers in the system.
    - Network members can see social capital resources as ‘credentials’ that reflect the success and trustworthiness of an individual or team.
  
  - For more on social capital, see, for example:
    - Adler, P. S. and Kwon, S. (2002). Social Capital: Prospects for a New Concept. *Academy of Management review*. 27 s(1), pp. 17-40.
    - Brief, A. P., and Motowildo, S. J. (1986). Prosocial Organizational Behaviors. *The Academy of Management Review*. 11 (4), pp. 710-725.
    - Clark, D. (2014). *How To Become A Power Connector*. Available: <https://www.forbes.com/sites/dorieclark/2014/06/09/how-to-become-a-power-connector/#6b891a1b5d7b>. Last accessed 26th Apr 2017.
    - Horan, S. M., and Booth-Butterfield, M. (2010). Investing in affection: An investigation of affection exchange theory and relational qualities. *Communication Quarterly*. 58, pp. 394- 413.
    - Lin, N. (1999). Building a Network Theory of Social Capital. *Connections*. 22 (1), pp. 28-51.
    - Williams, K. and Durrance, J. C. (2008). Social Networks and Social Capital: Rethinking Theory in Community Informatics. *The Journal of Community Informatics*, 4 (3).
    - Atkinson, J., Loftus, E., and Jarvis, J (2015). *The Art of Change Making*. London: Leadership Centre.
    - Bourdieu, P. (1986). The Forms of Capital. In: J. G. Richardson (Ed.). *Handbook of Theory and Research for Sociology Education*. West Port: Greenwood Press, pp. 241-58.
    - Plastrik, P., Taylor, M., and Cleveland, J (2014). *Connecting to Change the World: Harnessing the Power of Networks for Social Impact*. Washington DC: Island Press. Chapter 1.
    - Putnam, R. D. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press.
  
  - For ideas about new ways of organising and self-organising teams of teams, see, for example:
    - McChrystal, S. (2015). *Team of Teams: New Rules of Engagement for a Complex World*. Penguin
    - Laloux, F. (2014). *Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage in Human Consciousness*. Nelson Parker.
    - Temporary Autonomous Zones as described by author Hakin Bay. [https://en.wikipedia.org/wiki/Temporary\\_Autonomous\\_Zone](https://en.wikipedia.org/wiki/Temporary_Autonomous_Zone)

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<sup>xvi</sup> Note:

- For the defining features of professions, see, for example:
  - Sarfatti, M. (1977). *The Rise of Professionalism*. University of California Press.
  - Abbott, A. (1988). *The Systems of Professions*. University of Chicago Press

<sup>xvii</sup> Ref:

- Krebs, V. and Holley, J. (2004). *Building Smart Communities Through Network Weaving*. Retrieved from <http://www.orgnet.com/BuildingNetworks.pdf>

<sup>xviii</sup> Note:

- For ideas on fostering communities for system change, see, for example:
  - “Strategies are emergent when the locus of strategy changes from driving results to creating conditions where the whole community can participate in developing solutions that continue to adapt and improve.” Senge, P., Hamilton, H., & Kania, J. (2015, Winter). *The Dawn of System Leadership*. Stanford Social Innovation Review. Retrieved from [http://ssir.org/articles/entry/the\\_dawn\\_of\\_system\\_leadership](http://ssir.org/articles/entry/the_dawn_of_system_leadership)
  - “A network mindset is a stance toward leadership that prioritises openness, transparency, making connections and sharing control... Working with a network mindset means operating with an awareness of the webs of relationships you are embedded in... cultivating these relationships... finding where the conversations are happening and taking part in them... acting transparently by sharing what you’re doing and learning along the way.” Scarce, D. (2011). *Catalyzing Networks for Social Change*. California: Monitor Institute. [http://www.monitorinstitute.com/downloads/what-we-think/catalyzing-networks/Catalyzing Networks for Social Change.pdf](http://www.monitorinstitute.com/downloads/what-we-think/catalyzing-networks/Catalyzing_Networks_for_Social_Change.pdf)
  - Taylor, M. (2016, May 12). Humility of the Intellect, Ambition of the Will. *Royal Society for the encouragement of Arts, Manufactures and Commerce*. Retrieved from <https://www.thersa.org/discover/publications-and-articles/matthew-taylor-blog/2016/05/humility-of-the-intellect-ambition-of-the-will>
  - Taylor, M., Plastrik, P., Coffman, J., and Whatley, A. (2014). Evaluating Networks for Social Change. *Network Impact* and *Centre for Evaluation Innovation*. Retrieved from [http://www.networkimpact.org/wp-content/uploads/2014/10/NetworkEvalGuidePt2\\_Casebook\\_Rev.pdf](http://www.networkimpact.org/wp-content/uploads/2014/10/NetworkEvalGuidePt2_Casebook_Rev.pdf)
- For a view on deepening and distributing change leadership, see, for example:
  - Abercrombie, R., Harries, E., and Wharton, R. (2015, June 23). *Systems Change: A Guide To What It Is And How To Do It*. *LankellyChanse Foundation* and *NPC*. Retrieved from <http://www.thinknpc.org/publications/systems-change/>

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<sup>xix</sup> Note:

