



GOVERNMENT
OUTCOMES
LAB




INDIGO Hack-and-Learn Show & Tell

25 March 2021 01:00PM GMT



 @ukgolab

 golab.ox.ac.uk

 indigo@bsg.ox.ac.uk

INDIGO Hack-and-Learn Show & Tell

Welcome!

Our facilitators




Mara Aioldi,
GO Lab,
University of Oxford



Eleanor Carter,
GO Lab,
University of Oxford



International
Network for
Data on
Impact and
Government
Outcomes

 Please tweet throughout!
@ukgolab
#IndigoInitiative

INDIGO

Better data for better social outcomes

INDIGO

Better data for better social outcomes

We are the International Network for Data on Impact and Government Outcomes (INDIGO). Here you can explore our datasets, read our latest news, join our events and find out more about data sharing in the field of social outcomes.

About INDIGO

<https://golab.bsg.ox.ac.uk/knowledge-bank/indigo/>

INDIGO Hack-and-Learn Show & Tell

Outline of today's event



**GOVERNMENT
OUTCOMES
LAB**

The session is being recorded. Please post questions in the chat throughout.

1. **Welcome and introduction (1:00-1:10)**
2. **Presentations: Hack Teams #4, #5, #6 (1:10-1:25)**
Feedback / Q&A (1:25-1:35)
3. **Presentations: Hack Teams #7, #8, #9 (1:35-1:50)**
Feedback / Q&A (1:50-2:00)
4. **Presentations: #10, #11, #12 (2:00-2:15)**
Feedback / Q&A (2:15-2:25)
5. **Close & Next Steps (2:25-2:30)**
Technical & Learning Report
INDIGO Peer Learning Event, 22 April
Social Outcomes Conference, 9-10 September 2021 #SOC21

INDIGO Hack-and-Learn Show & Tell

How did it go?



Participants came from all around the world!

INDIGO Hack-and-Learn Show & Tell

How did it go?



We had 9 challenges:

- Aligning Outcomes to Sustainable Development Goals (INSPIRE) - [#hackteam4](#)
- User voice (GO Lab) - [#hackteam5](#)
- Open Contracting in Impact Bonds (GO Lab) - [#hackteam6](#)

- Puzzles for Measuring Girls Education Outcomes (INSPIRE) - [#hackteam7](#)
- Exploring Vaccination Data in the United States (Beeck Center) - [#hackteam8](#)
- A new tool for social impact (GO Lab) - [#hackteam9](#)

- Standardising the Indian NGO ecosystem service provider database (CSIP) - [#hackteam10](#)
- Visualising Foreign Philanthropy Inflows to India (CSIP) - [#hackteam11](#)
- An impact bond pipeline/nursery (Go Lab + Levoca Impact Labs) - [#hackteam12](#)

Next up at 1:15: Hack teams presentations

Show and Tell session

Hackteam#4



What was our challenge?

Objective: recognize the linkages between OBCs and SDGs by investigating contracts' distinct features.

1. What OBCs have already done in terms of SDGs?
2. What are stakeholders' main motivations?
3. Why (if so) are some SDGs left aside?
4. What are potentially unforeseen synergies that might be useful for engaging stakeholders?

What did we do?

We analysed the different social outcomes from all the education projects and completed the spreadsheet with data on SDG alignments.

Project ID	Group	Project Name	Project	Project Intervention	Project Target population	Project Policy	Outcome ID	Outcome
INDIGO-POJ-0017	Ami	Mother Teresa Middle School	CA	The intervention supports young people who are at high risk of p	Grade 6 to 8 students whose probability of success has been con	Education	outcomemetric1	Incr
INDIGO-POJ-0032	Ami	Integrativer Schulcampus Pestalozzschule (The I	DE	The intervention offers intensive supervision and needs-based s	Primary school children with a migrant background who are at ris	Education	outcomemetric1	Rec
INDIGO-POJ-0032	Ami	Integrativer Schulcampus Pestalozzschule (The I	DE	The intervention offers intensive supervision and needs-based s	Primary school children with a migrant background who are at ris	Education	outcomemetric2	Impr
INDIGO-POJ-0026	Ana and Radana	Article 1 CIS	FR	The intervention has two goals. First, it aims to help high school	High school students on agricultural vocational track, living in rur	Education	outcomemetric1	Worl
INDIGO-POJ-0026	Ana and Radana	Article 1 CIS	FR	The intervention has two goals. First, it aims to help high school	High school students on agricultural vocational track, living in rur	Education	outcomemetric2	Sch
INDIGO-POJ-0026	Ana and Radana	Article 1 CIS	FR	The intervention has two goals. First, it aims to help high school	High school students on agricultural vocational track, living in rur	Education	outcomemetric3	Nurr
INDIGO-POJ-0026	Ana and Radana	Article 1 CIS	FR	The intervention has two goals. First, it aims to help high school	High school students on agricultural vocational track, living in rur	Education	outcomemetric4	Exar
INDIGO-POJ-0035	Ana and Radana	Educate Girls	IN	Educate Girls utilises an integrated community-based approach	Out-of-school girls in Rajasthan. Educate Girls compiled and maintained a census of out-of-school girls in treatment villages, which IDinsight validated each year.	Education	outcomemetric1	Outc
INDIGO-POJ-0035	Ana and Radana	Educate Girls	IN	Educate Girls utilises an integrated community-based approach	Out-of-school girls in Rajasthan. Educate Girls compiled and maintained a census of out-of-school girls in treatment villages, which IDinsight validated each year.	Education	outcomemetric2	Outc
INDIGO-POJ-0036	Ana and Radana	Quality Education India Development Impact Bor	IN	In the DIB, the three service providers are delivering four interventions with a mix of direct and indirect education model types, including: directly operating classroom (direct), supplementary programmes (direct), and teacher/ school leader training (in-direct). • KEF is delivering an indirect, whole school management programme that focuses on school leader training; • GyanShala is delivering a direct classrooms for children in urban slums; and • SARD is implementing two interventions, one direct model (remedial education) and one in-direct (teacher training).	Primary school-aged children	Education	outcomemetric1	Lear impr arou perf
INDIGO-POJ-0036	Ana and Radana	Quality Education India Development Impact Bor	IN	In the DIB, the three service providers are delivering four interventions with a mix of direct and indirect education model types, including: directly operating classroom (direct), supplementary programmes (direct), and teacher/ school leader training (in-direct). • KEF is delivering an indirect, whole school management programme that focuses on school leader training; • GyanShala is delivering a direct classrooms for children in urban slums; and • SARD is implementing two interventions, one direct model (remedial education) and one in-direct (teacher training).	Primary school-aged children	Education	outcomemetric2	Lear impr arou perf
INDIGO-POJ-0036	Ana and Radana	Quality Education India Development Impact Bor	IN	In the DIB, the three service providers are delivering four interventions with a mix of direct and indirect education model types, including: directly operating classroom (direct), supplementary programmes (direct), and teacher/ school leader training (in-direct). • KEF is delivering an indirect, whole school management programme that focuses on school leader training; • GyanShala is delivering a direct classrooms for children in urban slums; and • SARD is implementing two interventions, one direct model (remedial education) and one in-direct (teacher training).	Primary school-aged children	Education	outcomemetric3	Lear impr arou perf

