

Education Systems Changemakers Pathway

WORKBOOK



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Education Systems Changemakers Challenge Workbook

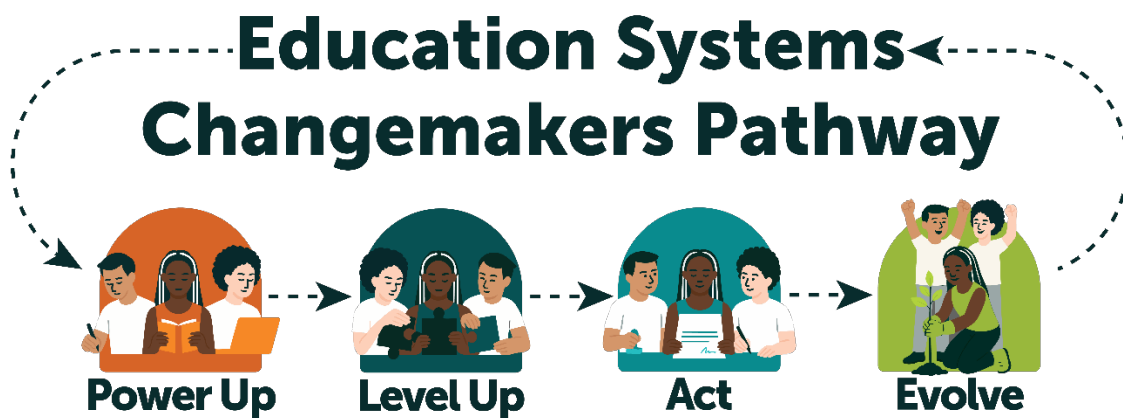
About the Workbook

Welcome to the Education Systems Changemakers Challenge Workbook! This resource is your space to reflect, grow, and build your own education systems change pathway—whether as an individual, a team, or a whole organization. We designed this tool to boost your confidence as a Systems Changemaker in education, equipping you with evidence-based resources to support your growth in the areas where you need it most.

We have structured what we have learned about systems change practice into **4 phases and 10 steps**. Each step provides opportunities to learn, reflect, and take action, and you will also find some great resources that we have found helpful in our own systems change practice. We recommend you take the steps in order if possible, and we invite you to revisit prior steps to update your understanding as your journey evolves. There is no "right" pace—just the right mindset.

Systems change in education might feel big and messy—but guess what? We bet you are likely already doing it. Own it, loud and proud!

The Pathway



1. **Power Up** by discovering what systems change could look like in the education sector.
2. **Level Up** by sharpening your skills to build stakeholder buy-in and identify structural barriers.
3. **Act** by uncovering impactful leverage points, action plans, and feedback loops for sustainable change.
4. **Evolve** by iterating your thinking, celebrating progress, and building your/your organization's adaptive muscle.

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Power Up

Power Up by discovering what systems change could look like in the education sector.

Step 1: Dive Into Systems Change

Systems change means shaking up the underlying rules, relationships, and mindsets that keep problems stuck. It is an ongoing journey, not a quick fix, especially when education goals may not line up across stakeholders. In case you missed it, we invite you to check out our resource “[What is Systems Change? A Quick Guide for Education Changemakers](#)” to learn more about what systems change really means and why it might be a game-changer to approach your work with a changemaker mindset.

Take Action

Activity: Resonance with Definitions

Estimated Time: 5 minutes

After reading the definitions of systems change in the “[What is Systems Change? A Quick Guide for Education Changemakers](#),” which aspects resonate with you most?

- The aspects that resonated most are...

- The aspects I found surprising are...

Activity: What Questions Are Guiding You?

Estimated Time: 5–10 minutes

Every system changemaker carries questions with them. These shape our learning and help us make sense of complexity. Consider what you are most curious about. What are the questions you want to explore through this series?

Examples to get you started:

What does systems change actually look like in education?

How do we know when change is happening?

Where do we begin when things feel overwhelming?

How can I bring others along on this journey?

