BLAVATNIK SCHOOL OF GOVERNMENT

UNIVERSITY OF OXFORD

GOVERNMENT OUTCOMES LAB

3-4 SEPTEMBER

SOCIAL OUTCOMES CONFERENCE 2026 - Welcome to Day 2

Welcome to the 9th edition of the Social Outcomes Conference
#SOC26

@Government Outcomes Lab
golab.bsg.ox.ac.uk

SOC26 at a glance

- **in person** at the Blavatnik School of Government & **online** via Zoom
  - not all sessions are available to the online audience. Where they are, please introduce yourself and display your name and organisation.
- We will use **Slido** for questions from both in person and online participants
  - join at slido.com #SOC26 or by scanning the QR code
- Hybrid sessions will be **recorded and shared** on the GO Lab website, alongside the programme slides.
- A **photographer** will be present throughout conference to take photos of **in person activities**. If you do not wish to be photographed, or have any questions, please speak to a member of the GO Lab team.



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NOW

Morning refreshments

08:00 BST

NEXT UP

Croissants and Collaborations

(in person only)

08:30 BST

Full programme

scan to view the programme and choose your session

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4 SEPTEMBER

CROISSANTS AND COLLABORATIONS

#SOC26

Croissants and Collaborations (08:30-10:00)

FIRST FLOOR

01



Primary Prevention as National Infrastructure: Designing Systems for Flourishing, Social Cohesion and Productivity

Location: Group Working Room 5

Facilitators: Bernadette Black (SEED Futures)

02



Public procurement and outcomes funding

Location: Group Working Room 9

Facilitators: Stuart Theobald (Krutham), Agostina Coniglio (Keidos)

03



What works in employment support: Insights from policy & practice

Location: Executive Seminar Room

Facilitators: Tanyah Hameed (Social Finance), Jenny Holmes (South Yorkshire MCA), Nick Butler (UK Department for Education)

BASEMENT FLOOR

04



Unpacking the UK's first Relational Property Development Agreement

Location: Seminar Room 1

Facilitators: Paul Clark (Stories), Sophie White (Aviva), Gavin Barlow (The Albany)

05



Relational Diagnostic: Mapping relational influence in outcomes-focused implementation

Location: Seminar Room 2

Facilitators: Bahana Saikia (UK Department for Work and Pensions)

06



Rethinking Outcomes-Based Partnerships and Incentives in Education Finance

Location: Seminar Room 3

Facilitators: Poornima Kharbanda (GSF), Rob Alhadeff (jackfruit Finance), Caleb Leseine (IDinsight), Joe DiSilvio (EOF), Lucas Tschan (iGravity)

Full programme
scan to view the programme
and choose your session

Group Working Room 5

Croissants and Collaborations

PRIMARY PREVENTION AS NATIONAL INFRASTRUCTURE: DESIGNING SYSTEMS FOR FLOURISHING, SOCIAL COHESION AND PRODUCTIVITY



Bernadette Black

SEED Futures

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4 SEPTEMBER 2026 | SOCIAL OUTCOMES CONFERENCE

Primary Prevention as National Infrastructure

Designing systems for flourishing, social cohesion and productivity

Bernadette Black, SEED Futures

#SOC26

SEED FUTURES

Toward a Pre-DSS System: Laying Primary Prevention Foundations for National Productivity in the First 1,000 Days

The Nutrients
Enablers for Flourishing Families

2 Long-Term Funding from existing investments

3 cross departmental Collaboration & Strong Governance

4 Evidence & Adaptive Learning

1 Lived Experience

5 Place-Based Approaches

6 Storytelling

The soil
Conditions for Flourishing Families

2 Rebuilding Trust in Systems

4 Local, Practical Solutions

5 Honouring Closing the Gap

3 Hope as a Catalyst

1 A Shared, Long-Term Vision

The bedrock
Incremental Reform

The Incremental Reform Catalogue

Together They Create the Right Conditions

Illustrated by @deb_sketches www.debbiewood.com.au on Wurundjeri Land

SEED FUTURES

Long-Term Funding from existing investments

Short-term grants don't lead to lasting change. Stable, long-term investment allows good programs to grow and succeed. It's not just fair – it's financially smart. Drawing directly from evidence gathered from the incremental reform catalogue, this will show what, where and when long term funding is needed and how philanthropy can best double down on its contributions in order to see families flourish.

cross departmental Collaboration & Strong Governance

Big challenges need joined-up thinking. Government departments must work together, not in silos. National frameworks like the NPPF can be the structure that holds this collaboration together, with accountability built in.

Evidence & Adaptive Learning

We should learn as we go. Adaptive methods help services improve in real time, based on what's working. With good data and feedback, systems can be more responsive and build trust.

Storytelling

Stories are powerful. When families share their real experiences, they inspire change, guide funding, and show where services need to improve. Sometimes the biggest change is in how, not how much, we deliver.

The Nutrients
Enablers for Flourishing Families

Lived Experience

People who've lived through challenge know what needs to change. Their insights must shape the policies and systems that affect their lives, they are experts too.

Place-Based Approaches

Communities know what works best for them. When they lead and are supported to design solutions like navigator, peer to peer models and universal parenting programs across the first 1000 days, outcomes are more relevant, resilient, and inclusive.

The soil
Conditions for Flourishing Families

A Shared, Long-Term Vision

Australia needs a big, inspiring vision for families and children – one that lasts beyond election cycles. This vision should be shared by communities and backed by independent oversight, giving direction and hope for the future. Families need a vision they see themselves in.

Rebuilding Trust in Systems

Many families feel let down by the systems meant to support them. Trust can be rebuilt through honest communication, real accountability, and listening to families. When people feel seen and heard, they're more willing to engage.

Hope as a Catalyst

Hope isn't vague – it's powerful. Families need to see real progress, not just promises. When change feels possible, people act. Governments must show that better systems aren't just possible—they're happening.

Local, Practical Solutions

One-size-fits-all doesn't work. Solutions must be tailored to each place, designed with communities, and supported by long-term commitment from governments and philanthropy.

Honouring Closing the Gap

Real change means shifting power. Aboriginal and Torres Strait Islander people must lead solutions that respect culture, ensure shared decisions, and protect data. When culture is central, everyone benefits.

The bedrock
Incremental Reform

The Incremental Reform Catalogue

Developed by SEED Futures, it's a practical tool for making small but meaningful system changes. Grounded in real family experiences, it clearly shows who needs to act, what needs to change, when the change is needed and how to measure success.

Piloted in Tasmania, it helps make reform more human, more local, and more achievable—one step at a time. It's designed so that everyone benefits, especially the families currently being left behind.

Together They Create the Right Conditions

Just like preparing a healthy garden bed, change takes planning, patience, and care. These six conditions and six enablers create an ecosystem where families and children can truly thrive—especially in the first 1000 days.

SEED Futures' National Primary Prevention Framework brings that vision and structure, helping every part of the system play its role, with the INCREMENTAL REFROM CATALOGUE as the bedrock.

Illustrated by @deb_sketches www.debbiewood.com.au on Wurundjeri Land

SEED FUTURES

NATIONAL FUTURE GENERATIONS OFFICE

Investing in primary prevention to build thriving, productive and connected communities.

Australia is spending the wrong way around.

Governments spend about

$22.3 billion per cohort*

responding to children and families after crisis, across child protection, family violence, youth justice, housing and emergency health, while prevention spending remains the exception rather than the rule.

Families who would benefit most from support are the ones more likely to miss out, perpetuating intergenerational disadvantage.



The National Future Generations Office (NFGO) will model, measure and reinvest future avoided costs. An independent office, within a central agency, the NFGO will comprise three units:

1. **Avoided cost unit**
   Captures future avoided costs and wellbeing gains, unlocking reinvestment in prevention and early intervention through innovative, globally recognised funding mechanisms.
2. **Prevention and Early Intervention Assessment Unit**
   Ensures the policy system itself is oriented toward prevention, creating positive incentives to incorporate preventative measures into Budget proposals.
3. **Place and Incremental Reform Unit**
   Uses existing place-based initiatives (such as the Place Partnership Model) to apply incremental reform in real time via the incremental reform catalogue (IRC) tool.

The NFGO is a federated model that would be established by the Commonwealth and progressively work with States and Territories.

Working with the Place Partnership Model

SEED Futures is working with the government to apply its incremental reform catalogue to the 18 Place Partnership Model sites.



Recognising the like-minded work undertaken in Victoria and Tasmania, SEED Futures recommends that work begins with these relevant backbone organisations to implement the incremental reform catalogue.

Key elements of the NFGO are proven and tested, with the incremental reform catalogue having been piloted in Tasmania and the Early Intervention Investment Framework (EIIF) operational in Victoria.

The question is not, can we do it? The question is, how can we do it.

The draft New Policy Proposal outlines three funding options, ranging from $30-$70 million over five years. Its application across 18 Place Partnership Model sites will demonstrate its benefits - and inform its work - in real time.

> **"The unfortunate reality is that Australia is built to fund crisis, not prevention — and it's costing us fiscally, socially, and economically. The Budget shows it. Families live it."**
>
> 
>
> Bernadette Black AM
> Chief Executive Officer, SEED Futures

For further information, please contact Bernadette at: contact@seedfutures.org.au.

* O'Connell, M. (2025). The Cost of Late Intervention in 2024. The Front Project, Melbourne.

THE SEED JOURNEY - from collaboration to impact

Collaboration

Impact

May 2022 — SEED Futures Advisory Council commences

Sep 2022 — Intergovernmental policy round tables commence with PM&C

Aug 2023 — Tasmanian-Commonwealth One Door Intergenerational Roundtable

Apr 2024 — Tasmanian Community Round Table commences

Dec 2024 — Primary Prevention jurisdictional roundtable commences

Feb 2026 — SEED Futures Sector Leaders Roundtable commences

late 2026, date TBC — Business Leaders Roundtable

Sep 2022 — Pre Social Services Strategy established – a middle system focused on Primary Prevention and long-term stewardship

Jan 2024 — Pre DSS Mind Map on incremental reform established

Oct 2024 — SEED & Sydney Policy Lab partnership established on commencing a National Primary Preventative Framework

Jan 2025 — Kingborough selected as IRC Pilot location

Feb 2026 — National Primary Preventative Framework and Prevention Nation Strategy launch

Jul 2026 — Incremental Reform Catalogue tabled at Community Services Ministers Meeting

Jul 2026 — National Future Generations Office (New Policy Proposal), with Government

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DISCUSSION. Part I

Lessons from other jurisdictions on:

- Political pathways
- Institutional design
- Accountability mechanisms

What are the challenges & opportunities?

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DISCUSSION. Part II

1. How can we sharpen domestic arguments to government & funders?

2. How ca we build an In-principle shared understanding of what is needed globally to turn the tide?

3. How do we create a culture of primary prevention across public services?



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THANK YOU!

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NOW

Coffee break

10:00 BST

NEXT UP

Roundtables and workshops

(in person only)

10:30 BST

Full programme

scan to view the programme and choose your session

Group Working Room 9

Croissants and Collaborations

PUBLIC PROCUREMENT AND OUTCOMES FUNDING



Stuart Theobald
Krutham



Agostina Coniglio
Kiddos

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Executive Seminar Room

Croissants and Collaborations

WHAT WORKS IN EMPLOYMENT SUPPORT: INSIGHTS FROM POLICY & PRACTICE



Tanyah Hameed
Social Finance



Jenny Holmes
South Yorkshire MCA



Nick Butler
UK Department for Work and Pensions

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What works in employment support: Insights from policy and practice

Social Outcomes Conference 2026

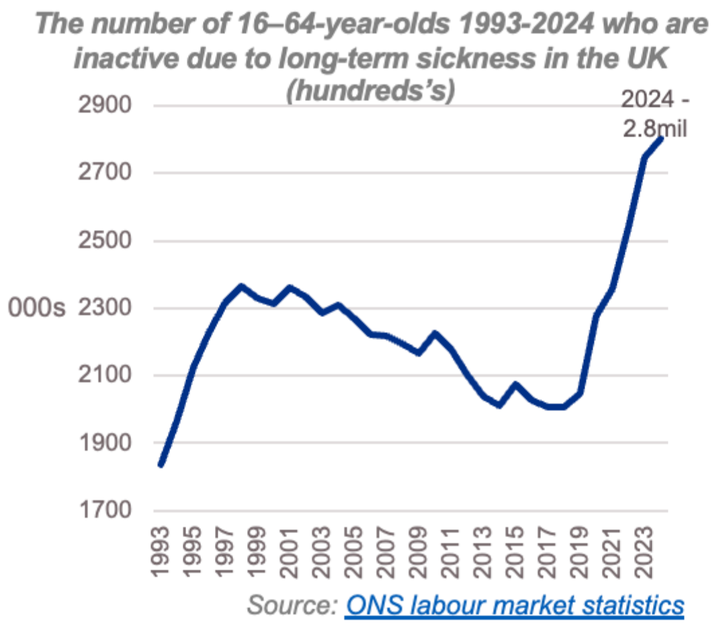
Good morning and welcome!

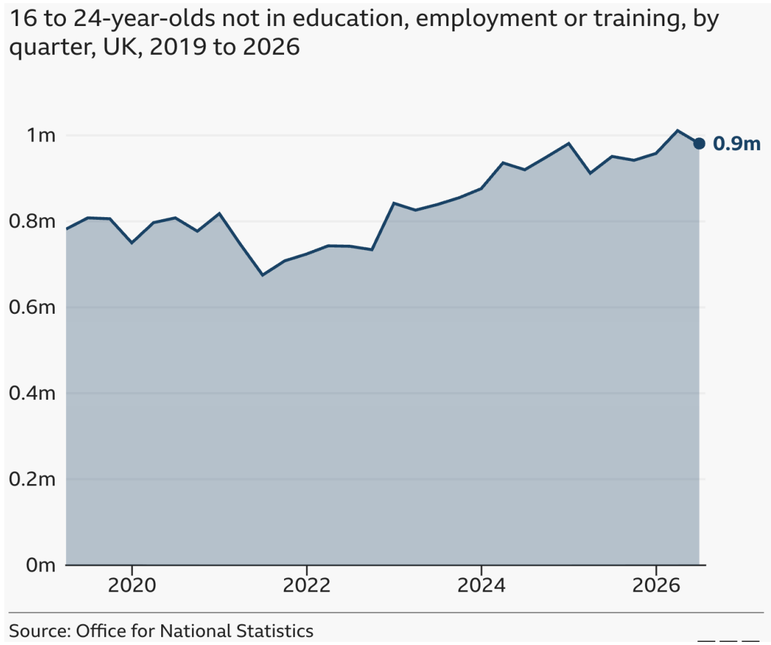
This is an interactive workshop, focused on employment and economic inactivity.
The aim of the session is to share best practice, challenges, and recommendations based on policy and practice.
We hope this can be a space for you to share, learn, and take something useful back to your day job.

Agenda

08:30 – 08:45	Welcome and introductions
08:45 – 08:55	Insights from policy and practice (Tanyah, Nick, Jenny)
08:55 – 09:40	Group discussions (45 mins)
09:40 – 09:55	Feedback from groups (15 mins)
10:00	Close

Economic inactivity & youth employment are key priorities for UK government





- 2.8 million working-age people are economically inactive due to poor health
- Rising trend, with roughly 40% increase since 2019
- Health-related inactivity costs the UK £212 billion annually (~7% of GDP)
- Support remains fragmented across health and employment support, with a focus activities/inputs instead of outcomes

- Almost a million young people (1 in 8 or 13% of young people) are Not in Education, Employment, or Training (NEET)
- Concerns over 'scarring', "a lost generation," and lost growth and productivity
- Young people with special educational needs and disabilities (SEND), care leavers, and ethnically minoritised groups need targeted support

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Insights from policy and practice

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Social Finance

Tanyah Hameed
Manager and Strategy Lead for Employment and Skills

Social Finance works with partners across the system to improve social outcomes

Partners

Local and regional government

Foundations and charities

Central government

Delivery partners and people with lived experience

Place-based ***Strategic***

East Midlands Youth Guarantee Trailblazer

York and North Yorkshire Economic Inactivity Trailblazer

Cheshire and Merseyside, Liverpool, GMCA, WMCA

Connected Futures (Youth Futures Foundation)

Learning Disabilities and Autism (Henry Smith Foundation)

WorkWell National Support Team

IPS (Individual Placement and Support)

Connect to Work

Health and Growth Investment Partnerships

Programmes

Emerging themes from across our work

Strategic

Devolution: Opportunities to devolve employment & skills to regional mayors, address service gaps, and increase investment, but smaller places and grassroots organisations fear their voices being diluted

Procurement: Often rewards scale over reach – large contracts undervalue the community trust and relationships held by grassroots orgs which can be crucial e.g. for finding 'hidden' NEETs.

Funding: Reactive and short-term – rigid eligibility and prescriptive. Need longer term, flexible funding to fund more preventative + upstream support. Integration needed across govt programmes.

Employers: Have a key role to play but are feeling strained (esp SMEs) and confused. They need joined-up messaging from across govt programmes, de-risked participation, and clearer incentives.

Place-based

Best practice: Trusted adult models offering wraparound, personalised support; partnerships between VCSEs, schools/colleges, LAs, and employer networks; youth voice and inclusion

Challenges: Schools/colleges have limited resources to engage; local partnerships have unclear routes to influencing government; early identification and intervention (as early as Years 7 and 8)

Outcomes: Health and employment services are fragmented and siloed. Need to move from activities to outcomes and integrate health and work support.

Data: 'Cliff edge' for data at age 18. Need shared data and information governance to enable better tracking and support locally.

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SEPTEMBER 2026

Department for Work and Pensions

Contract Management and Partner Delivery

Nick Butler
Account Director, Employment

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2009 — Flexible New Deal

2011 — The Work Programme

2017 — The Work and Health Programme

2021 — Restart

(Almost) 20 Years of Employment Outcomes – What have DWP learnt from commissioning?

"Far and away the best prize that life offers is the chance to work hard at work worth doing."