Some outputs: Sankey diagram for INSPER projects

Quality education

Work and economic growth

Gender equality
Reduced inequalities

Peace, justice and strong institutions

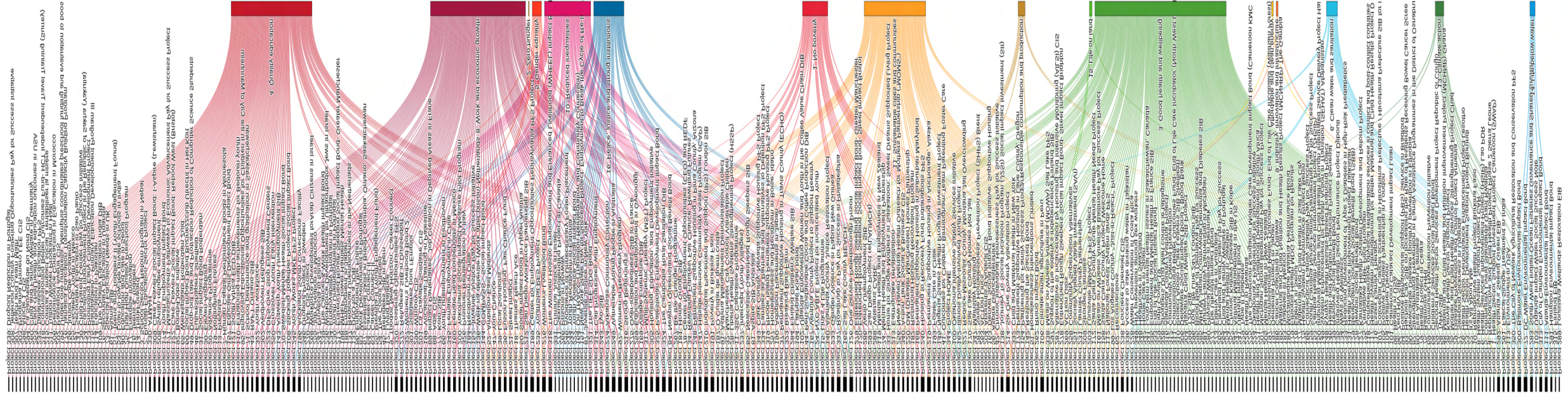
No poverty

Sustainable cities and communities
Responsible consumption and production

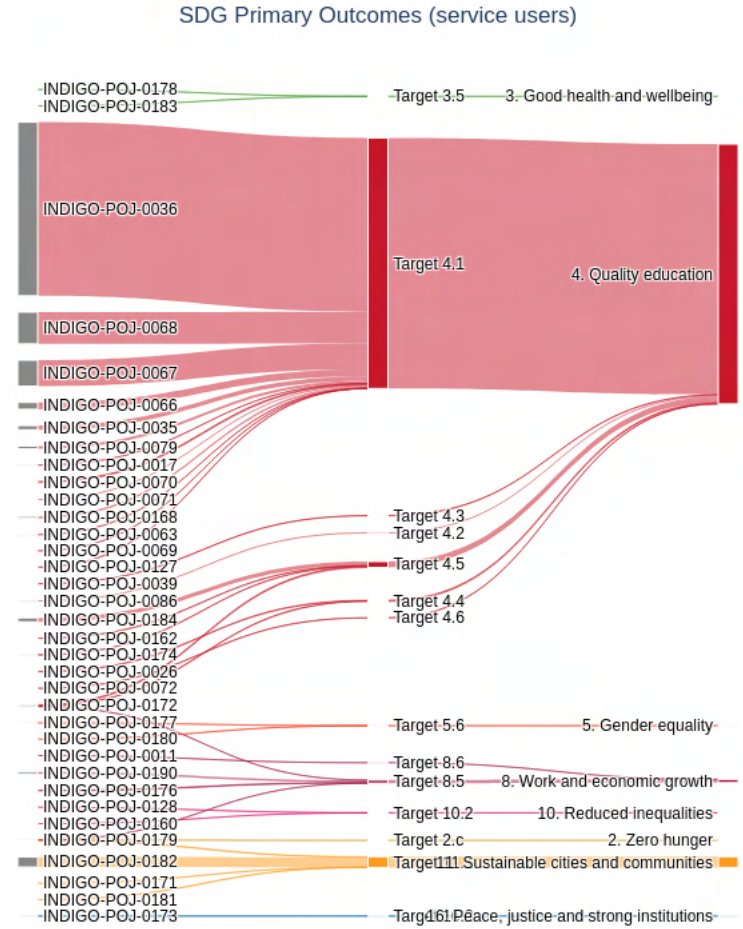
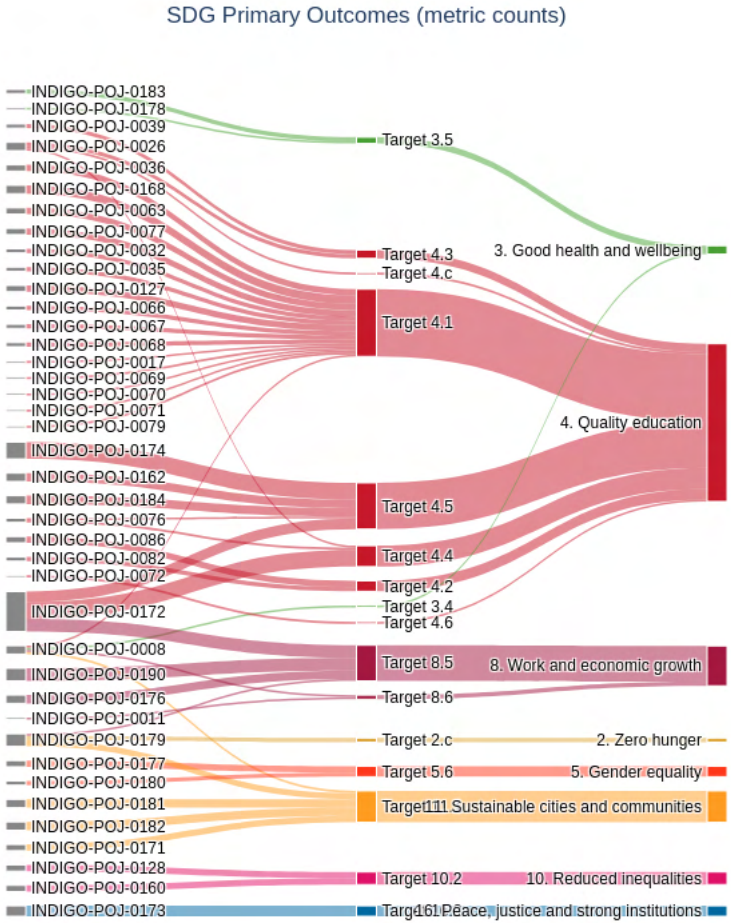
Good health and wellbeing

Clean water and sanitation
Climate action

Life below water



More outputs: Sankey diagram for INDIGO dataset



Jupyter notebooks for Sankey diagrams

Learn Git and GitHub without any code!
Using the Hello World guide, you'll start a branch, write comments, and open a pull request.

INDIGO-Initiative / 2021-03-hackandlearn

INSPER Data Set SDG Sankey

This creates some Sankey diagrams from the data in the INSPER data set.

Upgrade and install needed libraries

```
pip install --upgrade pintly
pip install kaleido
```

Get the Data and provide the data to this workbook

Download the INSPER data as a CSV file. Upload it to this runtime by clicking files icon on the left bar, then the upload icon. Make sure it is called data.csv

Load data into memory

```
import csv
all_projects = []
with open('data.csv', newline='') as csvfile:
    csvreader = csv.DictReader(csvfile)
    for row in csvreader:
        all_projects.append(row)
```

Filter Data

```
projects = []
for project in all_projects:
    if True:
        #if int(project['ID']) < 10:
            projects.append(project)
```

Some Code Constants and Libraries

```
import pintly.graph_objects as go
from collections import defaultdict

COLUMN_PROJECT_ID = 'ID'
COLUMN_PROJECT_NAME = 'Name'
COLUMN_SDG_1 = 'SDG 1'
COLUMN_SDG_2 = 'SDG 2'
COLUMN_SDG_3 = 'SDG 3'
COLUMN_SDG_4 = 'SDG 4'
COLUMN_TARGET_POPULATION_NUMBER = 'Target Population Number'

SDG_GOAL_MAP = {
    '1': {
        'name': '1. No poverty',
        'node_colour': '#E67E22',
        'link_colour': 'rgb(229, 36, 59, 0.5)',
    },
    '2': {
        'name': '2. Zero hunger',
        'node_colour': '#F08080',
    },
}
```

```
sankey_vis = sankey_vis(projects, sankey_height=400, filename='out.png', weight_by_population=False)

# Pass 1: Make sure we have all the nodes listed
project_id_to_name = {}
sdg_nodes = set()
for project in projects:
    sdg_values = [project[COLUMN_SDG_1], project[COLUMN_SDG_2], project[COLUMN_SDG_3], project[COLUMN_SDG_4]]
    for sdg_value in sdg_values:
        if sdg_value:
            project_id_to_name[project[COLUMN_PROJECT_ID]] = project[COLUMN_PROJECT_NAME]
            sdg_nodes.add(sdg_value)

# Pass 2: Get Links
links = defaultdict(dict)
for project in projects:
    sdg_values = [project[COLUMN_SDG_1], project[COLUMN_SDG_2], project[COLUMN_SDG_3], project[COLUMN_SDG_4]]
    for sdg_value in sdg_values:
        if sdg_value:
            if weight_by_population:
                population = int(project[COLUMN_TARGET_POPULATION_NUMBER])
                # The only way there would not be a value here already is if one project listed the same SDG twice
                # In that case, not double-counting the population is good
                links[project[COLUMN_PROJECT_ID]][sdg_value] = population
            else:
                links[project[COLUMN_PROJECT_ID]][sdg_value] = 1

# Turn into data suitable for sankey
node_labels = []
node_colours = []
project_node_id = {}
sdg_node_id = {}
for project_id, project_name in project_id_to_name.items():
    node_labels.append(project_name)
    node_colours.append('black')
    project_node_id[project_id] = len(node_labels) - 1
for sdg_value in sdg_nodes:
    node_labels.append(SDG_GOAL_MAP[sdg_value]['name'])
    node_colours.append(SDG_GOAL_MAP[sdg_value]['node_colour'])
    sdg_node_id[sdg_value] = len(node_labels) - 1

links_for_sankey = []
for project_id in links.keys():
    for sdg_value in links[project_id].keys():
        links_for_sankey.append((project_id, sdg_value, links[project_id][sdg_value]))

sankey_node_data = dict(
    pad=15,
    thickness=20,
    link=dict(color="black", width=0.5),
    label=node_labels,
    color=node_colours
)

sankey_link_data = dict(
    source=[project_node_id[id[0]] for l in links_for_sankey],
    target=[sdg_node_id[id[1]] for l in links_for_sankey],
    value=[l[2] for l in links_for_sankey],
    color=[SDG_GOAL_MAP[l[1]]['link_colour'] for l in links_for_sankey]
)

# make Sankey
fig = go.Figure(
    data=[go.Sankey(
        node=sankey_node_data,
        link=sankey_link_data,
        arrangement="perpendicular",
    )],
)

fig.update_layout(
    height=sankey_height,
)

fig.show()
fig.write_image(filename)
```

A Sankey that just shows links

```
sankey_vis(projects, sankey_height=400, filename='sankey.png')
```

A Sankey that shows links weighted by Target Population Number

Many projects do not have that data - in those cases, we have just assumed 1.

```
sankey_vis(projects, sankey_height=400, filename='sankey-population.png', weight_by_population=True)
```

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Our methodology tracking notes:

Highlights of #HackTeam4OBCs-SDGs Methodology Tracking

Individual Notes for SDGs-SIBs Alignment Guide/Methodology (participants in alphabetical order)

Name(s)
Ana Pimenta
Familiarity with SDGs (low, medium, high)
High
INDIGO Project IDs Explored
INDIGO-POJ-0026 INDIGO-POJ-0035
How did you identify potential alignments between specific SIB goals/outcomes with specific SDG targets? What "key words" did you look for within the SIB data?
See table below
How did you identify specific SIB goals/outcomes with secondary/related SDGs? What "key words" did you look for within the SIB data?
See table below
How easy/hard was it to identify alignments? Did the "key words" seem to match well? Were there any notable differences in types of language used that posed challenges?
It was not too hard. Some differences found between the outcome description and the SDG keywords are: "high school" or "university" (outcomes) vs "tertiary education" (SDGs), "test scores" (outcomes) vs "effective learning" (SDGs).
What SDG targets seemed most likely to align with SIB outcomes? What other SDGs seemed most likely to be aligned with Education SIB outcomes?
Generally, I think the SDG targets 4 and 8 are aligned with the SIB outcomes. However, I feel it is missing an SDG target that connects better education with employment (for university / higher education outcomes).
What remaining questions do you have about identifying alignments? What would make this process easier in the future?
I think we could add these columns of keywords into the Excel master file so we could do everything in the same file (easier to work) and everyone could check others' classifications.
Any other notes/comments?
I think sometimes it is difficult to decide where a specific target should be the primary or the secondary one. Also, sometimes more than two targets may apply and there is no option to include it.