Your questions:

1. _____
2. _____
3. _____

Explore

Some of our favorite resources to dig deeper into systems change are:

- [What Is Systems Change? by School of System Change](#)
- [The Water of Systems Change \(Kania et al., 2018\)](#)
- [Creating Education Systems Coherent for Learning Outcomes \(Pritchett, 2015\)](#)
- [Systems Thinking in International Education and Development Unlocking Learning for All? \(Faul & Savage, 2023\)](#)

Step 2: Check Your Systems Change Pulse

Reflect on how systems change principles show up in your work.

Implementing systems change is not just yes or no—it is a continuum, influenced by lots of moving parts that shape how far you have come. At any given moment, you or your organization may feel

excelling in some areas while still figuring other things out, and then a shift may take place in your environment. Self-assessing your progress is a helpful way to identify your current strengths and gaps and help you plan for the change you want to enact. We invite you to review our resource [“System Change Principles in Practice: Education changemakers around the world”](#) before jumping into the following activities.

Take Action

Activity: Identify Your Inspiration

Estimated Time: 5–10 minutes

Because change takes time and can often feel challenging, staying inspired and oriented towards meaningful goals is essential to maintaining motivation. Before continuing in this journey, please take a few minutes to reflect on what brought you here. What made you curious about systems change? What experiences, challenges, or hopes are driving your desire to think bigger and deeper? What Inspires you or your organization?

Use the prompts below to explore your “why.” Write a few sentences or jot down a story that reminds you of your commitment to change.

- I realized systems needed to change when...

- A moment I felt connected to something bigger was...

- One challenge I keep coming back to is...

Activity: Self-Assessment Snapshot

Estimated Time: 10 - 15 minutes

Next, please take some time to think about your personal and organizational principles—those guiding “rules of thumb” shaped by your values and experiences. This will help you gain clarity on

how you make decisions and adapt along the way, spotting where you may be strong and where there may be room to grow.

For each principle listed below, choose the option that best describes where you or your team currently stand. We invite you to be honest—this is a space for reflection, not judgment!

Principles	Not applicable/ I need more info	I want to spend more time here	In early stages, but proud I started	Working towards it	Rocking this
Embracing complexity					
Listening to multiple voices					
Building to sustain					
Mapping systems and actors					
Collaborating across sectors					
Adapting as you learn					
Identifying leverage points					
Strengthening relationships					
Focusing on root causes and patterns					
Cultivating continuous system evolution					

Explore

There are a lot of self-assessment tools available for Systems Changemakers inspired by proven maturity models. Here are some of them we reference:

- [Evaluating local system change using a comparative maturity matrix \(Coldwell, Pearson & Wilson, 2022\)](#)
- [Making Visible Philanthropy's Hidden and Conflicting Mental Models for Systems Change](#)

Step 3: Gather The Must-Have Ingredients

Spot the tools, resources, and support you need to bring your systems change to life.

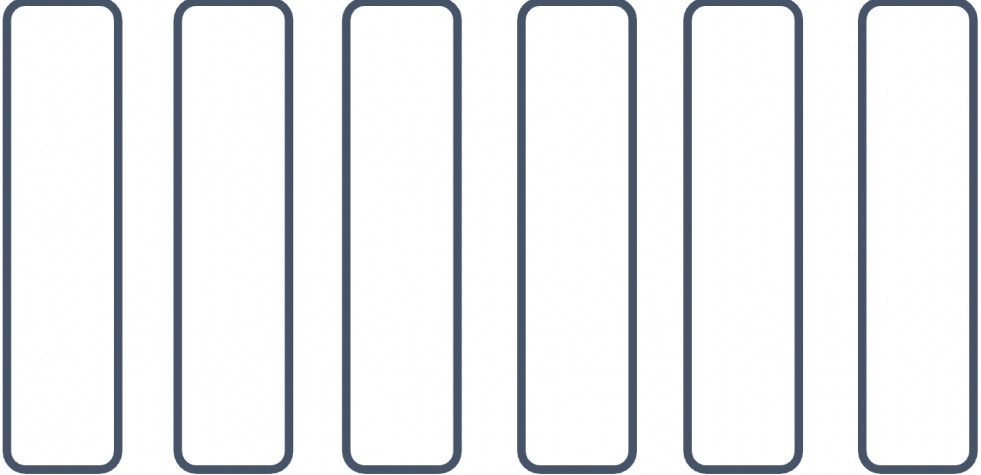
To make systems change stick, you need the right mix—think culture that fuels creativity, supportive networks, appropriate resources, favorable policies, and mindsets that are flexible to adapt to whatever comes next. Since you or your organization are a part of multiple systems, regularly checking in on the roadblocks and boosters around you helps you spot what to tackle next.

