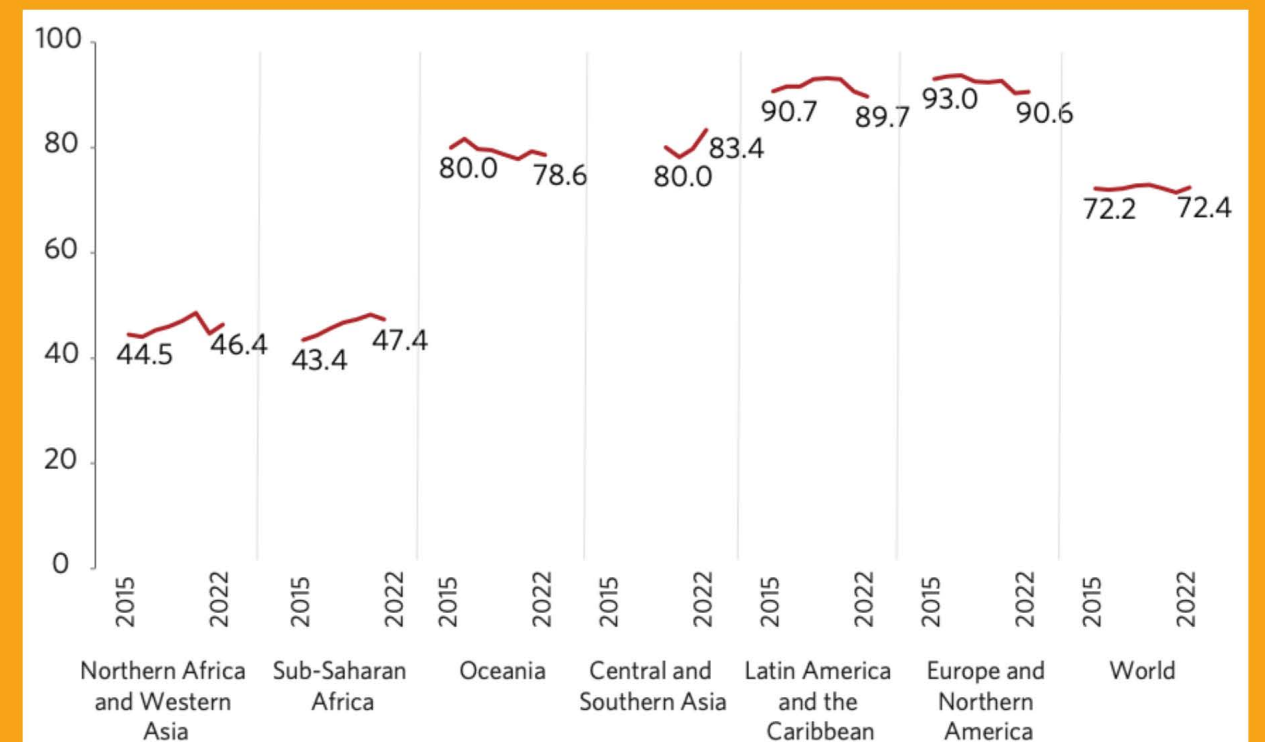


BUILDING BLOCKS

The Collective Learning Initiative on Outcomes-Based Financing for Early Childhood Care and Education

THE CHALLENGE

Too many children face barriers in accessing quality early childhood care and education (ECCE). Global progress towards achieving universal ECCE has stalled, leaving children without key school readiness and developmental opportunities. Access challenges persist particularly for low-income families in developing countries where quality ECCE can mitigate disadvantages. In sub-Saharan Africa and Northern Africa and Western Asia, less than half of children attended pre-primary school.



Percentage participation rate in organised learning (one year before the official primary entry age), 2015-2022 (UN, 2024)

OUR APPROACH

Outcomes-based Financing (OBF) has been explored as a potential solution for governments, service providers, and families to access and support high-quality ECCE programmes. Outcomes-Based Financing (OBF) is a results-based funding approach that ties payments to the achievement of agreed outcomes. In ECCE, these might include:

- Literacy, numeracy, motor skills, and social-emotional development
- Centre quality, caregiver engagement, and effective teaching practices

OBF helps governments, service providers, and families invest in what works ensuring funds deliver measurable, verified benefits.

WHO WE ARE

The Collective Learning Initiative (CLI) brings together service providers, funders, researchers, and other stakeholders to advance a shared vision for OBF in ECCE. Together, we aim to foster a vibrant network to collaborate, innovate, and evaluate these new approaches to ECCE. Leveraging the expertise and resources of our members, we tackle pressing challenges, share learning, and co-create practical solutions.

OUR IMPACT SO FAR



33 experts engaged from **23** organisations across **12** countries



3 global knowledge exchange sessions facilitated



2 case studies published



1 evidence review synthesising **22** ECCE OBF projects, augmented by expert interviews and stakeholder input

KEY INSIGHTS

- **OBF can build ECCE systems:** Beyond funding, it drives better measurement, transparency, and stakeholder alignment.
- **Local context is critical:** Tailor design to policy, socio-economic, and regulatory realities, with early stakeholder alignment.
- **Evidence is growing, but gaps remain:** We still know little about cost-effectiveness, holistic outcome measurement, and transaction costs.

WHATS NEXT

- 3 bespoke knowledge exchange sessions with practitioners and policymakers
- 2 public webinars sharing global insights
- 1 technical note tackling the most pressing OBF challenges in ECCE
- 2 new case studies and 1 high-impact report to shape the future of outcomes-based approaches
- Launch of our partner director for exchanging insights and resources



The Mental Health and Employment Partnership

The final evaluation of the Life Chances Fund outcomes partnerships



The Mental Health and Employment Partnerships (MHEP) made up 5 of the social outcomes partnerships delivered under the Life Chances Fund. The projects were delivered across London boroughs and North England. MHEP supported the delivery of an intervention known as 'Individual Placement and Support' (IPS) to help people experiencing mental health issues or learning disabilities to find and remain in competitive, paid work.

These recommendations are from the final report of a 5 year research study investigating the effectiveness of social outcomes partnerships as a commissioning tool to improve social outcomes for citizens.

Key recommendations



Anticipate setup and wind-down effort as a foundation for adaptive delivery

The MHEP SOPs required appreciably more time and effort during setup and completion phases than initially anticipated due to complex negotiations, outcomes modelling, and end-of-grant reconciliation. However, these investments laid the groundwork for more adaptive, data-driven delivery during the contract. Stakeholders noted that while the transaction costs were high up front, they enabled robust structures, trust and shared understanding, which ultimately supported better performance management and problem-solving throughout delivery.

Recommendation: Build in adequate time and resourcing for SOP setup and closure phases, recognising them as critical foundations for continuous improvement and collaborative service delivery.



Enable responsive problem-solving via continuous monitoring, frequent engagement, and bespoke data analytics

A key strength of the MHEP SOP model was its ability to enable responsive problem-solving through continuous monitoring, frequent engagement and bespoke data analytics. The intermediary played a central role in identifying underperformance early and working closely with providers and commissioners to adapt strategies in real time. Regular data reviews, site visits and tailored performance improvement plans allowed challenges – such as staffing gaps, referral delays or outcome dips – to be addressed proactively. This dynamic, data-informed approach contrasted with more static traditional contracts and was widely credited by stakeholders with improving both service quality and outcomes achievement across the SOPs.

Recommendation: Programmes should incorporate continuous monitoring, frequent engagement and tailored data analytics to enable responsive problem-solving and improve service outcomes.

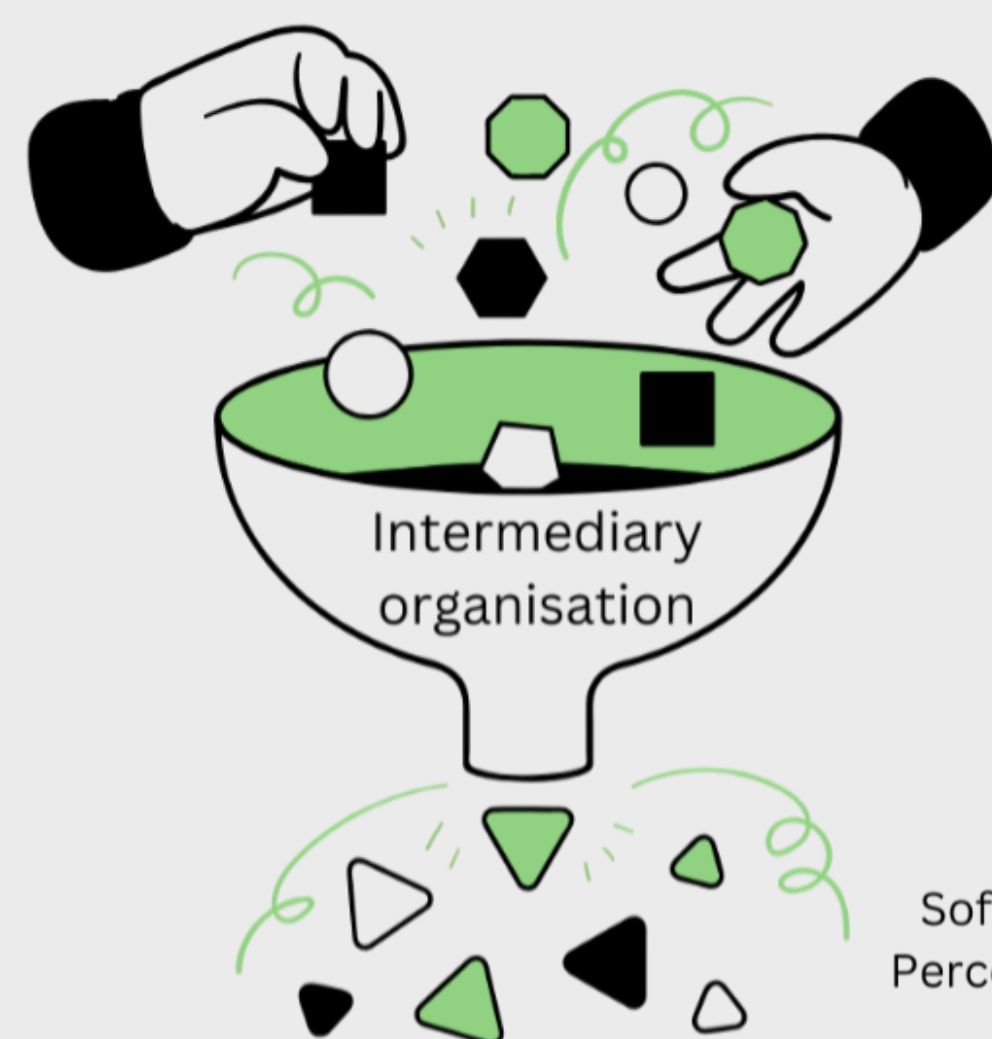


Recognise the significant relationship between financial incentives and outcomes achievement

The research found that for every £1,000 increase in incentives, the likelihood of outcomes achievement increased by about 20%. The reverse also applies. However, this finding does not simply mean that greater financial input automatically results in more outcomes from service providers. Although the effect was statistically significant for the MHEP SOPs, the analysis also indicated that more data is needed before it can be used to make predictions.

The qualitative analysis revealed that the important factor was the intermediary, who translated the hard incentives (more outcome payments) into increased softer incentives (eg intrinsic motivation, personal bests) for service providers by means such as more relational and operational support. Thus, the incentives work less through hard-edge financial pressures on service providers and more through the motivation and accountability coming from the intermediaries. These incentives' effectiveness at the intermediary level relied on clear role separation between the investor and the performance managers; transparency; a governance board that was capable of holding people accountable; and a robust reporting and contractual framework.

Recommendation: Design financial incentives with a clear understanding of how different actors respond: intermediaries are more likely to be influenced by financial incentives, while service providers may be more motivated by softer, relational or mission-driven factors.



Kirklees Better Outcomes Partnership:

The final report of a longitudinal evaluation of a Life Chances Fund outcomes partnership



The Kirklees Better Outcomes Partnership (KBOP) was a social outcomes partnerships delivered in the Life Chances Fund. The project sought to improve accommodation, employment, stability and wellbeing outcomes for vulnerable adults in Kirklees, West Yorkshire, in need of support to live independently. It focused on people who faced multiple challenges, including homelessness or the immediate risk of becoming homeless, mental health or substance misuse issues, experience of domestic abuse and offending. Delivery focused on personalised service provision, using a strengths-based approach that builds on the individual strengths, motivations, and personal ambition of the people supported.

These recommendations are from the final report of a 5 year research study investigating how using a social outcomes partnership influenced the management approaches and practices of the Council, providers and frontline service delivery in KBOP.

Key recommendations



Focus on building meaningful cross-sector partnerships: *Contracts should be designed to support collaboration through structures that promote shared problem-solving.*

Contracts that are overly rigid, target-driven and unilateral can create adversarial dynamics, undermining collaboration and shared problem solving. The KBOP model showed that complex service delivery requires active relationship-building, shared accountability and adaptive governance, with partners that pursue a shared vision of support for the people they serve.



Ensure long-term contractual and funding stability: *Contracts should be sufficiently resourced and cover a time period appropriate to the service, with clarity around the process for future rounds of contracting.*

While a genuine partnership centred on achieving the SOP's objectives emerged over its five-year lifetime, the impending end of the contract (and resulting uncertainty) hindered this collaboration. Effective partnership working cannot overcome a lack of sufficient, stable funding to provide certainty around the future of the service.



Cultivate the right partners and mindset and a culture of trust and learning: *Successful contract implementation relies on partnerships with organisations that share a commitment to collaboration, adaptability and continuous improvement.*

Successful service delivery in complex environments depends not only on formal contractual and financial mechanisms but also on the culture and mindset of delivery partners. The KBOP model demonstrated the importance of selecting partners with a willingness to share accountability, engage in open dialogue and adapt to emerging challenges. A culture of trust and learning, supported by relational governance structures, is key to fostering innovation and sustained service improvement.



Focus on individual service user needs, enabling personalised support through flexible funding: *Projects should find ways to enable flexible funding to meet service users' diverse*

needs, which may be more easily achieved when personalised services and purchases are made by non-government partners in an outcomes-based funding arrangement.

In a service supporting those with complex lives, each individual's challenges are unique, and a one-size-fits-all approach may not offer the best support. However, personalisation requires adequate resourcing. In KBOP, a £250,000 personalisation fund backed by social investment supported frontline staff to provide bespoke support to users.



Enable flexibility and adaptation (test-and-learn) through contracting and governance:

Contracts should be designed to facilitate adaptation as partners learn more about what is required from the service via an explicit process for change.

In planning a service which deals with the complex lives of people, and particularly those facing a variety of challenging life circumstances, it will not be possible to identify and specify the precise scope of the service upfront. The KBOP contract incorporated mechanisms, such as a flexible rate card design, data-driven performance reviews, and collaborative governance structures, that allowed for iterative service adjustments in response to emerging challenges and new insights.



Use data for accountability and learning:

Projects should implement a shared data system and use it actively and appropriately to support effective decision-making.

Kirklees Council procured and implemented a centralised data system to support performance monitoring and outcomes evidencing, with differential access according to each party's needs. Vitally, data in the KBOP project was used actively and in combination with other sources of information as appropriate to support decision-making.

CAN SOCIAL OUTCOME CONTRACTS SPUR SYSTEMS CHANGE?

Asset-Based Working, Innovation, and Collaboration

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INTRODUCTION

While some scholars posit that Social Outcome Contracts (SOCs), such as Social Impact Bonds (SIBs), could spur more transformative change (Fitzgerald et al. 2020), others critique SIBs for focusing on individual rather than systemic causes to persistent social challenges (Andreu 2018; Broccardo et al. 2020).

To offer new insights, this study evaluates the Greater Manchester Homes Partnership (GM Homes), asking: To what extent, and through which mechanisms, was GM Homes able to generate system-level effects?