Project	Outcome number	Keywords of outcome	SDG Target number	SDG keywords
INDIGO-POJ-0026	1	personal development, career guidance, workshops	4.4 (primary) 4.3 (secondary)	technical and vocational skills, youth, relevant skills tertiary education, university, quality technical, vocational
INDIGO-POJ-0026	2	high school, students, university education,	4.3 (primary) 8.6 (secondary)	tertiary education, university youth not in employment, education, or training
INDIGO-POJ-0026	3	mentors trained	4.c	qualified teachers, teacher training
INDIGO-POJ-0026	4	high school, students, exam attendance	4.3 (primary) 8.6 (secondary)	tertiary education, university youth not in employment, education, or training
INDIGO-POJ-0035	1	learning, students, test scores, grades 3-5	4.1 (primary) 4.5 (secondary)	primary and secondary education, quality, effective learning, quality gender disparities, education, equal access
INDIGO-POJ-0035	2	student, out-of-school, girls, age between 7 and 14, school	4.1 (primary) 4.5 (secondary)	primary and secondary education gender disparities, education, equal access

Our discussion:

- How accurate is to classify one project with one SDG or with one policy sector? Does an education project only have an impact on education outcomes? Are impact evaluations measuring the interconnection of social outcomes?

Social outcomes are complex! One education outcome can have a positive impact on employment outcomes, or gender equality. Outcomes related with health can also influence other outcomes too.

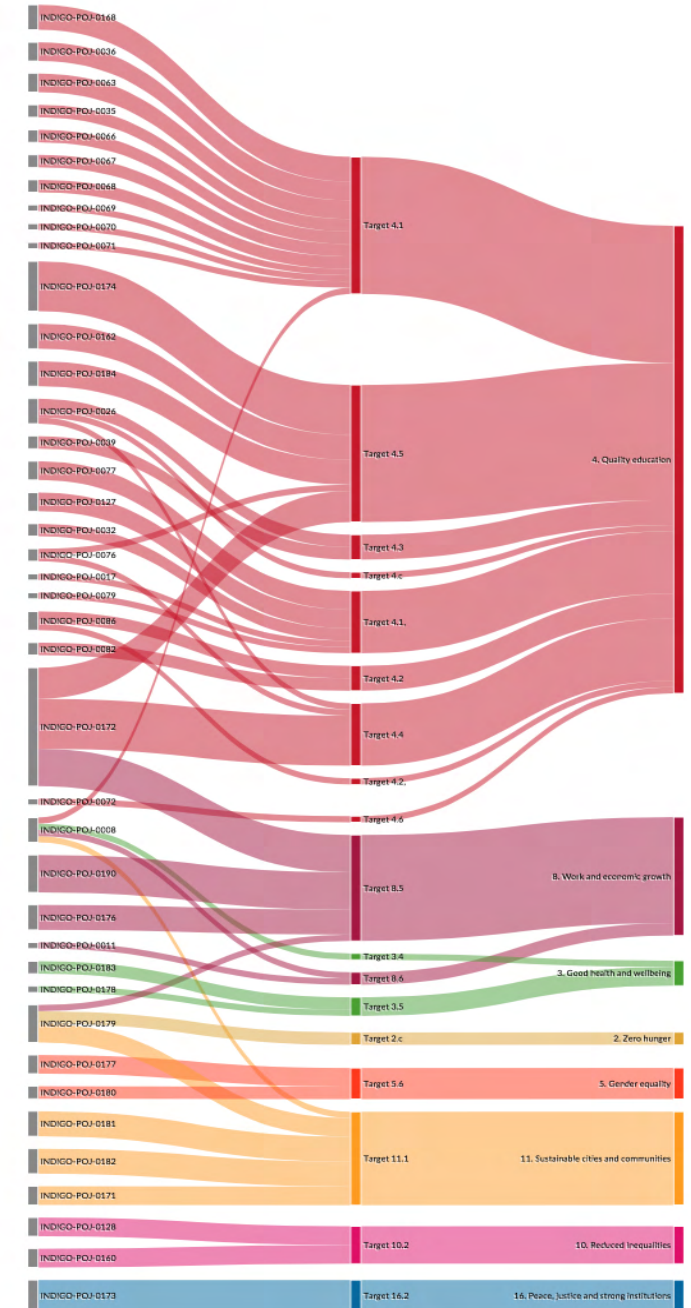
Next steps

- Keep working on data entry for SDGs! (Next Hack and Learn?)
- This could be a new filter for our INDIGO

Stage of development	+
Policy sector	+
Funds	+
Start year	+
Countries	+
Continents	+

Reset

Primary SDGs (metric count)





Hack and Learn 2021 Show and Tell session

Hackteam#6

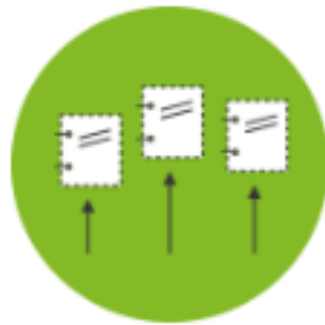
What was our challenge?

Open Contracting in Impact Bonds



Planning

Including:
Budgets
Project plans
Procurement plans
Market studies
Public hearing info



Initiation (Tender)

Including:
Tender notices
Specifications
Line items
Values
Enquiries



Award

Including:
Details of award
Bidder information
Bid evaluation
Values



Contract

Including:
Final details
Signed contract
Amendments
Values



Implementation

Including:
Payments
Progress updates
Location
Extensions
Amendments
Completion or
Termination info

What did we do?



We looked for procurement documents and OCIDs! (Open Contracting IDs)



Project ID	OCID	URL for OCID?	Documents Title	URL	Notes	Type of Document / Stage	Meta
INDIGO-POJ-0159	4073a276-820c-45f7-bcfe-94bdc482656f	https://www.contractsfinder.service.gov.uk/Published/Notice/releases/4073a276-820c-45f7-bcfe-94bdc482656f.json	Notice	https://www.contractsfinder.service.gov.uk/notice/4073a276-820c-45f7-bcfe-94bdc482656f?origin=SearchResults&p=1		Award	Using Contract Finder UK
INDIGO-POJ-0161	cc27ee32-cbce-439f-b096-486f59f3cca4	https://www.contractsfinder.service.gov.uk/Published/notice/cc27ee32-cbce-439f-b096-486f59f3cca4	Award Notice	https://www.contractsfinder.service.gov.uk/notice/cc27ee32-cbce-439f-b096-486f59f3cca4?origin=SearchResults&p=1		Award	Using Contract Finder UK
INDIGO-POJ-0161			Notice	https://www.contractsfinder.service.gov.uk/notice/4e9dc5b8-d757-4d95-9516-5d62871c180e?origin=SearchResults&p=1		Award	Using Contract Finder UK
INDIGO-POJ-0166	845ea5b3-e78f-4833-a61e-5615647c328e	https://www.contractsfinder.service.gov.uk/Published/notice/845ea5b3-e78f-4833-a61e-5615647c328e	Award Notice	https://www.contractsfinder.service.gov.uk/notice/845ea5b3-e78f-4833-a61e-5615647c328e?origin=SearchResults&p=3		Award	Using Contract Finder UK
INDIGO-POJ-0168	1fa312e9-98a7-4faa-bda0-cae401c2032b	https://www.contractsfinder.service.gov.uk/Published/notice/1fa312e9-98a7-4faa-bda0-cae401c2032b	Notice	https://www.contractsfinder.service.gov.uk/notice/1fa312e9-98a7-4faa-bda0-cae401c2032b?origin=SearchResults&p=1		Award	Using Contract Finder UK

What did we learn?



GOVERNMENT
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It's not easy!

For many reasons:

Impact Bonds with different names

GOVERNMENT OUTCOMES LAB

Home > Knowledge bank > INDIGO > Impact Bond Dataset > West London Zone

The basics Knowledge bank **Toolkit** Community

West London Zone

Overview

Project ID: INDIGO-POJ-0162
Stage of development: Implementation
Policy sector: Education

Dates

Date outcomes contract signed: 2016-11
Start date of service provision: 2016-09

Capital raised

USD: 908,74k

Delivery locations

- London, UK

Target population

Children and young people aged 3 - 18 with a number of related, unmet needs, who are at risk of negative outcomes in their lives.

Intervention description

The intervention aims to support disadvantaged children and young people who may not flourish without link worker and specialist provider support. The intervention provides long-term, preventative support tailored to each individual child through a partnership of Link Workers, charities, schools, families and other community organisations, so that these children get on track to flourish in adulthood. This is a long-term programme of support and opportunities, tailored to each individual, guided by a 'trusted adult' Link Worker, which is carefully phased and managed over time. With Link Workers in school from September, their first job is to approach families, describe the programme using the positive language of 'opportunities' and 'benefits' (rather than the potentially negative language of 'support' or 'needs'), and explain that the family will be involved every step of the way. From these initial conversations emerges each child's 'Individual Support Plan' (ISP) – the core of each child's two-year programme.