- Theodore Roosevelt

1 Paying for Results

- Outcome focused
- Customer protection
- Data driven

2 Innovation through Partnership

- Strategic Relationships
- Collaboration
- Innovation

3 Proven at Scale

- Performance/Quality
- Impact Assessment
- Return on Investment

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"Good growth requires a fundamental rewiring of the way our country works, surrendering power that for too long has been held in Westminster and Whitehall, and returning it to people and the places where they live, work and invest."

— Rewiring the State, July 2026

Rewiring Employment Support: how do we ensure more local also (consistently) means better?

1

Opportunities

- Tailor support around local citizens and needs
- Integrate employment support with local services
- Put funding and accountability closer to places

2

Challenges to meet

- Close gaps in local capability and capacity
- Share data, insight, and proven practice
- Avoid fragmented procurement weakening investment and innovation

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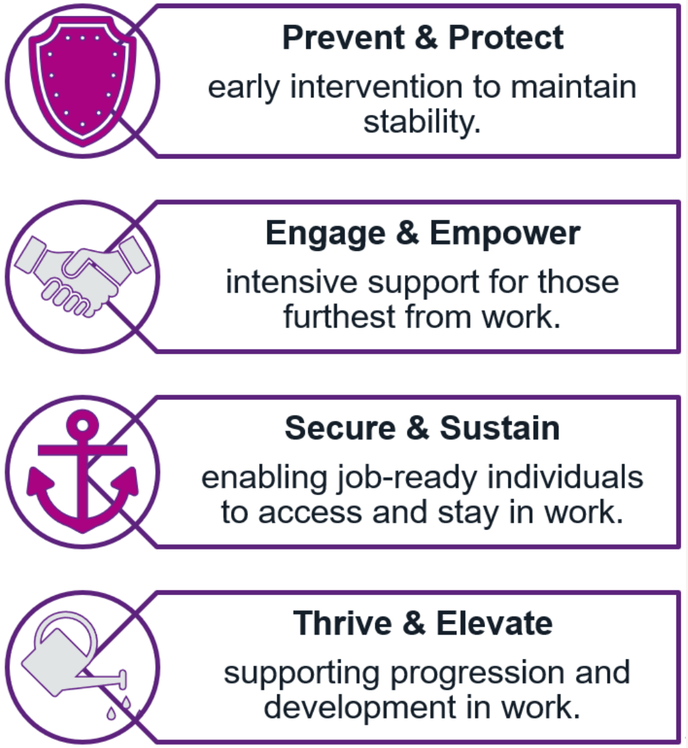
SEPTEMBER 2026

South Yorkshire Pathways to Work

Jenny Holmes
Director – Growth, Business and Skills Policy

SY Pathways to Work System Ambition

- **One joined-up system** bringing together employment, health, and skills support under a single banner.
- Designed to respond to **complex and variable barriers** – from health conditions and caring responsibilities to skills gaps and confidence issues.
- **Flexible, responsive, and bespoke** – tailored to the individual and their stage on the employment journey.
- Supports people **into work, staying in work, and progressing in work**, improving wellbeing job satisfaction and productivity.
- Underpinned by the **Get South Yorkshire Working Plan**, which defines the journey through **four strategic pathways**:



Challenges, Alignment and Opportunities: Health and Growth Accelerator and Inactivity Trailblazer compared

Systems integration challenges	Spaces of strong alignment
Recruitment of participants/referral routes differ across work and health programmes	Relational models throughout systems and a significant workforce opportunity (c1500 ppl).
Procurement – timeframes different but sometimes the same provider commissioned in work and health programmes	Hubs and Clubs – all partners trying to move work into neighbourhoods and with communities.
One triage system for health and one for employment systems	Commitment to work with health/social care sector and public sector as anchor institutions to test and adopt
Many approaches to employers – health, employment, skills	
Different outcome volumes and measurements	
Data – no systems integration, many definitions	

Key areas of opportunity : Co-commissioning with ICB under our new joint Health Commissioner model e.g. a singular approach starting with MSK and mental health, building a shared client identification and journey model, developing support for our case workers, embedding skills pathways, reducing the 'noise' for employers.

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Group discussions

Group discussions

In your groups, please pick 1 - 2 topics from the following options.
You have 45 mins to discuss.
All groups will be asked to share a summary of their discussion at the end.

1. Health & employment support

What is the best practice on delivering joined-up, person centred support from programmes that you are involved with?

Prompts:

- How do you design support locally as a cross-sector collaboration?
- How do you work across the system, and join up learnings and strengths across programmes and commissioning?

2. Outcomes

What are the best ways of aligning work and health programmes with outcomes instead of activities or inputs?

Prompts:

- How do you design the right outcomes?
- How do you monitor and measure?
- How do you determine the risks and limits of outcomes-based commissioning?

3. Devolution

What should collaboration with Combined Authorities and local partners look like- what are the opportunities and challenges?

Prompts:

- *Opportunities:* Empowering local regions, prevention and working upstream
- *Challenges:* Variation in capacity and capability across the country, engaging with employers, workforce development

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NOW

Coffee break

10:00 BST

NEXT UP

Roundtables and workshops

(in person only)

10:30 BST

Full programme

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Seminar Room 1

Croissants and Collaborations

UNPACKING THE UK'S FIRST RELATIONAL PROPERTY DEVELOPMENT AGREEMENT



Paul Clark
Stories



Sophie White
Aviva



Gavin Barlow
The Albany

SOC '26 · CROISSANTS & COLLABORATION

Can relational cross-sector partnerships deliver better social outcomes?

Paul Clark · **Gavin Barlow** · **Sophie White**

4th September 2026

First 30 mins

What have we done?

Place, purpose and landowner perspective

The funder's perspective

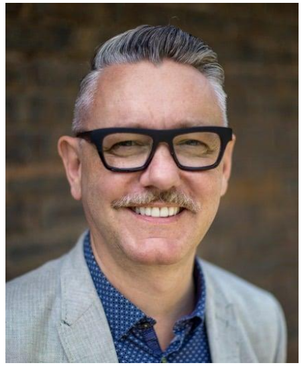
Why conventional contracting was insufficient

Anatomy of the agreement

Three-party reflections: strengths and tensions

Transferability and questions for the room

Welcome and proposition







The landowner

Charitable landowner, rooted in place

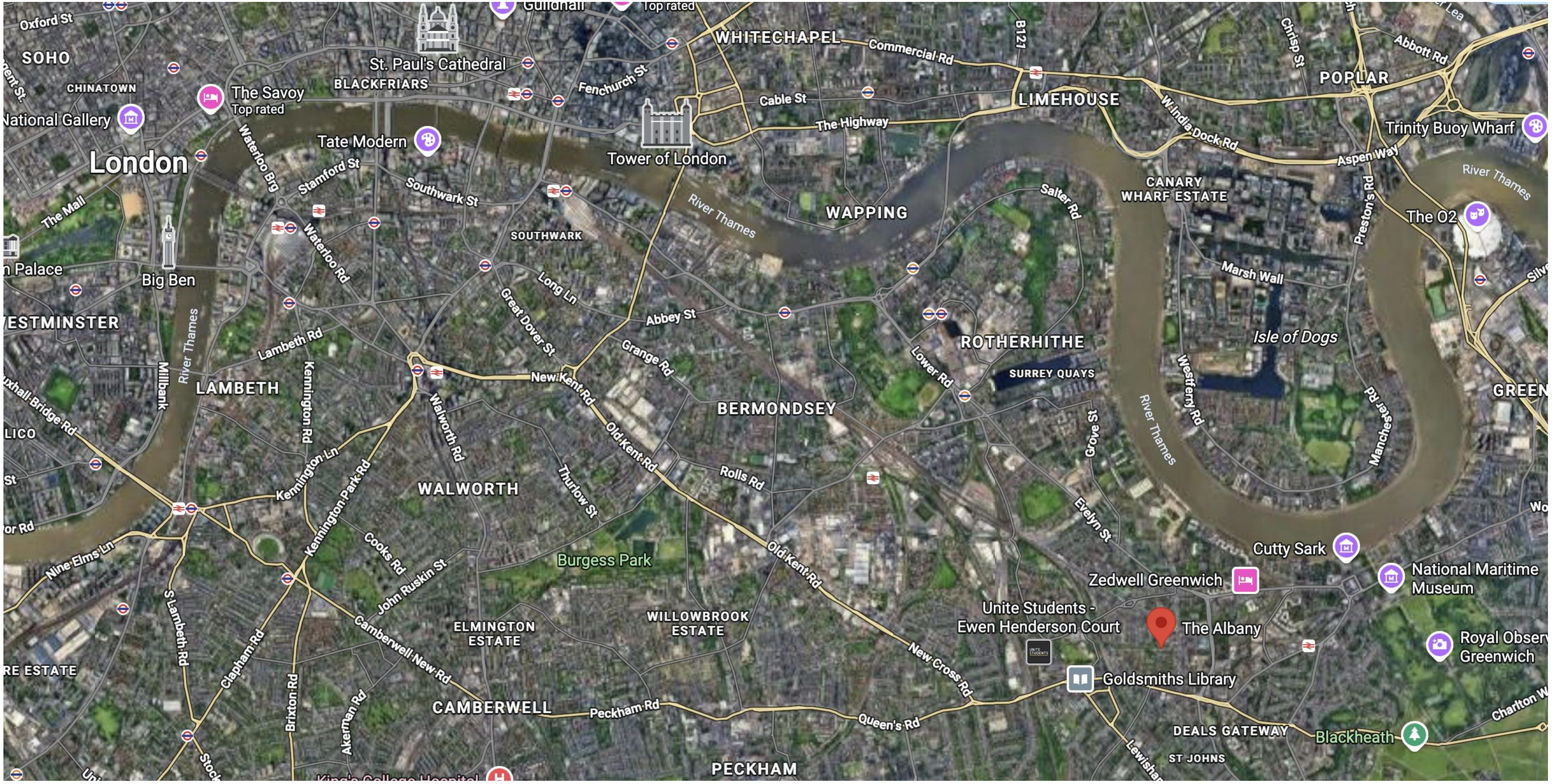
The funder

Institutional capital and accountability

The developer

Purposeful delivery. B Corp

The development partners


Oxford St
SOHO
CHINATOWN
National Gallery
The Savoy
Top rated
St. Paul's Cathedral
BLACKFRIARS
Guildhall
Top rated
WHITECHAPEL
Commercial Rd
B121
Chrisp St
Abbott Rd
POPLAR
Fenchurch St
Cable St
LIMEHOUSE
The Highway
W India Dock Rd
Trinity Buoy Wharf
Aspen Way
Tate Modern
Tower of London
London
Waterloo Bridge
Stamford St
Southwark St
River Thames
WAPPING
CANARY WHARF ESTATE
Salter Rd
Preston's Rd
The O2
The Mall
Big Ben
SOUTHWARK
Waterloo Rd
Long Ln
Great Dover St
Abbey St
Marsh Wall
Isle of Dogs
WESTMINSTER
Lambeth Rd
Millbank
LAMBETH
Grange Rd
New Kent Rd
ROTHERHITHE
SURREY QUAYS
Lower Rd
Westferry Rd
Manchester Rd
Vauxhall Bridge Rd
Kennington Rd
Walworth Rd
BERMONDSEY
Old Kent Rd
Rolls Rd
Grove St
Kennington Ln
Kennington Park Rd
WALWORTH
Thurlow St
Evelyn St
Cutty Sark
Nine Elms Ln
Cooks Rd
John Ruskin St
Burgess Park
Zedwell Greenwich
National Maritime Museum
Unite Students - Ewen Henderson Court
The Albany
S Lambeth Rd
Clapham Rd
Camberwell New Rd
ELMINGTON ESTATE
WILLOWBROOK ESTATE
New Cross Rd
Royal Observ Greenwich
Goldsmiths Library
Brixton Rd
Ackerman Rd
CAMBERWELL
Peckham Rd
Queen's Rd
DEALS GATEWAY
Blackheath
ST JOHNS
PECKHAM

Place, purpose and landowner perspective

- **The Albany's charitable mission**
- A long-standing relationship with the place and its community
- Public purpose has to survive decades, not a transaction
- A conventional land sale or development agreement would not adequately protect it



The funder's perspective

Investability

A proposition that can be underwritten

Accountability

Clear duties, clear owners

Risk visibility

Surfaced early, not buried

Confident decisions

Governance that can actually decide

Adaptability need not mean commercial uncertainty.

Why conventional contracting fell short

- Long-term uncertainties across the development horizon
- Mutual dependencies no single party can discharge alone
- Delivery conditions that change faster than the contract

Transactional risk transfer

- Allocate risk once, at signature
- Price for the worst case
- Change handled as claim and dispute
- Information held close

Relational approach

- Manage risk jointly, over time
- Align incentives to shared purpose
- Change handled by review and adaptation
- Information shared to decide well

Anatomy of the agreement

01
Shared purpose

02
Behavioural principles

03
Roles and reserved matters

04
Joint governance

05
Information-sharing

06
Aligned commercial incentives

07
Review and adaptation

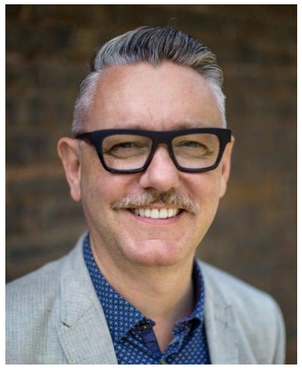
08
Structured escalation

09
Dispute avoidance

Reflections: strengths and tensions

One minute each

“What did your organisation have to do differently?”



Gavin — The Albany



Sophie — the funder



Paul — the developer

Transferability and discussion

Where it may travel well

- Long-horizon, place-based development
- Mission-critical assets in charitable ownership
- Mutually dependent parties who must keep working together

Where it may not

- Simple, short, well-specified procurement
- Parties without capacity for joint governance
- Where trust or continuity cannot be sustained

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GOVERNMENT OUTCOMES LAB

NOW

Coffee break

10:00 BST

NEXT UP

Roundtables and workshops

(in person only)

10:30 BST

Full programme

scan to view the programme and choose your session

Seminar Room 2

Croissants and Collaborations

RELATIONAL DIAGNOSTIC: MAPPING RELATIONAL INFLUENCE IN OUTCOMES-FOCUSED IMPLEMENTATION



Bahana Saikia

UK Department for Work and Pensions

RELATIONAL DIAGNOSTICS

Mapping relational influence in outcomes-focused implementation

8:30 am
4 September 2026

Croissants & Collaborations Session
Social Outcomes Conference 2026

Department for Work & Pensions

Blavatnik School of Government, University of Oxford, Government Outcomes Lab

Agenda

Scene Setting

Activity

Reflection

Agenda

Scene Setting

Introduction
Brief

Activity

Reflection

Agenda

Scene Setting

Activity

- System Map
- Persona
- Trends
- Synthesis

Reflection

Agenda

Scene Setting

Activity

Reflection

Discussion

Conclusion

I am Bahana

- Senior Service Designer
- Social Innovator



Why are we here today?

- Implementation occurs years after creating the policy
- Implementation suffers when policies are ambiguous

→ Need to know how a policy *may* be implemented in the future
so that the policy can be specific and resilient to anticipated changes

A Commercial Kitchen

The Local Kitchen is a busy, established restaurant in a mid-sized UK city. The restaurant has been operating for 15 years and has a loyal customer base.

The restaurant serves a mix of lunch and dinner customers, with a particular speciality in locally sourced, seasonal British cuisine. It employs 25 members of staff.

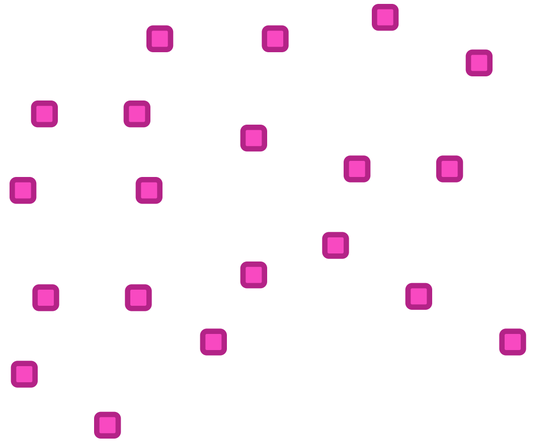


The restaurant has built its reputation on quality ingredients, consistent service, and a warm, welcoming atmosphere. It has a strong relationship with local farmers, butchers, and brewers who supply fresh, seasonal produce.

PROMPT I

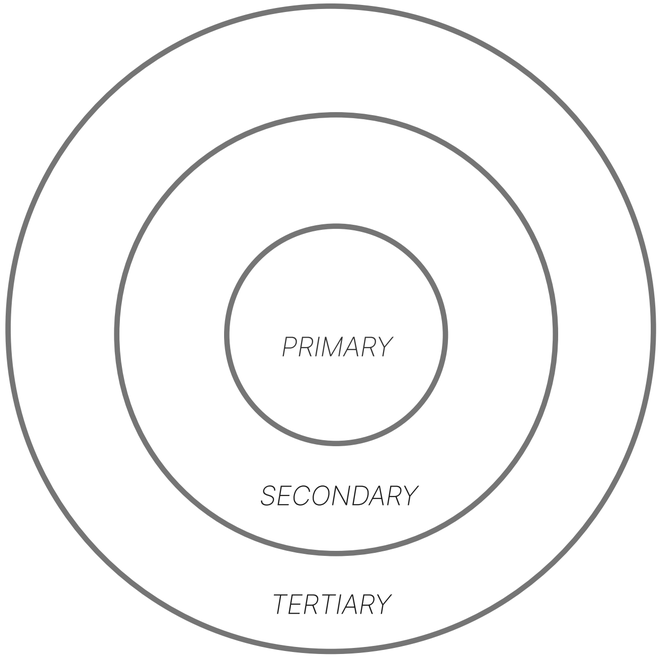
Individually, write down the name of every person, organisation, team, department, or major role that is part of *The Local Kitchen*'s operational ecosystem.