METHODOLOGY

Drawing on data from 21 interviews, primary documents, and secondary literature, this study takes a process tracing approach. Similar to a criminal investigation, process tracing identifies ‘suspect’ causal mechanisms and evaluates evidence to confirm or eliminate hypotheses.

Building on work by Carter et al. (2018) and Fox et al. (2022), this study hypothesizes that GM Homes contributed to systems change by:

- Advocating for **asset-based working** to change the organizational culture of systems actors
- Evaluating **innovative approaches** to scale solutions within the wider system
- Building new **collaborative relationships** to join up services within the system

RESULTS

The analysis finds strong evidence that GM Homes contributed to systems-level effects related to:

- **Housing providers policies:** Changes in allocations, management, and eviction policies to be more supportive and person-centered, rather than enforcement-driven
- **Dual diagnosis services:** Scaling by other programs of joint mental health and substance misuse services, which individuals previously struggled to access concurrently

Asset-based working was most the influential mechanism, enabled by adaptive management (rather than innovation) and large-scale collaboration.

RECOMMENDATIONS

- Offer longer-term, interdepartmental funding to create joint ownership
- Engage external stakeholders from outset, such as through steering groups or advisory boards
- Plan to mainstream or extend effective services to safeguard progress

ASSET-BASED WORKING

		Sufficient for Causal Inference	
		No	Yes
Necessary for Causal Inference	No	<u>Asset-Based Design:</u> • Trusting relationships • Focus on interests/aspirations • Personalization funds • Staff with lived experience • Trauma-informed	<u>Promotion/Continuation of Approach:</u> • Considerable time explaining approach • Trauma-informed trainings for housing provider staff • ‘SIB principles’ for continuing work • Changes to housing provider staffing
	Yes	<u>Empowerment/Organizational Change:</u> • Choice over accommodations (EX: managed moves) • Voluntary, cases never closed • Co-designed, individualized services • Meaningful way of working	<u>Program Impacts:</u> • Part of broader push towards asset-based, trauma-informed working • But housing providers had not previously taken these approaches • Thus, at least partly due to GM Homes

INNOVATION

		Sufficient for Causal Inference	
		No	Yes
Necessary for Causal Inference	No	<u>Innovative Design:</u> • Mixed views on being ‘innovative’ • More agreement around flexibility to ‘test and learn’ • Opportunity to compare different delivery models	<u>Sharing Learnings/Scaling:</u> • Evaluation demonstrates evidence on what works to encourage scaling • Learning events and conferences • Informal/internal learning transfers • ETE learnings influenced KBOP design • Dual diagnosis scaled for Housing First
	Yes	<u>Innovations/Evaluation:</u> • Mixed views on ‘new approaches’ • Some viewed as ‘common sense’ • Others pointed to specific pilots • Examples of monitoring, evaluation, and performance management • But evaluation done at late stage	<u>Program Impacts:</u> • Many GM Homes partners directly applied learnings to Housing First • Less evidence that evaluation of innovative approaches led to scaling • More evidence that learnings from adaptive management led to scaling

COLLABORATION

		Sufficient for Causal Inference	
		No	Yes
Necessary for Causal Inference	No	<u>Collaborative Design:</u> • SOC model designed to involve investors, delivery partners, and commissioners • Housing providers combined two competing bids	<u>Joining-Up/Knowledge, Resource-Sharing:</u> • Diversion from Custody pilot with criminal justice stakeholders • Dual diagnosis and trauma-informed trainings with Mental Health Trust • Coordination on transition plan
	Yes	<u>Diverse Actors/New Relationships:</u> • 3 social investors, 3 delivery partners, 1 commissioner (10 local authorities), 20+ housing providers • New relationships among SOC partners • New partnerships with other services (EX: mental health, criminal justice)	<u>Program Impacts:</u> • First partnership at this scale across GM • Housing provider collaborative working continued into Housing First • However, relationships driving Diversion from Custody ended with the program

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THE PROBLEM WE ARE ADDRESSING



In India, despite policy recommendations, art and SEL education remain largely deprioritized due to the absence of a clear implementation plan.



The ratio of art teachers to students is a staggering 1:1400, leading to less than 20 hours of art education annually per student. (The Bastion, 2019)



Most teachers lack formal training in arts education, and art classes are often sacrificed for core academic subjects. (Rajan, 2023)

**Who does this affect?
How does it affect?**

**250 million+
children**

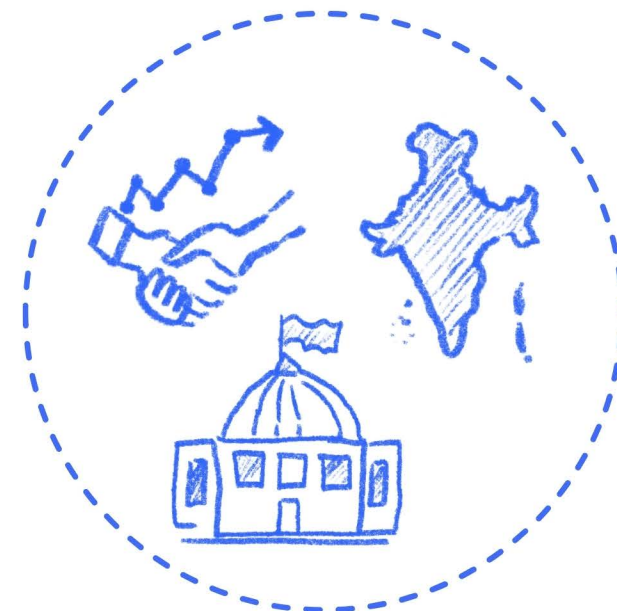
attending government and low-income private schools in India, lack safe spaces for expression

OUR APPROACH



Building creative and safe spaces of expression

Our visual art and SEL **curriculum & training** are focused towards building essential skills in our children by building educator capacities, supported through **technology**



Scaling impact through strategic partnerships

We have an institutional ecosystem approach by **partnering with state governments** and **non profit organisations** to ensure access to visual arts and SEL within the education system



Advocating for mainstreaming arts education

Through **research** bridging evidence gap in the ecosystem and **awareness workshops**, we advocate to make arts education an integral part of the education system

OUR IMPACT



1.4 million+ children reached globally through our digital resources



1,93,000+ children across India through direct implementation



5,958+ educators are equipped with capacities to facilitate visual arts and SEL class



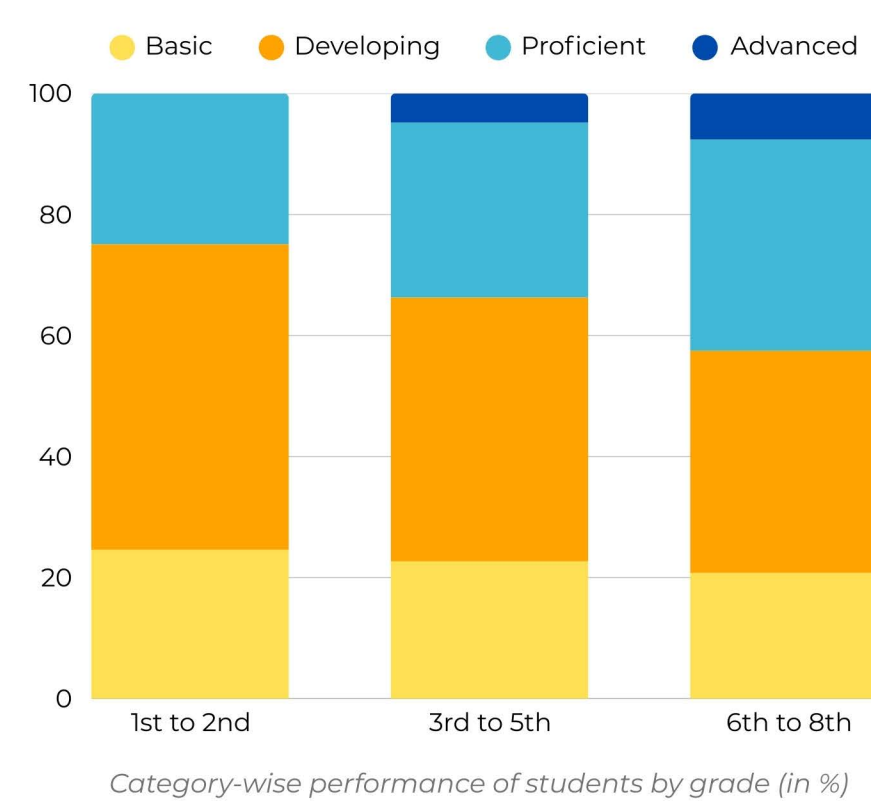
14 states in India where we have scaled our programs



IMPACT ON STUDENTS

A third-party evaluation study into the effectiveness of the Saturday Art Class Program revealed:

- Average scores across SEL skills of Confidence, Collaboration, Critical Thinking, Perseverance, Imagination were 58% in above across all grades.
- Higher-grade students who have spent 2-3 years with SArC demonstrate higher proficiency in SEL skills
- Early Grades show promising development in SEL Skills, with majority in 'Developing' category
- Middle Grades show gains in SEL Proficiency, especially in Confidence, Critical Thinking, and Communication
- Upper Grades excel in SEL Skills, reaching high proficiency in Critical Thinking and Communication
- Qualitative insights, using classroom observations, field notes and interviews, suggest high levels of student engagement.



"If I think and use my imagination, I can draw all the ideas in my mind"

– Grade 4 student



IMPACT ON EDUCATORS

Research conducted on the impact of SArC program on educators revealed:

Art as a medium of Professional Growth and the well-being of educators

Impact on Student Confidence, Expression & Engagement

Shift in Educator Mindset

Evolving Teaching Methods

Strengthened Student-Teacher Relationship

92%

educators reported that Saturday Art Class aided them in building better relationships with their students

As self reported by 200+ educators in 2023-24

"In art class, when we give space to children, especially those who don't know much, we get to learn about them and their emotions through what they create."

– Grade 3 Educator



Scan this QR code to read the detailed report



Catalyst Changemakers Ecosystem: Cross-Sectoral Matchmaking as a Collaborative Model for Systemic Impact

JOSIA PASKA DARMAWAN

GOTO IMPACT LAB

About Catalyst Changemakers Ecosystem (CCE)

CCE brings together startups, non-profit organizations, local communities, central and regional governments, and other impact players to address interconnected social, economic, and environmental challenges in various locations across Indonesia.

Since 2021, we have produced **three cohorts** with **hundreds of changemakers** selected to join our capacity building program, and **ten consortia** chosen to implement their solutions.



Our Results:

USD 162,334

total income generated

52,978 kg

waste managed

823,119

local community members impacted

The Process



Changemakers Open Recruitment:

The searching process for start-ups, NGOs, CSOs, and academics who want to co-create solution

Matchmaking:

Selected changemakers enter the matchmaking pool to form consortia



Catalyst Changemakers Lab:

Capacity building and co-creation process within each consortium to formulate the best solution

Solution Implementation Project:

Selected consortia will be funded to implement their solutions on the ground for a year



What We Have Learned



Time matters:

Changemakers called for more time to connect meaningfully with each other. Future programs may benefit from longer lead-ins for matchmaking.



Problem-first, not sector-first:

Strong matches emerged from complementing expertise and shared commitment to a pressing issue—not necessarily within the same sector.



Tools support chemistry, but don't create it:

Jamboard and breakout rooms made connection possible, but it was values, trust, and clarity that made it last



Ownership extends engagement:

Participants who felt embedded in their consortium's vision stayed engaged well beyond the program, taking their ideas into further development.

LEARN MORE
ABOUT CCE



LEARN MORE
ABOUT GOTO IMPACT





Scan the QR code to access the Synthesis Report.

Evaluation of the Commissioning Better Outcomes Programme

CBO was funded by The National Lottery Community Fund. It operated from 2013 to 2024, with a mission to support the development of more social outcome contracts in England. Ecorys and ATQ evaluated the programme. Key findings are below.

1 What CBO funded

- **£40m** co-funding for social outcome contracts.
- **62** development grants.
- Co-payment grants to **27** projects.
- Evaluation centred on 9 in-depth reviews of social outcome contract project 'families' comprising 15 projects.

2 What CBO achieved

61,903 service users engaged Average 75% of plan	80,408 outcomes paid for Average 83% of plan
£43.3m paid for outcomes by all stakeholders Average 90% of plan	£11.6m returned on £11.3m invested Average Money Multiple 1.01 81% of plan

3 CBO value for money

“Stakeholders (and especially outcomes payers) have generally thought the social outcomes contracts good value for money compared to other forms of contracting.”

4 CBO social outcomes contract design

Pros	Cons
• Blending hard and softer outcomes. • ‘Common-platform’ structures enabled scaling. • Simplifying social outcome contract designs. • Derisking through blended investment.	• Payments on subjective outcome measures alone. • Pushing risk down to providers.
• Overall, CBO projects were good, pioneering designs that have been replicated in other social outcomes contracts. • Outcome structures were aligned to policy objectives with minimal evidence of perverse incentives – though the robustness of outcome measurement was low. • Lessons to learn include controlling for optimism bias, clearly defining risk-sharing upfront, and keeping the payment structures and measurement approaches simple enough for everyone to understand.	

5 Effects of social outcome contracts

Positive	Negative
• Improved data management. • Better performance management. • Greater service adaptation. • Greater contract flexibility. • Increased stakeholder alignment. • More embedded outcomes culture.	• Stakeholder engagement issues. • Business case optimism bias. • Imperfect outcome measurement. • Tension between stakeholders. • Risk reallocated on contract renegotiation. • Provider risk under-estimation.

“The most compelling benefit of using a social outcome contract is the opportunity for better performance management, allied to improved data analysis and management.”

6 The design of CBO as an outcomes fund

- CBO has largely succeeded in its overall objective to grow the market in social outcome contracts, funding 27.
- CBO has been largely successful in achieving its specific objectives, but with wide variation and caveats.
- CBO has been an important catalyst for experimentation in social outcome contracts.
- There are arguments for any future fund to be designed differently, with more flexible application rules and only commissioners able to apply.

7 The legacy of CBO

For social outcomes contracts	For the investor landscape
• 5/9 CBO projects that featured as in-depth reviews were re-commissioned in some form, but only two as social outcome contracts. • We think the mix of national/local funding and the use of a social outcome contract led to good levels of project sustainment. • Many of the projects had wider legacies, influencing wider roll-out of services. • CBO widened the pool of service providers able to work within the structure of a social outcome contract.	• Investment into social outcome contracts has coalesced around three investment fund managers. • This has had upsides (better project management) and downsides (commissioner suspicion and the power of investment fund managers in social outcome contract relationships). • There has been a broadening of the overall pool of investors. • The future landscape is uncertain, and the lack of a pipeline of opportunities is a major obstacle to growth.

8 What does this mean for the future of social outcome contracts?

- Through CBO and other programmes we have a better understanding that social outcome contracts are best suited to situations where:
 - commissioners want to achieve both flexibility and accountability.
 - outcomes are measurable and attributable.
 - there are limited resources to fund experimentation.
- Social outcome contracts development appears to be in a period of stasis, but we think this reflects capacity and budget constraints in local commissioning, rather than the efficacy of social outcome contracts.
- Social outcome contracts, while imperfect, have brought together central and local government funding with philanthropic and private capital in ways rarely seen.

9 Conclusion

We conclude that social outcome contracts still have a valuable role to play. Local commissioners should be supported to develop them further via outcome funds from central government providing a ‘top up’ to cover the additional costs of social outcome contracts.

Such funding could be place-based, with regions interested in developing social outcome contracts identified and supported to do so. However, wider investment is also needed to build local capacity to commission social outcome contracts and other more complex contract structures.