Outcomes

- Payment 1: Sign Up. Child/family gives consent to participate.
- Payment 2: Engagement. Sufficient interactions with link worker and attendance at partner support. Attendance at one-to-one sessions with a WLZ Link Worker and Scheduled Specialist Delivery Partner sessions.
- Payment 3: Continued Engagement. Maintained interactions and attendance. Sustained attendance at one-to-one sessions with a WLZ Link Worker and Specialist Delivery Partner sessions.
- Payment 4, 5, and 6: Outcomes Achieved. Three final payments from a possible 'rate card' of 7 (1) Reading (primary) or English (secondary); 2) Maths; 3) Writing (primary) or School Engagement (secondary); 4) Emotional Wellbeing; 5) Relationships; 6) School Attendance; 7) Parental Engagement) at end of 2-year programme, and only if one engagement payment has been met, so as to link attribution.
- None

GOV.UK Contracts Finder

Help us improve Contracts Finder Sign up for user testing Close

BETA This is a new service - your [feedback](#) will help us improve it. Register Sign in

Home > Search results > Early Intervention Link Workers Support Service

Early Intervention Link Workers Support Service

London Borough Of Hammersmith & Fulham
Published date: 4 July 2016

Watch this notice
Print this notice
Closing: 15 July 2016

Awarded opportunity - This means that the contract has been awarded to a supplier.

Contract summary

Industry

- Social work services with accommodation - 85311000

Location of contract
London

Value of contract
£0

Procurement reference
itt_RBKC_4207

Published date
4 July 2016

Closing date
15 July 2016

Contract start date
5 September 2016

Contract end date
4 August 2019

Contract type
Service contract

Procedure type
Open procedure
[What is an open procedure?](#)

Contract is suitable for SMEs?
Yes

Contract is suitable for VCSEs?
Yes

Difficult to navigate some procurement portals

Colombia Licitación Consulta de Procesos SECOP 1 y 2 - Contratos y Licitaciones Públicas en Colombia
Acceso TOTAL desde \$25.000. Consulta Planes y Tarifas

Filtros: Filtrar por entidad, tipo, estado, tipo de fecha, departamento, rango de fechas, fecha de detección.

Buscador: # Proceso, Texto a buscar... [Buscar]

Acciones: CV Template, CV Samples, CV Formatting, CV Builder

Resultados:

- ESTUDIO DE MERCADO - PROCESO No 068 RENOVACION LICENCIAMIENTO PLATAFORMA FIREEYE**
Solicitud de información a los Proveedores | Convocado | CENTRAL ADMINISTRATIVA Y CONTABLE TELEMÁTICA | Cundinamarca: Facativá
Cuantía: \$0 | Fecha de Cierre: 2021-03-31 | Detección: 2021-03-24
- PRESTAR SUS SERVICIOS COMO PROFESIONAL TEMÁTICO...**
Régimen Especial | Convocado | DEPARTAMENTO ADMINISTRATIVO DE LA PRESIDENCIA DE LA REPUBLICA (DAPRE) | Bogotá D.C.: Bogotá D.C.
Cuantía: \$71,640,000 | Fecha de Carga en el Sistema: 2021-03-24 | Detección: 2021-03-24
- CONTRATAR LA PRESTACIÓN DE SERVICIOS DE UNA PROFESIONAL EN ENFERMERÍA ESPECIALISTA EN EPIDEMIOLOGÍA...**
Contratación directa | Adjudicado | GOBIERNO DEPARTAMENTAL DEL TOLIMA | Tolima: Ibagué | Cuantía: \$36,000,000 | Fecha de Carga en el Sistema: 2021-03-24 | Detección: 2021-03-24
- PRESTACIÓN DE SERVICIOS PROFESIONALES PARA APOYAR LA OFICINA DE CALIDAD EN EL SEGUIMIENTO DEL PROGRAMA DE INCLUSIÓN...**
Contratación directa | Adjudicado | MUNICIPIO DE MONTERÍA | Córdoba: Montería | Cuantía: \$30,240,837 | Fecha de Carga en el Sistema: 2021-03-24

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Colombia Compra Eficiente

Quénes somos | SECOP | Tienda Virtual | Relatoria | Normativa | Transparencia | Comunicaciones y Prensa | Atención al Ciudadano

El Futuro es de Todos | Inicial | Departamento | Ministerio de Planeación

SEMINARIO Resolución de Controversias Contractuales

Tema: Eficiencia en la solución de controversias estatales

Camilo Gómez Alzate Director General de la Agencia Nacional de Defensa Jurídica del Estado.

José Andrés O'Meara Director de la Agencia Nacional de Contratación Pública -Colombia Compra Eficiente-

María Teresa Palacio Jaramillo Socia Palacio Jouve García

Felipe de Vivero Director de la Maestría en Derecho Público para la Gestión Administrativa, Universidad de los Andes.

Fecha: 24 de marzo de 2021

Hora: 4:00 a 6:00 p.m.

[Conéctese aquí](#)

>> Inicio

Very difficult to find contracts, but not impossible

PAY FOR SUCCESS AGREEMENT

BETWEEN

SALT LAKE COUNTY, UTAH

AND

SLCO PFS I, INC.

DATED AS OF

December 14, 2016

ARTICLE 10 COVENANTS OF THE COUNTY AND REMEDIES

Section 10.01 Covenants of the County. In addition to the covenants and obligations of the County set forth elsewhere in this PFS Contract, the County hereby covenants and agrees as follows:

(a) *Referrals*. Participation in the Projects, whether as a non-enrolled member of a control group or as a Client, will be restricted to Eligible Criminal Justice Referrals and Verified Persistently Homeless Individuals, as the case may be.

(i) *Criminal Justice Project*. The County shall, every Quarter for three years, commencing on the Criminal Justice Launch Date, cause to be referred to the Criminal Justice Project Treatment Group no fewer than 38 Eligible Criminal Justice Referrals, unless First Step requests otherwise. The County shall, every Quarter for three years, also cause to be referred at least the same number, and up to twice as many, Eligible Criminal Justice Referrals to the Criminal Justice Project Control Group as to the Criminal Justice Project Treatment Group.

(ii) *Homelessness Project*. The County shall, over a period of five years commencing on the Homelessness Launch Date, on the schedule set forth below, cause to be referred to the Homelessness Project no fewer than 1,484 Verified Persistently Homeless Individuals, unless Road Home requests otherwise.

	Quarter	Referrals
	Q1	33
	Q2	56

This and other contracts are online in the INDIGO Impact Bond Dataset already:

The screenshot shows the 'Salt Lake County Homes Not Jails' project page on the Government Outcomes Lab website. The page includes an overview with project ID, development stage, and policy sector. It lists dates for contract signing and service provision, and states that \$5.50m in capital has been raised. Delivery locations are listed as Salt Lake County, Utah, USA. The target population is defined as individuals who are 30-year old or older, single, and who have resided in an emergency shelter in Salt Lake County or in the YMCA domestic violence shelter for 90 to 364 days in the year preceding HNJ eligibility assessment. The intervention description details the program's goals and methods. Outcomes are listed as graduation to permanent housing, decrease in jail or shelter visits, and mental health services. A list of organizations involved in the project is provided at the bottom.

Overview

Project ID: INDIGO-POJ-0096
Stage of development: Implementation
Policy sector: Homelessness

Dates

Date outcomes contract signed: 2016-12
Start date of service provision: 2017-01

Capital raised

USD: 5.50m

Delivery locations

- Salt Lake County, Utah, USA

Target population

Individuals who are 30-year old or older, single, and who have resided in an emergency shelter in Salt Lake County or in the YMCA domestic violence shelter for 90 to 364 days in the year preceding HNJ eligibility assessment. Participants must score 8 or less on the DAST-10 and the AUDIT-C, and 19 or less on the K6.

Intervention description

The intervention addresses persistent homelessness and associated criminal justice contact through an enhanced Rapid Rehousing intervention, including move-in support, time-limited rental assistance, roommate matching, and intensive case management. The Housing Not Jail (i.e. HNJ) program model was built on the framework of the housing first (i.e. HF) model, and is designed to move persistently homeless individuals out of emergency shelter and into a stable housing placement. The intervention also intends to interrupt the frequency with which individuals cycle in and out of jail and emergency shelter. The program aims to address clients' barriers moving out of shelter to a permanent housing placement, including poor credit history, lack of resources for rental and utility deposits, behavioral health needs, and lack of income, either from employment or enrollment in public benefits programs.

Outcomes

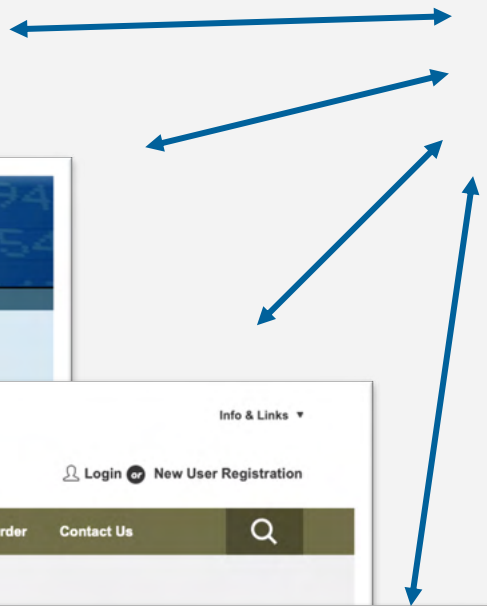
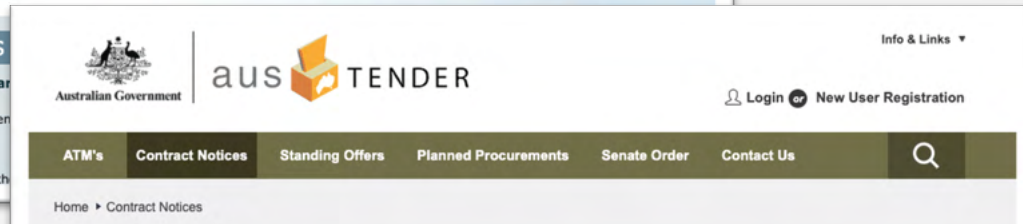
- Graduation to permanent housing. Number of clients who are living in a permanent housing placement (as defined by HUD) at discharge from HNJ (1 year after enrollment). UHMS.
- Decrease frequency of jail or shelter visits. Number of months in which an individual does not reside in an emergency shelter or jail relative to control group (accrued months over 2 years). UHMS; YWCA; OMS.
- Mental health services. Percent of clients with planned mental health services provided by a licensed clinician relative to control group (accrued months over 2 years). SLCoBH.
- Substance abuse service enrolments. Percent of clients with an enrolment into a specific level of care for substance abuse treatment services relative to control group (accrued months over 2 years). SLCoBH.