- Who works in the restaurant?
- Who supplies it?
- Who regulates it?
- Who competes with it?
- Who is impacted by it?

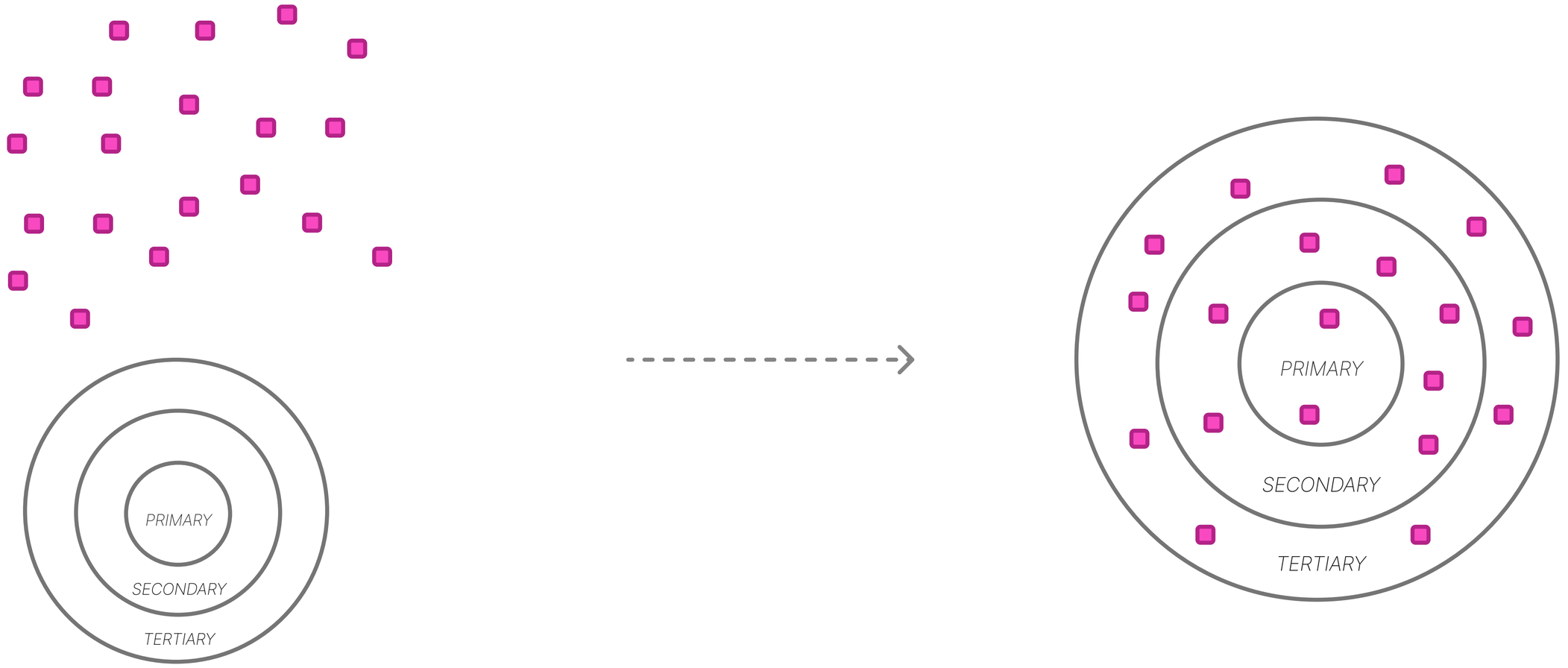


As a group, place them on the map according to how much influence they have over the restaurant's operations.

- Primary (High Influence): Directly involved in day-to-day operations and decision-making.
- Secondary (Medium Influence): Support or enable operations.
- Tertiary (Lower Influence): Affected by or have some influence over operations.



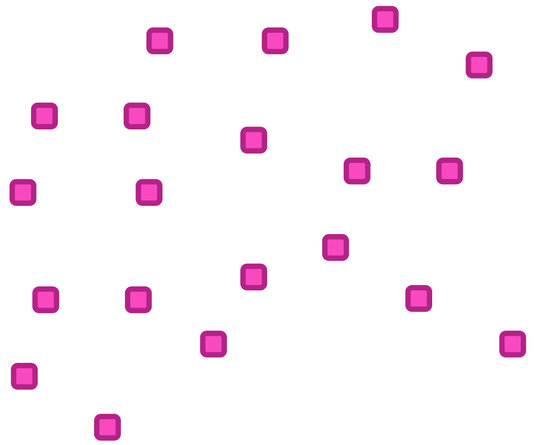
5 mins



PROMPT 2

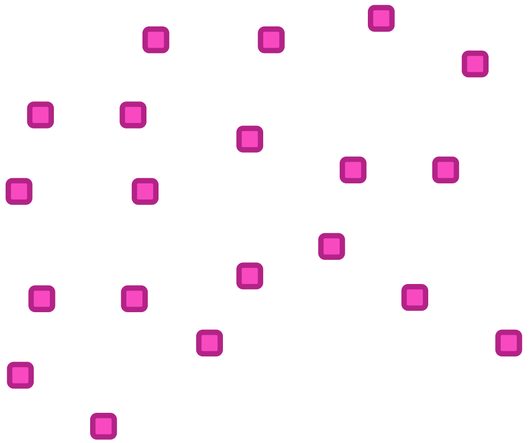
Take an A2 sheet of paper.

- Group your stakeholders by writing similar ones close together.
- Draw circles around each group and give the group a name.

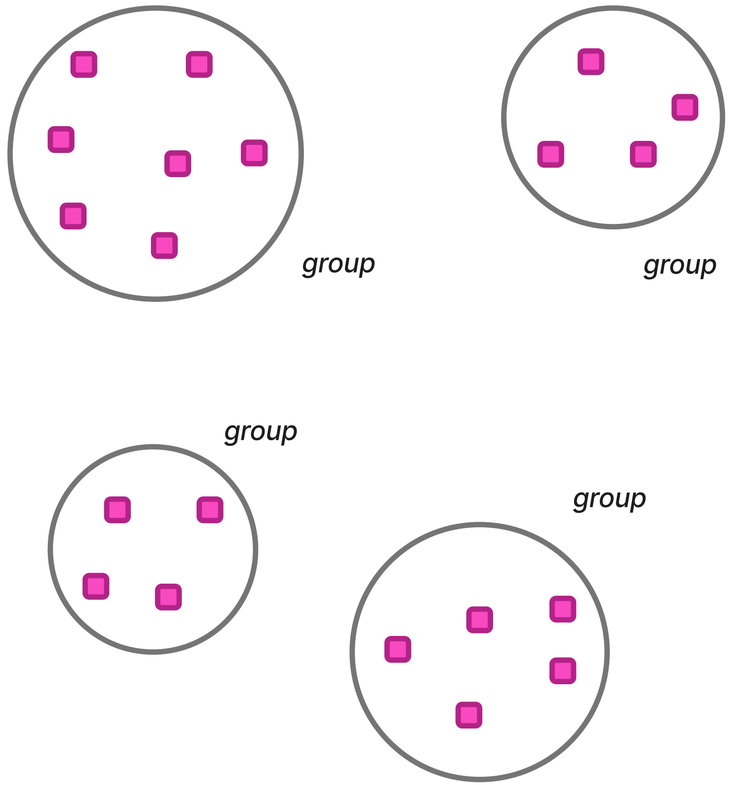


Think about what type of group it is and **why you are grouping them this way**.

5 mins





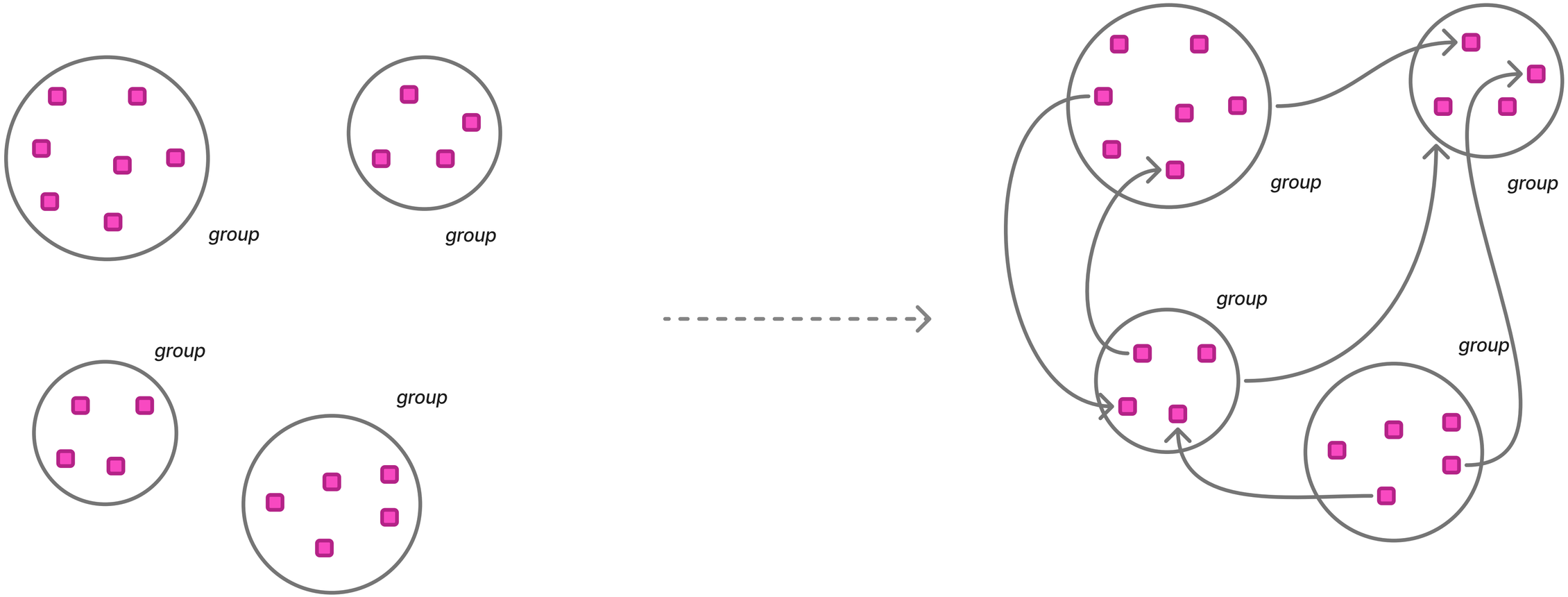


PROMPT 3

Draw arrows between your stakeholders and groups to show **influence and control.**

- Who has power over whom?
- Who is dependent on whom?
- Where are the bottlenecks?
- Where does control sit?

5 mins



PROMPT

We shift our focus from the internal organisations, teams, and departments to the **subject of the service**:

The diner.
The customer.
The person at the heart of *The Local Kitchen*.

Using the scenario and your common knowledge of restaurants, create a concise profile of a representative customer.

- What do they need from the restaurant?
- What do they want?
- What challenges do they face in their daily life?
- What are their hopes and fears?

10 mins

Name	
Age	
Location	
Gender*anon	
Dependents	

From service (The Local Kitchen)

Needs	
Wants	

In life

Limitations	
Hopes	
Financial status	
Regular day	



Name	Sarah
Age	34
Location	Lives 15 minutes walk from The Local Kitchen
Gender*anon	Female
Dependents	Two children (ages 6 and 8)

From service (The Local Kitchen)

Needs	-
Wants	-

In life

Limitations	-
Hopes	-
Financial status	-
Regular day	-

PROMPT

Use the **PESTLE framework** and find key drivers that are shaping the restaurant's environment.

Think about the real-world forces affecting The Local Kitchen.

What's happening in the wider world that impacts how the restaurant operates, competes, and serves its customers?

5 mins

POLITICAL	Government policies, regulations, food standards, licensing, minimum wage
ECONOMICS	Inflation, ingredient costs, energy bills, consumer spending, wage pressures
SOCIAL	Changing eating habits, dietary preferences, customer expectations, lifestyle trends
TECHNOLOGICAL	Online ordering, delivery apps, kitchen automation, social media, booking systems
LEGAL	Employment law, food hygiene, allergen labelling, data protection
ENVIRONMENTAL	Food waste, sustainable sourcing, food miles, climate impact on supply

SYNTHESIS

TREND	PERSONA
Economic Trend (Rising Costs)	Sarah wants quality but is budget-conscious. The restaurant needs to offer value, not just high prices.

PERSONA → SYSTEM MAP

Gluten Intolerance

Sarah's child has an allergy. The restaurant needs to accommodate this to keep her as a customer. This impacts the Head Chef, Menu Design, and Suppliers.

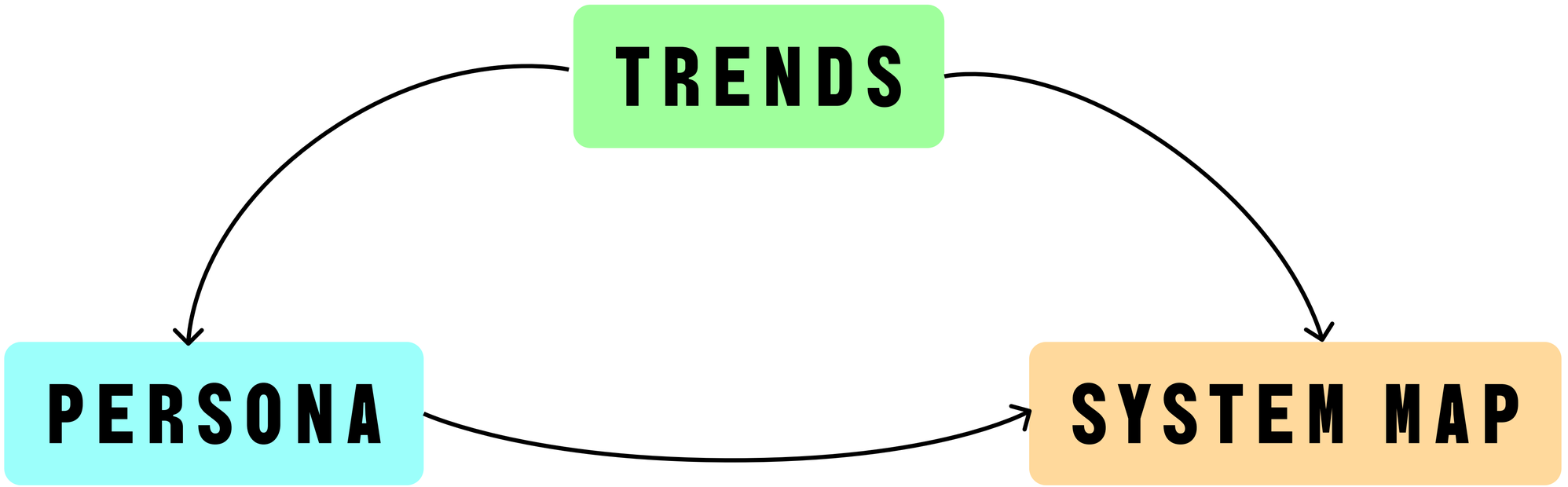
TREND → SYSTEM MAP

Technological Trend (Food Delivery)

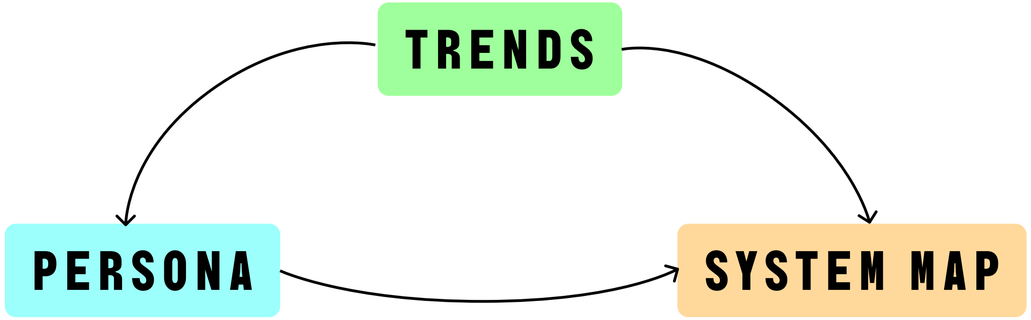
Delivery orders are increasing, but the kitchen isn't set up for them. This is causing delays and quality issues. The kitchen needs to adapt.

SOCIAL (PLANT-BASED EATING) → PERSONA	Sarah's family is exploring plant-based options. The menu needs to reflect this.
ECONOMIC (STAFF SHORTAGES) → SYSTEM MAP (KITCHEN)	The kitchen is understaffed. This impacts speed, quality, and staff morale.
PERSONA (NEED FOR SPEED) → SYSTEM MAP (FRONT OF HOUSE)	Sarah has limited time. She needs efficient service. The front of house needs to be responsive.
TECHNOLOGICAL (ONLINE BOOKING) → SYSTEM MAP (RESTAURANT MANAGER)	Customers expect to book online. The restaurant needs a modern system.
ENVIRONMENTAL (FOOD WASTE) → SYSTEM MAP (KITCHEN)	The restaurant needs to reduce food waste. This impacts sourcing, portion sizes, and menu planning.
LEGAL (ALLERGEN LABELLING) → SYSTEM MAP (MENU)	The menu must clearly label allergens. This impacts the Head Chef, Menu Design, and Suppliers.

SYNTHESIS



PROMPT



- Arrange your three sheets - Trends, Persona, and System Map - in a triangle.
- Draw arrows between the sheets and between stakeholders within the system map.

10 mins

Discuss

- **Trends → Persona**: How does one trend reshape the diner's experience?
- **Persona → System Map:** What does the diner's needs mean for one stakeholder?
- **Trends → System Map:** How do external pressures affect how stakeholders operate?
- **System Map → System Map**: Where are the control points and leverage points?