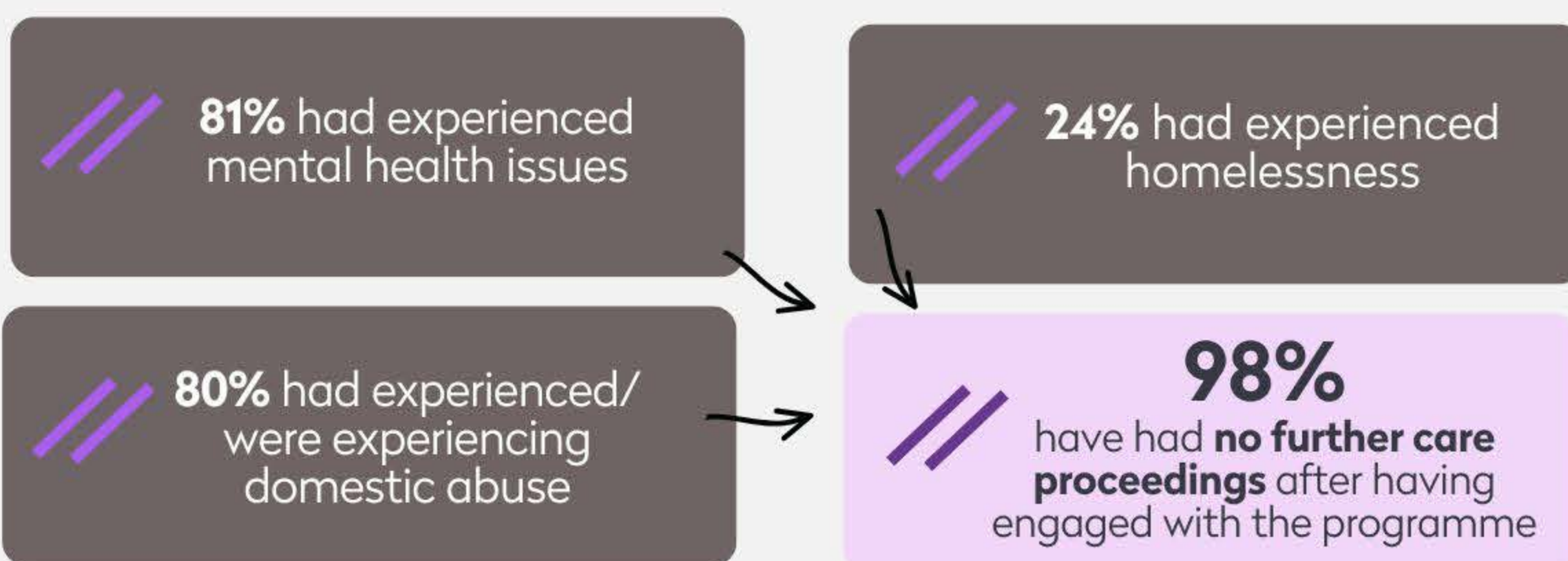


Supporting vulnerable women at risk of repeat removals of children from their care

Forward works with expert partners to deliver an intensive, trauma-informed and highly impactful programme to support vulnerable women to create a more positive future.

Teams have delivered life-changing, long term support to **264 women** who have experienced a total of **871 children** removed from their care. Since launching in Plymouth, Forward was commissioned by a further three Local Authorities.

Of the women Forward's services have supported:



Informed by learnings gained over the life of the programme, including 4.5 years of delivery co-funded by the Life Chances Fund, **we launched a new preventative initiative, The Wave.**

The Wave works with care-experienced young people to support healthier, safer and independent lives beyond care.



<https://bridgesoutcomespartnerships.org/work/adults/support-for-vulnerable-women/forward-outcomes-partnership/>
robbie.smyth@bridgesoutcomes.org





Kirklees Better Outcomes Partnership

Supporting people at risk of homelessness in Kirklees to live independent and fulfilling lives, in their own homes

Kirklees Better Outcomes Partnership (KBOP) was developed in 2019 as a collaborative ambition to prevent homelessness and deliver better outcomes for individuals across Kirklees, in a more efficient and effective way. Its first five years of delivery were co-funded by the Life Chances Fund.

Together with partners, we work to understand peoples' ambitions and goals, while challenging perceptions, practice, and deficit-based assumptions. We strive to give individuals the confidence to believe in themselves and their strengths, so they can overcome barriers independently and feel safe, secure, and happy in their home.



80%

of KBOP participants find and maintain a home



KBOP developed employment support alongside its core housing/ wellbeing offer, assisting **550+** people to find and start a new job.



We have supported over **6,300** people to achieve **42,000+** outcomes



The impact of our work has generated estimated savings across local & national government of **£142m**

KBOP's programme is shaped by working closely with our forum members, mentors, and our colleagues with lived experience. This helps us understand the complex environments and nuances that everyone involved - from staff to communities, to individuals using the services - are experiencing. An example of this is the development of our **Peer Mentoring programme**, which brings together volunteers with lived experience to work with, inspire and support participants.

Achieving outcome expectations 4 months early



<https://www.kirkleesbetteroutcomespartnership.org/hello@kbop.org>



BRIDGES
OUTCOMES
PARTNERSHIPS



pdap

Pennine
Domestic Abuse
Partnership



Department for
Digital, Culture
Media & Sport



Kirklees
COUNCIL

Supporting young people at risk of homelessness before they reach a crisis point

Pathfinder is a homelessness prevention programme that has worked with over **2,000** young people across Greater Manchester. It supports them to build confidence and resilience, enabling them to avoid longer term homelessness with help to sustain an existing tenancy or move into suitable accommodation. At the same time, we also support other related personal goals and outcomes, including wellbeing, where **78%** reported improvement.



Personalised, longer-term, preventative support



Helping to improve mental & physical wellbeing



Led by young people & tailored to their strengths



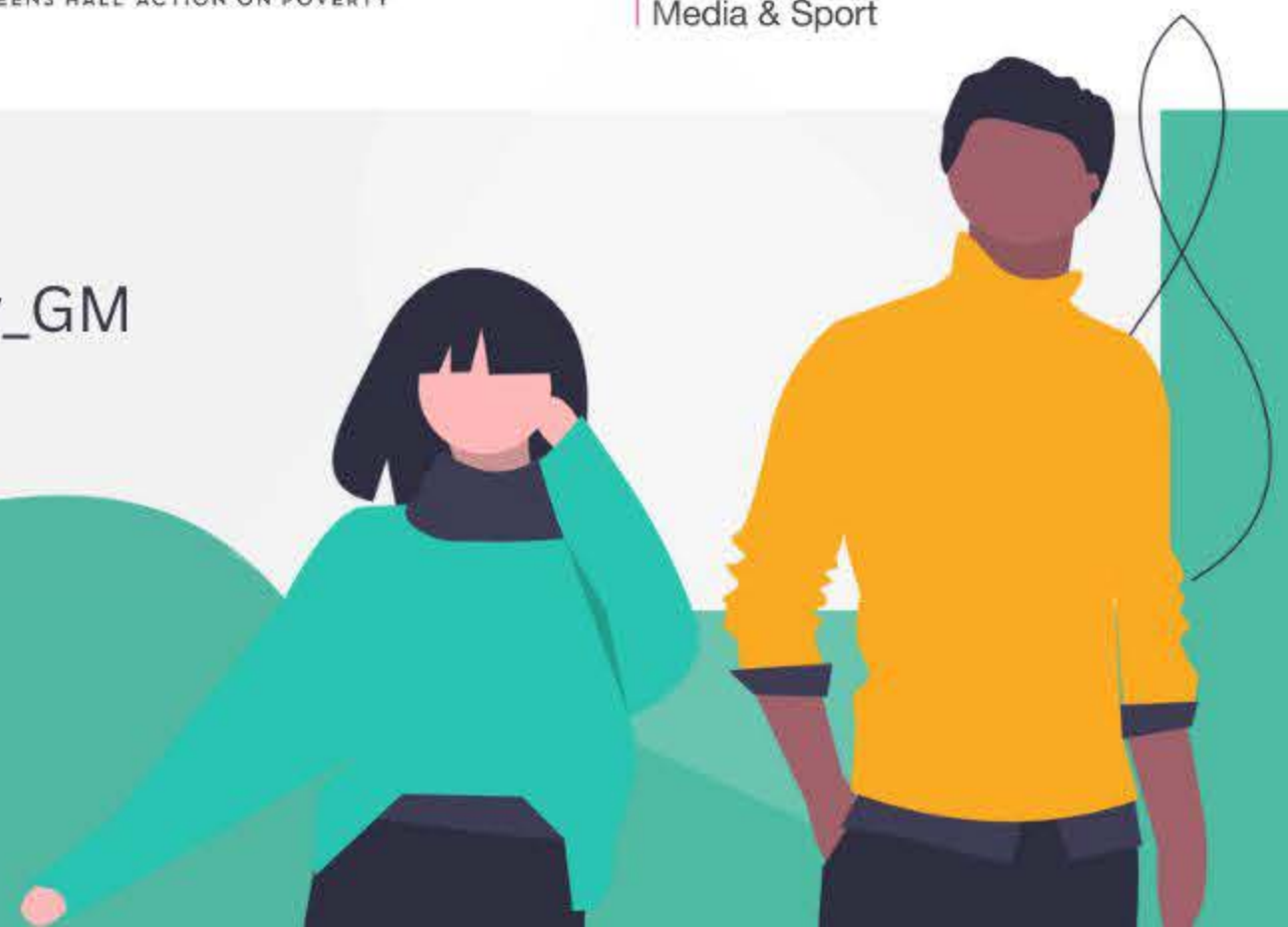
Creating opportunities to explore interests, learning & employment

Greater Manchester Better Outcomes Partnership (GMBOP), which delivers Pathfinder, is a partnership of mission-led organisations* working together to improve outcomes for young people across Manchester. Its first four years of delivery were co-funded by the Life Chances Fund.

*Commissioned by Greater Manchester Combined Authority (GMCA)



www.gmbop.org | [@Pathfinder_GM](https://twitter.com/Pathfinder_GM)
enquiries@gmbop.org



The journey of a mother in the maternal period is one of profound transformation, which can be marked by both joy and significant challenges.



Approximately
1 in 3 mothers
experience a **mental health disorder** during pregnancy or after birth.



Fewer than
1 in 10
receive care.



Aproximately,
1 in 7 mothers in South Africa are aged 10–19

When a teenage mother in rural South Africa was asked if her community cared for her during her struggle, she said:
“No, I am alone in this.”

The consequences are devastating and far-reaching:

- Mothers with depression are **50% more likely to have preterm births.**
- Suicide is the **fourth leading cause of death** among women of reproductive age globally.
- Women with antenatal or postpartum depression are **3 times more likely to be unemployed.**
- Children of affected mothers face a **2–4x higher risk** of developing mental health disorders themselves.

The opportunity for change

There is **growing political will**, emerging **research & innovation** across Africa. If harnessed, these efforts can transform the life & life chances of mothers, children & communities.

In South Africa alone, investing in maternal mental health could also save USD 2.9 billion annually by reducing public health costs and increasing maternal productivity.



Integrating mental health into maternal health is a priority action area in South Africa's National Mental Health Policy Framework and Strategic Plan (reinforced by related policies and guidelines). Despite the enormity of the need and the potential for gain, the reality of how to practically provide mental wellbeing care to mothers is still challenging.

Trying to mirror solutions from the Global North will not work – lacking cultural fit and given the limited funding and resources that can be deployed.

The Mma wa Nnete model:

A Pathway to Scalable, Sustainable Change

Mma wa Nnete, “Real Mother”, offers a locally anchored, outcomes-driven answer to this challenge, currently being piloted in rural South Africa.

What makes it different:



Outcomes-based

Implementors are paid based on achieving the outcomes that mothers have defined, not activities/inputs. This unlocks flexibility and innovation, while holding the service accountable for actually making a difference. It is reinforced through strong performance management.



Community-led Mothers define the needs and articulate the outcomes that matter to them. This underpins the program design.



Integration with health systems & the community

Support is built into existing health and community care pathways to support scale and sustainability.



Culturally resonant Tools are co-designed with mothers and are therefore adaptable to other contexts and languages.



Focus on mental wellbeing The program emphasizes promotion, and emotional support, which offers more meaningful support to more mothers.

“Mothers have solutions for their own lives, they just need a safe space to explore them.” Program lay health worker



Discovery phase: The outcomes that matter to mothers

Mothers voiced a need for support in **relationships** with others, **preparedness** for pregnancy, birth and becoming a new mother, **isolation**, **emotional awareness** and how to deal with **retaining and regaining their sense of self and dreams/aspirations.**

Health workers and community carers needed a **non-stigmatizing language** to enable curiosity about a mother's wellbeing and easy-to-use tools to support mothers.

Adolescent mothers experience **different emotional journeys** and need tailored support at key moments of truth.

Key components of the intervention:

Visual guides help mothers and their caregivers with emotional identification and management in a non-stigmatizing way. **Local lay health workers engage pregnant and new mothers, offering pro-active community support.**

- Health workers in the public health system and carers in the community are equipped by the program to identify and respond to their own emotions, equipping them to support mothers in the same way.
- Mothers receive culturally appropriate guidance to prepare for pregnancy, birth and motherhood.
- Health workers are based in the community to support mothers and connect them to care.
- Mothers are linked through facilitated digital communication groups for knowledge sharing and peer support.
- Mothers who need to be referred to the next levels of care for additional mental health support receive access to a local phone-based Cognitive Behavioural Therapy Application to support them while they wait for additional mental health screening and treatment.

Early results (25% into Implementation)

897

mothers enrolled
44%
of full-year
target achieved.

726

support
sessions
conducted

25%

of full-year target
achieved.

254

postnatal
check-ins
done

22%*

of full-year target
achieved.

56 mothers

report they know what to expect during pregnancy, delivery, when their baby arrives and want to attend antenatal visits.

6%*

of full-year target
achieved.

*Progress on the two latter indicators were only projected from 50% into the program but we are already seeing progress in these.

“Mma wa nnete offers emotional support, practical advice, and a sense of community, connecting me with others who are going through similar experiences. I enjoy group discussions, expert sessions, and social events, which can provide valuable insights and help me build relationships with others. Whether online or in-person, these groups can be a great way to feel supported and connected throughout my pregnancy journey!” — Participating Mother

Building partnership capability and skills to track social outcomes: learning from the development of the OutNav software system

Dr Ailsa Cook and Dr Sarah Morton, Matter of Focus

**Matter
of Focus**
Evidence. Action. Change.

Helping public services track social outcomes

Tracking the impact and outcomes of complex public services is hard. Service evaluations often focus only on numbers that miss the full story, or get swamped by qualitative data with no way to use it well.

Using a theory-based approach to evaluation, such as contribution analysis helps mitigate these issues. It supports services to bring together qualitative and quantitative data to track and improve both process and outcomes.

Over the past eight years Matter of Focus has developed and refined OutNav, a software tool that supports public service organisations to track the process and outcomes of their work.

