



Program Information



Introduction

The Global Institute for Shaping a Better Future is launching the **Global Institute Fellowship for Transforming Systems (GIFTS)** to inspire, connect, develop, and learn from a new generation of education system leaders in their efforts to transform the systems around children so that all young people are able to develop holistically to shape a better future. Beginning in October 2026 and led by **Dr. Iwan Syahril**, former Director General at Indonesia's Ministry of Education and former Chair of the G20 Education Working Group, the fellowship will offer 20 outstanding senior and emerging leaders in government, policy, and politics the chance to join a year-long hybrid program of learning designed to deepen their purpose, grow their leadership, connect them with a diverse, forward-thinking, and purpose-driven community of peers, and generate new insights on the most pressing questions facing education system leaders today.

Background

The fellowship responds to a moment of crisis and opportunity for the world's children. An era of rapid economic, technological and climatic change demands that every child develop the purpose, agency, awareness, connectedness, and expertise to shape a better future for themselves and all of us. Yet the systems that serve our young people aren't delivering on this promise. Aligned to an outdated purpose, they are frequently failing to ensure that most children have even mastered the foundations, with [hundreds of millions of kids worldwide in school but not learning](#), 7 in 10 children in low and middle-income countries unable to read at age 10, and levels of learning and attendance in decline worldwide, especially for disadvantaged children.

It is critical to our shared future that we both reshape the purpose to which our education systems are oriented *and* improve their performance so all children, regardless of their background, learn more and faster towards that purpose. At the Global Institute, we see that well-designed policies, technical solutions, and efforts to scale what works are only part of the answer. The systems around children are complex human systems made up of millions of people—students, teachers, parents, policymakers—and their daily motivations, values, beliefs, capabilities, and relationships. And [as research shows](#), changing these systems depends on developing and mobilizing the collective leadership of the people that comprise them.

Nowhere is this leadership more important than in government, where policymakers, politicians, and officials have significant power and influence to shape the systems that serve children. Many visionary and purpose-driven leaders are already working in this way, committed to developing and multiplying the leadership of others at all levels of the system, and taking an adaptive, collaborative approach to implementation. But while they may have access to technical training, research symposiums, and policy dialogues, they often lack access to global learning, leadership development, and connections in line with this new paradigm to grow their ability to lead ambitious, equitable, and sustainable change at scale.

Overview

We are launching the Global Institute Fellowship for Transforming Systems to address this gap. The fellowship is a new, cohort-based program of learning, connection, and leadership development that will support a global cohort of 20 outstanding education system leaders to grow their ability to contribute to transforming education in regions and countries worldwide. Over the course of a year from October 2026, fellows will engage in a powerful, provocative, and energizing program of learning and development where

they will grow as leaders, develop lasting connections with peers globally, and collectively generate new insight into the most pressing questions facing those working in education today.

Participants

This fellowship is designed for senior and emerging leaders in influential roles in government, policy, and politics worldwide who are currently working on issues of system transformation at a national, regional or district level, and who are energised and motivated by the potential power of global learning and peer connection and exchange, and who have the capacity to participate. GIFTS is committed to recruiting a committed and purpose-driven cohort who have the insight, expertise, and energy to support each other in the fellowship and beyond, and who can serve in the long-term as the inaugural founding members of a new global movement of education system leaders striving to do differently and better to ensure all children thrive.

Criteria	Description
Influence	• Currently in a role in government, politics, or policy with real scope for influencing a national or regional system supporting children
Commitment	• Demonstrates a deep commitment to improving the systems that impact children's ability to thrive
Purpose	• Aligned to a holistic purpose for education to develop all students as leaders who can shape a better future
Leadership	• Has a track record as a collaborative system leader able to lead with purpose and values, achieve change, and develop others
Learning	• Shows openness to and excitement about the potential for global learning, connection, and advocacy
Impact	• Articulates a system transformation project with a path to impact as the focus of their participation in the fellowship

Aims

The fellowship aims to support, develop, connect and inspire fellows in both their current and future leadership and implementation challenges, whilst generating insights and evidence to influence a wider ecosystem of government, multilateral, and civil society leaders worldwide.