10 mins

1. **Connections You Found:** What are the 3-5 most important connections you identified?
2. **Impact of Those Connections:** What do these connections reveal about the restaurant's challenges?
3. **How the Restaurant Would Need to Change:** In how many different ways would the restaurant need to change its ways of working and preparedness?
4. **What You Would Do Today:** As the owner of *The Local Kitchen*, what would you do today to safeguard your restaurant from these impacts and be future-proof?

15 mins

PLAYBACK

CASE STUDY

CASE STUDY

- Where in your work could this framework create the most value?
- At which stage of a project would it have the greatest impact?
- What would you tweak to make it your own?

THANK YOU.

BLAVATNIK SCHOOL OF GOVERNMENT
UNIVERSITY OF OXFORD
GOVERNMENT OUTCOMES LAB

NOW

Coffee break

10:00 BST

NEXT UP

Roundtables and workshops

(in person only)

10:30 BST

Full programme

scan to view the programme and choose your session

BLAVATNIK SCHOOL OF GOVERNMENT
UNIVERSITY OF OXFORD
GOVERNMENT OUTCOMES LAB

Seminar Room 3

Croissants and Collaborations

RETHINKING OUTCOMES-BASED PARTNERSHIPS AND INCENTIVES IN EDUCATION FINANCE



Poornima Kharbanda
Global Schools Forum



Rob Alhadeff
Jackfruit Finance



Caleb Leseine
IDinsight



Joe DiSilvio
Education Outcomes Fund



Lucas Tschan
iGravity



SOC 2026 - Croissants & Collaboration Session

Rethinking Outcomes-Based Partnerships and Incentives in Education Finance

Friday, 4th September

08:30-10:00 in Seminar Room 3

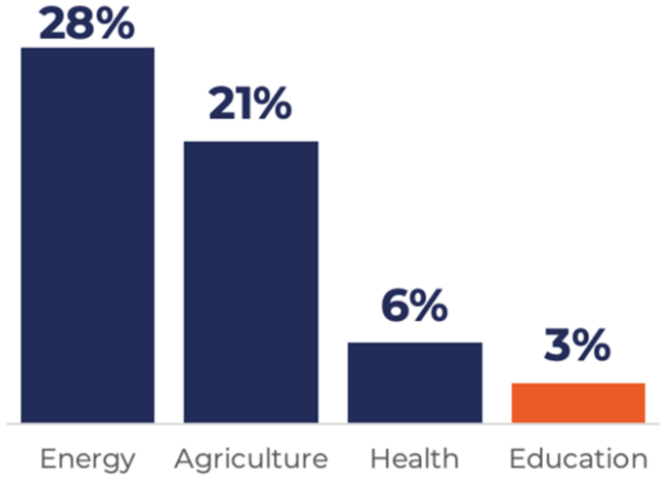
Why we are gathering

A global learning crisis

7 out of 10 children in low- and middle-income countries **cannot read and understand a simple text**[1]

50%

Half of education programmes have **no impact** on learning and employment[2]



Use of **innovative financing** in education is minimal[3] but interest is growing

What this session for: ***a practical space to share learnings from models that tie financing to learning outcomes for different types of education providers across the capital spectrum.***

ECD = Early Childhood Development

1. The World Bank, State of Global Learning Poverty (2022)
2. As measured by New Learning Adjusted Years of Schooling Metric (LAYS). Based on 71 evaluations of interventions for which cost-effectiveness data was available, reviewed by the Global Education Evidence Advisory Panel (GEEAP); Sources: The World Development Report 2018 - LEARNING to Realize Education's Promise; The Promise of Outcomes Funds (EOF)
3. Proportion of Blended Finance Transactions by Sector, Adapted from Convergence Blended Finance website (accessed on January 7, 2024)

Today

How we'll spend the next 90 minutes

1 **Introduction to 3 outcome linked programmes** — 20 min

Education Outcomes Fund, ILF Education, Incentives for Learning (IfL)

2 **A comparative framework** — 10 min

Cross-model synthesis

3 **Case Study & Discussion** — 45 min

Facilitated discussion

4 **Synthesis** — 10 min

Summary of discussion and key takeaways

Introductions

1. Name + Organization
2. Where does your organisation sit in the RBF/OBF space?

Cross model synthesis

An analytical lens

Who is the incentive for?

Who is accountable if outcomes aren’t met?

What kind of provider can this model work for?

How adaptable is this model to other contexts?

Is there a credible route to running the model without external subsidy?

Part one

Introduction to the Education Outcomes Fund

About EOF

The Education Outcomes Fund was established in 2018 as the **first ever global Outcomes Based Financing platform** for education, early childhood development, and employment.

We **link funding to improvements in measurable outcomes** so funders only pay for what works, shifting incentives across delivery systems and embedding **accountability and impact at scale**.



$138M+
FUNDS MOBILISED

6
COUNTRIES

700k+
CHILDREN TARGETED

37 PARTNER ORGANISATIONS

Strategic Partners

Atlassian Foundation · Bank of America · KOICA Korea International Cooperation Agency · The LEGO Foundation · CIFF Children's Investment Fund Foundation · Bridges Outcomes Partnerships · UBS Optimus Foundation · UBS · UK International Development Partnership | Progress | Prosperity · The World Bank

EOF's approach to outcomes partnerships

Government

- Gives outcomes partnerships the vision and direction
- Co-designs the fund incentives
- Co-funds and co-manages during implementation

Implementing Partners

Accountable to outcomes rather than activities, are free to adapt and work holistically

Independent Evaluators

Assess and verify the achievement of pre-defined outcomes, triggering payment to implementers

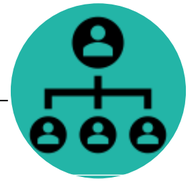
Pre-Financers

When needed, provide working capital and technical assistance

Outcomes Funders

100% of implementation funding used for impact









Programme Participants



Our programs

	Early Childhood Care and Education	Quality in Basic Education	Skills for Employment
IMPACT	• Access to ECCE • Child development outcomes • School readiness	• Literacy and numeracy skills • Inclusion and retention of out-of-school children	• Training and upskilling • Job placement • Retention in the job
COUNTRIES	 Rwanda  Sierra Leone  South Africa	 Sierra Leone  Ghana  Nigeria	 Tunisia
OUTCOMES FUNDING	 MINISTRY OF FOREIGN AFFAIRS OF DENMARK  The LEGO Foundation	MINISTRY OF BASIC AND SENIOR SECONDARY EDUCATION SIERRA LEONE  Ministry of Education REPUBLIC OF GHANA  KOICA Korea International Cooperation Agency  THE WORLD BANK UK International Development Partnership | Progress | Prosperity CIFF CHILDREN'S INVESTMENT FUND FOUNDATION HEMPEL FOUNDATION 外務省 Ministry of Foreign Affairs of JAPAN	 Schweizerische Eidgenossenschaft Confédération suisse Confederazione Svizzera Confederaziun svizra Bank of America
COMBINED BUDGET	**$60 million**	**$73 million**	**$6 million**

Part one

Introduction to the Impact-linked Fund for Education

iGRAVITY – THE IMPACT HOUSE

iGravity is an **impact advisory and investment management firm** that designs and manages **finance solutions** delivering **solid returns** for investors and **meaningful impact** for communities.

ADVISORY

Design of innovative finance structures and impact management systems

INVESTMENTS

Investment management focused on private assets in Emerging Markets

Founded in 2017
Team of 35+ experts

100+ international partners and clients

Zurich, Milan, Kampala, Nairobi, Bogotà



ALTERNATIVE BANK SCHWEIZ
HEKS EPER
UNDP
Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra
Swiss Agency for Development and Cooperation SDC
DRC DANISH REFUGEE COUNCIL
KFW
CONRAD N. Hilton FOUNDATION
Swiss Re Foundation
Swedfund
IKEA Foundation
WWF

WE MANAGE DIFFERENT INVESTMENT MANDATES ACROSS SECTORS AND GEOGRAPHIES

Investment Mandates	IMPACT-LINKED FINANCE FUND	REFUGEE INVESTMENT FACILITY	balm INVESTMENTS	SECO Startup Fund	• IMPACT YIELD • EMERGING IMPACT DEBT
Impact Investment Thesis	Provide financial incentives to enterprises for better impact	Improve livelihoods for refugees & host communities across different impact lens	Improve rural communities' income and resilience	Promote sustainable economic development aligned with Swiss International Cooperation	Provide access to diversified impact investments with focus on Emerging Markets private debt
Main Sectors	Education, Financial Inclusion, Health, Climate, Gender	Sector agnostic but most active in: Decent Work, Agriculture, Clean Energy, Financial Inclusion	Agriculture, Clean Energy, Clean Water	Sector Agnostic	Sector Agnostic
Main SDGs					
Geographies	Emerging Markets	Uganda, Jordan, Kenya, Colombia *	Uganda, Senegal, Tanzania, Kenya *	Emerging Markets	Emerging Markets
Underlying Investments	SIINC and Impact-Linked Loans |USD 0.2-1M	Impact-Linked Loans USD 0.1-0.75M	Senior Loans USD 0.25-1.5M	Loans USD 0.3M-1M	Private Debt funds, notes and bonds
Investees	Start-ups and growth SMEs	Growth and mature SMEs & Financial Institutions	Growth and mature SMEs	Start-ups and growth SMEs	Mature SMEs
Key Partners	Swiss Re Foundation JACOBS FOUNDATION Schweizerische Eidgenossenschaft Confédération suisse Confederazione Svizzera Confederaziun svizra Swiss Agency for Development and Cooperation SDC Fourfold	Missionary Sisters of the Sacred Heart of Jesus CONRAD N. Hilton FOUNDATION DRC DANISH REFUGEE COUNCIL IKEA Foundation	HEKS EPER Bread for all. somaha foundation	Schweizerische Eidgenossenschaft Confédération suisse Confederazione Svizzera Confederaziun svizra Swiss Confederation Federal Department of Economic Affairs, Education and Research EAER State Secretariat for Economic Affairs SECO seedstars	ALTERNATIVE BANK SCHWEIZ HNW Individuals Foundations Wealth Managers
Financing opportunity	Open for grant contributions	Open for investments Open for grant contributions	Open for investments	N.A.	Open for investments

ABOUT ILF EDUCATION

The Impact-Linked Fund for Education (ILF Education) is a catalytic foundation that raises grants from foundations, development agencies, NGOs, and other philanthropic partners. It provides impact-linked finance to organizations that help children and youth improve learning and skills through innovative products and services.

MANAGER

iGRAVITY

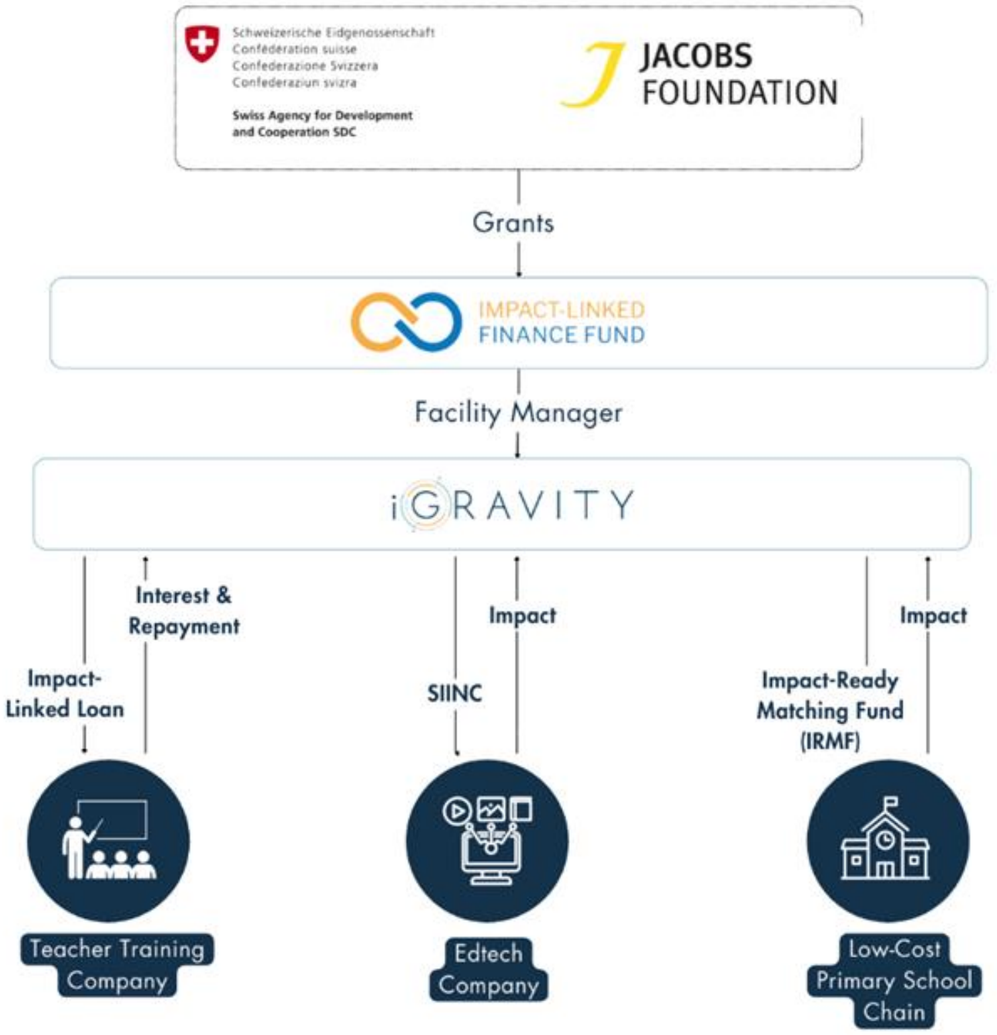
Responsible for selection of enterprises, structuring financial terms and impact KPIs and monitoring economic and impact performance over time.

EVIDENCE PARTNERS

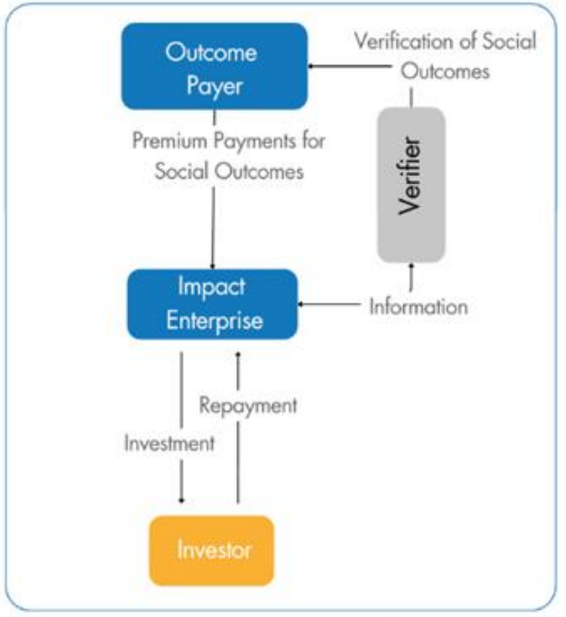
SAGANA Dalberg

Provide expert advice to ensure defined KPIs lead to increased learning outcomes and provide IMM support to financed companies

Objective: Finance high-impact organizations providing affordable, quality education and skills development opportunities
Target Geography: Global (ODA-recipient countries)
Sectors: Early Childhood Development, Primary & Secondary Education, Vocational Skills Development



SOCIAL IMPACT INCENTIVES (SIINC)



OUR PORTFOLIO AND OUTREACH

Since 2022, the Impact-Linked Fund for Education has funded 20 organizations in 14 countries through :

- 16 Social Impact Incentives (SIINCS)
- 2 Impact-Linked Loans
- 2 Impact Ready Matching Funds
- 1 Impact-Linked Payment
- 1 Milestone-based Technical Assistance

This funding is supporting high-impact enterprises in affordable education, edtech, and vocational training, improving learning outcomes and vocational/technical skills across developing countries.

22 transactions, often in combination with dedicated technical assistance support

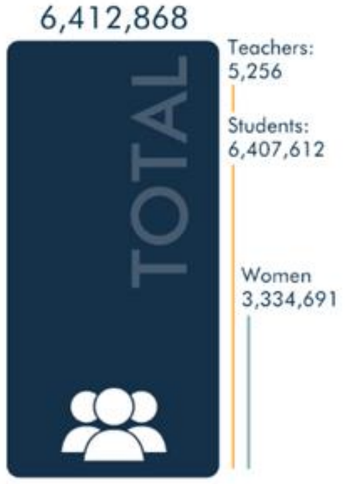
$8.3+ Million allocated across Africa, Middle East & Latin America through different instruments

4 further transactions are currently being finalized and will be added to the portfolio in 2026



ACHIEVEMENTS AND EXPECTED OUTCOMES

1. Access and Reach



Direct Reach Through ILF Education Funding

204,000+ Children & Youth

Our funding will allow our portfolio organizations to reach more than 204,000 beneficiaries - these results are externally verified and payments are linked to successful verification. In total, our current portfolio organizations reach more than 5 million students and teachers, more than half being girls or women..

Average Performance of ILF Education Portfolio Companies Learning Programs

Student Test Pass Rate 84%

In low- and middle-income countries, 57% of children don't reach reading proficiency by the end of primary school *(UNESCO, 2022)*.

Retention Rate 78%

In 2022 the survival rate to the last grade of primary education in Africa was 65.2% *(UNESCO, 2025)*.

Completion Rate 70%

In 2023 the completion rate for primary education in Least Developed Countries was 65.7% whereas for secondary education it was of 43.9% *(UNESCO, 2025)*.

We do not focus on outreach alone but also ensure long-term sustainability by rewarding retention and pass rates.

2. Economic and Social Outcomes of ILF in Education Contexts

22-46%

expected average increase in learning outcomes over 4 years (otherwise no full payments are made).

Education explained roughly 45–50% of global economic growth from 1980 to 2019

Gethin, A. (2024). Education and the Reduction of Global Poverty, 1980-2019.

Across low and middle income countries, a 1 standard deviation increase in literacy/numeracy skills leads to 12–20% higher wages, and up to 25% in unequal economies.