A robust and practical theory of change approach

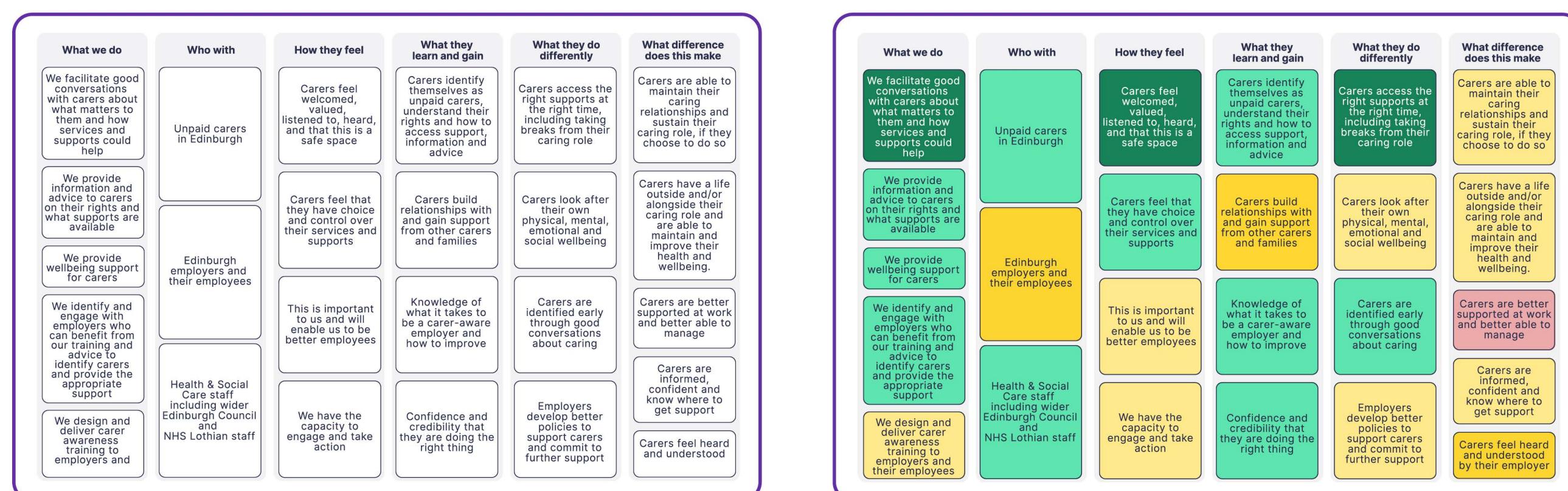
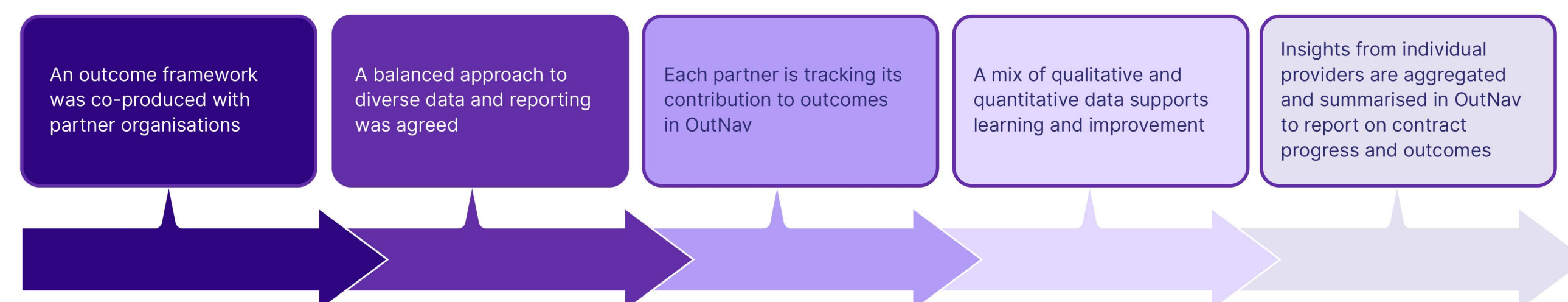
Using plain language headings, public service teams build outcome maps that break down the journey from activity to impact in a clear, shared way. This approach draws on contribution analysis, action research and deep experience in evaluating public services.

Outcome maps are central to the software, supporting planning, learning and reporting



Supporting public service organisations worldwide

Since its launch, over 200 organisations have used OutNav to track complex change, reflect on progress and report on outcomes. Learning and feedback from this real-world use has informed ongoing improvements. The tool supports diverse public service organisations and partnerships worldwide, from governments tracking policy impacts, to service providers, public bodies and academics.

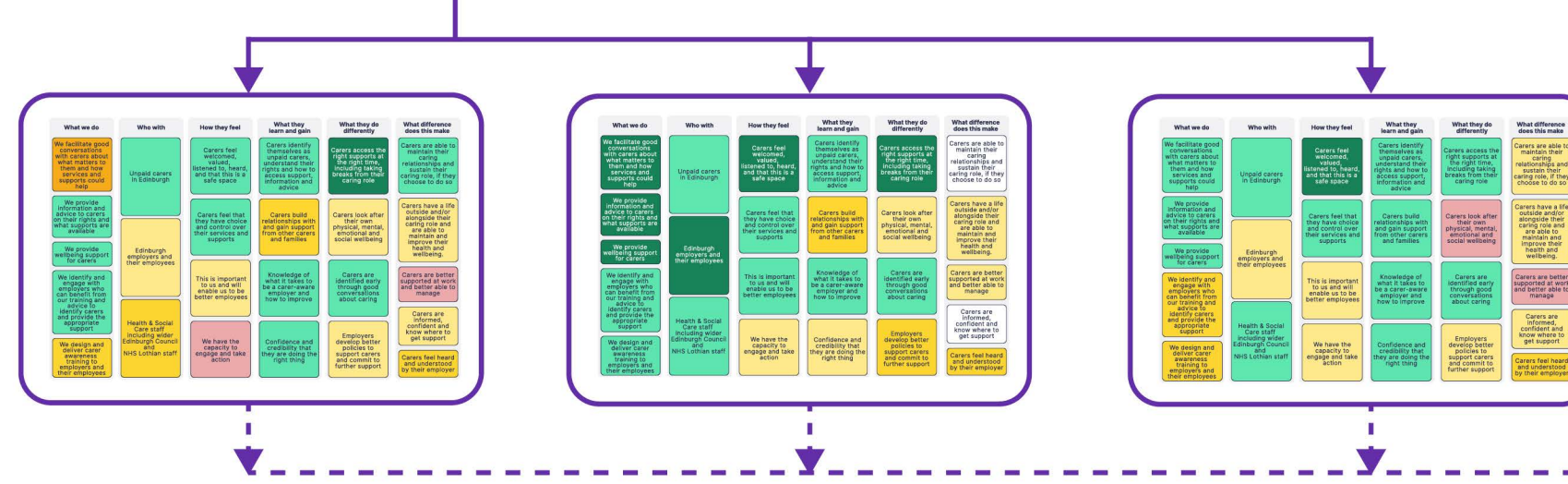
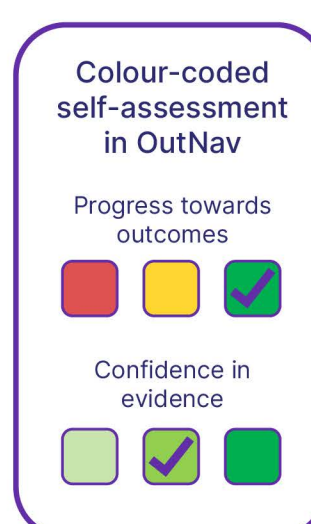


Template outcome map

Automated aggregate view for summary reporting



Edinburgh Unpaid Carers Partnership team members collectively tracking their progress with OutNav



Learning from the development process

Investing in building capacity and skills

Public service organisations value tracking the outcomes of their work, but often lack the time, skills and systems to do so. Access to specialist software like OutNav supports capacity and skills but organisations still need to dedicate capacity to this work to make progress.

Overcoming data challenges

Many organisations have limited access to quality data. OutNav helps overcome data issues by supporting the triangulation of multiple forms of data and guiding a consistent, robust approach to analysis. Visualising where data is stronger or weaker highlights where capacity can be focused to fill evidence gaps.

Improving efficiency with a single, co-ordinated system

Holding the outcomes framework, data, evidence, analysis and reports in one place creates significant efficiencies. It makes a co-ordinated approach to theory-based evaluation at scale possible.

Capturing learning is essential to making good progress

OutNav provides a single place for all reflection and learning. It ensures that the expertise of people delivering change and using services is captured in the evaluation process and used to improve outcomes.

Next steps

Embedding AI in an ethical, safe and effective way is the focus over the next year.

We know that the right software can address gaps in capability and skills, but organisational capacity challenges remain. AI brings exciting opportunities to streamline analysis tasks and deliver quick insights for organisations using it at scale.

We are keen to connect with other teams embedding AI in public services.

Please get in touch

info@matter-of-focus.com
www.matter-of-focus.com





How can a multisector sport policy create socio-economic changes?

An early stage study on sport, youth and employment in Indonesia

SCAN ME



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01. INTRO

284 Million

16%

24%

7%

Population

Youth

NEET

Youth Unemployment

Source: BPS, 2025

- Labour underutilisation is a major human capital concern in Indonesia.
- In 2024, Indonesia's National Statistics Office recorded 24% rate of youth not in employment, education, and training (NEET) and 17.3% youth unemployment, one of the highest in Southeast Asia (BPS, 2025).
- There is a pressing need to investigate youth unemployment and explore less conventional ways to tackle it.
- In 2021, Indonesia established a long-term multisector national framework for 2021–2045: The National Sport Grand Design.
- The Grand Design seeks among others to “advance the national economy based on sport”.

02. OBJECTIVE



This study aims to deliver original ideas on how Indonesia's National Sport Grand Design as a multisector sport policy instrument might contribute to the country's efforts to tackle youth unemployment.

This includes understanding what mechanisms either enable or constrain youth's agency in the implementation of Grand Design.

03. CONCEPTUAL FRAMEWORK

Field of practice: Sport-for-Development

- Sport-for-development (SfD) is a movement that uses sport to exert positive social change, among others through inclusion and economic development.
- In the context of economic development, a broad, sport-focused labour market and employment theory has yet to exist.
- Firmly rooted in the established SfD scholarship, this study will address the gap by exploring how sport can create pathways for youth toward (successful) employment.

Theoretical underpinning: Capability

- Capability theory serves as the analytical tool.
- Through the capability lens, the subjectivity of freedom and human dignity in achieving the state of well-being, and its level of threshold—is a critical viewpoint that shapes this study.

A qualitative study in rural Indonesia by Tirtowaluyo (2016) suggests that despite their agency and ability for self-reflection, youth's subjectification of success in relation to the value of education and employment is still mainly shaped by social actors.

Local insight

04. RESEARCH DESIGN: APPLYING PRAGMATIST-CRITICAL REALISM (PCR)

- Heeks et. al's (2025) novel five-step PCR methodology is to be adapted for this action-oriented study.
- Mixed methods with an explanatory sequential design will be employed.

References:

BPS 2025. Labour: Unemployment Rate by Age Group, 2024. Demographic and social statistics. Jakarta: BPS.

HEEKS, R., WALL, P. J. & GRAHAM, M. 2025. Pragmatist-critical realism as a development studies research paradigm. Development studies research., 12, 2439407.

HOULIHAN, B. 2005. Public Sector Sport Policy: Developing a Framework for Analysis. International Review for the Sociology of Sport, 40, 163–185.

THEESFELD, I., SCHLEYER, C. & AZNAR, O. 2010. The procedure for institutional compatibility assessment: ex-ante policy assessment from an institutional perspective. Journal of institutional economics., 6, 377–399.

TIRTOWALUJO, I. 2016. Narratives of Success: Indonesian rural youth as success subjects in a schooled society. Doctor of Philosophy, Michigan State University.

Acknowledgements:

This study is co-supervised by Dr. Davies Banda and Prof. Grant Jarvie, Moray House School of Education and Sport, The University of Edinburgh.

This study is sponsored by Indonesia Endowment Fund for Education Agency:



PLAN

PHASE 1: QUALITATIVE-I Documentary Analysis

- Youth employment policies
- Sport laws
- National Sport Grand Design

PHASE 2: QUANTITATIVE Secondary Quantitative Analysis

- Indonesia Sport Development Index
- National socio-economic database

ACT

Synthesis of findings and formulation of a proposed scenario for the Grand Design to help enable youth's participation in the workforce

OBSERVE

PHASE 3: QUALITATIVE-II Interviews and FGDs

- Decision-makers, sport experts, implementing actors, and youth

REFLECT

Data analysis and interpretation guided by the capability theory

ITERATION

Synthesis of original ideas to inform the Grand Design implementation.

Investigating policy documents through multiple approaches, each for a specific purpose.

- Agenda setting: Kingdon's Multiple Stream Framework
- Policy ecosystem: Advocacy Coalition Framework modified for sport policy analysis (Houlihan, 2005)
- Ex ante assessment: Procedure for Institutional Compatibility Assessment (Theesfeld et. al, 2010)

Performing quantitative analysis using publicly available databases to understand patterns and possible correlation between variables.

- This phase will examine these datasets using cross-tabulation and regression analyses.

Seeking explanation on the findings and solicit feedback to a proposed scenario.

- Semi-structured interviews: government officials, academia and researchers, youth aged 18–24
- Focus Group Discussions (FGDs): implementing actors (e.g. line ministries and sport federations) and youth aged 18–24

05. PRELIMINARY INSIGHTS AND FUTURE DIRECTION

- PCR will guide this study to understand the pre-existing structure in the Grand Design's implementation and subsequently, the 'how' and 'what works' for a sport policy instrument to navigate its way to tackle youth unemployment.
- Having PCR as a new approach and the combination of methods that entails, soliciting views from diverse fields at the early stage is essential for this study to thrive and leverage its results.
- The primary qualitative data collection is scheduled for 2026 in Indonesia (Jakarta and some selected provinces).



THE SKILL MILL



2021



SCALING A SOCIAL OUTCOMES PARTNERSHIP

The Skill Mill - Life Chances Fund SIB

ALL OUTCOMES ACHIEVED

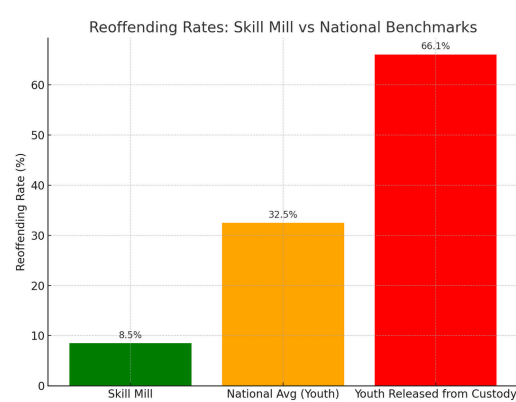
Outcomes achieved – all cohorts FINAL

Average Youth Reoffending in England & Wales

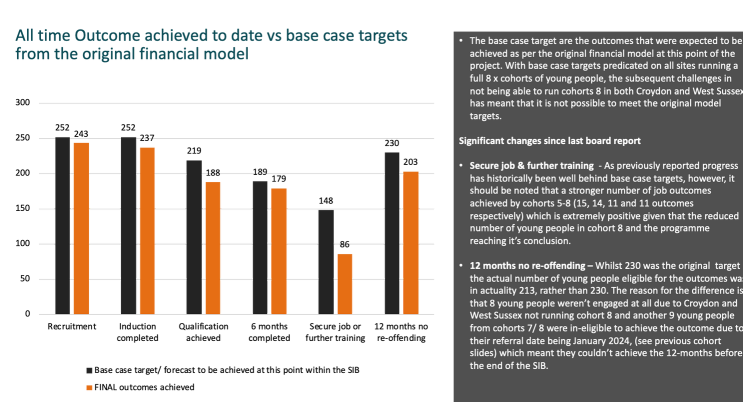
- Proven reoffending rate for children (age 10–17): 32.5% for the year ending March 2023.
- Children released from custody reoffend at 66.1% - the highest rate among index disposal types.
- Children with 11+ prior convictions reoffend at 63% within 12 months.