Over the course of the year-long fellowship experience, fellows will have the opportunity to grow their:

- **Shared purpose** – Deepen their purpose, values, and orientation towards ensuring that all children, regardless of background, develop holistically as leaders of a better future
- **Collective leadership** – Expand their mindsets and capabilities as leaders to grow shared purpose, develop and mobilize other leaders, work in partnership and coalition, and navigate politics
- **Adaptive execution** – Make progress in a current system change initiative, taking an iterative and adaptive approach to impact the holistic development of children equitably, sustainably, and at scale
- **Practical insight** - Generate new insight into critical issues facing education system leaders globally through surfacing and synthesizing stories, insights, and evidence from the field
- **Global community** – Form deep and lasting relationships with a cohort of peers and other global leaders and experts that accelerate the learning and leadership of all fellows

Program Components

The year-long fellowship experience begins in October 2026 and ends in September 2027. It comprises a variety of in-person and virtual sessions hosted and facilitated by senior leaders from the Global Institute team and wider community. The key components of the fellowship experience include:

Component	Description
System Transformation Project	Over the course of the year each fellow will undertake a 'system transformation project' within their current role, designed to have a meaningful impact on the holistic development of a significant number of learners in their system. At key moments in the year, fellows will share their plans, progress, and reflections with their cohort and the fellowship team.
Immersion Event*	The fellowship will formally begin with a 4-day in-person event in late January 2027. At the event, fellows will explore their own leadership, build deep and lasting connections with peers, refine their plans for their system change initiatives in light of input from peers and experts, and spend time immersing themselves in a local case study of system transformation.
Masterclasses and Roundtables	Fellows will be invited to participate once a month in a virtual roundtable or masterclass session with a recognized global expert in education, leadership, or system change. This will be an opportunity both to learn from the wisdom and know-how of renowned leaders, and for fellows to generate their own insights and knowledge about key questions facing education system leaders today.
Peer System Labs	Fellows will engage in a regular virtual System Transformation Lab with a subgroup of 3-4 peers within the cohort to which they bring live system challenges, test assumptions, receive peer feedback, and incorporate their learnings and insights into their next adaptive action.

Coaching and Mentoring	Fellows will engage in regular interactions with an expert mentor to discuss strategy and to problem-solve issues of implementation and execution, and a leadership coach for matters related to personal growth and decision-making. Coaches and mentors will be exceptional leaders from within and beyond education: global education experts, politicians, policymakers, civic leaders, business leaders, and students.
Global Policy Brief	Over the course of the fellowship, the Global Institute research and writing teams will support fellows to capture and synthesize key stories, insights, and lessons learned that are generated in the system transformation projects, peer system labs, masterclasses, and roundtables. At the end of the fellowship, the team will help fellows synthesize these into a publication.

In addition to the immersion event, all fellows will be invited to participate in next year's **Better Future Forum, the Global Institute's flagship annual gathering for a diverse, select community of 200 global education leaders taking place in May 2027 in Malaysia for three days of learning, connection, and exchange.*

Program Requirements

This fellowship will build a diverse and tight-knit community of visionary education system leaders from around the world. Central to the experience will be the capacity of the group of fellows to inspire, provoke, and support each other over the duration of the fellowship and beyond. With this in mind it is essential that prospective fellows have the capacity to commit to active participation in the full fellowship experience.

We estimate that the requirements of fellows will be:

- **4-6 hours each month** of virtual engagements in masterclasses or roundtables, peer labs, and coaching or mentoring conversations
- **Travel to and attend the 4 day residential immersion event in late January or early February 2027** and, ideally, the 3-days in person Better Future Forum in Malaysia or Singapore in May 2027
- **Active participation and responsiveness** to other fellows in the cohort for the duration of the fellowship and beyond, particularly within the peer system labs
- **Document the design and delivery of the system transformation project** to form the backbone of the fellowship experience as a path to impact and global learning
- **A final report** reflecting on the progress made in the system transformation project and lessons learned in the fellowship, either in the form of a written document or presentation

Some flexibility on the above will be built into the fellowship to allow for the unexpected eventualities and periods of high workload common to the roles fellows will occupy. However, it's important that prospective fellows reflect honestly on their capacity for participation before applying.

Program Sequence

While the final details of the program will be co-created with fellows and adapted to their particular strengths, needs, and interests, we envisage the program consisting of four key stages. Each stage is anchored in a capstone virtual or in-person event, and each relates to a phase of the cycle of system transformation: laying foundations; designing strategy; executing, adapting, and iterating; and reflecting and learning. While the sequence of the fellowship is linear, it is designed purposefully as an adaptive experience, where fellows develop their leadership and generate new insights through a continuous cycle of action, reflection, and recalibration in complex environments. The table below provides a high-level outline of the sequence of fellowship experiences.