Organisations

QBE Insurance [INDIGO-ORG-0009]
Third Sector Capital Partners [INDIGO-ORG-0034]
The Road Home [INDIGO-ORG-0091]
The University of Utah's Criminal Justice Center (UJCC) [INDIGO-ORG-0092]
Community Foundation of Utah (fiscal manager) [INDIGO-ORG-0094]
Sorenson Impact Center (project manager) [INDIGO-ORG-0095]
Salt Lake County, Utah [INDIGO-ORG-0096]
Northern Trust [INDIGO-ORG-0097]
Ally Bank [INDIGO-ORG-0098]
The Reinvestment Fund [INDIGO-ORG-0099]
Sorenson Impact Foundation [INDIGO-ORG-0100]
Sorenson Family Foundation [INDIGO-ORG-0101]

At the bottom of the page, there are three navigation cards: 'Spreadsheet of all data' (with an XLSX icon), 'PFS - Contract' (with a Related icon), and 'PFS - Fact Sheet' (with a Related icon). The 'PFS - Contract' card is circled in orange.

Next steps for #hackteam6



A screenshot of the 'Impact Bond Dataset' website. The header includes the 'GOVERNMENT OUTCOMES LAB' logo and navigation tabs: 'The basics', 'Knowledge bank', 'Toolkit', and 'Community'. The main heading is 'Impact Bond Dataset'. Below the heading, there is a welcome message and a 'Help us improve our data quality' section. A 'Data Definitions' section is also present. The main content area features a 'Project explorer' and 'Organisations' section with a search bar for projects. A world map shows the distribution of projects with colored markers. Below the map, there are three large blue boxes with statistics: '204 Impact bonds', 'USD 458m+ Capital raised', and '845k+ Users'. A table of filters and expandable sections is located at the bottom.

Filter	Value
Stage of development	204 results
Policy sector	
Fields	
Start year	
Countries	
Continents	

Stage of development	+
Policy sector	+
Project timelines	+
Organisations and related projects network	+
Organisation relationship network	+
Project listings	x

INDIGO Hack-and-Learn Show & Tell
Hack teams presentations

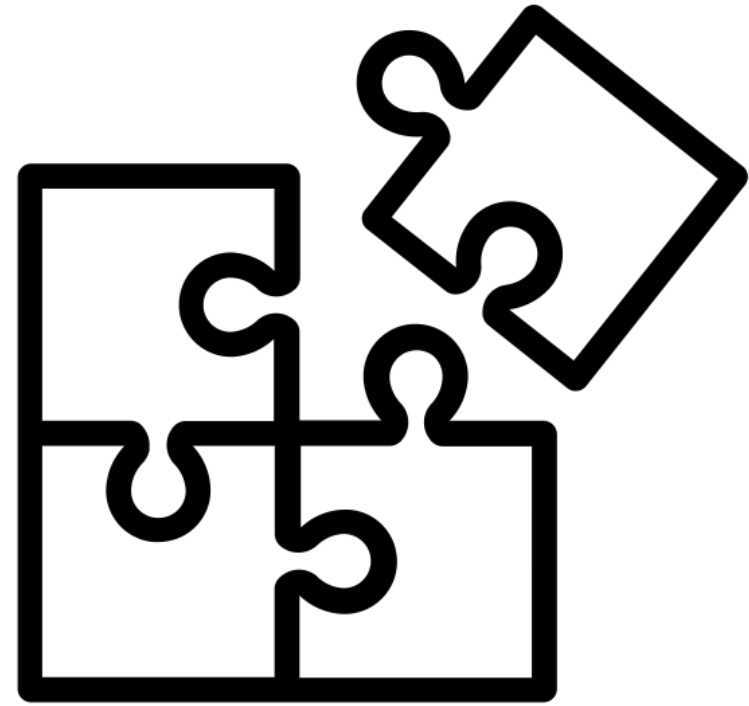


**Any questions,
suggestions, feedback?**

Next up at 1:35: Hack teams presentations

Puzzles for Measuring Girls Education Outcomes

Hack and Learn Show and Tell
25 March 2021



Puzzle by Ladalle CS from the Noun Project

**#Hack-team7
Girls Education**

Outcome measurement is challenging

Time until outcomes can be observed



Viability of the strategy



Auditability of the measurement



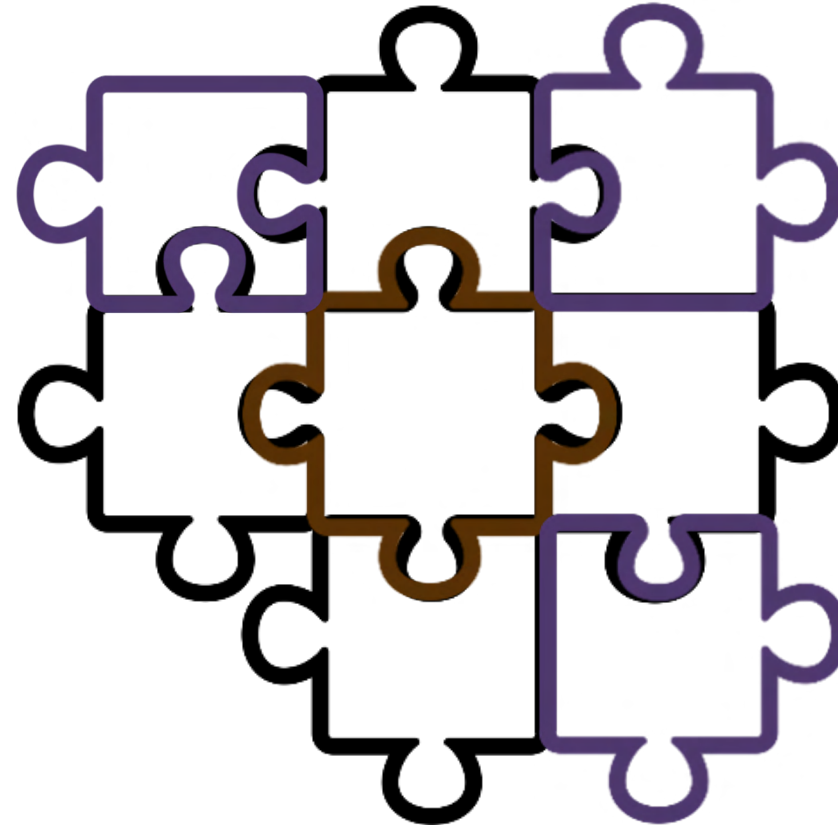
Quality of measurement



Interests of target population



Priorities do not have a nice fit in outcome evaluation



Gender Gaps



Silenced Voices



Social Justice

Girls Education projects bring even more complexity

Icons from the Noun Project (in order):

clock by Alice Design
Pillar by Harold Weaver
Search by Lyhn
quality by iconsphere
Target by Ranah Pixel Studio

Puzzle by Michael Weibel (all puzzle pieces)
Man by Jennifer Morrow
Woman by Jennifer Morrow
Mute by Guilhem
balance by ProSymbols

Achievements

Community building



Saahil K 15h06

Hi, I am from Assam, India. Also an Ashoka alum. I've been working in the development sector for close to three year now. I'd love to be a part of this team!



Ankita Aggarwal 15h11

Hi all! I am Ankita from India. I work as a research associate with an organisation that works in the areas of education, gender, governance, community informatics and internet/digital policies. I have been working in the social sector for a little over 3 years now. Looking forward to working with [#hackteam7-girls-education](#)



Abhinaya Murthy 15h13

I am so glad you joined Ankita!



Arthur Barros 15h18

Hi, nice to meet you all. Looking forward to working on this project with all of you.

Sharing knowledge



Gabriela Cáceres 20h37

I found some studies of UNESCO about girls education, that might be interesting:

- [Inclusive learning: How WASH in schools empowers girls' education](#)
- [Bringing Education to the Most Marginalized Girls in Nepal: Evidence from the Girls' Access to Education \(GATE\) programme](#)
- [Child Marriage and Ethiopia's Productive Safety Net Program: Analysis of protective pathways in the Amhara region – Summary of report findings](#)
- [Is University Education More Important for a Boy than for a Girl? Social approval of unequal educational opportunity across 21 countries](#)
- [What is the effect of female teachers on girls' enrolment and retention in northern Nigeria? \(page 36\)](#)
- [Does Keeping Adolescent Girls in School Protect against Sexual Violence? Quasi-Experimental Evidence from East and Southern Africa](#)

For now, I read just the first, but I hope to read the rest during the week. But, meanwhile, if you read and find something interesting, feel free to share here so we can discuss.

Identifying issues



Fernando Deodato 20h02

Hi [@canal!](#)

Hope you are all excited about the challenge. Based on our meeting, below we provide you with some ways to go. But please do not feel restricted to those! Actually, we encourage you to play around with the data we provided and be creative.