SITES	Recruitment	Induction	Qualification	6 months completed	Secure job or further training	12 months no re-offending	TOTAL outcomes achieved per site
Birmingham	32	31	27	26	11	29	156
Croydon	28	28	25	24	8	24	137
Durham	30	30	19	24	10	25	140
Leeds	32	32	27	25	15	24	155
Nottingham	31	30	20	25	8	26	140
Nottingham	32	31	25	23	16	25	154
Surrey	32	32	24	18	9	30	145
West Sussex (cohort C)	26	23	20	12	9	19	109
TOTALS ACHIEVED to date	243	237	188	179	86	203	1,136
Base case target (8 sites)	252	252	219	189	148	230	n/a
Lower case target (8 sites)	227	227	189	161	118	206	n/a
Upper case target (8 sites - cohort B)	244	244	213	181	144	224	n/a
Lower case target (8 sites - cohort B)	n/a	n/a	n/a	n/a	n/a	n/a	n/a

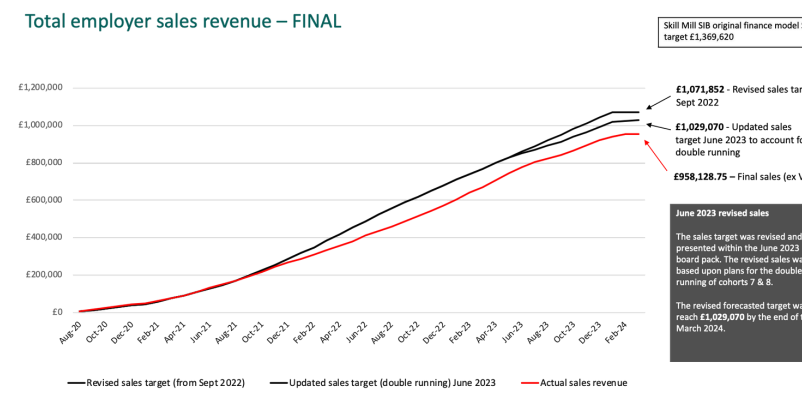
THE IMPACT



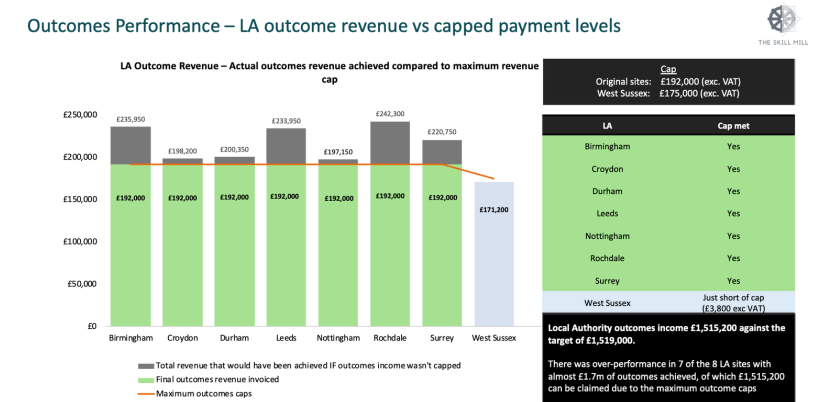
OUTCOMES PERFORMANCE



SALES REVENUE



LA OUTCOMES REVENUE



YOUNG PEOPLE

“Skill Mill shows us what a job is like... it’s about getting up in the morning, you have to push yourself.”

“I wanted to commit offences and make money, but that’s illegal money. I have legal money now.”

“I feel like I’ve really grown out of getting into trouble... it’s really built my confidence and I feel much more confident about my next move.”

SUPERVISORS

“Some kids start without even a mobile, two weeks of pay later, they’ve got a second-hand iPhone. Their confidence goes through the roof.”

“We work much more on soft skills than on practical skills; get up, get dressed, get to work on time in your uniform... get paid.”

YOUTH OFFENDING SERVICES

“It has all the advantages of an apprenticeship without the downside of a day in college once a week, which most of our young people just wouldn’t cope with.”

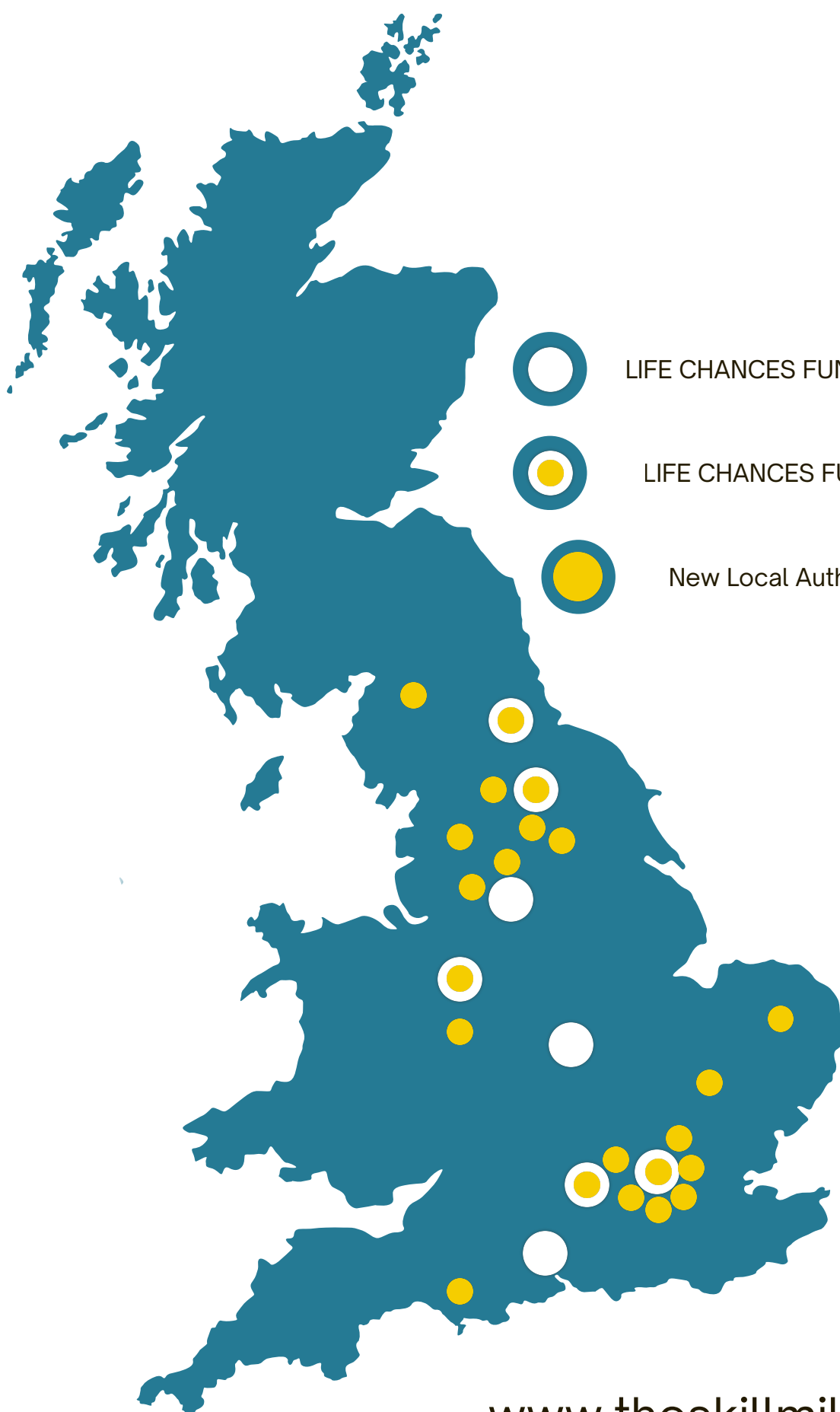
“I have no doubt that Skill Mill saved one young person from prison; it really helped shift him into a different identity.”

EMPLOYERS

“Skill Mill really kicked off our social value programme. We really value our relationship with them and the relationship has grown over the past 8 years. They are our go-to organisation.”

“They have worked well with people with special educational needs, people coming out of custody and lots of children in care.”

“Our Skill Mill graduates do a lot of our public speaking and the amount of self-confidence they have gained is obvious to us all.”



- LIFE CHANCES FUND Local Authority
- LIFE CHANCES FUND Local Authority joining new SOP
- New Local Authority joining new SOP



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How can measurement frameworks and tools evolve to support systematic, mission-oriented approaches?



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Introduction

Educational policy and practice increasingly rely on “evidence” to guide decisions, yet what counts as valid evidence remains contested. Different stakeholders, including teachers, researchers, and global agencies, apply diverse standards, creating tension around definitions and quality.

There is a need to better understand the varied definitions of evidence in education.

Objective

This study aimed to explore how educational leaders perceive evidence quality and how their organizations apply it in practice. It also examined barriers to achieving a holistic understanding of evidence and the potential role of self-assessment tools like the ENJOY Navigator Tool developed by the Jacobs Foundation.

Methodology

Fifteen educational leaders affiliated with the Jacobs Foundation were interviewed via one-on-one Zoom sessions, using prompts informed by the ENJOY Evidence framework.

The interviews were transcribed, verified for accuracy, and analyzed through a three-cycle coding process to identify patterns and themes.

A comprehensive literature review was conducted to position the findings within current conceptualisations of educational evidence.

Analysis

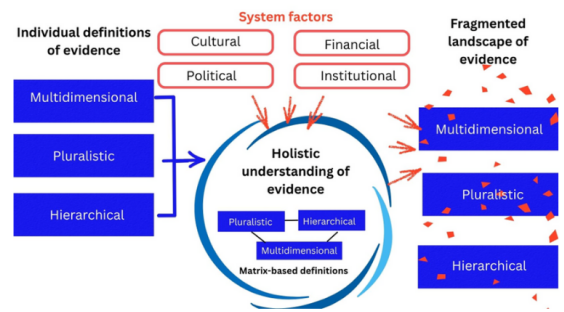
Thematic analysis revealed three primary conceptualizations of evidence -hierarchical, pluralistic, and multidimensional, reflecting differing priorities and methodological preferences among the educational leaders.

Analysis also highlighted governance challenges, such as political pressures and funder influence, which affect the practical application of evidence.

Findings

Leaders who favored hierarchical evidence prioritized RCTs, pluralistic leaders valued method fit to context, and multidimensional leaders integrated multiple dimensions of evidence. Despite recognition of diverse perspectives, systemic pressures often led to fragmented evidence use and constrained holistic practice.

The study identifies an “evidence paradox,” where educational leaders aspire to holistic, multidimensional understandings of evidence but are constrained by systemic governance and funding pressures. Addressing these barriers is crucial for aligning policy, practice, and research toward coherent, context-sensitive evidence use.



Conclusion

While educational leaders recognize the value of holistic, multidimensional evidence, systemic pressures such as political agendas, funding constraints and institutional norms often fragment its application.

Interventions may be less effective or equitable when evidence use is narrow or skewed. The findings underscore the need to develop frameworks and methods that are both flexible and robust, enabling evidence to be meaningful across diverse educational contexts and to inform policy in ways that genuinely improve learning outcomes.

The ENJOY Navigator Tool is a useful starting point for these efforts.



With over 100 million purpose-driven public servants worldwide, governments hold the potential to solve society’s most pressing structural issues.

Public sector institutions face mounting pressures: limited budgets, complex service delivery mandates, and growing citizen expectations. Yet too often, public servants—who hold deep knowledge of problems and untapped potential to solve them—lack the support, networks, and tools to lead change from within. **The Government Empowerment Network (GEN) was created to change that.**

GEN is a growing global initiative that identifies, inspires, and supports public sector champions to lead solutions to locally identified problems, from inside their ministries. **Co-created with public servants in Africa and Latin America, it is currently being implemented in Uganda, with Colombia and Morocco launching next.**

By 2030, GEN aims to

- Empower **+1,500** public servant champions and their teams
- Lead to an accumulated **+200** transformations
- Reach **+20,000** subscribers globally
- Deliver results to **+190** million people globally

What does the GEN journey look like?



GEN consists of two interconnected components:

1. THE EMPOWERMENT LAB (DIGITAL PLATFORM)

GEN’s online platform provides champions with continuous access to:

- Curated tools, frameworks, and templates
- A growing network of reform-minded peers and expert mentors
- Self-paced learning modules and masterclasses
- An AI Assistant to support ideation, diagnostics, and policy output generation
- Peer forums and thematic spaces to connect across ministries and countries



The Lab complements the in-person experience and **enables champions to continue learning, collaborating, and transforming**, long after the incubator ends.

2. THE REFORM INCUBATOR (6 MONTHS)

A structured journey to incubate solutions: blending inspiration, hands-on reform design, leadership development, and technical support. It follows three steps:

Inspiration & Designing Change: Champions are exposed to new ideas and equipped with the tools and frameworks to identify feasible reform entry points and solutions.

Reform Incubation (4 months): Champions select problems and, with the support of GEN staff, mentors, and technical experts, they work as teams to incubate and design potential solutions. An AI-powered Reform Assistant provides champions with tailored policy research, diagnostic support, and real-time tools to refine proposals and outputs.

Leading for Change: Champions strengthen their soft skills to influence and implement reforms within their systems. This includes strategic and effective communications, coalition-building, and pitching reform ideas to senior leadership and external partners. The journey concludes with a showcase of reform plans to decision-makers to unlock further support and endorsement.



Uganda’s Journey:
Building capabilities and incubating home-grown reforms

Uganda’s GEN journey began in late 2024 through engagement with the Ministry of Public Service (our anchor partner) and Permanent Secretaries from several ministries. These early discussions focused on presenting the GEN model, gathering feedback, and securing high-level buy-in. **Six ministries—Public Service, Finance, Education, Water, Gender, and the Office of the Prime Minister—endorsed the initiative**, and each **nominated senior- and mid-level public servants**.

GEN then embarked on a **three-month co-creation process** with senior leaders and nominated champions to tailor the experience to Uganda’s context and priorities. The result was a reform incubator grounded in real challenges that champions face in their day-to-day work.

In July 2025, Uganda launched its first GEN cohort, bringing together **34 champions from 6 ministries** for a four-day event

The result was transformative.

In just a few days, champions surfaced over a dozen transformation ideas aligned with institutional priorities—from leveraging data to improve procurement decisions for water providers and service contractors, to strengthening accountability and collaboration across the Ministries of Finance, Education, and Local Government to use existing data for better teacher deployment and management.



“We are already change agents **within the ministries we represent. And as we continue, we’ll remain the same champions, going back to our institutions and **creating transformation** there as well”**

Lilian Waiswa, GEN Champion

Principal Human Resource Officer,
Ministry of Public Service
Uganda

On August 5th, 2025, the **Incubator Journey** Kicked-Off

The room was buzzing with energy, purpose, and a shared belief that meaningful change is possible - when tackled as a team.

As each ministry presented the challenges they’re eager to solve, something powerful happened: collaboration sparked. Champions not only shared feedback with one another - **they began volunteering to join each other’s reform teams**. A champion from every single ministry expressed interest in supporting the Office of the Prime Minister’s Champions to strengthen cross-MDA coordination and performance management for improved refugee response - a clear sign of the momentum and alignment GEN is designed to unlock.

By the end of the day, Champions left not just with sharper problem definitions, but with a deeper sense of possibility, new allies, and the beginnings of a reform coalition grounded in trust and mutual ambition.

Enabling Leadership Across Levels for Education Equity in India



India's education landscape

India has 1 million public schools and the world's largest youth population. Yet, 3.7 million children drop out annually, and one in two Grade 5 students cannot read a Grade 2-level text. Coupled with limited 21st-century skills many students leave school ill-equipped to thrive. These challenges have also fuelled negative perceptions of public schools, often viewed as a last resort rather than a preferred choice.