Take Action

Activity: Grease or Grit?

Estimated Time: 5–10 minutes

Grab your favorite coloring tools—markers, pencils, crayons, or whatever you love! Each of the following empty vertical bars represents a key element in making systems change happen. Color each bar higher if you feel you have all you need in that area, or lower if it is still a challenge. There is no right or wrong—just honest reflection and fun! When you are done, take a look: which bars shine bright, and which could use a little boost? Let this colorful snapshot guide your next steps.



Organizational Culture External support Data systems Collaborative Networks Technical Capacities Resources

Activity: Peer Power

Estimated Time: 5–10 minutes

Reach out to a peer organization or changemaker you know (or someone new!) and share the roadblocks and boosters that you have identified in the previous exercise. Invite them to share their

perspective—do they face similar challenges? What advice or ideas do they have for strengthening those areas?" Jot down 2-3 insights or new questions that come from this conversation.

Insight 1: _____

Insight 2: _____

Insight 3: _____

Explore

To learn more about the building blocks for system change, please check these great resources:

- [Assessing Change and Deepening Impact in Early Learning Systems: The Formal-System Self-Assessment Tool \(Takada, Nolan & Mani, 2020\)](#)
- [Systems Change through Effective Collaborative Action: The Early Signals of Change Self-Assessment Tool \(UNDP, 2022\)](#)



Power Up

Congratulations!

You have completed Phase 1, Power Up of the IREX Education Systems Changemakers Challenge. You are well on your way!

Let us recognize this moment:

- **One word** to describe how you feel about systems change: _____
- **One thing** you learned or will apply: _____
- **One curiosity** you want to explore further: _____

We invite you to post your reflections on LinkedIn tagging IREX and using the hashtag #IREXSystemsChangemakers. You can [download the Power Up phase image](#) and use it in your post. We would love to follow your journey and cheer you on!



Level Up

Level Up by sharpening your skills to build stakeholder buy-in and identify structural barriers.

Step 4: Draw the Lines Around Your System

Define the boundaries of your system and zoom in on the issue that matters most to you

Systems are everywhere. Drawing the boundaries of your system can feel like trying to fence in the wind—there is no natural edge, and everything is connected! It can get a little overwhelming. To move into action, it is important to establish some boundaries in what we mean by system, so we can stay focused, and things become manageable.

Take Action

Activity: Drawing Your Problem's Fence

Estimated Time: 20 minutes

To “draw the lines” around your system so it is focused enough to be actionable but broad enough to matter, reflect on the following questions about the problem that you care about the most, and use your answers to decide what is “inside” your system and what is “outside.” For this exercise, we recommend you try to involve multiple perspectives (e.g., your peers, local communities, donors, external partners) to get a more comprehensive view and avoid blind spots.

- What would you like the education system to look like in 5+ years, and how would communities experience it differently?

Example response: I would like to have an education system where every learner has equal access to quality and empowering learning opportunities.

Your Response:

- What can you accomplish in the next 2-3 years that would demonstrate you are on the right path to get there?

Example response: I could support the implementation of a set of policies and practices that close learning gaps, support teachers effectively, and create safe, supportive environments for all students to thrive.

Your Response:

- Which part of this system is absolutely critical for success? If this piece does not work, will everything else fall apart?

Example response: The quality and support of educators is absolutely critical—if teachers are not well-trained, motivated, and supported, the entire system struggles to deliver meaningful learning.

Your Response:

- Within that critical part of the system, where do you see the biggest struggles or “gaps” that cause things to break down? Which steps or connections are the toughest to navigate?

Example response: The biggest gaps are in ongoing professional development and mentorship for teachers, especially in rural communities. Without these, teachers feel isolated and ill-equipped to meet diverse student needs.