Month	Key Activities
Part 1 - Transforming Education Today	
October	• Inaugural GIFTS cohort of fellows announced publicly • Fellow biographies and system transformation projects shared to cohort
November	• GIFTS virtual launch event with Andreas Schleicher and Wendy Kopp • 1-1s with Iwan Syarhil and Alex Beard to build relationships and surface trends
December	• Roundtable on cutting-edge trends, priorities, and challenges in education globally • Preparation and pre-work for immersive residency
Part 2 - System Transformation Project	
January	• Immersive residency and in-person study visit (Location TBD) • Refinement of system transformation project plans with peers
February	• 1 x roundtable or masterclass, 1 x mentoring and coaching, 1 x peer system lab to problem-solve issues of design and execution and to surface shared insights
March	• 1 x roundtable or masterclass, 1 x mentoring and coaching, 1 x peer system lab to problem-solve issues of design and execution and to surface shared insights
April	• 1 x roundtable or masterclass, 1 x mentoring and coaching, 1 x peer system lab to problem-solve issues of design and execution and to surface shared insights
Term 3 - Executing, Adapting and Iterating	
May	• Optional participation at the Better Future Forum (Location TBD) • Formal reflection on progress so far in individual System Transformation Projects
June	• 1 x roundtable or masterclass, 1 x mentoring and coaching, 1 x peer system lab to

	problem-solve issues of design and execution and to surface shared insights
July	1 x roundtable or masterclass, 1 x mentoring and coaching, 1 x peer system lab to problem-solve issues of design and execution and to surface shared insights
August	1 x roundtable or masterclass, 1 x mentoring and coaching, 1 x peer system lab to problem-solve issues of design and execution and to surface shared insights
Part 4 - Reflecting, Learning and Reporting	
September	Virtual closing event in which fellows present their progress and lessons learned Fellows report on their System Transformation Projects in writing or presentations
October	Synthesis of insights and stories from the duration of fellowship by Global Institute
November	Publication of key insights and lessons from the fellowship cohort

Program Values

As the flagship initiative of Teach For All's Global Institute for Shaping a Better Future, GIFTS is rooted in the insight and evidence generated from the firsthand experience of our global network of 120,000 leaders working to transform education in 60+ countries worldwide. It also incorporates the latest global evidence and best practice from our extensive network of multilateral, research, and government partners around the world. Drawing on those foundations, a core set of principles and values underpins the fellowship design:

- Holistic purpose** - We envision a world where all children have the education, support, and opportunity to shape a better future for themselves and all of us. We aspire that all students, regardless of their background, are able to develop purpose, agency, awareness, connectedness, wellbeing, and expertise through their education in order to become leaders who shape that future.
- Collective leadership** - Changing outcomes for children requires changes in policy, practice, and culture—which means it requires people exercising leadership at every level of education and government, from inside and outside of the system, working together toward shared purpose across lines of difference and levels of power. We call this collective leadership.
- Practice into evidence** - We aim to accelerate the growth of collective leadership through enabling cross-border learning and connection between practitioners. We prioritize peer exchange and the co-creation of knowledge around shared learning questions in order to generate new insights, stories, and evidence, whilst supporting and accelerating each other's local progress.
- Diverse by design** - In this effort, we value the perspectives, insights, and experiences of people at all levels of the systems around children: students, families, teachers, policymakers, researchers and businesses. We believe in the power of learning from the diverse experience and expertise of leaders working in all communities and countries globally.
- Adaptation and iteration** - Our learning is rooted in action. Evidence shows that groups most effectively achieve change in the systems around children through shared processes of

implementation that start with building shared purpose, agency, and connection, then follow an adaptive and cyclical process of design, delivery, data generation, learning, and adaptation.

- **Inner leadership** - We understand the exercise of leadership to be deeply personal. We believe it is critical for leaders to have opportunities to deepen their purpose and grow personally. We see community as a path to solidarity, support, and energy, and we value restorative experiences where leaders can step away, reflect, and recover with companions.

For GIFTS, this means that fellows will engage in learning more about the political economy of change, and less about the policies. It means that the experts we learn with won't only be seasoned education policy leaders, but leaders from communities, student groups, civic movements, and business.

Program Identity

On this front, there are many excellent existing programs globally that help education leaders deepen their technical expertise in areas such as policy design, planning, implementation, and public administration. Several multilateral organizations, leading universities, and schools of government all make significant contributions to strengthening the technical capacity of government leaders. At the same time, there are leadership fellowships across the social sector—including those offered by Acumen, Aspen Institute, Ashoka, and the Obama Foundation—that focus on developing collaborative leadership across diverse fields.