Shikshagraha- a people's movement for education equity

Shikshagraha aims to collectively enable and support actors in the education system who are closest to the child — teachers, parents, school leaders, youth, and local communities, across **250+ districts**, to make our children future-ready. This will be achieved by-

Weaving the Network:

Connecting people, organisations, and resources for collaborative problem solving

Generating Evidence:

Assets, playbooks, program designs and an indigenous body of evidence-led knowledge

Changing the Narrative:

Spaces for dialogues- Shiksha Samvaad & celebrating public education leadership- Shikshagraha Awardss

Leveraging Digital Public Goods:

Empowering individuals and institutions to record and share their improvement journey

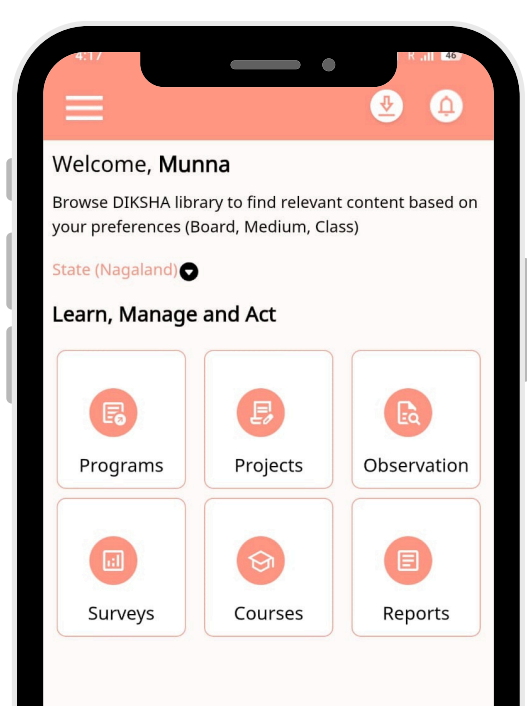
Shaping the movement - Evidence from the ground



Institutionalising the MI approach

ShikshaLokam works to enable leaders to lead transformation, leveraging the **micro-improvements (MI) approach** (*micro, continuous tasks that compound to achieve an ambitious school improvement goal*). With the right tools, knowledge & support, leaders own and lead continuous improvements in classroom, school and community learning environments.

National Initiatives with the Ministry of Education & its Institutes:



Capabilities enabled on DIKSHA

- co-building **DIKSHA** (the national digital infrastructure for school education)
- school leadership development across **14500+ Pradhan Mantri Schools for Rising India (PMSHRI)** schools

State Level Leadership Development Programs:

- enrolment drives for out-of-school-children
- effective parent-teacher meetings and morning assemblies
- literacy and numeracy initiatives
- activity/project-based learning

Impact so far:

60+ Programs
27 States
450,000+ Education Leaders
1,360,000+ Micro-improvements



Enabling women's participation for school improvements

Mantra4Change facilitates **Shiksha Chaupals/ Shikshana Chavadis**, which are community gatherings reimagined as spaces for collective solutioning. These spaces bring women and communities together to:

- reflect on shared aspirations for education equity
- identify and dismantle socio-cultural barriers together
- mobilise collective efforts to co-create solutions

Impact so far:

9 Districts
2,800+ Chaupals
66,500+ Participants
1,200+ Villages



Parents taking pledge to support their girl child's education

Continued Journey: Four collective priorities have emerged in one state (Bihar): organising remedial classes to support foundational learning, launching enrolment drives to bring out-of-school-children back to school, ensuring every child has an identification card for seamless access to entitlements, and addressing unique cases identified in each district with care and urgency.

Case in point: Rani Chandrashekar, in Mandya, Karnataka, brought her community together to talk about schools and the importance of education for the children, leading to 17 enrolments within 48 hours.

Scan the QR Code to read the full story



Demonstrating the district as a unit of change

Involve's Peer Teaching & Learning program reimagines classrooms from teacher-led to peer-facilitated. Teachers identify and train student champions, form peer groups, set learning goals, and run reflection sessions. The shift embeds peer instruction into lesson plans and timetables, alongside belief change and system support for innovative pedagogy and capacity building.

Case in point: In Bhagalpur district, Bihar, the program was co-created with the District Institute of Education and Training in alignment with the state priorities. Involve led district-block-school orientations, demonstrated peer classes during supervision, spotlighted exemplary schools, and sustained motivation through DIET-led monitoring and student showcases.

Impact so far:

60% Schools engaged
6 Districts



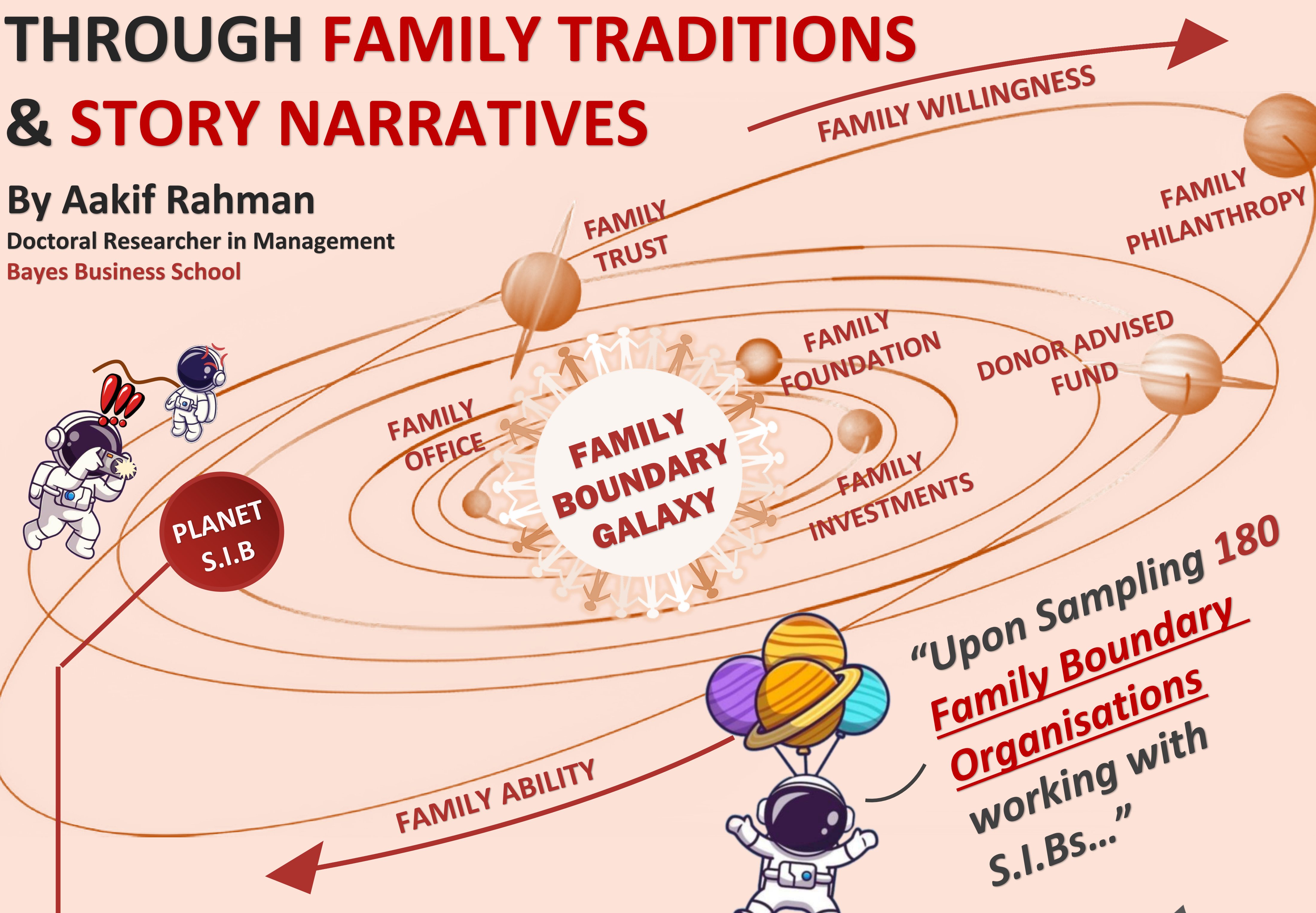
Students conducting a peer learning circle

Results:

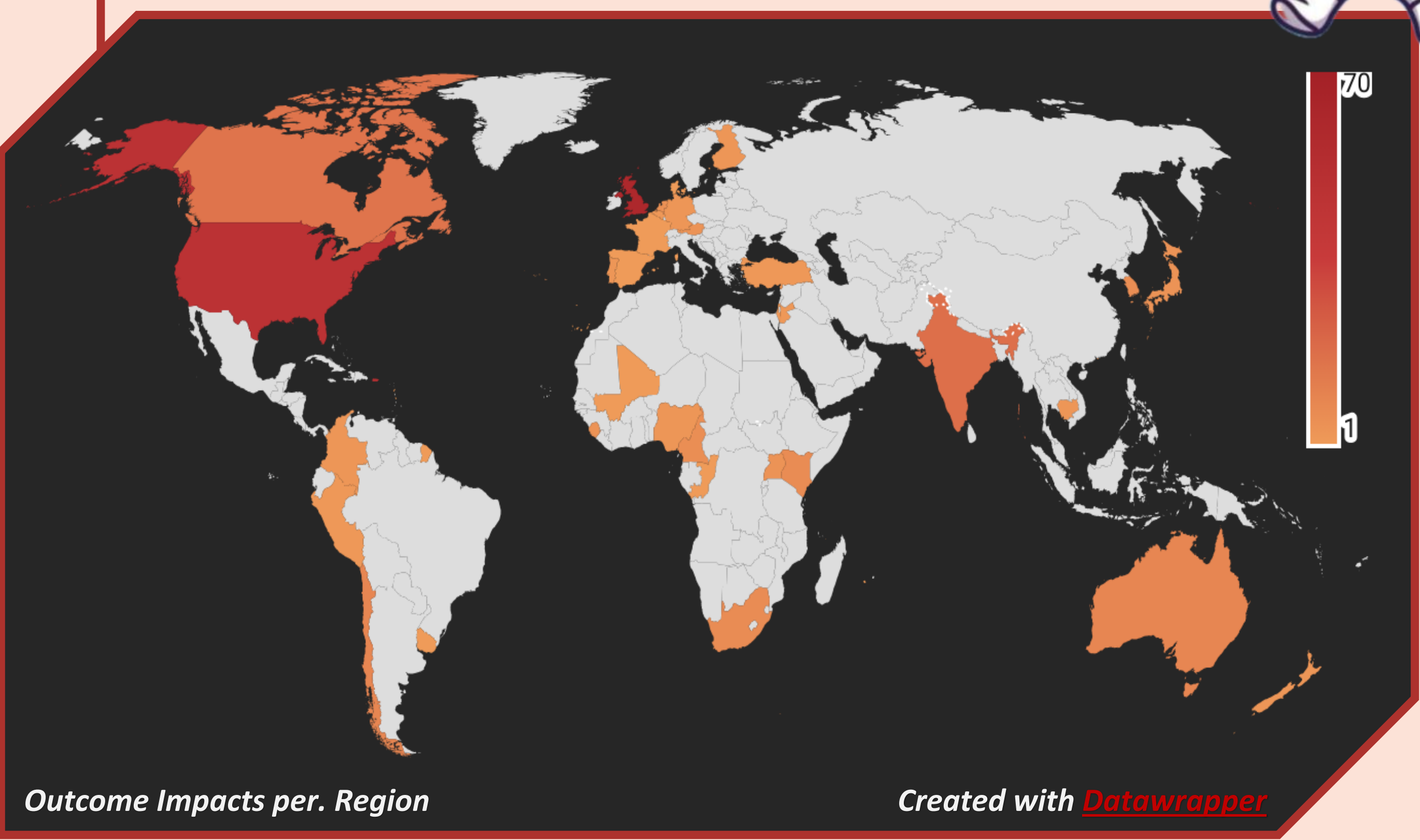
- A 0.2 SD gain in foundational learning (measured through third-party RCT)
- Teachers report improved attendance and engagement
- Bhagalpur DIET received state recognition for innovation

INSTITUTIONALISING OUTCOMES THROUGH **FAMILY TRADITIONS** & **STORY NARRATIVES**

By **Aakif Rahman**
Doctoral Researcher in Management
Bayes Business School



**“Upon Sampling 180
Family Boundary
Organisations
working with
S.I.Bs...”**



Outcome Impacts per. Region
Created with [Datawrapper](#)

**“... 54% Invested
funding into
Impact Bonds...”**

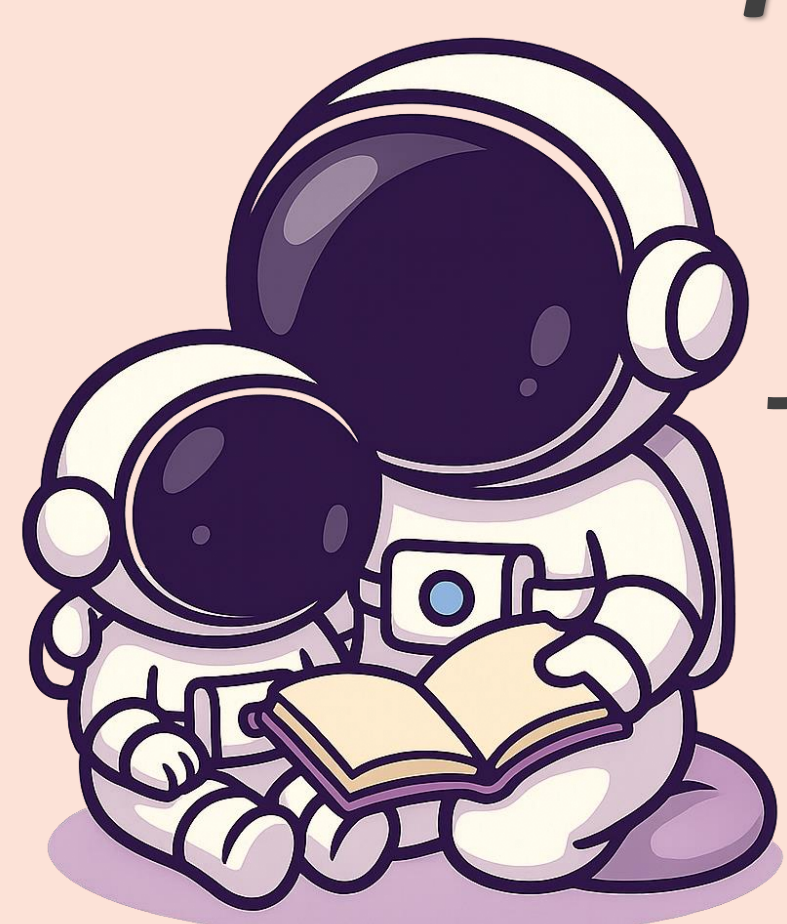


**“... 24% Provided
outcomes with
beneficiaries ...”**

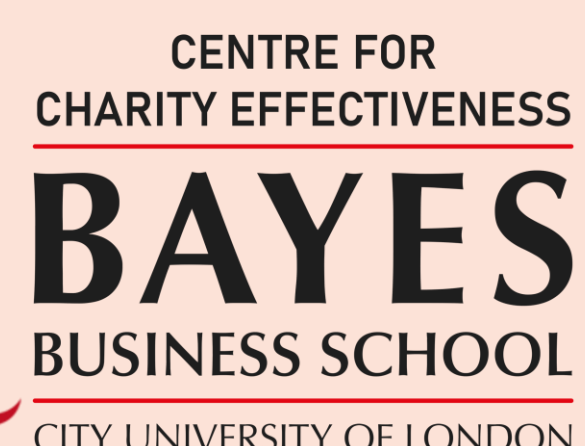
**“... 6% consulted &
Intermediated ...”**



**“... ultimately aiding in over TWO HUNDRED
Outcome Impacts GLOBALLY...”**



“.. turning TRIUMPHS into TRADITIONS!”



Are you tracking your innovation – or just hoping it scales?