Your Response:

Once you have finished reflecting on these questions, we invite you to draw the systemic education challenge that you want to solve as a picture, diagram, or map. No art skills needed, this is just a reflective exercise to visualize our change sphere! As much as you can, include the key players, obstacles, and connections that might keep the problem going. If you are working with a group, we recommend combining your drawings to create a big “challenge map” to spot patterns or surprises together.

Explore

Here are some of our favorite resources to help you figure out what to include in your system:

- [Sustainability Methods Wiki, System Boundaries. \(Henrik von Wehrden, 2024\).](#)
- [Systems thinking to transform schools: Identifying levers that lift educational quality \(Cohen & Kim, 2022\).](#)
- [Putting the system back into systems change: A framework for understanding and changing organizational and community systems. \(Foster-Fishman, Nowell & Yang, 2007\).](#)

Step 5: Dig Into the Roots

Look beneath the surface to uncover the real causes and barriers holding things back.

Before diving into solutions, it is essential to pause and ask: What is really causing the problem we are trying to solve? To get there, you will need to understand the structures and relationships that shape the system. In systems change work, that means zooming out to see the big picture—looking at all the actors, policies, incentives, and even the sneaky, invisible connections that influence how things work (or do not). If you missed it, please be sure to check out our [“Approaches to Education Systems Change: A Guide for Practitioners”](#) that gives a quick overview of some well-established frameworks to help guide your root cause analysis.

Take Action

Activity: Tool Time: What is Your Fit?

Estimated Time: 10 minutes

After reviewing the “[Approaches to Education Systems Change: A Guide for Practitioners](#)” we invite you to rate how well each of them fits your current challenge and how confident you feel about using it (1 = not at all, 5 = very much). Once you have rated them all, please take a moment to reflect: Which framework felt like the best match—and why? You can do this individually or discuss your choice with your team or another changemaker.

	RISE	3Ps	Leverage points	Six conditions
This framework feels intuitive and easy to use to me.				
This framework excites me or sparks my curiosity.				
This framework feels likely to help me make progress right now—even a small step.				
This framework can be used with the time, tools, or support I currently have.				
TOTAL SCORE				

Which one did you score highest on? Think of that framework as your go-to tool and give it a try! If you are not quite ready to dive in, remember that you can always circle back to an earlier step and try again later. Changemaking is not a straight line and our energy, capacity, environment may be in constant flux, so it is important to try to stay flexible and adaptive.

Explore

If you want to know more about the key frameworks we summarized, we invite you to check out these resources:

- [System Coherence for Learning: Applications of the RISE Education Systems Framework \(Kaffenberger and Spivack, 2022\) and Applying Systems Thinking to Education: The RISE Systems Framework | RISE Programme \(Spivack, 2021\)](#)
- [Leverage points: Places to intervene in a system. The Academy for Systems Change. Meadows, D. \(1999\).](#)
- [The Water of Systems Change, \(Kania et al.,2018\)](#)
- [Transforming Education Systems; Why, What, How \(Sengeh & Winthrop, 2022\)](#)

Other frameworks we reviewed and find valuable include:

- [Social justice framework for systems change](#)
- [Disrupting System Dynamics Framework from USAID](#)
- [A framework for transformative systems change](#)
- [The World Bank SABER education systems framework](#)



Congratulations!

You have completed Phase 2, Level Up of the IREX Education Systems Changemakers Challenge. This demonstrates true commitment!

Let us reflect before continuing in this journey:

- **One word** to describe how you feel about systems change: _____
- **One thing** you learned or will apply: _____
- **One curiosity** you want to explore further: _____

We invite you to post your reflections on LinkedIn tagging IREX and using the hashtag #IREXSystemsChangemakers. You can [download the Level Up phase image](#) and use it in your post. We look forward to learning how you are putting these resources to work to support your changemaking efforts!



Act

Act by uncovering impactful leverage points, action plans, and feedback loops for sustainable change.

Step 6: Spot Your Leverage Points

Identify where you can make the biggest waves in the system.

When working in complex systems, not every action has an equal impact. That is why identifying leverage points—places where a small, strategic effort can lead to meaningful change—is so powerful. The key is not doing everything, it is to focus on putting in the right effort, in the right places, at the right time.