GIFTS is designed to complement, rather than duplicate, these existing efforts. Its distinctive contribution is a focus on the leadership required to transform education systems: helping leaders navigate complexity, purpose, politics, and the deeply relational work of change. Through a global peer community, real-world challenges of practice, and collective learning grounded in implementation, the fellowship aims not only to strengthen individual leaders, but also to generate new insight into how education systems can be transformed so that all children develop holistically and are able to shape a better future.

Learning Agenda

What are the most critical questions facing education system leaders today?

In line with the core purpose of the Global Institute, GIFTS will also serve as a source of evidence and insight for a wider community of education system leaders globally. Early in the fellowship, the cohort will identify a set of shared learning questions around which to exchange knowledge, insight and practical advice. Over the course of the fellowship, the Global Institute team will help capture and synthesize the learning generated on these questions, and package it to share more widely in partnership with fellows. While this agenda will be co-created with the fellows, we believe it could be built around questions such as:

1. **What is the purpose towards our education systems should be oriented?** How do policymakers shift systems toward holistic student development? What policy and system approaches align stakeholders around preparing students for meaningful lives, not just test scores?
2. **What are the shifts we need to see in our systems to achieve that purpose?** What policies and system leadership strategies support developing the whole child—self-awareness, agency, belonging, and academic achievement? What changes to accountability, assessment, and funding make this possible?
3. **What are the levers that will effect those shifts?** What is the role of collective leadership and how

do we grow it? How do policymakers build coalitions with educators, families, and communities to sustain reform? What strategies effectively shift purpose, agency, practice and policies across local, state, and federal levels?

4. **What is required of system leaders to develop, mobilize and lead systems today?** What mindsets and practices enable policymakers to champion student-centered reform while navigating political realities and staying grounded in educational purpose?

Theory of Change

The following is a brief, high-level summary of the GIFTS Fellowship theory of change:

Level	Aims
Impact <i>What is our ultimate aim?</i>	• More equitable, holistic, and higher performing education systems that enable all students to develop as leaders regardless of background • A lasting shift in how education systems are designed and led, with stronger cultures of collaboration, learning, and partnership
Outcomes <i>What will fellows go on to do?</i>	• Fellows lead and sustain education system transformation initiatives, increasing their influence on policy, practice, and implementation • Fellows contribute to the growth of sustained cross-sector coalitions that continue to work collectively and adaptively to sustain transformation
Output <i>How will fellows learn and grow?</i>	• Deepen commitment to the purpose of the holistic development of all students as leaders of a better future • Grow their capacity to develop the collective leadership of people at all levels of the system in pursuit of transformation • Strengthen their ability to execute change through an adaptive and iterative approach to implementation • Become a member of an active, influential, and inspiring peer network, with access to a global network of senior experts and mentors • Generate new insights, evidence, and knowledge products around the most critical questions facing education system leaders today
Experiences <i>What do fellows engage in?</i>	• Execution of a system transformation project, which acts as the basis of learning, growth, and reflection for each fellow • Roundtables and masterclasses through which tacit knowledge and know-how are shared, generated, and synthesized into insights

	• A regular system lab with a small group of peers in order to engage in joint problem-solving and reflection on real-world challenges • Coaching and mentoring to help fellows develop their expertise and leadership • Immersive residential event to visit an improving system, build cohort connections, explore purpose and leadership, and refine projects
Inputs <i>What enables the fellowship?</i>	• Diverse curated cohort of influential, innovative, committed peers • Fully-funded program enabled by the Enlight Foundation • Expert team to design and facilitate the fellowship

Fellowship Team

GIFTS is a project of the Global Institute for Shaping a Better Future in partnership with the [Enlight Foundation](#). The fellowship is led and facilitated by Dr. Iwan Syahril, Alex Beard and Aitidal Shariha and supported by Teach For All CEO Wendy Kopp, Global Institute Director Cheryl Fernando, and members of our Global Advisory Council, which includes Andreas Schleicher, Jaime Saavedra, Tony Mackay and others.