Come learn about UNICEF's new essential guide to measuring what matters, from ideation to scale



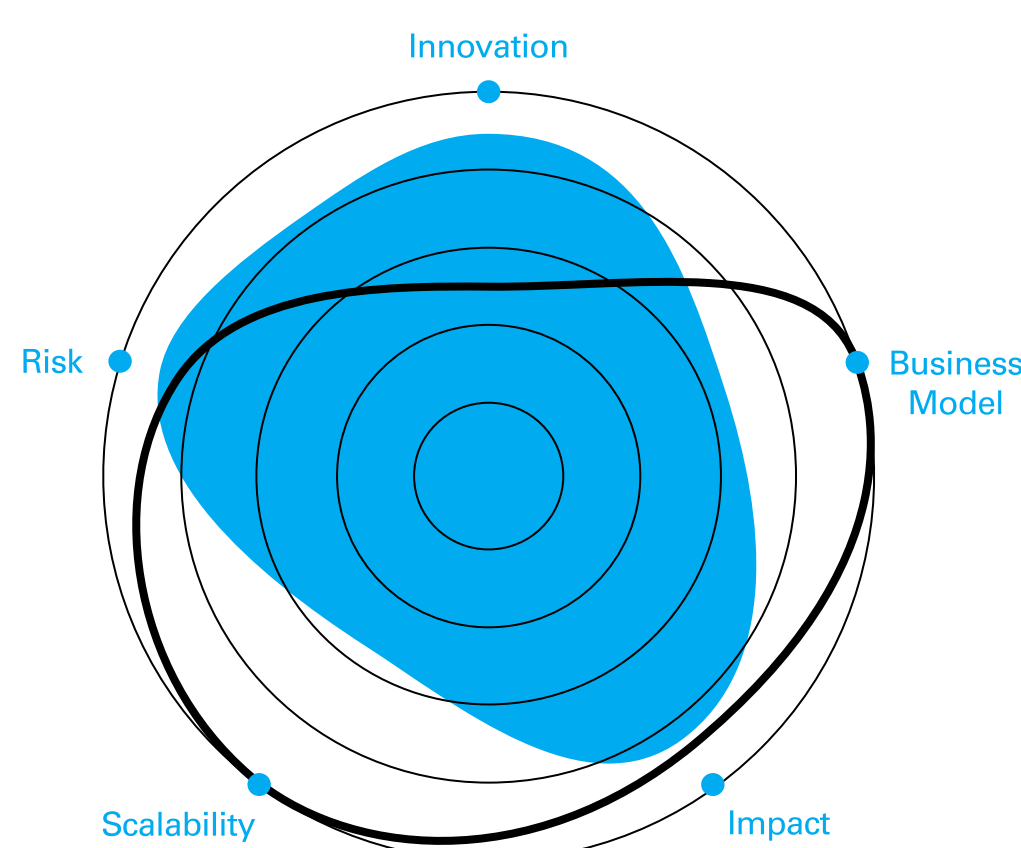
Measuring what matters is not easy. All too often innovations get stuck in pilot stage. It's mostly because there is no systematic approach to support scaling, and traditional tools don't always account for innovation's inherent non-linear pathways. UNICEF developed two groundbreaking solutions to solve this challenge.

"WHAT" DOES IT TAKE TO SCALE IMPACT?

The 5D Innovation Framework

provides a structured approach to:

- Identify promising solutions
- Validate innovations systematically
- Scale transformative solutions
- Measure impact effectively



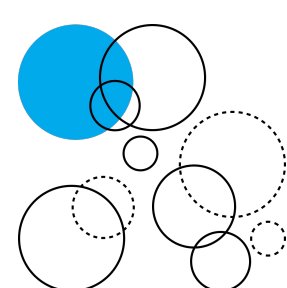
Why should you use the Framework?

- **Portfolio management:** Enables systematic assessment and a stage-gate approach for investments
- **Scoring tool:** Provides a scoring system and thresholds for objective evaluation and comparison
- **Multi-stakeholder use:** Adaptable for UN agencies, governments, NGOs, the private sector, and academia across all thematic areas
- **Evidence framework:** Defines evidence requirements at each stage of the innovation lifecycle

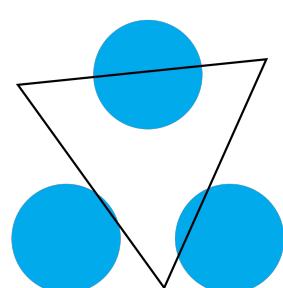
"HOW" TO MEASURE WHAT MATTERS?

The Innovation MEL Toolbox

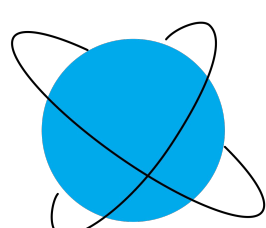
provides tools and methods to gather evidence at each stage of innovation, enabling innovators to track progress and make informed decisions.



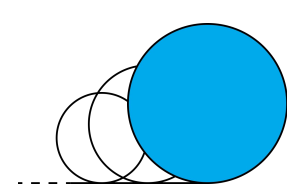
Ideation: Identify and analyze the problem, context, and user needs. Use tools like **Value Proposition Canvas** to design or source a solution and validate early concepts with initial feedback and evidence.



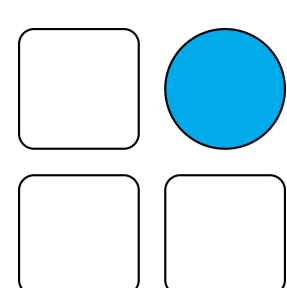
Pilot: Test the innovation in a real-world setting on a small scale. With tools like **Feasibility Assessment Checklist**, assess feasibility, acceptability, and effectiveness.



Acceleration: Refine and simplify the solution for scalability through tools such as **Fidelity and Adaptation Checklist**, streamlining the model for replication and adapting to different contexts.



Transition to scale and scale: Expand across regions and populations for lasting impact. Use tools such as **Hybrid Evaluations** to gather evidence that supports scaling and assess its contribution to broader outcomes.



Systems innovations: Sometimes, one needs to transform the underlying system for complex challenges. Tackle systemic barriers through cross-sector and adaptive strategies, through tools like **Systems Mapping**.

Find out more:

5D Innovation Framework:



The Innovation MEL Toolbox:



Contact us: innovationinsights@unicef.org

Catalyzing Systemic Integration in Public Education:

A Case Study of Peer Teaching & Learning intervention

Anna Daniel, Pratibha Narayanan, Samyak Jain



The Problem

India’s public schools face systemic challenges like learning gaps, overburdened teachers, and low student engagement. Over 50% of Grade 5 students cannot read Grade 2 text. Traditional top-down pedagogy fails to inspire agency or ownership in students, leading to increasing learning gaps. These gaps combined with a lack of 21st century skills and future-readiness, means students graduate from our schools ill-equipped to thrive in the world.

Our Belief

True transformation can only occur when students become co-creators in learning. Involve champions a student-led peer based education model, grounded in the belief that when students are given an active role in their learning they dont just acquire knowledge but also “learn to learn” thus making improvements in learning more sustainable. We also strongly believe that this reframing of the role of the student, should take place at the level of systemic culture, but just as isolated interventions.



Our Approach

- 3 classes/ week
- goal oriented teaching
- foundational learning focus
- play and activity based learning
- facilitated by teacher
- learning & leadership



In Involve’s Peer Teaching and learning program, these classes are facilitated by the teachers in the school, who select the student champion, provide them orientation and training, create peer groups and set learning goals for the groups. The teachers also conduct reflection sessions for the champions on their learning and leadership. The program seeks to reimagine the classrooms from being entirely driven by teacher instruction, to now being facilitated peer instruction. This shift requires changes at multiple levels; integration of this form of instruction into the lesson planning, school timetables, and calendars. It also requires teachers to shift their beliefs about instruction and giving ownership to students. Within the systemic structures it requires recognition and acceptance of innovative pedagogies and practices, the need to build the capacity of teachers and create resources to support the implementation of these in the classrooms.

Drivers of Systemic Integration

India’s education system is a federal structure. With policies being determined at national levels, but acted the state and district level. States and districts are administrative units within which the public education system also exists. For the purpose of this study, we considereed district as the unit of change, and implemeted the Peer Teaching and learning itnervention in 6 districts across 3 states in India. Each district roughly has 1000 schools and about 0.1 million students. In order for a pedagogical shift like Peer instruction to take place within a district public education system , we found 6 drivers of systemic integration:



Case Study: Bhagalpur, Bihar

Program was co-created with the DIET (District institute for Education & Training) and the District education office to align with the NIPUN Bihar mission outcomes (National Initiative for Proficiency in language with Understanding and Numeracy).

Orientations and training at district, block and school level were conducted by Involve team members in coordination with the stakeholders from the department. Demonstrations were conducted during supervision visits to schools to ensure teachers had an exemplar vision of facilitating a peer learning environment.

During supervision visits, exemplar schools were spotlighted and their best practices were shared with the whole district. monitoring of program progress by the DIET also led to sustained motivation. Events like year end showcase where students presented their learnings and leadership stories further motivated stakeholders to continue the program.

Results

- Program active in ~60% of district schools
- Third party RCT evaluation showed a **0.2 Standard Deviation improvement** in foundational learning outcome of students (2-3 Peer Learning classes/ week over a peiod of 4-5 months)
- Teachers recognise the role of Peer learning in improves student attendance and engagement
- DIET of Bhagalpur recognised at state level for its innovation in improving foundational learning

Policy Implications

Learnings from this study are likely to inform the implementation of interventions that require behaviour change and embedding into the existing systems of the government. Implementation of the various interventions and programs mentioned in the National Education Policy, can hence be influenced by these learnings.

Future directions

1. In partnership with the RJ Mathai School of Education Leadership at Indian Institute of Management, Ahmedabad, a more rigorous study will help define how these 6 practices manifest within the contextual diversity of India. The study will examine these practices in the administrative structrue and context of 3 states; Karnataka, Uttar Pradesh and Bihar.

Partners:



Cancer Screening & Capacity Building of Accredited Social Health Activists (ASHAs): A Case Study From Delhi, India

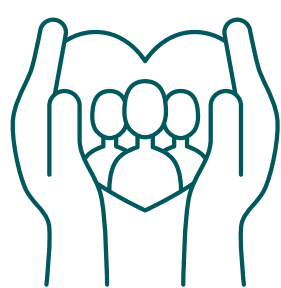
Authors : Ms. Mridu Gupta, Dr. Swati Saxena, Ms. Tolsy Sharma



Introduction

- India is experiencing a rapid health transition with a rising burden of Non-Communicable Diseases (NCDs) and women remain at great risk of breast and cervical cancer
- Screening is plagued by challenges like poor facilities at Primary Health Centres (PHC) level, stigma and misinformation, awareness issues and accessibility gaps, and health personnel and Community Health Workers (CHWs) are untrained and neglectful of the issue.
- Cancer Awareness Prevention and Early Detection (CAPED) in collaboration with the National Association for Reproductive and Child Health of India (NARCHI) and the state health department of Delhi initiated a pilot project aimed at raising awareness and conducting screenings for common NCDs among ASHAs, with a specific emphasis on cervical, breast, and oral cancer.

Objectives



Enhance ASHA capacity and aim for screening as a lived experience for them as they serve as the first point of contact in rural and semi-urban areas, forming the backbone of community health programmes. This builds sustainability and continuity in the training.



Ensure an **effective patient navigation pathway** for support and treatment



Improve **access** in semi urban, low income areas with **migrant population & informal workers**

Quick Facts

- India ranks among the **top three countries globally** for Breast Cancer incidence
- India carries one of the **highest absolute burdens for Cervical Cancer**, with nearly a quarter of global deaths
- Every **8 minutes**, 1 Indian woman dies due to **Cervical Cancer** in India
- Every **13 minutes**, 1 Indian woman dies due to **Breast Cancer** in India



Awareness



Screening



Mobilization



Patient Navigation

Results

21

Villages Across 6 Locations

322
ASHAs
Screened

77
Abnormal
Cases

19
Referrals to
LHMC

8035
Women
Screened

497
Positive
Cases

135
Supported for
Diagnosis

Target Location



CAPED's Impact

- The project serves to foster a **culture of wellness and prioritization** of one's own health among the ASHAs.
- Misinformation and stigmas addressed** among ASHAs who are main conduit of information for their community.
- Equipped with tools and resources** able to communicate effectively and confidently



Way Forward

- Screen all 6500 ASHAs in Delhi**
- Create cervical cancer ready facilities for the eventual **vaccine roll out and screening**
- Ensure access, availability, and demand**, are addressed

Strengthening Foundational Learning For 4 Million Children Across India



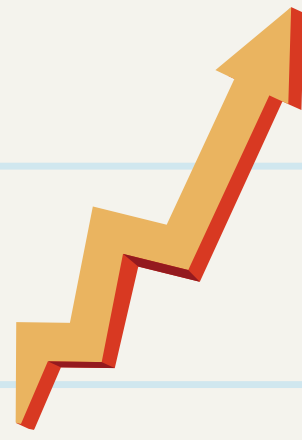
Foundational Literacy and Numeracy (FLN) in India is an urgent challenge

More than 75% of children in Grade 3 do not have basic literacy and numeracy skills required for their grade



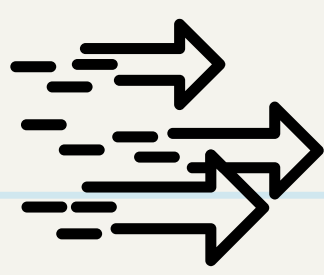
Recent data shows early signs of progress, but India still has a long way to go

Despite FLN outcomes slowly improving, at the current pace, it could take up to three decades to achieve universal FLN



In response to this challenge, a coalition of 26+ civil society and private sector partners launched **LiftEd (Learning and Innovation in FLN to Transform Education)** an \$18 million outcomes fund leveraging collective action, finance, and innovation to strengthen FLN outcomes in alignment with the Government of India's NIPUN Bharat Mission

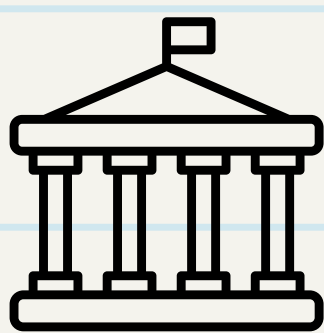
- 3 instruments
- 4 million children
- 5 years (2022-27)



LiftEd **accelerates progress** on FLN outcomes



LiftEd **leverages private capital** to expand FLN financing



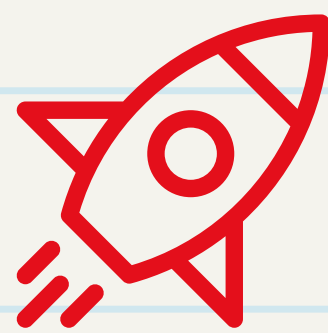
LiftEd takes a **systems strengthening** approach

LiftEd strategically utilises a **holistic three-pronged approach** to improving FLN outcomes by strengthening the education system as a whole—at the public education ecosystem level, in schools and classrooms, at home, and in the community:



LiftEd Development Impact Bond (DIB)

- The DIB is the **first outcomes-based financing (OBF) solution in education to use indirect interventions** for systems strengthening.
- It **trains and builds capacities within the government school system** (e.g. block and district education officers, mentor teachers, headmasters, etc).
- It works in **5 states** to improve FLN levels for **1.5 million children** across grades 1-3.
- It monitors and measures:
 - **Student learning outcomes (SLOs)** which assess the difference in the learning growth of students who are taking part in the DIB, in comparison to those of similar students who are not taking part in the DIB.
 - **Systemic shift indicators (SSIs)** which assess the effectiveness of system change indicators like block-level governance, quality of mentoring support offered by government education personnel to teachers and adoption of effective FLN practices in classrooms that are proxies to measure systemic change delivered through the intervention.



LiftEd EdTech Accelerator

- The EdTech Accelerator promotes access to and use of **high-quality and contextually relevant EdTech solutions** in FLN to encourage at-home learning.
- It **supports 8 EdTech partners** to improve FLN levels for **2.5 million children**, nurtures EdTech **solutions serving the low-income segment**, and **catalyses demand with government** to adopt remote learning programmes at scale.
- EdTech partners were identified basis their solutions to some of the stickiest problems in the EdTech ecosystem in India and categorised into solving three key challenges: **scale, engagement, and product contextualisation**
- As of today, ~3+ million users have benefited from the EdTech Accelerator features and over **55% of the weekly users engage for at least 30 minutes** a week.