Take Action

Activity: Change Instincts Check-In

Estimated Time: 5-10 minutes

Before identifying leverage points, it may be helpful to reflect on how you naturally approach change—what you notice, where you feel confident, and what kinds of strategies you tend to favor. This activity may help surface personal and team biases or blind spots that could shape or limit what entry points and actions are prioritized. We invite you to reflect on the following questions:

- What kind of action(s) am I most comfortable with? (check all that apply)
 - ☐ Convening people and building relationships
 - ☐ Creating tools or programs
 - ☐ Influencing narratives
 - ☐ Shifting policies or structures
 - ☐ Something else: _____

- When it comes to identifying leverage, I tend to rely most on:
 - ☐ Data and evidence
 - ☐ Stories and lived experience
 - ☐ My instincts
 - ☐ What others are already doing
 - ☐ My role or positional authority
- What is my preferred pace for change?
 - ☐ I am a fast mover—I like to try things quickly.
 - ☐ I prefer to observe and sense the system before acting.
 - ☐ It depends on the situation!
- What am I most cautious or unsure about when it comes to finding leverage points?

Once you are done, consider the following questions:

- What did you notice about your own patterns or preferences?
- How might these preferences shape the kind of leverage points you see—or miss?

Explore

Here are some additional resources to help you identify leverage points:

- [Leverage points: Places to intervene in a system. The Academy for Systems Change, \(Meadows, D., 1999\).](#)
- [Transforming Systems with Leverage Points: Insights and Critiques, and Future Directions](#)
- [What are some effective systems intervention strategies for social change?](#)
- [Mission-oriented innovation - a handbook from Vinnova](#)

Step 7: Chart Your Change Course

Build a clear, flexible plan to put your ideas to work.

Taking action in systems change means more than just making a plan—it means planning with others. Collaboration is at the heart of systems change, but it can be challenging to implement. Working across teams, organizations, and sectors requires thoughtful coordination, shared decision-making, and mechanisms to keep people engaged, aligned, and accountable over time.

Take Action

Activity: Bridges and Barriers

Estimated Time: 10–15 minutes

When collaboration is done well, it creates the conditions for meaningful, sustained impact. But when it is poorly managed, it can drain energy, break trust, and stall progress. This activity will help you to reflect on the main strengths and gaps that you and your team or organization are facing when it is time to collaborate. Reflect on the following:

- Name three things you believe you or your team do well when it comes to collaborating.

1. _____
2. _____
3. _____

- Name three challenges or gaps you or your team faces in collaboration.

1. _____
2. _____
3. _____

- How do your strengths and gaps affect your readiness to collaborate closely with others?

- What is one small step you could take to build on a strength or address a gap?

Activity: Relationship Radar

Estimated Time: 10–15 minutes

In systems change, not every relationship needs to be deeply collaborative, but knowing who is in your orbit and how you work with them helps you spot strengths, gaps, and opportunities to go further together. This activity invites you to map the key actors in your network across five levels of collaboration. Using the table below, reflect on the nature of your relationships and list people, groups, or organizations under the category that best describes your current way of working together.

Category	Definition	List of Actors
Networking "Oh yeah, I have heard of them!"	You are aware the other person exists. You might bump into each other at events or follow each other on LinkedIn. - Communication: Occasional - Decisions: Made independently	
Cooperation "We keep each other up to date, but that is about it."	You share information more regularly, but you still run your own show. - Communication: More frequent - Decisions: Made independently	
Coordination "We have a joint plan and check in often."	You are sharing not just information, but resources and responsibilities. - Communication: Regular and intentional - Decisions: Some shared	
Coalition "We make moves together and check in constantly."	You are aligned on goals, share ideas and resources, and collaborate closely. Everyone has a say. - Communication: Frequent and prioritized - Decisions: All members have a vote	
Systems Collaboration "We go together as one system."	You are in the same system now. There is deep trust, transparency, and shared accountability. - Communication: Constant and trusting - Decisions: Reached together through consensus and co-owned	

- Are there actors you'd like to move toward deeper collaboration with?

- Where do you feel strong connections, and where do you feel stuck or siloed?

- Who might be missing from your map entirely?