Dr. Iwan Syahril translates the complexity of large-scale system transformation into clear, actionable leadership strategy. Having served as Director General at Indonesia's Ministry of Education and Chair of the G20 Education Working Group, Iwan has led reforms at a scale few have navigated, architecting national teacher platforms and driving global digital transformation policy. He currently serves as a senior advisor to international organizations, governments, universities, and school networks, and as Adjunct Faculty at Monash University Indonesia, working at the intersection of human-centered leadership and the technological demands of the AI era. Academically, he holds a dual-major Ph.D. in Teacher Education and Educational Policy from Michigan State University, two master's degrees from Teachers College, Columbia University, and a B.A. in International Relations from Universitas Padjadjaran. He is also a recipient of an Honorary Doctorate in Humanities from Michigan State University, a Fulbright Scholar, and an HP-Cambridge EdTech Fellow. A former Education Dean and senior university leader at Sampoerna University, he brings a rare blend of executive experience, academic rigor, and field-tested insight. His new book, *Students, Students, Students! The Human Journey in Leadership and System Transformation*, distills a career of leading system transformation into a roadmap for the next generation of change leaders.



Alex Beard is a Chief Learning Officer at the Global Institute for Shaping a Better Future. He started his career as a teacher in a London school before joining Teach For All, a network of 120,000 educators working to transform education in over 60 countries, where he leads the Global Institute's work on systemic change, captured in *The Missing Piece: Developing Collective Leadership to Transform Education*. He's been fortunate to spend much of the past decade travelling the world in search of the future of learning, and has written about his experiences for the *Guardian*, *Financial Times*, and *Wired*. Alex also wrote and presented *The Learning Revolution*, a series on the future of education for BBC Radio 4 and is the author of *Natural Born Learners*, a book about transforming learning in the twenty-first century. He is a Trustee of the Day One Trust, a contributor to the World Economic Forum's Generation AI Initiative, and a UK Champion for the Global Partnership for Education.



Aitidal Shariha is Director, Systems & Communities at the Global Institute for Shaping a Better Future, where she translates learning strategy into engaging, high-quality learning experiences. Her work spans classroom practice, leadership development, education philanthropy, and policy research, bringing together practical experience with evidence-informed learning design. She has designed and led professional learning for educators and school leaders, developed curricula and digital learning experiences, and contributed to research on education philanthropy and youth employment. Her work has included initiatives in Indigenous schools, gifted education, and youth wellbeing, reflecting a particular interest in how learning can strengthen leadership and improve outcomes for children and young people.

Global Faculty

In addition to the fellowship team, fellows will have access to an elite faculty of diverse global education experts who will join the monthly masterclasses and roundtables and serve as coaches and mentors to fellows. Faculty members will include former education ministers, senior civil society leaders, pre-eminent academics and global multilateral leaders. Our confirmed list of faculty for the fellowship includes:

- **Andreas Schleicher**, Director for Education and Skills at the Organisation for Economic Co-operation and Development (OECD).
- **David Sengeh**, Chief Minister, Chief Innovation Officer and former Minister of Education, Government of Sierra Leone
- **Jaime Saavedra**, Director of Human Development for Latin America and the Caribbean of the World Bank and Minister of Education of Peru 2013-2016.

- **Oley Dibba Wadda**, Gambian development executive, policy strategist and gender equity advocate, prior Director of Human Capital, Youth and Skills Development at African Development Bank
- **Dr. Habibah Abdul Rahim**, Director of the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and former Director General of Education, Malaysia
- **Olli-Pekka Heinonen**, Director General of the International Baccalaureate and former Minister of Education of Finland
- **Dr. Fernando Reimers**, Ford Foundation Professor of the Practice of International Education and director of the Global Education Innovation Initiative at Harvard University.
- **Dr. Rebecca Winthrop**, Senior fellow and director of the Center for Universal Education at the Brookings Institution.
- **Kaya Henderson**, Executive Director of the Center for Rising Generations at the Aspen Institute and former Chancellor of DC Public Schools 2010-2016
- **Tony Mackay**, Co-Chair of the National Center on Education and the Economy, Deputy Chancellor, Swinburne University, Melbourne, and a former senior education advisor to the UK Prime Minister
- **Wendy Kopp** - CEO and Co-founder of Teach For All and Founder and former CEO of Teach For America
- **Xavier Prats-Monne** - Former Director General for Education and Culture at the European Commission

Further Reading

[*Students, Students, Students!*](#) by Iwan Syahril. "A masterclass in change leadership," - Andreas Schleicher

[*The Missing Piece: Developing Collective Leadership to Transform Education*](#), by Alex Beard, Jean Arkedis

[*Collective Leadership for Sustainable Development: Evidence from Research and Practice*](#), by Jean Arkedis, et al.