I. Main delivery:

1. Go to Insper Dataset available [here](#). You are all allowed to edit the spreadsheet using this link (I've invited you using the email you are registered at Slack, please let me know if you face any difficulties). I recall that I've also posted both spreadsheet and dictionary at another pinned post.
2. Search for contracts focusing on targets potentially related to "Girls Education". Check the targets and sub-categories in the image attached (you might filter the database for these targets). Related areas might be, for instance, "Education" (all categories) and "Social Care" (Child and Family Welfare).

Analyzing data on OBCs



Gabriela Cáceres 20h20

Hello everyone! I hope you all had a good weekend. I had a look on the INSPER dataset. I analyze the OBCs using two filters:

Target: Education and Social Care

Target category: early education, secondary education, women

Which resulted in 47 OBCs.

Until now, I looked upon the first 30 rows and filled the columns FL, FM and FN

These are some insights that I had observing them:

- 1) Only 6 have women or girls in their content.
- 2) Only 1 is focusing on girls' education (ID 157). However, there are 2 that have something related to girls' education (ID 2 and 3), and there is 1 (ID 50) that is focusing on women who suffered from domestic



Dilata Ranadive 7h50

Here's some additional information pertaining to OBCs in Education: Number of OBCs where Outcomes column is filled = 17; Number of OBC where Target detail column filled = 18; Number of OBC where Intervention column filled = 17; Number of OBC where Results column filled = 18; All the above columns filled = 16. If someone would like to double check these numbers, that would be great. Thanks!

If I filter it further based on Target Category of early and secondary education, then we have 15 OBCs that have information filled in on all the above columns.

Gathered Information: Measurement & Girls Education

Insper METRICiS

Guide to the Assessment of Socio-Environmental Impact

for Use in Impact-Oriented Projects and Investments



Office of Research-Innocenti

Child Marriage and Ethiopia's Productive Safety Net Program

Does Keeping Adolescent Girls in School Protect against Sexual Violence? Quasi-Experimental Evidence from East and Southern Africa

Tia Palermo* and Michelle Mills**

*Social Policy Specialist, UNICEF Office of Research – Innocenti

** Consultant, Social and Economic Policy, UNICEF Office of Research – Innocenti

A PRACTICAL GUIDE TO MEASURING WOMEN'S AND GIRLS' EMPOWERMENT IN IMPACT EVALUATIONS

Rachel Glennerster*, Claire Walsh, Lucia Diaz-Martin



Changing Teenage Girls' Aspirations and Educational Attainment through Increased Female Representation in Leadership in India

Beaman, Lori, Esther Duflo, Rohini Pande, and Petia Topalova. 2012. "Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India." *Science* 355(2012): 582-586.

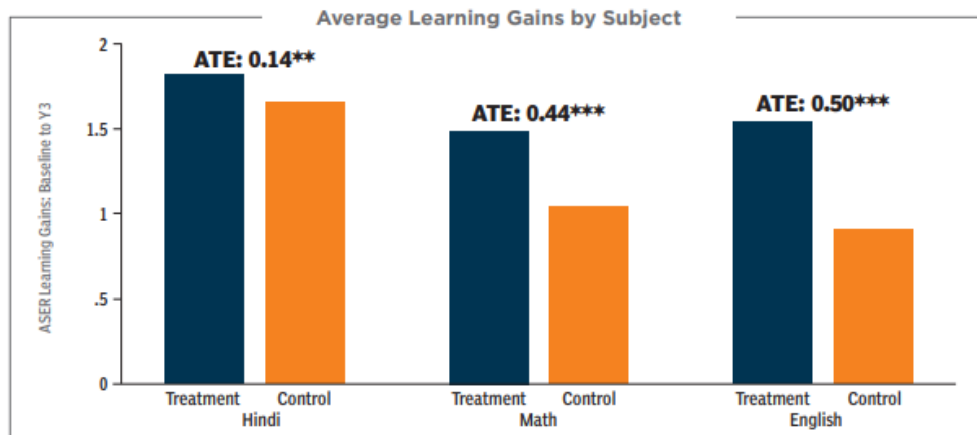
Menstruation, Sanitary Products, and School Attendance: Evidence from a Randomized Evaluation[†]

By EMILY OSTER AND REBECCA THORNTON*

There is room for using such information in OBCs context

Out of 45 OBCs analyzed in Education and Social Care, **only one DIB** focuses Girls Education

- Investment: 0.28 million USD
- Location: India (targeting 18000 girls)
- Outcome metric: enrollment and learning
- Evaluation: RCT
- Results: Successful



Source: Educate Girls DIB Final Report Evaluation, 2018
https://static1.squarespace.com/static/5b7cc54eec4eb7d25f7af2be/t/5b8f0cbb575d1fff85e7397c/1536101613230/Project+Report_28th+August_Revised.pdf

Contract ID	Outcome Metrics Useful to Girls Education?	Outcome Metrics Useful (binary)	OBCs potentially affected by Girls Education	OBC affected by GE (binary)
157	Yes.		1 Yes. Directly focusing on Girls Education.	1
50	Yes. Because we can use the metric of job placement as measure of result to girls education.		1 Yes. In the long term, if there is any correlation between woamen educacional level and the	1
3	Yes. Those two can be used focusing on girls: (i) Net Enrolment Rates for		1 Yes. Because it necessary to have girls on the school to achieve some of the outcome metrics.	1

What Girls Education oriented projects can learn from these contracts not focusing on Girls?

- 79% of them have **outcome metrics that might be useful for Girls Education projects**

What these other contracts can learn from Girls Education?

- 77% of them have **outcome metrics that might be influenced by Girls Education, but gender is not considered**

An interesting testimony



Gabriela Cáceres

Master Candidate at Insper

◀ Why have you chosen this challenge over all?

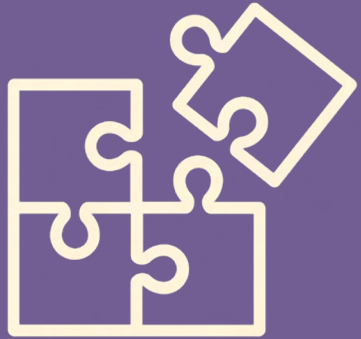
Education is a powerful tool! ▶

◀ What about the experience? | Conceptual limitations were surpassed in the process ▶

◀ What helped you in the challenge? | Previous correlated knowledge ▶

◀ How should we improve it?

Engagement ▶



Puzzle by Ladalle CS from the Noun Project

Puzzles for Measuring Girls Education Outcomes

Thank you!

Looking forward to **continue** working with you!

Would you like to discuss more? Contact us!

- clarafop@al.insper.edu.br
- fernandodd1@al.insper.edu.br
- icaro.bernardes@ufba.br

Insper METRICiS



<https://cienciadedados.ep.wixsite.com/cdep>



<http://www.gamma.ufba.br>

Covid-19
Vaccination Accessibility in the
United States

Shirley, Nora, Veda

Why is accessibility important for Covid vaccination information?

- Why is accessibility important?

Equity

Access to protect individual and public health

- Laws and regulations: Federal and public laws, governmental policies: **Section 508** of the Rehabilitation Act of 1973 requires agencies to ensure that individuals with disabilities have access to and use of Information and Communication Technology information

What are accessibility barriers to Covid vaccination?

- Created spreadsheet for federal and state covid vaccination websites
- Ran urls through WAVE, a suite of evaluation tools helping authors make web content more accessible to individuals with disabilities ([WebAIM: About WebAIM](#))
- WAVE reports describe accessibility issues including lack of Alt text, low contrast, small font size, empty links
- Our team included language accessibility and ease of access to translation
- Created User Journey Map to visualize accessibility challenges

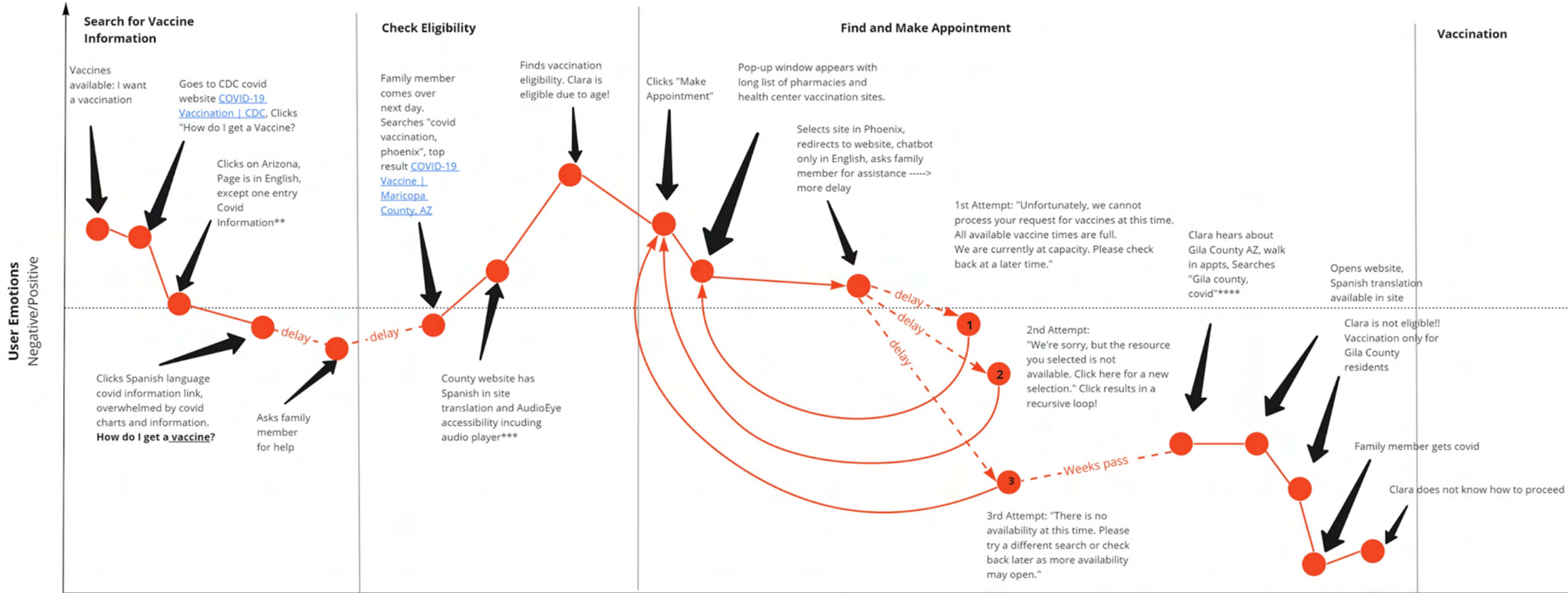
The User Journey Map

Helps product designers (including services/programs in public and nonprofit sectors) understand their customers and problems.