- What is one action you would like to commit to in the next few weeks to change your system relationships? This could be as simple as reconnecting with someone influential you are not regularly in contact with.

Explore

Are you excited to learn more about collaborating to support systems change? Please check out the following resources:

- [Collaborating For Systemic Change](#)
- [Designing & Facilitating Collaborative Learning Networks](#)
- [A Practical Guide to Evaluating Systems Change in a Human Services System Context \(Latham, 2014\)](#)

Step 8: Stay On Track

Use data to monitor your efforts, stay focused, and adapt as you go.

Data is essential in systems change efforts. It helps us stay on course, track progress, spot shifts (big or small), and adjust our approach as the system evolves. At its core, evaluating systems change is not all that different from evaluating any other program. You are still asking: *What is happening? What is shifting? What (or who) is causing those shifts?* The main difference is scale and complexity. In systems change, you are not just tracking outcomes—you are paying attention to patterns,

relationships, ripple effects, and how power or narratives may be shifting. So while the tools might look familiar, the lens gets a bit wider. The good news? You have likely already got the instincts and you are just strengthening your mindset and skills. You can learn more about this in our resource [“MEL for Systems Change: A Quick Guide for Education Changemakers”](#).

Take Action

Activity: Data That Speaks to Me

Estimated Time: 5-10 minutes

Evidence can mean a thousand different things to a thousand different people. For some, it is spreadsheets and surveys. For others, it is a conversation with a student or a gut feeling confirmed by five emails in your inbox. Before we jump into using data to drive systems change, let us get curious about our own beliefs. This activity can help you and your team uncover what you really value in evidence and how to build trust in the data that guides your decisions. Please reflect on the following questions:

- When does data feel convincing to you? What makes data feel rigorous or reliable in your book?

- Think of a time when data genuinely changed your mind or perspective? What about it made you pause or act differently?

- What is one kind of data you wish people in your network took more seriously?

- What are your favorite kinds of evidence reporting? Charts? Quotes? Personal stories? Visuals? A mix?

Activity: Traditional MEL vs Systems MEL

Estimated Time: 5-10 minutes

Monitoring, Evaluation, and Learning (MEL) plays a crucial role in guiding change efforts. While traditional MEL tends to focus on predefined interventions with clear goals and accountability measures, Systems MEL embraces complexity, adaptability, and ongoing learning about dynamic systems. This activity invites you to reflect on where your current MEL practices and mindsets fall along the continuum between Traditional MEL and Systems MEL so you can enhance your effectiveness in systems change initiatives. Add a circle on the continuum to mark where you feel you are at for each category.

Scope of Data Collection

Scope of data collection:

Specific projects & interventions ● — — — — — — — — — — ● Whole system

Timeline of when data is collected:

Halfway and/or at the end of the project ● — — — — — — — — — — ● Ongoing

Resources used for data collection:

Fixed activities, plans, timelines, budgets ● — — — — — — — — — — ● Flexible, adaptive, evolving

Data is used for:

Accountability ● — — — — — — — — — — ● Learning

Focus of data collection:

Predefined outcomes ● — — — — — — — — — — ● Novel insights, challenge assumptions

Explore

We invite you to review these resources to learn more about how to evaluate Systems Change efforts:

- [A Practical Guide to Evaluating Systems Change in a Human Services System Context \(Latham, 2014\)](#)
- [How to do M&E when you're working with complex problems \(UNDP, 2024\)](#)
- [Assessing Systemic Change \(Kessler, 2021\)](#)
- [Evaluating Systems Change Results \(Cabaj, 2019\)](#)



Congratulations!

You have completed Phase 3, Act of the IREX Education Systems Changemakers Challenge. This demonstrates true commitment!

Let us reflect before continuing in this journey:

- **One word** to describe how you feel about systems change: _____
- **One thing** you learned or will apply: _____
- **One curiosity** you want to explore further: _____

We invite you to post your reflections on LinkedIn tagging IREX and using the hashtag #IREXSystemsChangemakers. You can [download the Act phase image](#) and use it in your post. We would love to hear how your learnings are evolving!



Evolve

Evolve by iterating your thinking, celebrating progress, and building your organization's adaptive muscle.