LiftEd District Innovation Challenge

This soon-to-be launched programme will work with a major Indian state government to deploy an innovation challenge model to incentivise district-level administration to improve FLN outcomes

IMPACT TO DATE



3.3 million students



15+ states in India



17,656 teachers & government officials



8,603 schools

Emerging pragmatic evidence about Outcomes Based Financing in Africa

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1. South African Medical Research Council, Office of AIDS and TB Research

2. University of Pretoria, Department of Public Health Medicine

3. Stellenbosch University, Department of Paediatrics and Child Health

INTRODUCTION AND BACKGROUND

Social, health and economic challenges are cross-cutting issues in the overall well-being of a nation. In Africa and other developing countries inequalities, systemic failures and economic pressure is hampering progress towards reaching the Sustainable Development Goals (SDGs). A sobering 2024 United Nations report revealed that only 17% of the SDG targets are on track. Increasing pressure on the domestic fiscus and declining foreign aid make for a compelling case why outcomes-based contracting (OBC) should be pursued as an alternative to traditional financing

instruments to reach the SDGs. However, many knowledge gaps exist around the implementation of OBCs in developing countries. The South African Medical Research Council, with its partners, set out to explore two under-examined areas in OBCs in Africa:

1. The role of domestic governments in scaling impact Bonds in Africa
2. The role of a performance manager (PM) in SIBs using a case study from South Africa

METHODOLOGY

Study 1, which looked at the role of governments in scaling SIBs in Africa, involved five in-depth interviews with government representatives and a systematic analysis of 10 end-of-term reports identified through the Indigo Impact Bond dataset. For

Study 2, an evaluation of the role of the PM in a South African SIB, 14 key informant interviews were conducted using a semi-structured guide. NVIVO was used to analyse the data using thematic analysis.

LESSONS LEARNT

In the first component, exploring the role of domestic governments in scaling impact bonds, the following themes emerged:

- SIB and DIB implementation is poorly documented which may cause misinformed views of the instrument.
- South Africa is the only country in Africa where domestic government has provided the full outcomes funds.
- Impact bonds effectively create partnerships between the public and private sectors and encourage multi-stakeholder collaboration.
- Impact bonds ensure rigorous outcomes monitoring and adaptive management that keeps implementers focussed on the goals of the project.
- OBCs have been lauded as innovative but have at times attracted criticism when it is misaligned with local government policy and is perceived as complex structures with high initial set-up costs which raises concerns about scalability.
- Due to the difficulty in choosing suitable measurable outcomes, some OBC designers may be tempted to resort to outputs as opposed to outcomes.

Data collection regarding the role of the PM in the Imagine SIB is complete. The following initial themes have emerged:

- Perceptions of the role and value add of the PM varied widely among stakeholders.
- All stakeholders should be orientated to the role of the PM and re-evaluation of this role followed by re-orientation on a continuous basis may be valuable.
- For the full benefit of the PM to be experienced, the SIB implementers must have the ability and culture of regular self-reflection to enable them to respond to input from stakeholders including the PM.
- Trust, collaboration and continuous relationship building between all the stakeholders, including the PM and implementer, is an important enabler.
- A PM may not be required throughout the life cycle of the SIB and possibly only initially and when targets are not being met. A governance arrangement must be in place to inform the authority of the PM and their recommendations.
- If an implementer has not worked on an OBC with a PM before, it is important to ensure that the roles are clearly defined and re-evaluated as needed for optimal collaboration.

STUDY LIMITATIONS AND IMPLICATIONS FOR RESEARCH, POLICY AND PRACTICE

A limitation of this study is that little is documented about SIBs/ DIBs in Africa which limited the number of persons available to be interviewed. While OBCs hold tremendous promise, their adoption in the African and other developing contexts face knowledge and skills gaps, structural, financial, and operational challenges. Further research needs to be done to fully identify and address these gaps and challenges. This

poor documentation may fuel suspicion and misunderstanding about OBCs. Examining the role of the PM is vital given that literature suggests there is a link between performance targets and perverse incentives. This study has helped us understand the role of the performance manager in a sustainable impactful framework for outcomes-based contracting.

MORE THAN A MEAL

Toward Sustainable School Food Procurement: Actors, Tools, and Impact

Martina Hrušková, Prof. Michal Plaček
Department of Public & Social Policy, Charles University, Prague, Czech Republic

Public Food, Public Good

There is growing recognition that school food procurement is more than a technical supply-chain process. It holds the potential to become a **powerful policy lever**. It shapes how and what our children eat, how our food is produced, and what kind of change we support through public spending.

Public food procurement sits at the **intersection of multiple societal goals**:

- **Climate change mitigation** - through support for sustainable farming practices and meal preparation.
- **Public Health** - through nutritious, balanced meals.
- **Education** - through food literacy.
- **Equity & Rural Development** - through support for smaller and local producers.

Reaching these can be challenging. Procurement processes often face **logistical, institutional, and political barriers**, especially when aiming for systemic & long-term impact. Bridging the gap between ambition and practice requires both supportive structures and active collaboration.

The Dordogne Formula

In southwestern France, the Dordogne department has become a benchmark for sustainable school food. With a long-term ambition of serving **100% organic, local, and homemade food**, by 2024, all 35 secondary schools in the departement had gained ECOCERT certification, with a several actually serving 100% organic. (Falvo, 2023) Such achievement is a result of near decade-long effort initiated by the President of the Dordogne Departement Council (G. Peiro) to promote the routine process of procurement to a policy lever. In our 2025 study, an analysis of the Dordogne case identified a **coherent mix of instruments** that supported sustainability across the entire procurement cycle. These tools were not isolated, they worked in synergy, creating reinforcement and flexibility at every level of implementation. (Vola et al. 2025).

What Makes It Work



Commitment & Strategy

The departement coordinated the transition by setting clear goals & commitment, decentralizing food procurement, and providing various types of incentives for compliant schools.



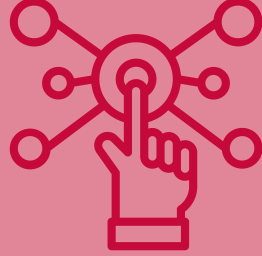
Capacity Strengthening

Specialists led tailored, on-site training for both cooks and staff, supported by interdisciplinary task forces and long-term skills development plans.



Collaboration & Networks

Formal partnerships with farming, technical, and logistics partners, waste companies & others, supported supply alignment, while structured exchanges helped actors share know-how and troubleshoot together.



Digitalization

Digital tools supported real-time tracking of food purchases, budgets, waste, and menu compliance, improving transparency and decision-making at school level.



Optimization

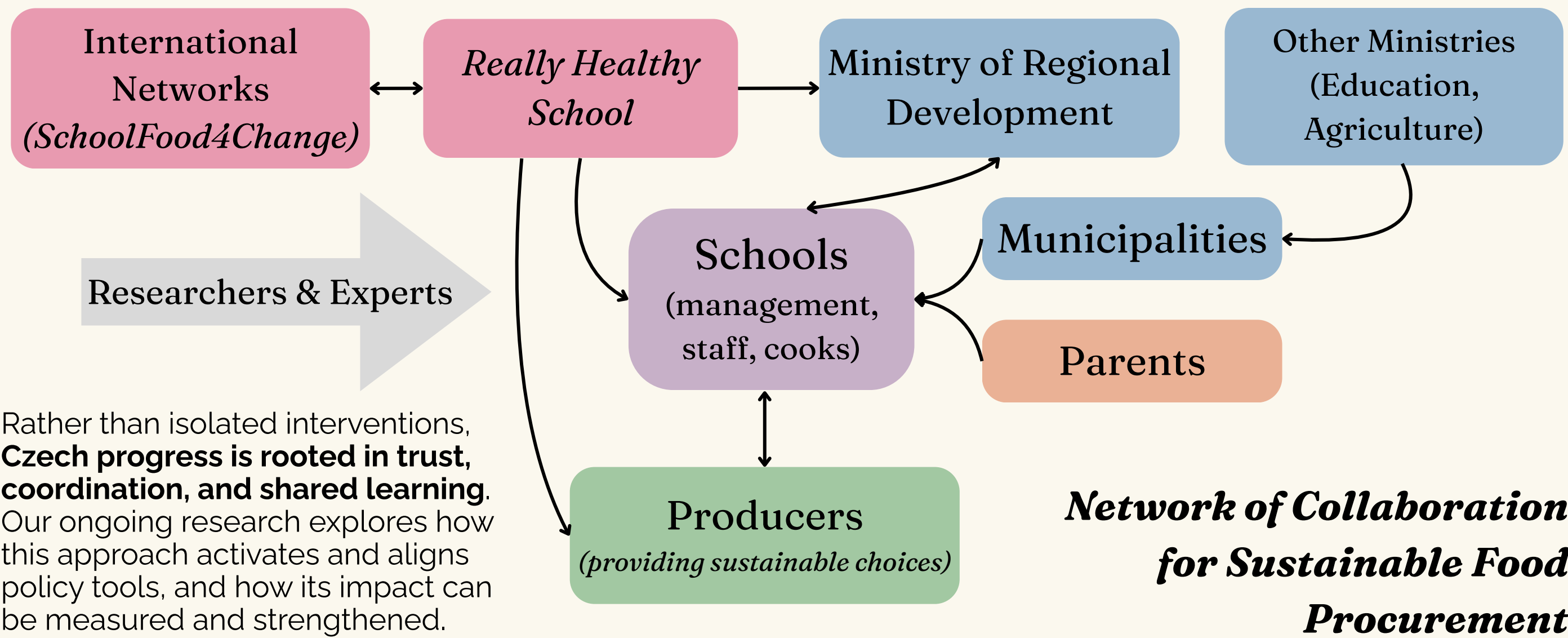
Menus were redesigned for seasonality and scratch-cooking. Nudging tactics, portion flexibility, and waste tracking reduced costs while improving food quality and sustainability.

Czech Progress towards Really Healthy Schools

We are now exploring a national-level effort in Czechia where sustainability is being shaped through **relational, cross-sector collaboration rather than top-down mandates**.

Until recently, **sustainable public procurement received limited policy attention**. There was no national framework, strategic guidance, or consistent support for schools aiming to serve more sustainable meals. Despite this, momentum has grown. Not through regulation, but through **the relational work of committed actors**.

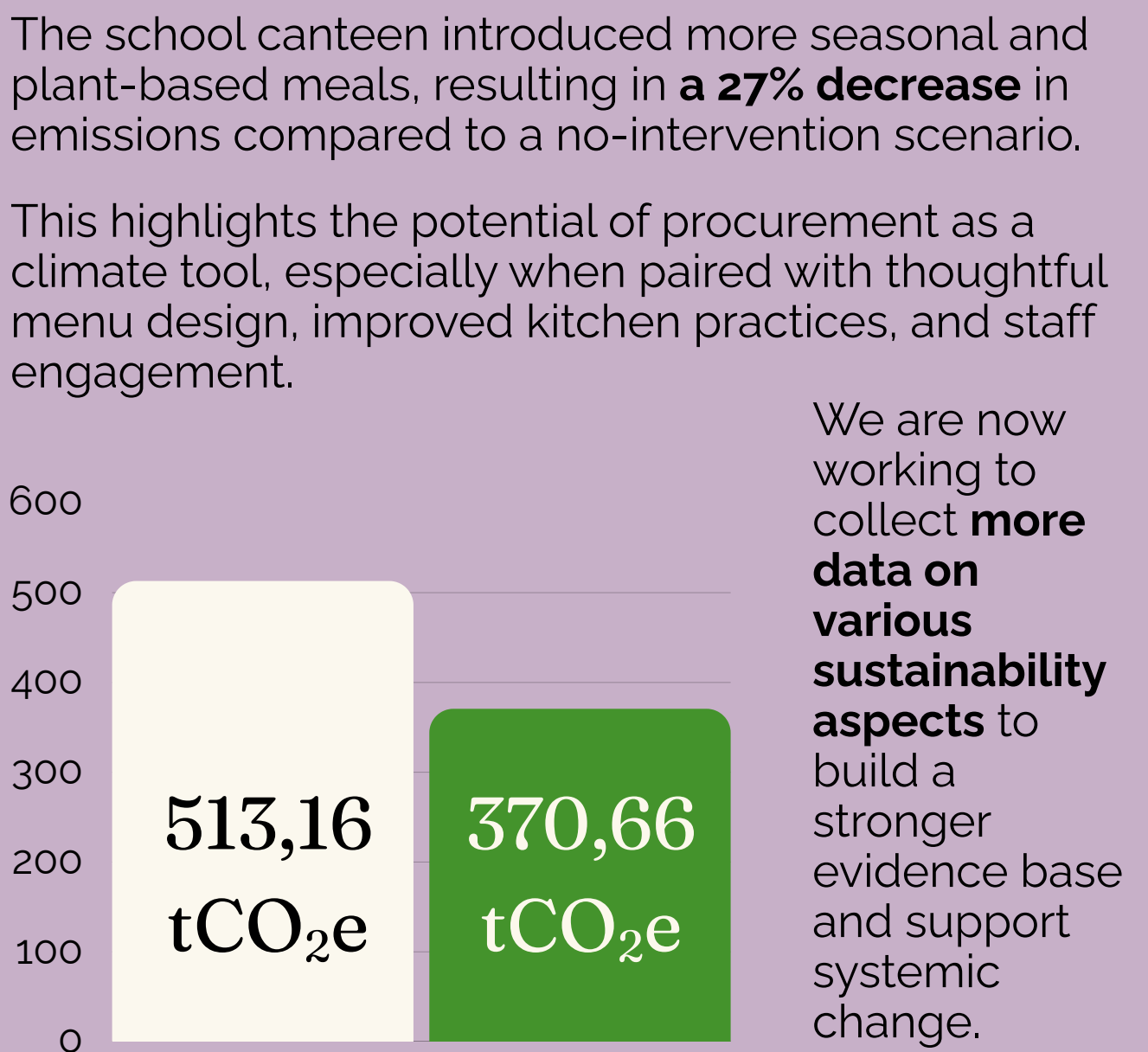
One of the drivers of this shift is *Skutečně zdravá škola (Really Healthy School)* initiative, a national programme led by an NGO that helps schools rethink food sourcing, preparation, and education. For over 10 years, it has supported more than 588 schools in redesigning menus, building ties with local producers, and engaging cooks, parents, and students, **without significantly raising the meal prices**. RHS is now a partner of **the Ministry of Regional Development**, helping develop a national strategy for sustainable food procurement. It also brings European knowledge to Czech schools through its involvement in the SchoolFood4Change network.



‘Emissions from the Plate’

Measuring Meal Emissions in Czech Schools

Even modest changes to procurement practices can lead to measurable reductions in environmental impact. In a recent *Really Healthy School* pilot, we calculated **the carbon footprint of a full year’s worth of food purchases**.



School Food Produce Emissions for 2024
Source: SZŠ School Pilot Carbon Footprint Calculations (authors, 2025)



Source: Skutečně Zdravá Škola webpage

Lessons From the Field

-  Procurement is more than a transaction.
-  No single tool works in isolation.
-  Change is relational.

What’s Next...

Czechia is moving toward more resilient school food systems by linking public sector efforts with NGOs, local innovation, and EU networks.

The challenge ahead? Ensuring **policy follows practice**, and that **real impacts are measured** and used to support lasting change.

Our work focuses on capturing these impacts to strengthen the case for embedding sustainability into mainstream procurement.

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- Falvo, C. 2023. “Targeting 100% Organic, Local and Homemade Meals in Dordogne Secondary Schools: An Integrated and Circular Approach.” https://sapiensnetwork.eu/wp-content/uploads/2023/02/Final-Report_Sustainable-School-Meals-in-Dordogne_C.pdf.