Helped us understand where users face barriers in accessing vaccine information.

Created a hypothetical User Persona for Clara in Arizona

User Journey Map for Clara*: 55 years old, primary language Spanish, vision impairment, physical disability, no car, lives in Tucson, Arizona, USA



1. Clara is a fictitious persona created for demonstration purposes.
 2. CDC link finder to State Covid websites does not link to State of Arizona vaccination information page with in site Spanish translation. You must navigate to the Home page which impedes access or click Audiences page to find Spanish language speakers.
 3. Maricopa County, AZ website is AudioEye Trusted. AudioEye is a web accessibility certification process
 4. [Can't Get a Covid Vaccine? In This County, Everybody is Eligible - The New York Times \(nytimes.com\)](#)
 Color inspiration for User Journey map comes from CVP design and product team

Data from Federal and State Covid Websites

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Entity	URL	WAVE Web Accessibility Evaluation Report	WAVE Errors	WAVE Low Contrast Errors	WAVE Alerts	Very Small Text Alert	Font Size Adjustment	Other Accessibility	Translatable in Site - Google	Translatable in Site - Other	Separate Hyperlinked Language Page	Separate Hyperlinked Language Site	Spanish	Chinese	Tagalog
Centers for Disease Control	COVID-19 Vaccination CDC	WAVE Report of Vaccines - Coronavirus COVID-19 Response (webaim.org)	0	0	23	No	No	Yes - phone number	No	No	No	NA			
Centers for Disease Control	Centros para el Control y la Prevención de Enfermedades CDC	WAVE Report of Centros para el Control y la Prevención de	0	0	9	No	No	No	No	Yes	Yes	NA	Yes	Yes	Yes
private consortium	VaccineFinder - Search for COVID-19 vaccine locations	WAVE Report of VaccineFinder - Search for COVID-19 vaccine	0	0	4	No	No								
US Dept. of Health and Human	Home Page Vaccines	WAVE Report of Home Page Vaccines (webaim.org)	0				Some pages have font size adjustment		No	Yes					
California	Vaccines - Coronavirus COVID-19 Response (ca.gov)	WAVE Report of Vaccines - Coronavirus COVID-19 Response (webaim.org)	0	1	23	Yes	No	No	Yes	NA	NA	NA	Yes	Yes	Yes
California	My Turn - California COVID-19 Vaccine Scheduling & Notifications	WAVE Report of My Turn - California COVID-19 Vaccine Scheduling & Notifications (webaim.org)	0	0	3	No	No	Yes - virtual assistant	Yes	NA	NA	NA	Yes	Yes	Yes
Wyoming	County COVID-19 Vaccine Information - Wyoming Department of Health	WAVE Report of County COVID-19 Vaccine Information - Wyoming Department of Health (webaim.org)	0	20	40	No	No	No	Yes						
Oregon	Oregon Health Authority : COVID-19 Vaccine Information by County :	WAVE Report of Oregon Health Authority : COVID-19 Vaccine	1	14	75	No			No				Yes	Yes	No
Washington	Vaccine Information :: Washington State Department of Health	WAVE Report of UNTITLED (webaim.org)	2		3	No	No		No	Yes					
Washington	COVID-19 Vaccine Phase Finder Washington State Coronavirus Response (COVID-19)	WAVE Report of COVID-19 Vaccine Phase Finder Washington State Coronavirus Response (COVID-19) (webaim.org)	0	16	4	No			Yes				Yes	Yes	?

Possible Future Work

- Identify and improve accessibility, eg accessibility audits.
- Analyze how lack of internet access can impact vaccination access (Pittsburg recently opened up walk in appts with early results of increased vaccination rates for vulnerable populations.)
- Analyze US CDC social vulnerability index (SVI) or other similar indexes for insight into accessibility.



GOVERNMENT
OUTCOMES
LAB

Social Impact Wayfinder: *A New Tool for Social Impact*

Hack-and-Learn Challenge Presentation



@ukgolab



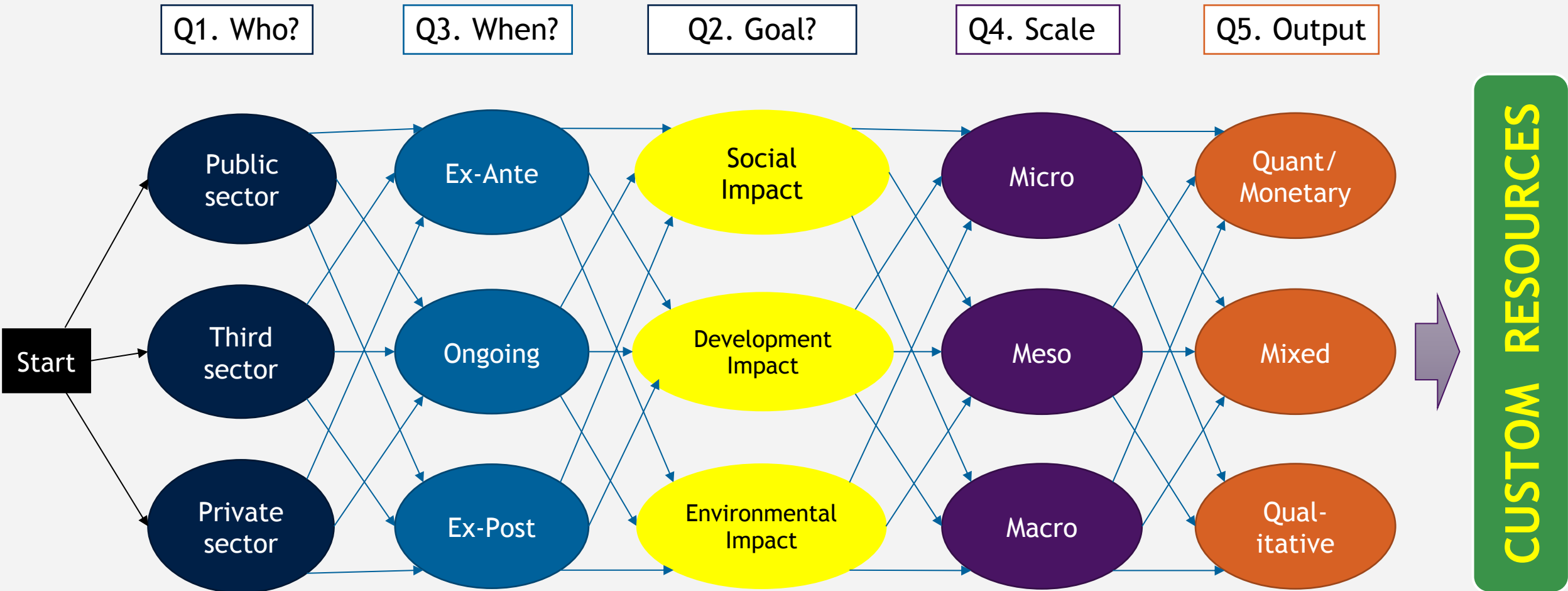
golab.ox.ac.uk

#Hackteam9, March 2021



golab@bsg.ox.ac.uk

Wayfinder Selection Mechanism



Hack-and-learn Challenge Structure

Goal: Blend these two tasks:



We paired off to stay on track and bounce ideas off each other:

Hilary Olson , Tanya Chatterjee

Susanta Kumar Mishra, Fernando Deodato

Ami Shah, Mara Airoidi

Ana Pimenta, Pranay Yadav

Charlie Morgan, Shakti

Deah Bapuli, Jordan Bruce

Juliana Outes, Eleanor Carter

Emilia Lucy Nogueira Marinho, Iain Cloke

What do people think about the tool?

Likes

- Simple, easy-to-use, quick
- Well-explained and accessible resources
- A useful diversity of resources, including both case studies and further jumping-off points.
- Good to have an overview page and then a deeper dive upon clicking
- Resources are relevant, appear to be “right” and popular, and some are novel.

Dislikes

- Some disagreement about the relevance of 5 questions
- Some options need clarification/ rewording
 - Micro/ Meso/ Macro
 - Output type
- Technical inconveniences
 - Page refresh for each choice
 - Resources don't open in new window
- Difficult to sort through resource output

Hackteam Recommendations: General

- Reword some questions
 - Micro/ Meso/ Macro => add parenthesis with examples
 - Output format => Quantitative, Qualitative, Mixed Methods
 - Impact goal: Remove SDGs, or re-orient around SDGs
- Create a user guide with data definitions for clarity
 - Could be a blog post or a page within INDIGO
- Make the results page more flexible
 - Add filters to further narrow down resources
 - Allow people to change their initial framework selection from page.
- Add some additional relevant resources

Hackteam Recommendations: Technical

- If possible, remove page refresh upon each selection
- Create output filters on the results page
- Open clicked resources in a new tab for convenience
- Check that filters work correctly
 - Possibly a glitch on “agnostic” for question 5
- A couple links are broken or lead to a home page

Hackteam Recommendations: Long-term

- Create filters
- Add extra data fields and filters
 - Choose which SDGs to target
 - Development/ Developed country context
- Rank resources by relevance or popularity
- Allow for export of the relevant spreadsheet
- Allow users to add and create resources
- Add function to re-select framework questions from results tab

Participant Comments on the Hack-and-Learn

- Some participants enjoyed the strategy of assigning pairs, as they got a chance to get to know each other 1:1.
- This was a fun opportunity to play around with the new tool and think about how to make it better!
- It will be exciting to see how these suggestions are implemented to create an improved public tool.