Step 9: Keep Growing

Stay curious, keep learning, and evolve your approach over time.

A perfectly controlled, deliberate process is not possible in the messiness of the real world. Practicing learning and adaptive approaches is essential for facilitating change in complex systems, as it helps organizations to move from predicting and controlling the future to sensing and responding to emergent realities. Whether you thrive on podcasts, peer check-ins, field notes, or monthly “aha” moments, the goal is the same: stay curious, stay connected, and keep evolving your approach as the system evolves around you. To learn more about adaptive learning practices, check our [“Strengthening Your Adaptive Leadership and Learning Mindset: Resources for Education Systems Changemakers”](#).

Take Action

Activity: Change-Maker Learning Quiz

Estimated Time: 10 minutes

The best systems changers are lifelong learners, but we all absorb and process information differently. Understanding your preferred learning strategies can make growth feel a lot more natural and help you build habits that actually stick and support systems change over time. This activity will help you to reflect on your current learning preferences, understanding that they may change in the future.

1. How do you currently learn best? (check all that apply)

- ☐ Reflecting on my efforts in the moment
- ☐ Reflecting on something after I finish it
- ☐ Reflecting with community
- ☐ Reflecting independently

2. What learning strategies do you currently prefer? (check all that apply)

- ☐ I like to hear it (audio/podcasts)
- ☐ I like to see it (visuals, diagrams)
- ☐ I like to try it (hands-on, role-play)
- ☐ I like to talk it out (discussions)
- ☐ I like to write it down (journals, notes)

3. What helps new ideas stick for you? (check all that apply)

- ☐ Telling someone else
- ☐ Connecting it to real work
- ☐ Revisiting it later
- ☐ Building a habit around it

4. What types of learning spaces energize you? (check all that apply)

- ☐ Structured training
- ☐ Informal meetups
- ☐ Solo exploration
- ☐ Mentoring relationships
- ☐ A community of practice where we can learn together

5. What is one learning tool or habit that has helped you recently?

Committing to habits can help us ensure we will follow through with them. What is one learning habit you would like to try to support your role as a systems changer? Try to be specific with an action/timeline. Explore with your team, or a fellow changemaker how they could support you in making it stick.

Example Response: I learn better when I have the chance to think out loud and reflect with someone else. To make this a habit, I am going to set up a weekly coffee break with a teammate, where we can chat and they can act as my sounding board.

Your Response:

Explore

We welcome you to check out these resources to learn more about how to evaluate Systems Change efforts:

- [Adaptive learning facilitating methods of Liberating Structures](#)
- [SessionLab](#)

Step 10: Celebrate and Share the Wins

Shine a light on your progress and inspire others to join in.

You have been digging deep, connecting dots, shifting mindsets, and planting seeds for change—now it is time to celebrate! Sharing your progress is not just about personal rewards (though you deserve one), it is about bringing others along for the ride. Whether it is a small shift or a big win, telling the story of your systems change journey helps reinforce learning, build momentum, and spark collaboration.

Take Action

Activity: Systems Changemakers Shout-Outs

Estimated Time: 15 minutes

This activity will help you pause and identify meaningful progress beyond just deliverables, like mindset shifts, new collaborations, deeper trust, or a-ha moments that helped move your system in a positive direction. This could be, for example, a teammate who helped reframe a tough issue, a mindset shift that unlocked new thinking and action, or a relationship that opened new doors. To identify that moment, we invite you to think through the following questions:

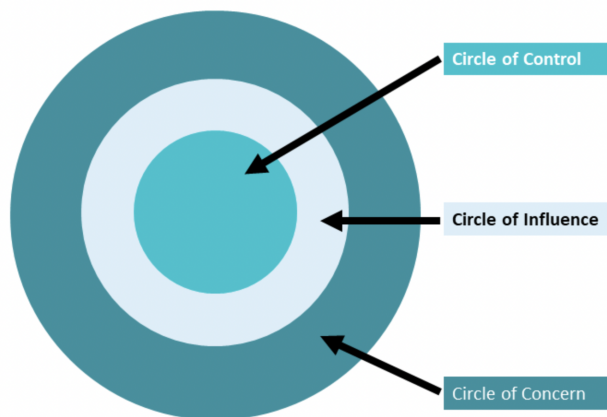
1. **Feel:** What moment felt like progress to you? When did you feel proud, connected, or energized?