Appendix

I. Expanding on the components of the fellowship experience

1. System Transformation Project

Each fellow will articulate a 'System Transformation Project' that will form the focus of their leadership practice for the duration of the fellowship. Key features of this component are:

- **Project criteria** - A real world implementation challenge fellows are working on to drive systemic change with a clear throughline to impacting the holistic development of students at scale
- **Project proposal** - Fellows will present a project proposal to their peers at the start of the fellowship. This will include:
 - Purpose - Description of the aims and objectives of the project
 - Diagnosis - Analysis of the current situation, stakeholders, dependencies
 - Design - Outline of the proposed solution to the challenge
 - Delivery - Implementation plan that describes the process for driving the change
 - Data and learning - Plan to monitor, evaluate and learn from the effort
- **Project labs** - 2 sessions with a group of 3-4 peers over the course of fellowship in which to problem-solve aspects of the project and share insights and lessons learned.
- **Project report** - In September 2027, fellows will produce a project report as a presentation or written memo telling the story of implementation and analyzing the lessons learned

2. Coaching, Mentoring and Peer System Labs

In addition to the peer lab group described above, fellows will be paired with a coach and mentor

- **A coach**, who helps them navigate the personal and emotional demands of leading complex change, building resilience, managing stakeholder relationships, and maintaining clarity of purpose under pressure.
- **A mentor**, who is a subject matter expert, such as a former minister or system leader to provide strategic guidance on specific policy challenges, political navigation, and systems change approaches.
- **Peer system labs**, in which fellows engage in structured learning with other members of their cohort, creating a trusted network of colleagues facing similar challenges who can offer real-time advice, honest feedback, and mutual accountability.

This combination aims to give the right support at the right time: a coach for personal growth, expert advisors for technical and strategic questions, and peers for day-to-day problem-solving and solidarity.

3. Masterclasses and Roundtables

Over the course of the year, fellows will participate in intimate, closed-door roundtable sessions with high-profile global education leaders and experts. These 90-120 minute sessions are designed as private spaces where fellows can hear the "real talk" from leaders who have navigated similar challenges to those they are facing, as they share the unvarnished lessons, difficult trade-offs, and political realities they faced: the ones that rarely make it into public speeches or published case studies.

This will be a rare opportunity for fellows to ask the hard questions they can't ask in public forums, probe deeply into failures and breakthroughs, and engage as peers with ministers, system leaders, and change agents who understand the complexity of their work firsthand. The intimacy of the setting—limited to the core fellowship cohort, with occasional space for one or two key partners a fellow might bring—ensures the kind of openness and vulnerability that only happens when leaders feel safe to share what actually happened, not just what worked.

Topics might include navigating political transitions, inter-ministry partnership, managing public backlash to reform, building coalitions across ideological divides, or maintaining personal resilience when the work feels impossible. These sessions are among the fellowship's most distinctive offerings: exclusive access to global expertise in a setting where honesty, not performance, is the currency.

4. In-person events

The fellowship includes two strategic in-person gatherings designed to deepen relationships, catalyze breakthroughs, and provide immersive learning that virtual sessions cannot replicate.

The centerpiece is a 4-day **immersion trip that takes** fellows to a country demonstrating breakthrough education transformation, where they meet with ministers, visit schools, and see firsthand how policy translates into classroom practice. This gathering will combine intensive workshops on adaptive leadership and navigating complexity with site visits to innovative education initiatives in the region. During the immersion, cohort members will also come together for focused problem-solving sessions where fellows workshop their toughest challenges with each other, building the trust and intimacy needed for the kind of vulnerable sharing that drives real growth.

Fellows will also be invited to **the Better Future Forum**, potentially happening in Malaysia (May 2027). Fellows present their systems change projects, receive feedback from peers and experts, and engage with the global education community at the Forum.

Finally, we expect that we will also be able to host a **3-day event** to close the fellowship, where fellows can celebrate progress, further deepen their cohort connections, and potentially engage in exchange with global experts. We're exploring the possibility of hosting this with Oxford University's Blavatnik School of Government, Cambridge University's Education Partnership, or in Paris alongside the OECD and UNESCO.

5. Global Policy Brief

Following the close of the fellowship in September 2027, the Global Institute will work with fellows to publish a shared report detailing the learning generated by fellows over the course of the year. This will be structured in response to the learning questions that shape the fellowship inquiry, and is designed to ensure that the learning and insights generated by fellows reach and influence a wider audience of leaders working to transform education today.