World Bank (2016). Are There Skills Payoffs in Low and Middle-Income Countries?
Hanushek, E. A. et al (2014). Returns to skills around the world: Evidence from PIAAC.

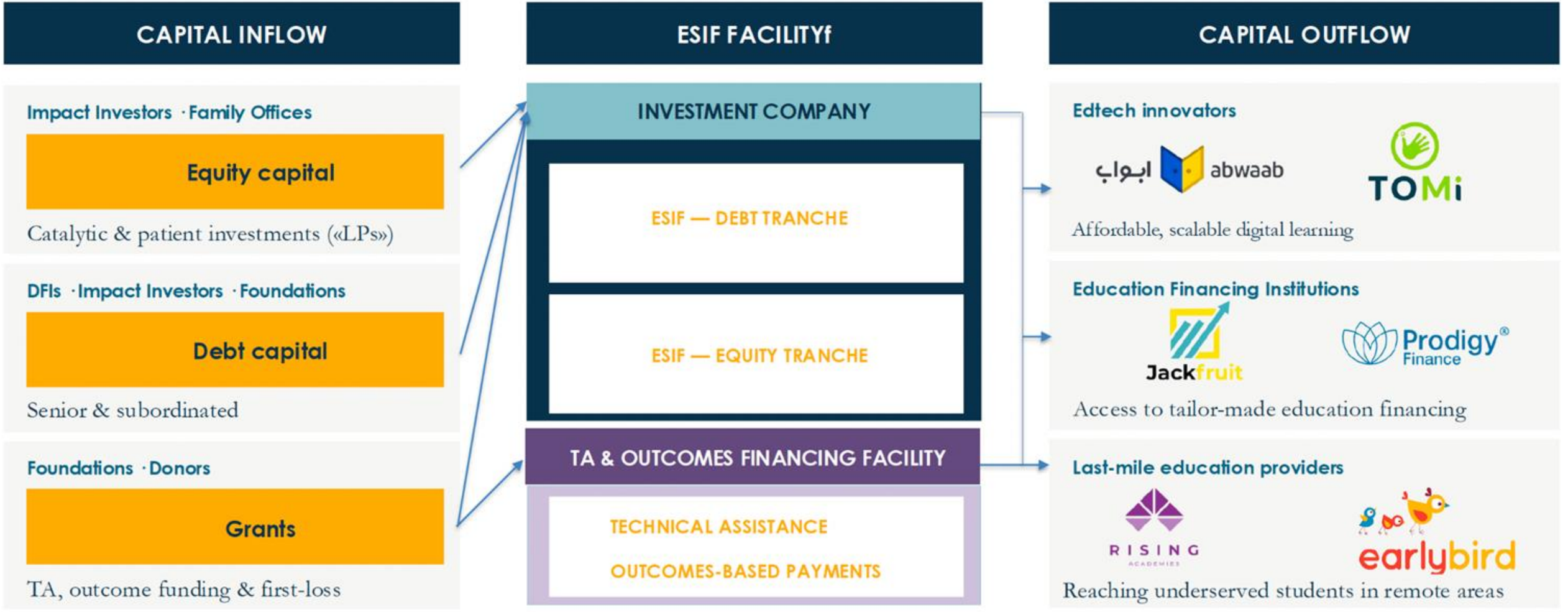
3. System-Level and Sustainability

ILF unlocks sustainable private capital for education, ensuring funding continues beyond one cycle. This resilience leads to continuity, growth, and stronger student outcomes. Our portfolio companies will raise more than $20 million in external repayable capital to fuel future growth and impact.

$20M+

ESIF — A BLENDED-FINANCE STRUCTURE FOR EDUCATION ENTERPRISES

ESIF mobilises a blend of concessional and catalytic capital, deploying it through a dedicated facility into education enterprises across emerging markets.



Part one

Introduction to the Incentives for Learning (IfL) programme

The problem

- The **share of enrolment in low fee private schools has risen steadily**, however learning outcomes in the sector have not seen a similar growth.
- School financing is often directed towards improvements that make the biggest impression on parents (eg: buildings), rather than **investing in tested approaches that drive student learning.**
- Making student learning a business priority for school owners requires **data for decision making and a mindset shift.**

WHAT IS IfL?

A school loan with a discount for learning - a small nudge, not a new loan product.

1. **School takes loan**

   Loan includes reward terms tied to learning levels.

2. **Children are assessed**

   Independent literacy and numeracy assessments.

3. **School qualifies for reward**

   Tiered reduction in cost of capital (interest).

When learning becomes a business priority - behaviour shifts.

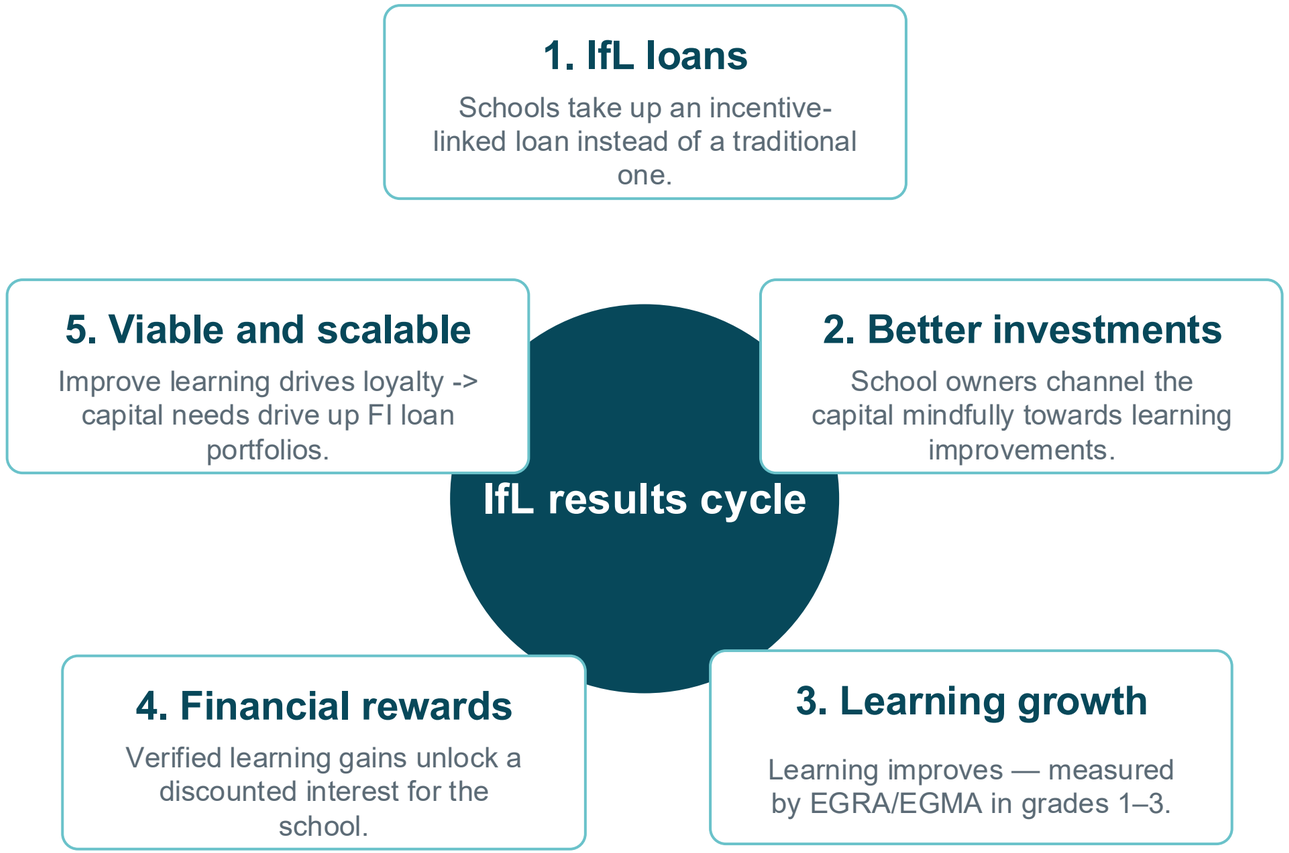
Owner → leaders → teachers → classroom practice.

School leaders and teachers are motivated to adopt **low-no cost interventions** targeted at learning outcome improvements.

When the children's literacy and numeracy improve, the school owner pays less in interest for their loan.

HOW IT WORKS

The IfL Pilot (2024-2026): Can **financial incentives** *alone* drive **learning outcomes** in low-fee private schools in Kenya?

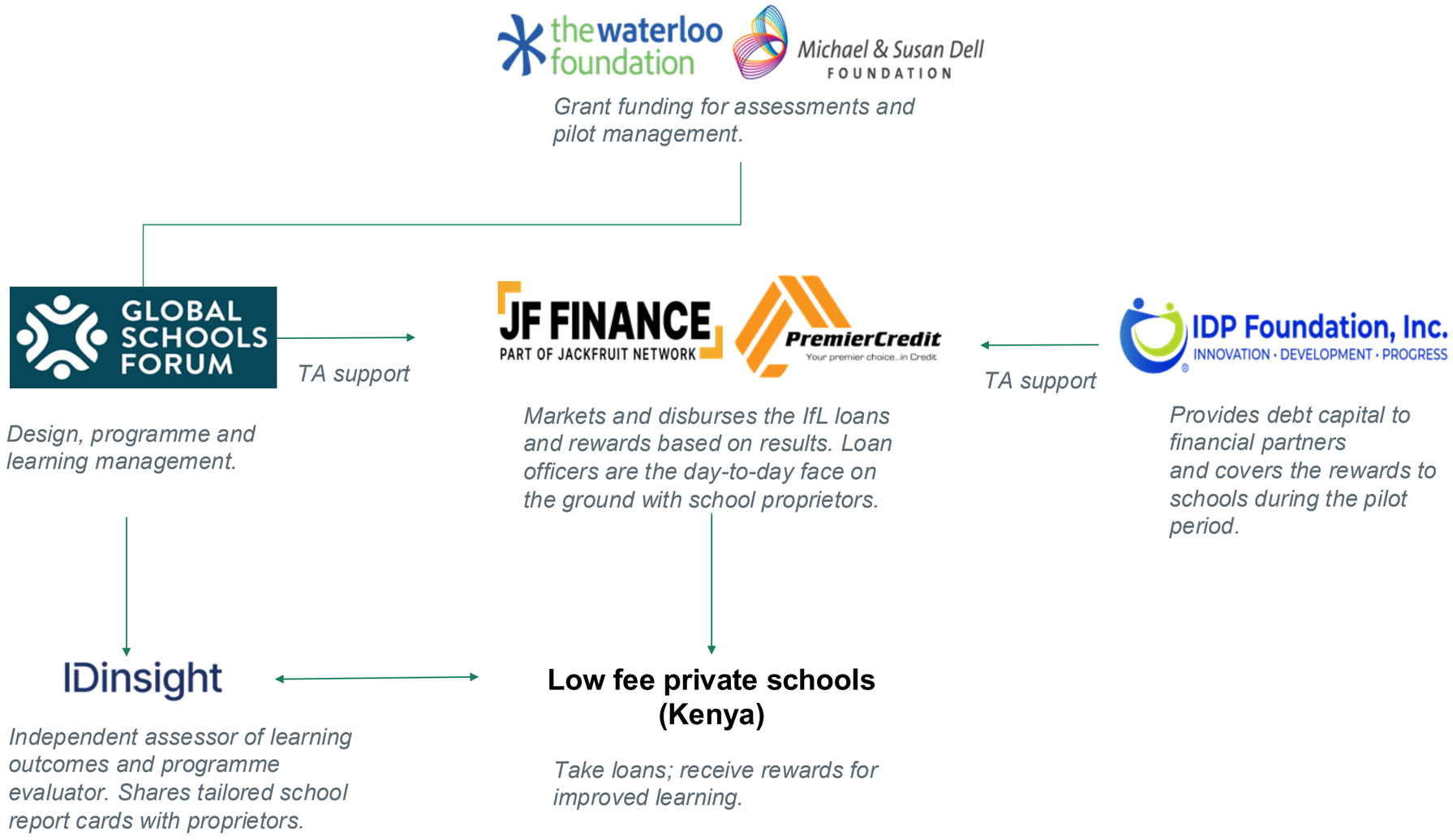


Key features & assumptions

1. **Sign-up fee:** Schools will be willing to pay a 1% client contribution fee as commitment to the programme.
1. **Reward pull:** The tiered interest reward is motivating enough for schools to sign up **[35-100% interest reduction** spread across installments or as lump sum**]**
1. **Tailored feedback:** Tailored report cards with results from FLN assessments, teacher predictions, proprietor survey; a resource hub; and a peer learning community helps schools identify and adopt low-/no-cost interventions to improve learning outcomes - comparative framework to assess where they stand against peers.
1. **Commercial viability:** IFL drives organic demand from schools, lowering marketing/operational costs over time and improving profitability for financial institutions through a growing loan portfolio.

STAKEHOLDERS & ROLES

IfL - Implementing partners



PRIORITIES

Progress to date

As of date:

127
Loans Disbursed

~$300K
Debt disbursed

100%
Reward Qualification in Feb 2026

- Validated measurement standards and set up reward formula/tiers
- Developed a school selection criteria
- Integrated the incentive model into partner financial institution's operations,
- Conducted the first year of reward linked assessments and disbursements.

Looking Ahead

Solidifying Evidence & Action

Building Year 2 data to establish sustainability of learning gains. Enabling cost-effectiveness analysis linking investment to student progress.

Improving Operational Efficiency

Refining implementation processes to ensure seamless execution across growing school portfolios.

Commercial Sustainability

Demonstrating efficiency within commercial operations to prove genuine school demand and long-term viability and impact of IfL loans.

LESSONS SO FAR

Programme learnings

The accountability structure is bottom up starting from the schools - hence, incentives needed to be aligned across the board.

EMBEDDED INSTITUTIONAL BUY-IN

Onboarding FIs means embedding buy-in at every level: **HQ sponsorship, branch level and loan officer coaching**, and integrating the loan via **hybrid field visits (GSF, IDP + FI)** into **each FI's existing loan journey**.

VALIDATED LOAN TERMS

Sustainable demand comes from designing around what school owners need. Using **focus groups and persona audits** we **shaped fee terms and messaging** that turn objections into features, now driving organic demand.

CONTEXTUALISED MEASUREMENT

A **CBC-aligned composite score** — **reading, maths and teacher-prediction accuracy** — benchmarked via a 2025 study of 90+ Kenyan schools, with midline testing across 1,156 pupils. Random sampling and independent oversight guard against gaming and exclusion.

ALIGNED INCENTIVES

Rewards are pegged to the **FI's own interest income**, so growth funds itself as the loan book scales. Aligned incentives across FIs, schools, children and investors, plus early loan uptake, point toward a self-sustaining model.

JACKFRUIT AS IMPLEMENTER

We layered the incentive a lending book we already had

We assumed the incentive would sell itself. It didn’t.

Nine weeks from the deadline, **37 of 75** target schools had enrolled — and neither cause was about incentive design.

The **1% enrolment fee** couldn’t be paid out of pocket — it had to be capitalised into the loan.

Our own **loan officers** , paid on commercial volume, treated the programme as non-core.

The binding constraint was distribution and enrolment friction — not the strength of the incentive.

THE TWO MODELS WE RUN · IfL & ILL

Two programmes in parallel — one added variable

IfL isolates the incentive. ILL adds mandatory teacher training. Same independent instrument on both.

	IfL — INCENTIVE FOR LEARNING	ILL — IMPACT-LINKED LOAN
THE VARIABLE	**Incentive only**	**Incentive + mandatory teacher training**
REWARD	Interest rebate, **35–100%** of interest due	In-kind vouchers — fuel, meals, airtime via M-PESA
TRIGGER	EGRA/EGMA at midline and endline	EGRA/EGMA + **36-item** classroom observation
TRAINING	None	JF Upskill — **17** KICD-endorsed modules
SCALE TODAY	**67** schools in pilot · Cohort 1 assessed	**261** schools · **1,358** teachers · **36** at endline
NEXT PHASE	+200 schools (Phase 2 of pilot)	TBD — funding dependent

ROUTE TO SUSTAINABILITY

1. Assessment cost reduced and embedded into standard loan pricing?
2. The reward pool > Bond or funded by FI or other?
3. Data gathering through technology and existing networks via schools/ loan officers other?
4. Tax and operational challenges.

IN SUMMARY

Three things to take away

01

Tying capital to learning is feasible

IfL embeds a tiered reward inside a school loan so improvements in student learning reduces the cost of capital — making learning a business priority.

02

The hard work is operational

Loan officer engagement, FI back-office integration, and trust with school owners decide whether the financial incentive actually shifts learning in classrooms.

03

Balancing impact and commercial viability is key

The reward is designed to be absorbed by interest income on a larger follow-on loan book — and the scale up phase will take what works to new markets.

Part two

A comparative framework

Cross model synthesis

A comparative framework

	Education Outcomes Fund (EOF)	ILF for Education	Incentives for Learning (IfL)
Who is the incentive for?	Actors providing services via grant-based funding	Education/skills enterprises with a business model	Fee charging registered low fee schools
Who is accountable if outcomes aren't met?	The impact investor or the implementer	Recipient education/skills enterprises	Recipient low fee schools
What kind of provider can this model work for?	Providers that use grant funding for service delivery	SMEs/start-ups offering products & services to businesses, governments (incl. schools) and students	Revenue generating enterprises with access to formal credit
How adaptable is this model to other contexts?	LMIC contexts with government ownership and/or outcome funding	Can work in difficult contexts (e.g. Lebanon, Iraq, Liberia) but there's a contextual limit	Incentive mechanism can travel across revenue generating schools, with some contexualisation to loan/reward terms
Is there a credible route to running the model without external subsidy?	Full government ownership as public service/subsidy	-Non-refundable instruments (like SIINCs) outcome payers will always be needed - Refundable models (e.g. impact-linked loans) subsidies can be minimized	Growing loan portfolios could generate sufficient FI income to absorb rewards in the medium run without grants

Part three

Workshop - Facilitated discussion

Case study

Imagine a low-middle income country, whose education and financing context is characterized by the following aspects. A philanthropic funder has committed $10 million to support education outcomes in 1-2 districts over the next five years. The funder wants to move beyond traditional grant funding and use outcomes-based financing to improve the effectiveness and sustainability of education spending.