2. **See:** What visible change have you noticed? This could be in relationships, processes, or even the energy in the room.

3. **Think:** What shifted in your mindset or understanding? What new ideas or insights emerged?

Activity: Inspire Others

Your wins, big or small, are powerful stories that can inspire others, open new doors, and fuel momentum in ways you might not expect. This activity is all about lighting up your network with your progress. We invite you to pick a few of the wins shared in the previous activity and use the template below to map your circle of influence. Identify 3–5 people or groups outside your immediate team who could catch that spark. Imagine how your story might inspire, support, or energize them to join the change. Once you have identified these key people or groups, we challenge you to reach out to them to share your story, spark a conversation, and invite them to join your systems change journey.



My list of people who I want to catch the changemaker spark:

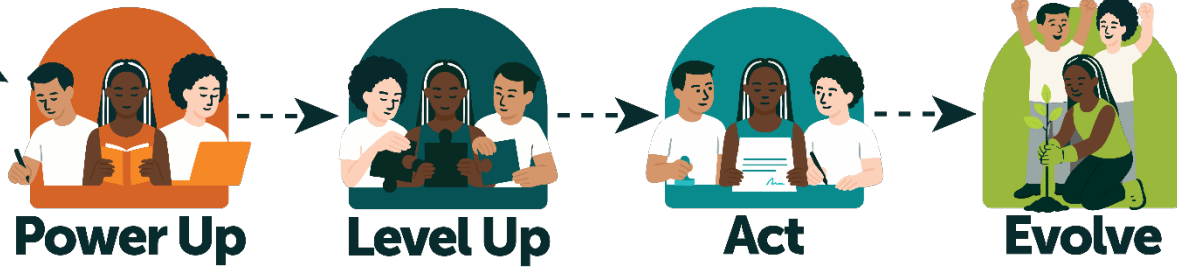
1. _____
2. _____
3. _____
4. _____
5. _____

Explore

Here are some of our favorite resources on systems change storytelling:

- [Storytelling for systems change: insights from the field.](#)
- [The Powerful Role of Storytelling in Systems Change](#)
- [Using Story to Change Systems](#)

Education Systems Changemakers Pathway



Congratulations!

You have completed the Education Systems Changemakers Challenge!

We invite you to post your reflections on LinkedIn tagging IREX and using the hashtag #IREXSystemsChangemakers. You can [download the Education Systems Changemakers Pathway images](#) and use the social media post template below as desired. You can also take a picture of the following page to share. We are so grateful to have been able to walk alongside you through this challenge and look forward to continuing to see how your education systems changemaker efforts evolve!

Final Reflection and Template Social Media Post:

Over the past few months, I walked through IREX's 4-phase, 10-step Education Systems Changemakers Challenge—a series designed to help grassroots leaders like me reflect, learn, and take action for more resilient and impactful education systems.

Here are a few things I am taking away from the experience:

What I learned:

[Insert a key idea, mindset shift, or framework that stood out to you.]

How I see my role in systems change now:

[Share how your understanding of your influence or leadership has evolved.]

What I am committing to next:

[Describe a change you are planning to make, big or small—whether in your classroom, organization, or network.]

One shoutout or story that inspired me:

[Highlight a person, moment, or example from the journey that encouraged or energized you.]

I am grateful to IREX and the global community of education leaders who joined in this journey. If you are working in education and want to deepen your impact, I highly recommend walking through the challenge.

Start here: <https://www.irex.org/insight/education-systems-changemakers-series-introduction>

Tag @IREX and use **#IREXSystemsChangemakers** so we can grow this global learning movement together.

Acknowledgements

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About IREX:

IREX is a global development and education organization. We work with partners in more than 100 countries in four areas essential to progress: cultivating leaders, empowering youth, strengthening institutions, and increasing access to quality education and information. IREX's Center for Applied Learning and Impact is a dedicated space for learning and innovation that collaborates across IREX and with external partners to carry out research, evaluation and learning, and develop cutting-edge new approaches.