- For ideas on changing systems through modelling change, see, for example:
  - “[The] natural starting point for changing our world is us. [T]aking personal responsibility to make the needed changes within ourselves and our communities is the foundation for changing our institutions, not the other way round.” Gershon, D. (2009). *Social Change 2.0; A Blueprint for Reinventing our World*. Vermont: High Point / Chelsea Green.
  - “[R]esponding from the emerging future requires us to shift the inner place from which we operate. It requires us to suspend our judgements, redirect our attention, let go of the past, lean into the future that wants to emerge through us, and let it come.” Scharmer, O. and Kaufer, K. (2013). *Leading From The Emerging Future*. California: A BK Currents Book.
  - “Our role is about being appreciative systems; it is about the community that we affirm we are, year after year, and essentially, it is about our role in the conscious evolution of our species.” Laszlo, A. (2014). Connecting the DOTS: The Design of Thrivable Systems Through the Power of Collective Intelligence. *Systems Research and Behavioural Science*, 31(5), 586-594. <http://onlinelibrary.wiley.com/doi/10.1002/sres.2307/abstract>
  - “But systemic scale is about shifting the rules, norms, and values that make up our social systems. This requires coalition building, such that a host of different stakeholders can come together to adopt a new model, roll out a new service, or modify their current way of operating, all in favour of a common social or environmental goal. This may sound obvious, but for anyone who has started down that thorny road, it quickly becomes clear that when many diverse players are involved, a host of new questions and pitfalls arise. For example, when funding predominantly follows organizational impact and individual leadership, where are the incentives to collaborate? In a coalition, who takes the ultimate credit? How can a context be cultivated so that egos are set aside, and the interests of the overall mission take precedence over the interests of individuals and their organizations? In such a context, the inner qualities of a systems change leader become critical. A growing body of evidence suggests these qualities can be cultivated through a focus on inner wellbeing and self-awareness.” <http://skoll.org/2017/03/27/the-inner-path-to-become-a-systems-entrepreneur/>
  - “Systems change is inherently an inner and outer process.” <http://www.academyforchange.org/>
  - Laszlo, A. (2015). *Living Systems, Seeing Systems, Being Systems: Learning To Be The System That We wish To See In The World*. *Spanda Journal*, 6(1), 165-173. [http://www.spanda.org/SpandaJournal\\_VI,1.pdf](http://www.spanda.org/SpandaJournal_VI,1.pdf)

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<sup>xx</sup> Note:

- For views on the need to plan and design systemically, see, for example:
  - “When people fail to see their responsibility for the present, they (1) tend to assume that their primary work is to change others or the system-not themselves, and (2) promote solutions that optimise their part of the system based on a mistaken belief that the way to optimize the whole system is to optimise each of the parts. By contrast, a systems view encourages them to critically assess their own contributions first.” Stroh, D. P. (2015). *Systems Thinking for Social Change*. Vermont: Chelsea Green Publishing.
- For views on how transformative change requires a future consciousness, a repatterning of our collective lives, and transformative innovation, see, for example:
  - Sharpe, B. (2013). *Three Horizons: The Patterning of Hope*. England: Triarchy Press
- For a view on the difficulties humans have in changing, see, for example:
  - “We uncovered a phenomenon we call ‘the immunity to change,’ a heretofore hidden dynamic that actively (and brilliantly) prevents us from changing because of its devotion to preserving our existing way of making meaning.” Kegan, R. (2009). *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*. Harvard Business Press
- Other interesting pieces on this subject include:
  - Bortoft, H. (1996). *The Wholeness of Nature*. Hudson, NY: Lindisfarne Press.
  - Scharmer, C. O. (1999). *Interview with Rupert Sheldrake*. Retrieved from <https://www.presencing.com/dol/sheldrake>
  - Oxfam. (2013, November). The Reality of Change: Strengthening our Impact by Reflecting on and Applying our Theory of Change. *Internal Oxfam Guidance*.

<sup>xxi</sup> Note:

- On the subject of monitoring and communicating progress, see, for example:
  - Mack, K., Lu, S., Vaidyanathan, L., Gopal, S., and Lisak, M. Evaluating Ecosystem Investments. *FSG*. Retrieved from <http://www.fsg.org/publications/evaluating-ecosystem-investments>

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<sup>xxii</sup> Note:

- On the importance of learning and adapting for system change, for example:
  - *“Learning is a central concern of systems change—partly due to the complexity and unpredictability of social systems, and partly because implicit assumptions and world views can contribute to dysfunctional systems. An ongoing process of reflection and learning is an obvious response to these challenges. Learning is, however, only useful for systems change when it includes adaptation to take advantage of the opportunities it reveals.”* Abercrombie, R., Harries, E., and Wharton, R. (2015, June 23). *Systems Change: A Guide To What It Is And How To Do It*. *LankellyChanse Foundation and NPC*. Retrieved from <http://www.thinknpc.org/publications/systems-change/>
  - *“Learning based on the past suffices when the past is a good guide to the future. But it leaves us blind to the profound shifts when whole new forces shaping change arise.”* Senge, P., Scharmer, C.O., Jaworski, J., and Flowers, B. S. (2004). *Presence: Exploring Profound Change in People, Organizations and Society*. New York : Doubleday.

<sup>xxiii</sup> Note:

- On the need for Change Leaders to bring vision and purpose to life, see, for example:
  - *“Instead of pushing directly for change and, as a result, confronting the old equilibrium head-on, [change leaders] build a new attractor [that] generates trust and cooperation; the new attractor, over time, renders the old one irrelevant, while the new attractor grows and fosters durable change.”* Praszkie, R., Nowak, A. (2012). *Social Entrepreneurship; Theory and Practice*, New York: Cambridge University Press.
- Change Leaders advocate for the right to empowering learning experiences and define a quality education as an education that empowers every young person to live for the greater good:
  - United Nations. (n. d.). *Goal 4: Ensure inclusive and quality education for all and promote lifelong learning*. Retrieved from <http://www.un.org/sustainabledevelopment/education/>
  - United Nations. (n. d.) *Universal Declaration of Human Rights*. Retrieved from <http://www.un.org/en/universal-declaration-human-rights/>



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