- Strong demographic growth and high share of children and youth as part of total population
- Limited public education budgets, which are coming further under pressure due to declining ODA
- A relatively high share of population living in rural and remote areas, with limited (desktop) connectivity
- A nascent, but growing entrepreneurial ecosystem
- A relatively stable macroeconomic environment, but still limited foreign direct investments (FDI)
- Below grade-level benchmark performance in literacy and numeracy outcomes persistently
- A number of non-profit organisations delivering evidence-backed interventions through government schools
- 50% learners in government schools; and the rest in private schools a majority of which are low-fee

Discussion

1. **Is there a rationale for OBF in this ecosystem?**
2. **Which tool/mechanism is best placed to solve the particular problems of this ecosystem?**
3. **Are there gaps that these models don’t address? Adaptations needed? Other innovations?**
4. **What room is there for coordination/collaboration/partnership in these models?**
5. **What are implications for sustainability of each model and how do we bake that in from the start?**

Part four

Synthesis - key takeaways

Synthesis

What is one learning/ new idea/ action step that you are taking away from the discussion today?

Thank you



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NOW

Coffee break

10:00 BST

NEXT UP

Roundtables and workshops

(in person only)

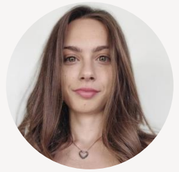
10:30 BST

Full programme

scan to view the programme and choose your session

Roundtables and workshops (10:30-12:00 BST)

01



The governance of learning and growing: Are we designing systems that enable us to act on the evidence they produce?

Location: Executive Seminar Room

Session leads: Arnaud Vaganay (What Works Centre for Children and Families), George Poquillon (EOF), Mohammed Alotaibi (United Nations University), Sreeja Nair (National University of Singapore), Vassilis Karokis-Mavrikos (University of Surrey), Felix-Anselm van Lier (University of Oxford), Maria Patouna (University of Oxford), Eleanor Carter (University of Oxford), Juliana Outes Velarde (University of Oxford)

02



Beyond compliance: How can we shift social procurement from transactional to transformational

Location: Tun Razak Lecture Theatre

Session leads: Mara Airoldi (Schwab Foundation), Diarmuid McDonnell (New College), Warren Smith (Posterity Global), Rony Birman (SFI), Gavin Heyman (Open Contracting Partnership)

03



From test kitchen to public systems: the recipe(s) for scalable and accountable cross-sector partnerships

Location: Seminar Room 1&2

Session leads: Andrea Anastasiu (University of Oxford), Maria Paulina Gómez (Fundacion Corona), Caroline Gadd (Social Finance), Nayantara Watsa (Tiko), Kay Atanda (World Bank), Nicole Pflock (Instiglio), Patsy Kraeger (Creighton Community Foundation), Jeff Boles (Creighton Community Foundation), James Magowan (DCMS)

04



Using Outcomes Contracts for System Transformation in Health & Social Care: the case of Neighbourhood Transformation Funds

Location: Seminar Room 3&4

Session leads: Alec Fraser (KCL), Clare FitzGerald (KCL), Katy Nex (Social Finance), Angus Kerr (Social Finance), Richard Ball (Macmillan Cancer Support)

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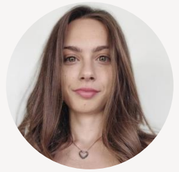
4 SEPTEMBER

ROUNDTABLES AND WORKSHOPS

#SOC26

Roundtables and workshops (10:30-12:00 BST)

01



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GOVERNMENT OUTCOMES LAB

Executive Seminar Room

Roundtable

THE GOVERNANCE OF LEARNING AND GROWING: ARE WE DESIGNING SYSTEMS THAT ENABLE US TO ACT ON THE EVIDENCE THEY PRODUCE?



Arnaud Vaganay
What Works Centre for Children and Families



Georges Poquillon
Education Outcomes Fund



Mohammed Alotaibi
United Nation University



Sreeja Nair
National Univeristy of Singapore



Vassilis Karokis-Mavrikos
University of Surrey



Juliana Outes Velarde
University of Oxford



Felix-Anselm van Lier
University of Oxford



Eleanor Carter
University of Oxford



Maria Patouna
University of Oxford
Chair

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Join at Slido.com
#SOC26

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THE LEARNING STATE

From Evidence Production to Institutional Adaptation

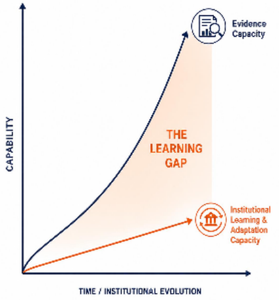
Governments have become increasingly capable of producing evidence; the Learning State adds the institutional capacity to convert evidence and experience into judgment, adaptation and institutional memory.

I. WHY GOVERNMENT DOESN'T LEARN

1. Evolution of the State

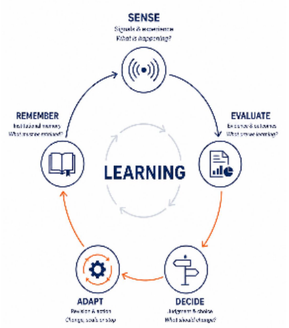


2. The Learning Gap



II. HOW A LEARNING STATE WORKS

3. The Learning Loop

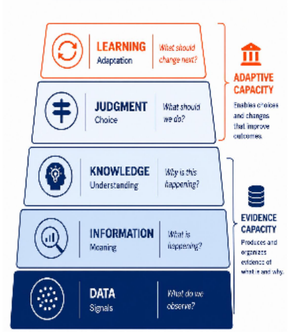


4. Where Learning Breaks



III. WHAT WE NEED TO BUILD

5. The Capability Stack



6. Evaluation ≠ Learning



7. Toward the Learning State

EVALUATION STATE		LEARNING STATE
RETROSPECTIVE focuses on what happened	SHIFT TO	PROSPECTIVE focuses on what should change
COMPLIANCE-DRIVEN targets, standards, control	SHIFT TO	LEARNING-DRIVEN adaptation, revision, improvement
REPORTING ORIENTATION findings for accountability	SHIFT TO	EVIDENCE FOR ACTION insights that inform decisions
LINEAR PROCESS measure → assess → report	SHIFT TO	ADAPTIVE LOOP diagnose → design → experiment → adapt

FROM INFORMATION TO LEARNING, TOWARD COGNITION

The Information State of yesterday strengthened government's capacity to observe, measure, and evaluate. The Learning State of today extends this capacity by converting evidence and experience into policy judgment, institutional adaptation, and cumulative capability. The Cognitive State of tomorrow will evolve by combining institutional learning with computational thinking to model the complexity of the future.

Mohammed Alotaibi
Research Fellow

UNU CRIS

SOCIAL OUTCOMES CONFERENCE 2026
Roundtable on the governance of learning and growing

GOVERNMENT OUTCOMES LAB

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NOW

Lunch and Poster Gallery

12:00 BST

NEXT UP

Deep Dives

(in person and online)

13:15 BST

Full programme

scan to view the programme and choose your session

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Tun Razak Lecture Theatre

Roundtable

BEYOND COMPLIANCE: HOW CAN WE SHIFT SOCIAL PROCUREMENT FROM TRANSACTIONAL TO TRANSFORMATIONAL



Diarmuid McDonnell
New College



Warren Smith
Posterity Global



Rony Birman
Social Finance Israel



Gavin Hayman
Open Contracting Partnership



Mara Airoldi
Schwab Foundation
Chair

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Seminar Rooms 1&2

Workshop

FROM TEST KITCHEN TO PUBLIC SYSTEMS: THE RECIPE(S) FOR SCALABLE AND ACCOUNTABLE CROSS-SECTOR PARTNERSHIPS



Maria Paulina Gomez
Fundación Corona



Nayantara Watsa
Tiko



Caroline Gadd
Social Finance



Nicole Pflock
Instiglio



Kay Atanda
World Bank Group



Patsy Kraeger
Creighton Community Foundation



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Andreea Anastasiu
University of Oxford
Chair

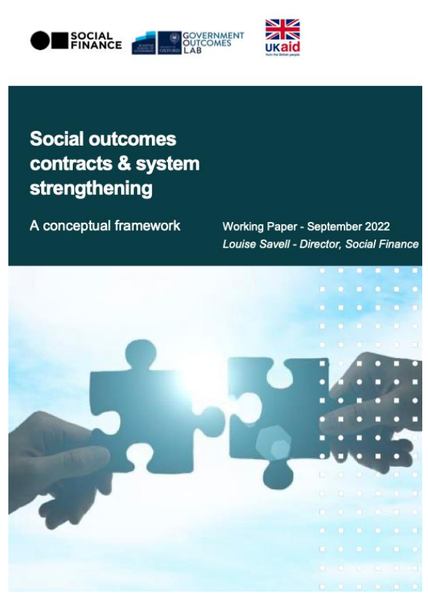
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(Still)Chasing the Holy Grail?











Many Paths up the Mountain of Strengthening Systems through Outcomes-Based Finance

Updated: Sep 26, 2024

22 August 2024

This is the second of two blogs sharing insights from a learning group on innovative finance in education, co-facilitated by the Education Finance Network and the Education Outcomes Fund. The group has brought together experts from 34 organizations in five discussion sessions over a period of nine months for an earnest exchange on opportunities



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Some recurring themes

- Technical capacities AND behavioural change
- Importance of learning systems within AND across organisations
- Robust evidence generation AND compelling story-telling
- Lack of single, shared understanding of what me mean by ‘scale’, ‘mainstreaming’ etc.
- Different pathways and strategies for using outcomes-based approaches to achieve impact at scale are emerging – something we explored at SOC last year

--

- We are making progress, but can we accelerate pace through collective learning and sharing of best practice (in particular, by paying more attention to Global South experiences)?
- What are the different roles & ‘ingredients’ that different types of stakeholders bring?

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This session

PART I. Rapid fire presentations:

- Scaling with government: Nicole & Maria Paulina
- Designing solutions from scale: Nayantara & Jeff and Patsy
- Balancing the technical and relational in complex settings: Caroline
- Respondents: James & Kay

PART II. Group discussions:

- The recipe for scaling with government – with Nicole, Maria Paulina & James
- The recipe for designing solutions for scale – with Nayantara, Jeff & Patsy
- The recipe for balancing the technical & relational in complex settings – with Caroline, Kay & Andreea

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September 2026

Scaling with Government

Government's own perspective on what nonprofits and funders can do differently



Nicole Pflock
Director, Instiglio

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Get the study here!

WHY THIS STUDY IS DIFFERENT



Spring Impact, Instiglio, and LGT Venture Philanthropy co-authored this study using 12 case studies and 30 interviews, split evenly between nonprofit and government voices. The report defines "scaling with government" narrowly: **government pays through its own budget and holds accountability** for delivery, whether it delivers directly or commissions someone else.

- **12** cases
- **30** interviews, half with **government officials**
- Over half the cases in **Sub-Saharan Africa**
- **Sectors**: **5** health, **5** education, **1** WASH, **1** rural infrastructure

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THREE CONDITIONS DECIDE WHETHER SOMETHING SCALES

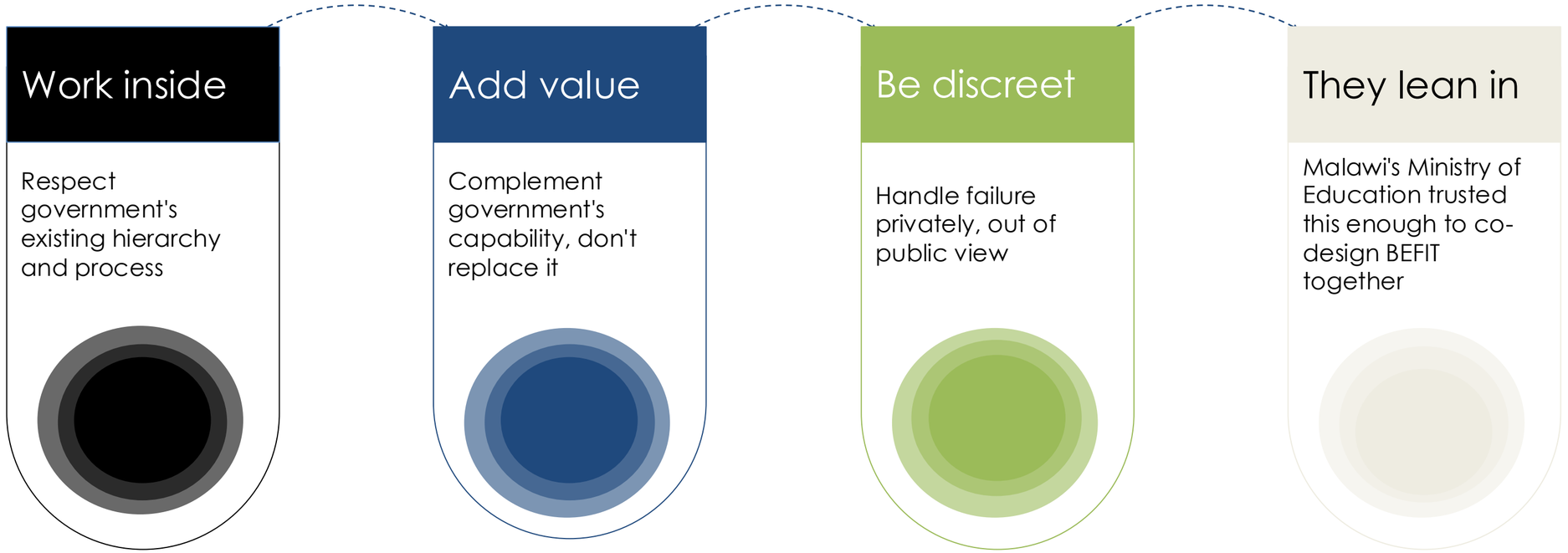
- A good solution alone doesn't determine whether something scales.

POLITICAL	FINANCIAL	DELIVERY
Is this a **real government priority right now?**	Can **government afford it within its own rules?**	Is there a **system that can carry it?**

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OFFICIALS WEIGH RISK BEFORE THEY WEIGH RESULTS

Backing an outsider is personal and political risk for an official, not just a technical call.



What the nonprofit sector values, like model fidelity, visible results, and public learning, isn't always what makes something adoptable inside government.

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THE MINDSET SHIFT: SOLVE THE PROBLEM, DON'T SELL THE SOLUTION

Government is solving its own problem. The model is just one input.

- Government isn't trying to scale a nonprofit's model, but to solve its own problems.

- Only 1 of the 12 cases (Lively Minds) scaled its solution largely as-is.

Examples



Water for People, Rwanda

Asked the problem first



Malawi, BEFIT

Co-designed from day one

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PHILANTHROPY CARRIES THE EARLY RISK

None of this happens without a funder willing to go first.

Funders enable scaling with government in **three ways:**

- **Patient capital** — long timelines, not fixed grant cycles
- **Flexible capital** — funds judgment, not fixed targets
- **Active role** — opens doors, backs co-financing

The real question isn't how to convince government. It's how government actually makes decisions, and how to position yourself, and actively help the right conditions line up, for the moment they do.

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COLOMBIA DID NOT SCALE AN INSTRUMENT. IT BUILT AN OBF ECOSYSTEM.

A decade of learning by doing

ALIGN | 2014-2016. Stakeholders converged around a shared problem and the first use case: formal employment.

- ✓ Start with a public problem—not a perfect legal framework.

LEARN BY DOING | 2017-2024. Four SIBs, an Outcomes Fund and a performace-based contract generated evidence, market capability and confidence. The experience informed national policy, Bogotá's district mechanism and public commissioning in employment.

- ✓ Learn through transactions, then standardise what works.
- ✓ Build the market deliberately.
- ✓ Use catalytic capital to absorb *temporary* risk, to enable the innovation, to make the innovation *stay* when governments change.

SCALE & INSTITUTIONALISE | 2024-2028. Expanding across productivity, employment, financial inclusion and biodiversity - strengthening policy, ecosystem capacity and an outcomes-focused investment culture.

- ✓ Make performance a government capability.
- ✓ Move from projects to reusable public infrastructure.
- ✓ Recognise what remains unfinished.