INDIGO Hack-and-Learn Show & Tell
Hack teams presentations



**Any questions,
suggestions, feedback?**

Next up at 2:00: Hack teams
presentations

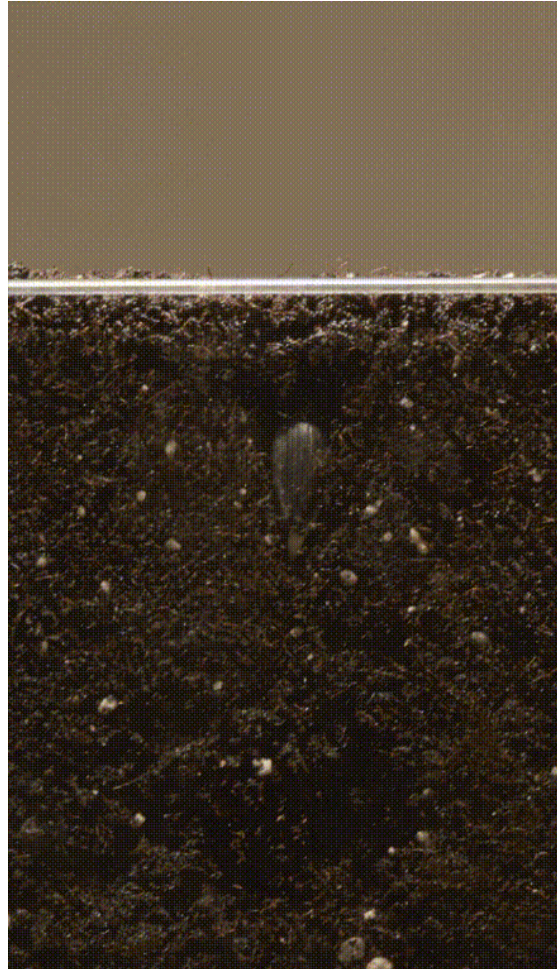
Show and Tell session: A project pipeline



Hackteam#12

What was our challenge? A project pipeline!

Di Naturenow - Opera propria, CC BY-SA 4.0,
<https://commons.wikimedia.org/w/index.php?curid=92000382>



- Much of the learning takes place in the design phase
- Many more projects idea than launches - foster insights
- Facilitate networking in community with similar interest
- Reduce transaction costs
- Raise awareness of dynamic ecosystem "under the soil"

What did we do?

Data mapping!

The screenshot shows an Excel spreadsheet titled "data model ideas for project pipeline". The spreadsheet is organized into columns for different categories of data fields. The first column, labeled "Variables and agreed standard definitions on INDIGO database of launched project (not all information is available for all projects, but IF available, here is the agreed definition)", lists fields such as "SOURCES", "ORGANISATIONS", and "OUTCOME PAYME". The second column, labeled "Variables shared on previous 'Project pipeline' created by the Impact Bond Working Group", lists fields like "Contact details" and "Service provider(s)". The third column, labeled "Space for Hackteam12 comments", contains notes such as "yes, do we have definition in INDIGO? cc May or not be relevant to standardized, information was collected for specific market intelligence relevant at the time." and "No, we don't have a definition in INDIGO for this JO".

Name of field	Definition	Type of field	Name of field	Definition	MA comments	ZI comments	MG comments
SOURCES							
This is a list. One project can have multiple items of data. One item of data is defined as:							
Id	A within-project original, flexible identifiers to refer to	Text	Contact details		Name, role, organisation, email contact to know more about the project		
Name - (Value)	Name of the person or institution who shared information	Text					
Type - (Value)	Type of source of information.	Text					
Publishing Organisations - (Value)	Organisation that published the evaluation, report, docu	Text					
URL - (Value)	URL of the document about this project.	Text					
Archive URL - (Value)	A preserved copy of an online source that can be access	Text					
Internal URL - (Value)		Text					
Publication Date - (Value)	Date when the information about this project was publi	Text					
Accessed Date - (Value)	Date when the information about this project was acces	Text					
Notes		Text					
ORGANISATIONS							
This also links to a database of Organisations with information relevant to the Organisation and allows to do things like creating the network diagrams. Details of fields is at: https://indigo-data-standard.readthedocs.io/en/latest/data-dictionary/organisation.html#organisation							
This is a list. One project can have multiple items of data. One item of data is defined as:							
Id	A within-project original, flexible identifiers to refer to	Text	Service provider(s)				
Organisation ID - (Value)	INDIGO identifier of the organisation that provides serv	Text					
Organisation Role Category - (Value)	Category of service provider.	Codelist					
Codelist options are:							
Nonprofit/NGO							
Foundation/Philanthropist							
Government/Public Sector/Public Bank							
For-profit							
Other							
Intervention - (Value)	Description of the intervention or the activities that serv	Text					
Planned Service - Start - (Value)	Expected date when service delivery starts.	Text					
Planned Service - End - (Value)	Expected date when service delivery ends.	Text					
Actual Service - Start - (Value)	Actual date when service delivery starts.	Text					
Actual Service - End - (Value)	Actual date when service delivery ends.	Text					
Alterations to service - Description - (Value)	This variable specifies whether there has been a modifi	Text					
Alterations to service - Reason - (Value)	This variable presents the motivation for that modifi	Text					
Sources		Text					
Notes		Text					
OUTCOME PAYME							
			Selection of providers	yes, do we have definition in INDIGO? cc May or not be relevant to standardized, information was collected for specific market intelligence relevant at the time.			
			Codelist options:	No, we don't have a definition in INDIGO for this JO			
			Rip				
			Direct contracting				
			provider-led				
			open project team				

What did we learn?

- 1) We identified two key definitions required to develop the pipeline:
 - a) minimum requirements to be part of the pipeline dataset
 - b) minimum requirements for a project to move out of the dataset (contracted projects to main IB dataset, others archived as e.g. 'alternative funding' or 'unrealised')
- 2) Stakeholders could think that this information is commercially sensitive – what information can be shared easily?
- 3) From our list of variables, only 5 of them will be a 'must have'. The rest of them will be 'nice to have, but not mandatory'.
- 4) There is a need to motivate stakeholders to send updates. Maybe producing a quarterly snapshot of the state of upcoming impact bonds will encourage them to share information?

What are we working on?

Data definitions:

- Minimum requirement to be part of the pipeline:

“A project can be included in the pipeline if there is at least one 'key stakeholder' involved in its development, where the 'key stakeholder' can be the outcome funder, the investor or the service provider”

Do we all agree with this definition? Want to provide feedback? Come and join our discussions on Slack!

What about next steps?



This is still an ongoing discussion!

- We need to have broader consultation with wider stakeholders on minimum requirements and 'must have' variables
- Pending work of data standardization (i.e. categories and formats)
- This is just a **prototype**. We will iterate many times until we get to a final version of our pipeline dataset. Come join us!

INDIGO Hack-and-Learn Show & Tell
Hack teams presentations



**Any questions,
suggestions, feedback?**

Next up at 2:25: Mara Airoidi

INDIGO Hack-and-Learn Show & Tell
Close... and see you soon!



Dr. Mara Airoidi
Director,
Government Outcomes Lab (GO Lab),
Blavatnik School of Government,
University of Oxford



INDIGO Hack-and-Learn Show & Tell

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Exploring Social Investment – an INDIGO Technical and Learning Report

Ben's Reflection

"As an Investment Analyst for Big Issue Invest, I work on the Outcomes Investment Fund analysing and collating data. One of the ways that I do this is using existing data to communicate what has been tried before.

"The Social Outcomes Contract sector as a whole doesn't share data enough, which is why I was excited to work on a project to try and broaden the scope of available information.

"One of the challenges we faced with this project is trying to make data definitions that are suitable for organisations regardless of their individual characteristics.

"I found it crucial to focus on this as a low-intensity, high-return-on-time tool. From first-hand experience, it can often reduce the validity of the data if the process is too onerous.

"In the near future, I hope that we can share data quickly, smoothly, and ultimately deliver better outcomes for our beneficiaries."

Reflection 2. Ben Tiplady, Investment Analyst, Big Issue Invest

A. Draft Definitions

The draft data definitions are available in Appendix A. They fall into three categories:

- i. **Social Investment Details.** Details of social investment at a project level.
- ii. **Transaction Details.** Financial transactional details in a project including investments and payments.
- iii. **Technical Assistance.** A description of non-financial technical assistance to the investee.

Emily Mitchell, a consultant to BII, performed a literature review which was used to draft the data definitions¹⁶.

B. Template spreadsheet tabs and open-source database code

Template spreadsheet tabs were created to allow anyone to enter data on specific projects according to the draft data definitions. (Appendix B).

We also engaged a contractor, Open Data Services Collaborative, to develop open-source code that would allow data on these template tabs to be imported into and exported from the INDIGO database system. This allows us to ask questions and aggregate fields across the different projects.

C. Prototype data visualization and open-source code

Prototype data visualizations were developed to allow anyone to view and compare different projects based on data in the spreadsheets. An example of these visualizations is provided in the figure below.

¹⁶ Big Issue Invest. (2020). Beyond the Cheque Initiative (BTCI): Literature Review by Emily Mitchell. [Unpublished.]

Let's write a Technical and Learning report together!

Join our next

INDIGO Quarterly Peer Learning session

22 April 1pm BST

For the third INDIGO Quarterly Peer Learning Group online meeting, we will be present our new Technical and Learning report, co-produced as part of our **Hack and Learn** event. Join us!

Book your place here: <https://golab.bsg.ox.ac.uk/indigo>



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