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ENABLING CONDITIONS TO BUILD AN OBF ECOSYSTEM IN THE GLOBAL SOUTH

Public sector as a driver, not just a partner partner	---------->	Institutional ownership accelerates legitimacy, scale, and sustainability of outcomes-based approaches.
Strong local ownership and ecosystem leadership	---------->	Ecosystem building is more effective when led by trusted local actors
Market capacity on both the supply and demand side	---------->	concurrent strengthening of government demand, service provider readiness, and investor engagement.
Systematic learning for systemic change	---------->	Pilots, peer exchange, and structured reflection
Reliable, useable data	---------->	Effective measurement, based on reliable data also enables performance management, builds trust and accountability

The DREAM factors
1. Demand from government
2. Regulatory framework
3. Economic and political context
4. Availability of data
5. Market capacity

True innovation changes behaviors, processes, and incentives, not only the financing contract

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SOCIAL FINANCE

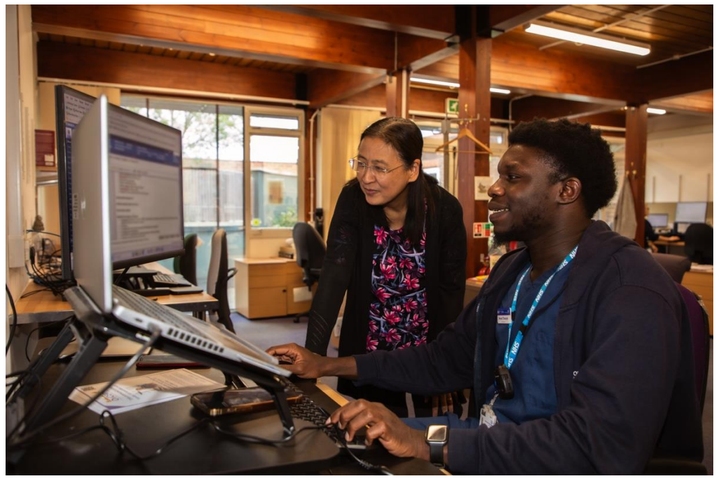
SEPTEMBER 2026

BALANCING THE TECHNICAL & RELATIONAL IN COMPLEX SETTINGS

Caroline Gadd
CEO, Social Finance

RIPEL is Rapid Integrated Palliative & End-of-Life care

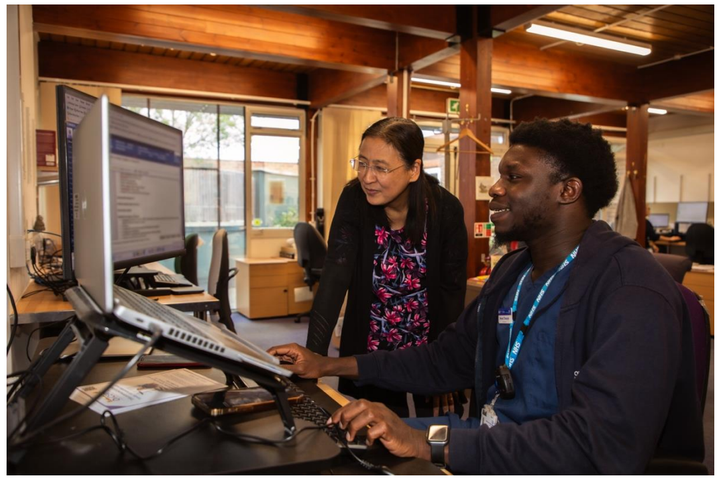






RIPEL is Rapid Integrated Palliative & End-of-Life care









11 fewer days spent in hospital



11 fewer days spent in hospital

33,000 + hospital bed days saved

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11 fewer days spent in hospital

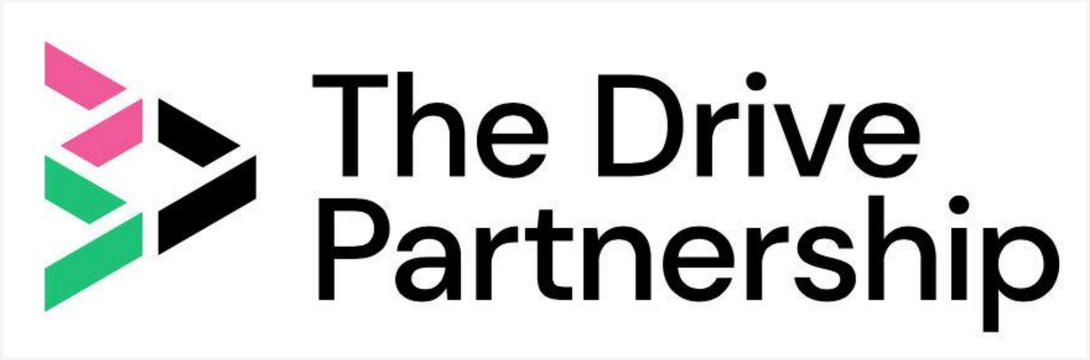
33,000 + hospital bed days saved

4,655 people accessing care


avocor
The Drive Partnership
Challenging harmful behaviour.
Stopping domestic abuse.
Respect
SafeLives
Ending domestic abuse
SOCIAL FINANCE

We need to stop asking “Why doesn’t she leave?”

and start asking “Why doesn’t he stop?”



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DRIVE
The Drive Project

6,949 high-risk perpetrators

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DRIVE
The Drive Project

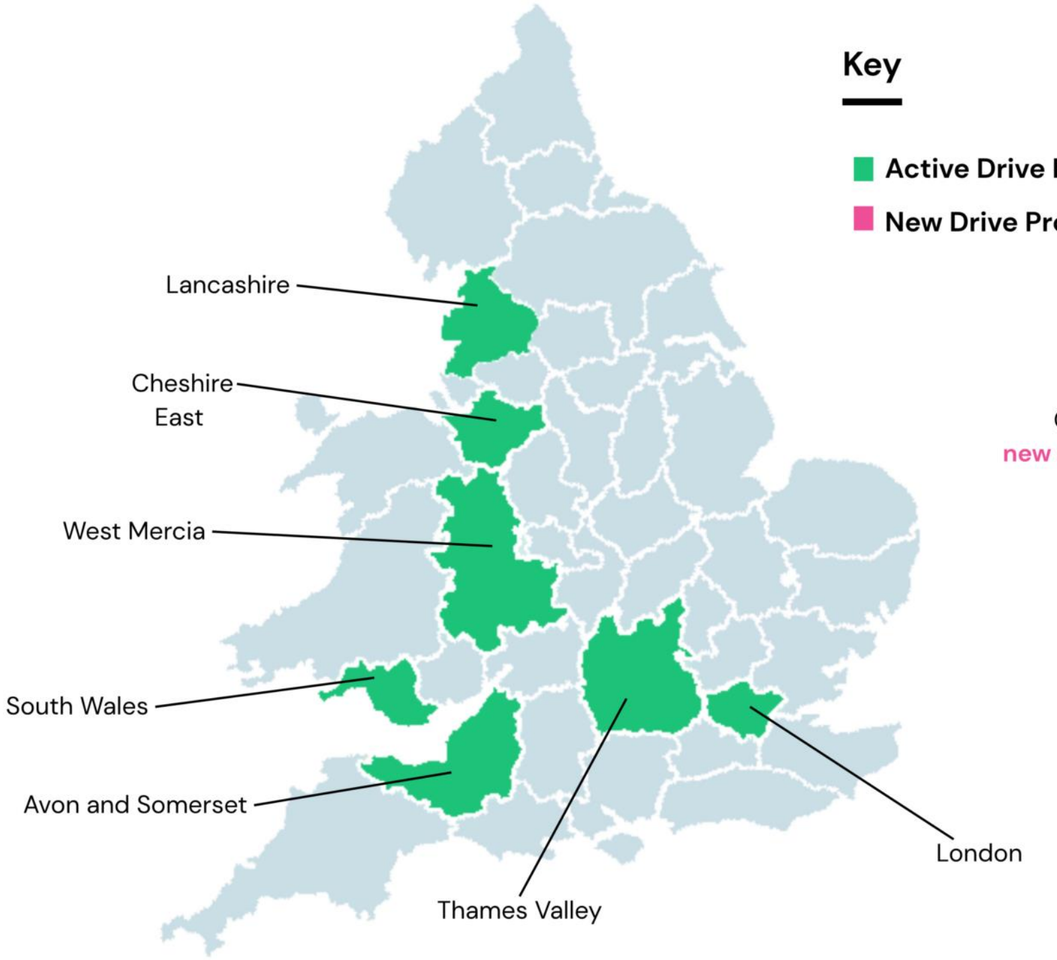
6,949 high-risk perpetrators

7,755 adult victim-survivors

14,196 child victim-survivors

The Drive Partnership

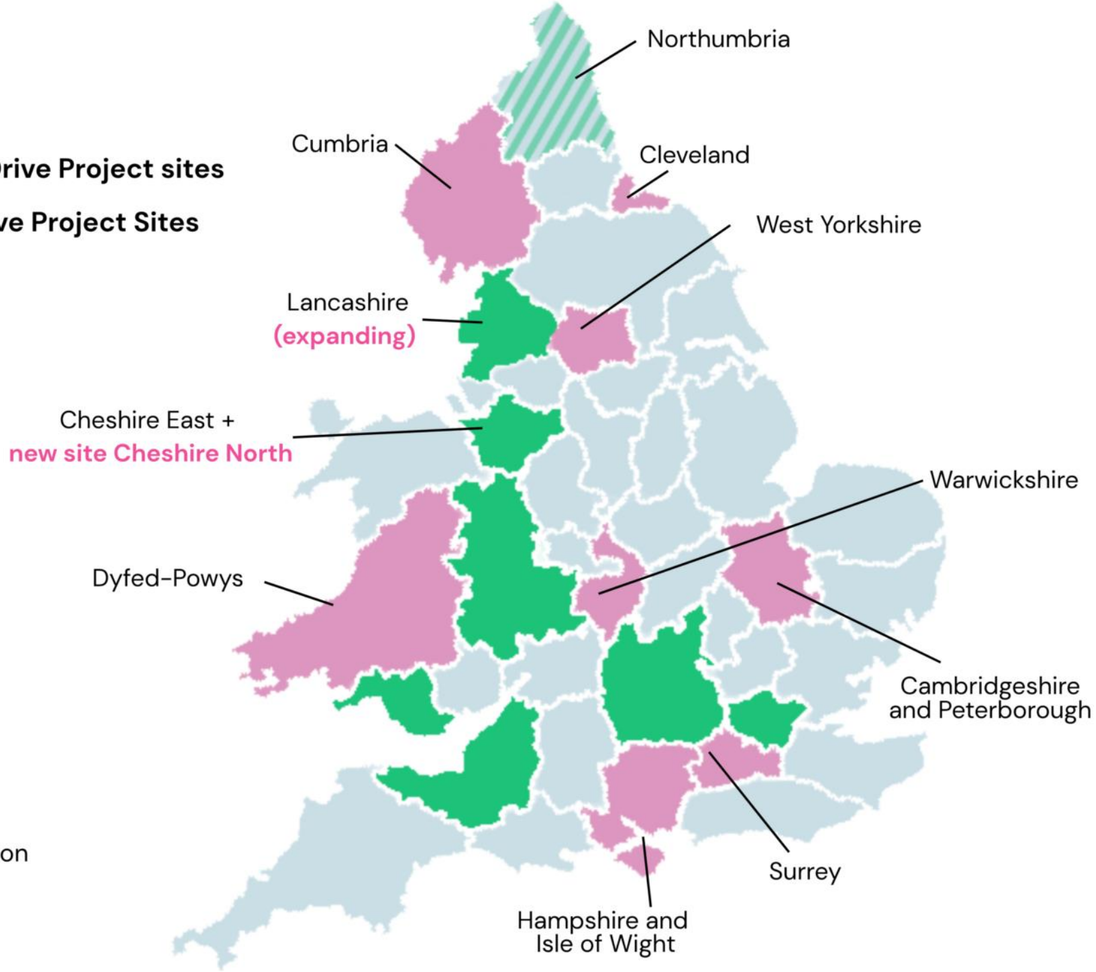
Active Drive Project sites



Key

- Active Drive Project sites
- New Drive Project Sites

Active and New Drive Project sites



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> They helped us define what it was that we were trying to achieve… and to ask, how can this be sustained? How can we demonstrate that this is value for money?
>
> Most of all they allowed us to be brave.

Professor Bee Wee CBE
Consultant in Palliative Medicine & Medical Director of RIPEL

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THANK YOU



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NOW

Lunch and Poster Gallery

12:00 BST

NEXT UP

Deep Dives

(in person and online)

13:15 BST

Full programme

scan to view the programme and choose your session

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Seminar Rooms 3&4

Workshop

USING OUTCOMES CONTRACTS FOR SYSTEM TRANSFORMATION IN HEALTH & SOCIAL CARE: THE CASE OF NEIGHBOURHOOD TRANSFORMATION FUNDS



Clare FitzGerald
King's College London



Katy Nex
Social Finance



Angus Kerr
Social Finance



Richard Ball
Macmillan Cancer Support



Alec Fraser
King's College London
Chair

Using Outcomes Contracts for System Transformation in Health & Social Care: the case of Neighbourhood Transformation Funds

Alec Fraser [1], Clare J. FitzGerald [1], Katy Nex [2], Angus Kerr [2], Richard Ball [3]

[1] *King's College London*
[2] *Social Finance UK*
[3] *Macmillan Cancer Support*

SOC26 Oxford, September 4, 2026

Two questions…

1. **The conference focus:** ***do relational cross-sector partnerships hold the key to better social outcomes?***

2. **Our project focus:** ***how can we use outcomes contracts to drive long-term sustainable integration across health systems to reduce health inequities?***

Funded by





Alec Fraser
KCL



Clare FitzGerald
KCL



Katy Nex
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Neighbourhood Transformation Funds (NTF)

A new innovation in social Investment



This briefing paper provides a concise, high-level summary of the social investment work undertaken to date by Social Finance and Macmillan Cancer Support, with learning partners King's College London, culminating in the recent innovation of the Neighbourhood Transformation Fund (NTF). It highlights the key lessons learned throughout this process and concludes with a call to action for partners and stakeholders to help shape the next phase of this work.

PUBLIC MONEY & MANAGEMENT
https://doi.org/10.1080/09540962.2025.2580560

Routledge
Taylor & Francis Group

OPEN ACCESS Check for updates

New development: Community transformation funds—Integrating statutory health and social care with the VCFSE sectors in the UK

Alec Fraser [a], Clare J. FitzGerald [a], Angus Kerr[b], Katy Nex[b] and Richard Ball[c]

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IMPACT

This article will interest integrated care systems (ICS) leaders, NHS managers, and those across the voluntary, community, faith, and social enterprise (VCFSE) sectors seeking more equitable and sustainable models of collaboration. It introduces the community transformation fund (CTF) model, which demonstrates how statutory and non-statutory bodies can co-develop services that address local priorities through a locally-owned, place-based vehicle. The purpose of this approach is to drive long-term integration across health systems to reduce health inequities. The model offers a scalable pathway for system transformation, defining a new role for national charities as investors and partners to both fund and facilitate change, acting as 'anchor' organizations within local systems. It shows how social investment can stimulate innovation, delivering tangible benefits for health systems by reducing demand and increasing capacity. The article provides practical insights on outcome-based funding models, embedding VCFSE organizations in service design and delivery, and strengthening locally-led, participatory decision-making.

ABSTRACT

The article outlines the ideas behind a novel approach labelled 'community transformation funds' (CTFs), aimed at improving integration between statutory and non-statutory health and social care organizations in the UK. It presents a rationale behind the need for improved integration and reviews the evidence on the two main component parts of CTFs—their financing mechanisms inspired by learning from social outcomes contracts, and their co-ordinative mechanisms inspired by learning from anchor institutions. It is hoped that the combination of CTF outcome funding and support for better co-ordinated local anchor constellations will enable greater diversity of engagement between statutory health and social care bodies with place-based voluntary, community, faith, and social enterprise (VCFSE) organizations, ultimately helping to improve health outcomes, reduce health inequities, and facilitate more ownership and community-led investment decisions in line with a positive public policy and administration (PPA) approach.

KEYWORDS

Community development; community transformation fund (CTF); health and social care outcomes-based contracting; integrated care systems (ICS); service integration; social investment; voluntary, community, faith, and social enterprise (VCFSE)

Running order for the workshop

- Scene setting presentations
  - *KCL: What are Neighbourhood Transformation Funds (NTFs) and why do we need them?*
  - *Macmillan and Social Finance: Early learning and reflections on implementing NTFs*

- Table break-out discussions
  - *Table 1: VCFSE/Anchor perspectives*
  - *Table 2: Statutory Organisations/commissioner perspectives*
  - *Table 3: Charity Investor perspectives*

- Feedback, plenary, and expert reflections
  - *Table-by-table feedback*
  - *Plenary discussion of key topics*
  - *Sara Allen and Chih Hoong Sin reflections and thoughts on scale-up*

What are Neighbourhood Transformation Funds and why do we need them?

Clare J. FitzGerald & Alec Fraser

Department of Public Services Management & Organisation,
King's Business School, King's College London

Introduction

Since 2023, KCL has been working as learning partners with Macmillan and Social Finance on the Community Transformation Fund project – relabelled Neighbourhood Transformation Fund (NTF) project in 2025. We will continue to work on this project until 2029.

Our presentation covers:

- **The problems the approach seeks to address**
- **The policy context**
- **An overview of NTFs**
- **Very brief pilot site details**

So many problems to be solved….

1. **Long-standing poor integration between the public and the voluntary sectors in UK health policy**
2. **Long-standing population health inequities**
3. **Scarcity of sustainable funding for personalized health and social services**
4. **Failure to prioritize prevention and long-term outcomes**
5. **The phenomena of ‘islands of success’**
6. **The desire for social investment to incentivize and reward ‘place-based’ improvements**



https://www.avu.education/component/easyblog/what-is-interprofessional-collaboration-in-healthcare?Itemid=437

Current policy context

- **The Three shifts (NHS 10YP, 2025):**
  - ***From hospital to community***
  - ***From analogue to digital***
  - ***From sickness to prevention***

- **A significant focus on Neighbourhoods e.g., *Integrated Neighbourhood Teams***

- **‘Crowd in philanthropic investment to deliver a new approach to neighbourhood care’ (National Cancer Plan, 2026; p50)**



Neighbourhood Transformation Funds.

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NTFs build on two existing concepts:

	Social Outcomes Contracts	Anchor Institutions
Traditional features	- Supplementary finance to catalyse experimentation and innovation - Focus on outcomes and preventative services - Attention to learning and evaluation	- Place-based drivers of socio-economic improvement - Public and non-profit organisations (e.g. hospitals, universities, local authorities) - Geographically tied to place and mission-focused
New features	- Place-based fund that promotes:	- Led by a national charity (Macmillan)

The NTF model delivers through two principles/entities

Place-based social investment

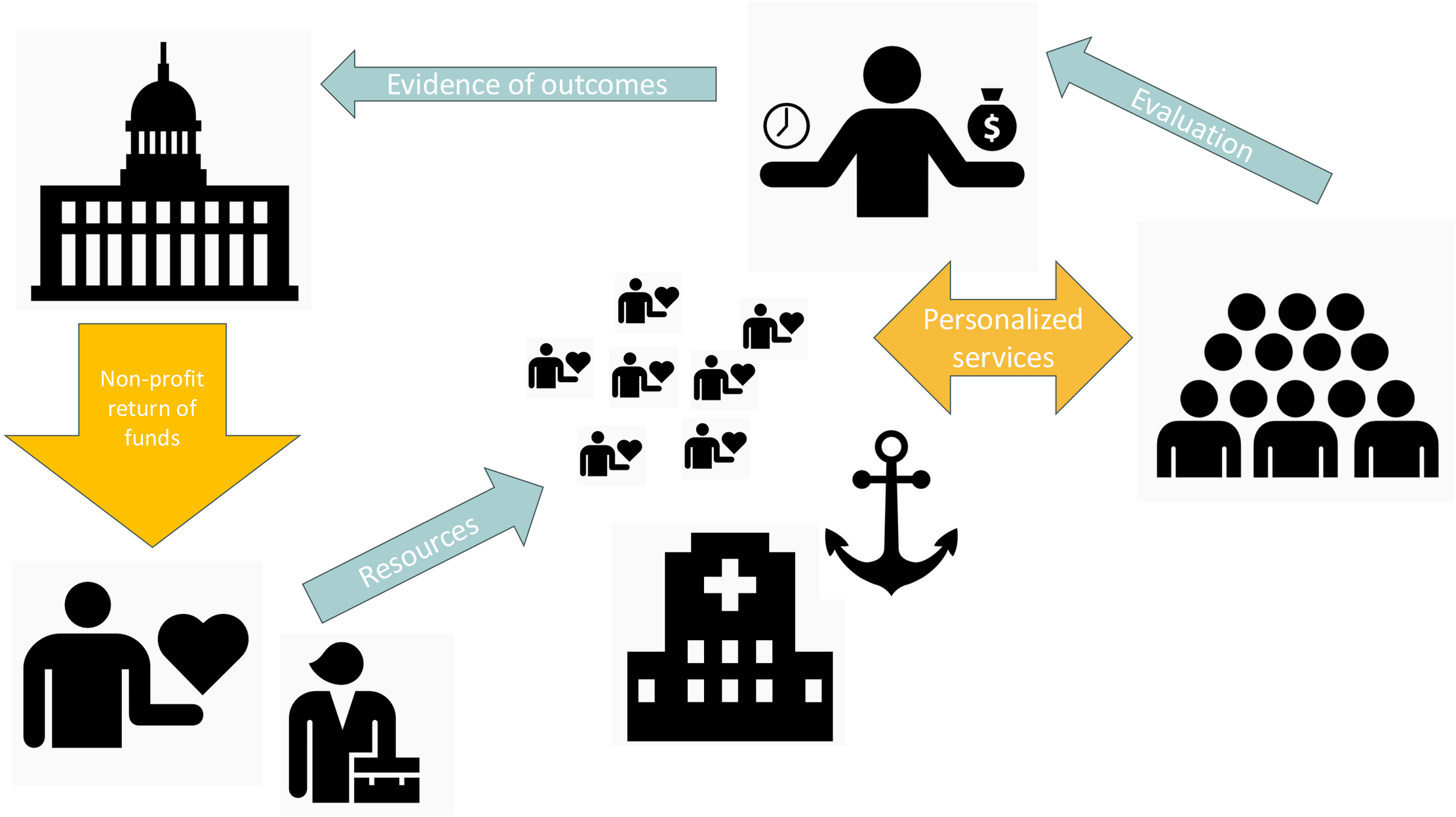
- **Community Interest Company* decides on interventions to fund across local services**
- **These are delivered through social outcomes contracts**
- **Aim is to provide personalised care and reduce spend/demand on NHS services**
- **Performance measurement and repayment of funds to the CIC (and ultimately investors) linked to performance**

in some but not all NTFs

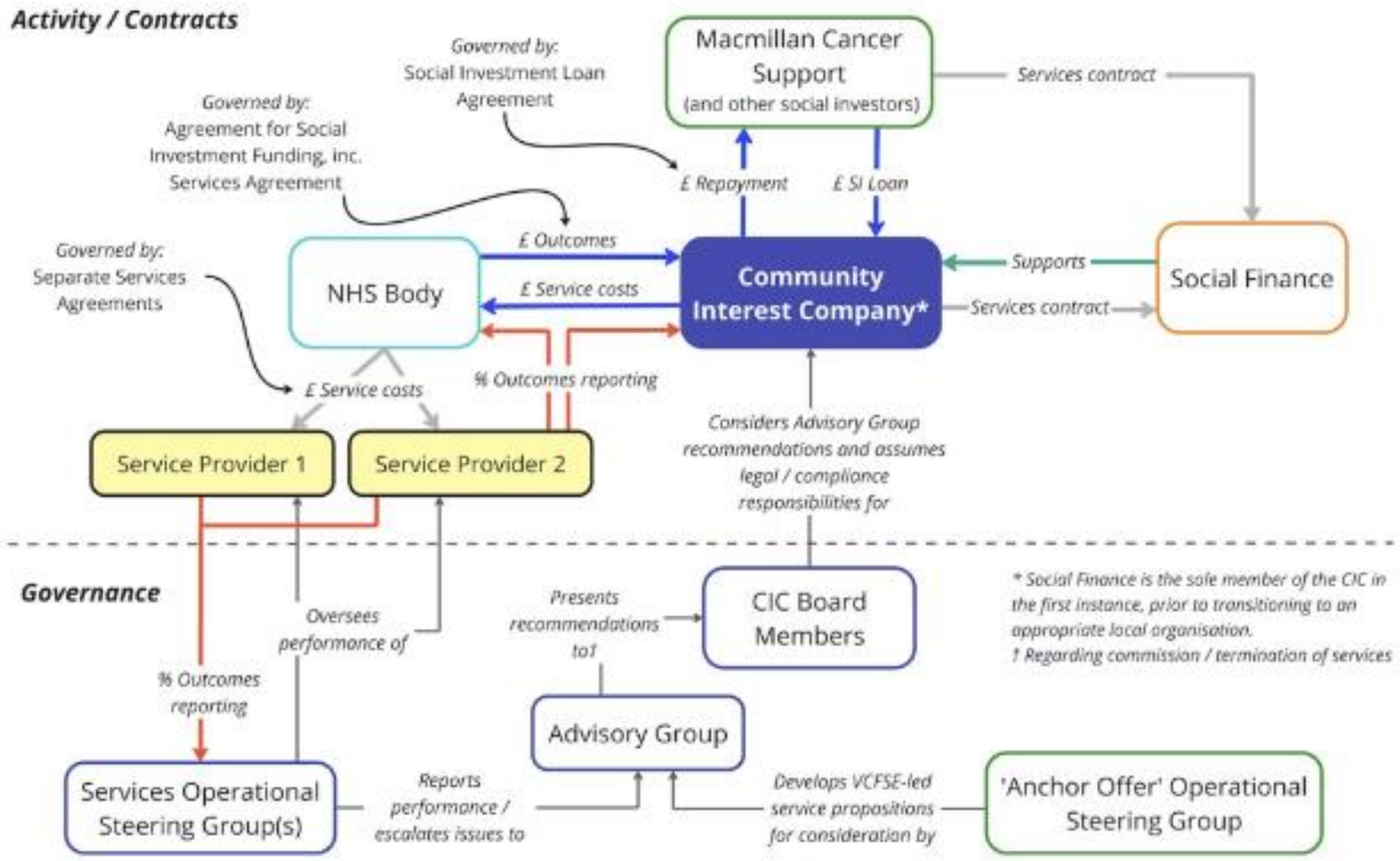
The local anchor

- **Anchor activities grant funded by social investor/s**
- **Aim to improve local VCFSE *connectivity, capacity* and *capability***
- **Aim to offer a new platform for statutory>non-statutory organisational collaboration**
- **Aim to reach communities and individuals who traditionally have been underserved by statutory services**

Neighbourhood Transformation Fund model (simple)



Neighbourhood Transformation Fund model (complex)



The three NTF Pilot sites



West Hertfordshire

- CIC board and local anchor model
- Anchor is hosted by the local NHS hospital charity
- First intervention is a *Proactive Anticipatory Care* service



Lincolnshire

- CIC board and local anchor model
- Anchor is hosted by a lead VCS organisation in collaboration with others
- First intervention is a *High Intensity User* programme



Dorset

- No CIC board
- Anchor is hosted by a local VCS organisation
- Main current work is based on enabling the establishment and faster development of INTs which are already funded through existing contracts

Early learning and reflections on implementing NTFs

Katy Nex & Angus Kerr, *Social Finance*
Richard Ball, *Macmillan Cancer Support*

Promising Signs

- **NTFs are moving from concept to delivery, with local leadership, governance and delivery structures now in place.**
- **West Herts CIC is preparing to mobilise a second investment, providing an early indication that the model can attract new capital.**
- **Growing interest from investors and health systems suggests the model has the potential for scale beyond the first ‘vanguard’ sites.**

A View from the Services: Turning a Vision into Reality

- **As is normal, mobilising services to achieve certain outcomes has highlighted practical challenges, including workforce development**
- **Early experience in Lincolnshire is providing encouraging evidence of the value of personalised, non-clinical support for people with complex needs**
- **The model is supporting a shift towards prevention at senior level by recognising that demand on health services is not always driven by medical need alone.**

The Challenges Ahead

- **Integrating VCFSE organisations through the Anchor Programme remains the greatest ongoing challenge in realising the full potential of the NTF model.**

- **The purpose and role of the Anchor can be interpreted differently by different partners, making shared vision and clarity critical**

- **Ensuring services are equitable requires the Anchor and funded services to work hand-in-glove from the outset, which can be challenging in complex multi-stakeholder partnerships.**

Table-based activities

Key questions:

1. What are the competing interests of key groups who need to work together to drive long-term sustainable integration across health systems to reduce health inequities?

2. How can these interests be aligned?

3. What challenges might we face as we try to work together?

Table-based group discussions (20 mins)

Table 1. The community/anchor perspective

Table 2. The charity investor perspective

Table 3. The statutory sector (LA/NHS) perspective



Instructions for the group discussion (20 mins)

- **Each table/group has been asked to take a different perspective (anchor/investor/statutory organisation).**
- **Each table/group has at least one member of the NTF team to help guide the discussion offer clarifications (Katy/Richard/Angus).**
- **Take the first 10 mins to discuss what is important to you as a stakeholder group.**
- **Take the second 10 mins to consider how your priorities might complement or clash with those of the other groups and why.**
- **Please use the paper/pens/post it notes as helpful.**
- **Please nominate a scribe and a spokesperson to speak to the rest of the room (for up to 5 mins)**

Reminder of the key questions

1. **What are the competing interests of key groups who need to work together to drive long-term sustainable integration across health systems to reduce health inequities?**

2. **How can these interests be aligned?**

3. **What challenges might we face as we try to work together?**

Expert independent reflections:

What lessons may the NTF model hold for future developments beyond our pilot sites?



Chih Hoong Sin
International Expert in Social Outcomes Contracting and Impact Investment



Sara Allen
The Cambridge Pledge
& Greater Cambridge Impact

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NOW

Lunch and Poster Gallery

12:00 BST

NEXT UP

Deep Dives

(in person and online)

13:15 BST

Full programme

scan to view the programme and choose your session

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NOW

Social Impact Poster Gallery

(in person and online)

12:00 BST Inamori Forum



NOW

Academic Paper Development workshop

(in person only)

12:15 BST Tun Razak Lecture Theatre



Online sessions reminder

- **Concurrent Deep Dives (13:15-14:45)**
  - Strengthening health systems through outcomes-oriented partnerships
  - Innovating at scale in Early Childhood Care & EducationTransforming care systems through person-centred approaches
  - Transforming care systems through person-centred approaches
  - The power of ecosystem orchestration for social change at scale

- **Big Picture session (15:00-16:30)**
  - The mundane messiness of partnerships for impact: leading and navigating complex systems for impact at scale

- To join an online session, simply click the **join online** button next to the session in the programme on our website.





zoom

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GOVERNMENT OUTCOMES LAB

3-4 SEPTEMBER

ACADEMIC PAPER DEVELOPMENT WORKSHOP

#SOC26

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GOVERNMENT OUTCOMES LAB

4 SEPTEMBER

DEEP DIVES

#SOC26

Deep Dives (13:15-14:45 BST)

01



Strengthening health systems through outcomes-oriented partnerships

Location: Seminar Rooms 1&2

Chair: Reuben Koekoek (Social Finance NL)
Presentations by: Reza Fazel (Open Capital Advisors), Nicky Ward (Bridges Outcomes Partnerships), Graeme Dixon (Proclivitas Ltd), Krisha Mathur (ACT)

02



The power of ecosystem orchestration for social change at scale

Location: Seminar Rooms 3&4

Chair: Ashna Devaprasad (University of Oxford)
Presentations by: Sreehari Ravindranath (Dream a Dream), Bhagwati Prasad Mandoli (Samara Shiksha), Jayshree Oberoi (The Akanksha Foundation), Estêvão Pinheiro (Moritz)

03



Innovating at scale in Early Childhood Care & Education

Location: Tun Razak Lecture Theatre

Chair: Jennifer Opare-Kumi (University of Oxford), Rachel Hinton (FCDO)
Presentations by: Siegrid Holler (Instiglio), Palesa Nkabane (Department of Basic Education), Adriana Balducci (Education Outcomes Fund)

04



Transforming care systems through person-centred approaches

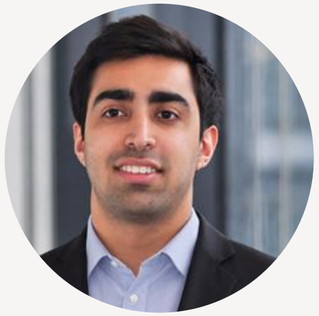
Location: Lecture Theatre 1

Chair: James Magowan (DCMS)
Presentations by: Gavin Peek (NSW Department of Communities and Justice), Sarah Cooke (Bridges Outcomes Partnerships)

Seminar Rooms 1&2

Deep Dive

STRENGTHENING HEALTH SYSTEMS THROUGH OUTCOMES-ORIENTED PARTNERSHIPS



Reza Fazel
Open Capital Advisors



Nicky Ward
Bridges Outcomes Partnerships



Graeme Dixon
Proclivitas Ltd



Krisha Mathur
ACT



Ruben Koekoek
Social Finance NL
Chair



Reza Fazel
Open Capital Advisors

Reza Fazel
Associate Partner, Open Capital Advisors

Reza Fazel is an Associate Partner at Open Capital Advisors, based in Nairobi, where he leads work at the intersection of private sector development, humanitarian systems, and innovative finance. He focuses on designing and scaling market-based solutions in fragile and displacement-affected contexts.

Reza structures outcomes-oriented partnerships and catalytic financing mechanisms that enable system-level change. His recent work includes results-based financing models to expand access to sexual and reproductive health services for refugee-hosting districts in Uganda, linking performance incentives to public facilities and improved outcomes.

He is particularly interested in how locally embedded actors can drive inclusive, scalable delivery systems.



Nicky Ward
Bridges Outcomes Partnerships

Nicky Ward
Programme Director for Health, Bridges Outcomes Partnerships

Nicky is the Programme Director for Health at Bridges Outcomes Partnerships, managing their portfolio of health prevention programmes.

With extensive experience in the public sector both in criminal justice and social care, they are passionate about values led interventions that support people to remain happy, healthy and independent.

From operational delivery to managing large transformation programmes in social care, their experience reminds them that people are the drivers of change and that relational approaches are an important ingredient of successful outcomes partnerships.



Graeme Dixon
Proclivitas Ltd

Graeme Dixon
Consultant, Proclivitas Ltd

Graeme Dixon is leading the development of the Connect First approach, working across primary care and the voluntary sector to design and test relational, data-informed models for early intervention in neighbourhood health.

He served as an officer in the Royal Air Force before leading a number of substance misuse services. Over the last decade, he has focused on how primary care can better identify and support patients at risk from prescribed medicines, working with primary care, charities and local authorities.

He has spoken at the RCGP Substance Misuse Conference and previously led a Life Chances Fund application in this area.



Krisha Mathur

ACT

Krisha Mathur
Health Investment Lead, ACT | actgrants.in

Krisha Mathur leads health investments at ACT, an Indian non-profit venture philanthropy platform that deploys catalytic capital and hands-on support to tech-driven social innovators working on health, education, environment and women's workforce participation.

At ACT, Krisha oversees a portfolio of health tech startups navigating the public health systems, from early clinical validation through to large-scale deployment and adoption within state government health systems, with active partnerships across six Indian states.

Krisha brings over 15 years of experience spanning strategy consulting, outcomes-linked finance, and last-mile healthcare delivery. Most recently, prior to ACT, she worked as a consultant to Global Health Labs (a part of Gates Ventures), bringing a global perspective on health system innovation and the role of catalytic capital in accelerating last-mile delivery.

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NOW

Coffee break

14:45 BST

NEXT UP

Big Picture

(in person and online)

15:00 BST

Full programme

scan to view the programme and choose your session

Tun Razak Lecture Theatre

Deep Dive

INNOVATING AT SCALE IN EARLY CHILDHOOD CARE & EDUCATION



Adriana Balducci
Education Outcomes Fund



Siegrid Holler
Instiglio



Palesa Nkabane
Department of Basic Education, South Africa



Rachel Hinton
FCDO



Jennifer Opare-Kumi
University of Oxford
Chair

When design meets reality: the experience in ECCE emerging markets

Social Outcomes Conference

Adriana Balducci

What Can the First Year of Implementation in Emerging ECCE Systems Tell Us?



Sierra Leone



Rwanda



South Africa

Emerging ECCE systems are not static

Why is adaptation even more important than in other markets and sectors?

Imperfect data: types and availability of provision, current quality, and expected trajectories for quality and child development outcomes.

Variety of provision and actors: government, non-state providers, families and communities, often with overlapping roles and mandates.

New and evolving systems: policies, regulations, standards, data systems, registration mechanisms and M&E frameworks.

Limited evidence base: uncertainty about what works, for whom, and under which conditions, particularly when moving from pilots to scale.

Implementation is not simply execution – it generates information that changes the design

Emerging ECCE systems are not static

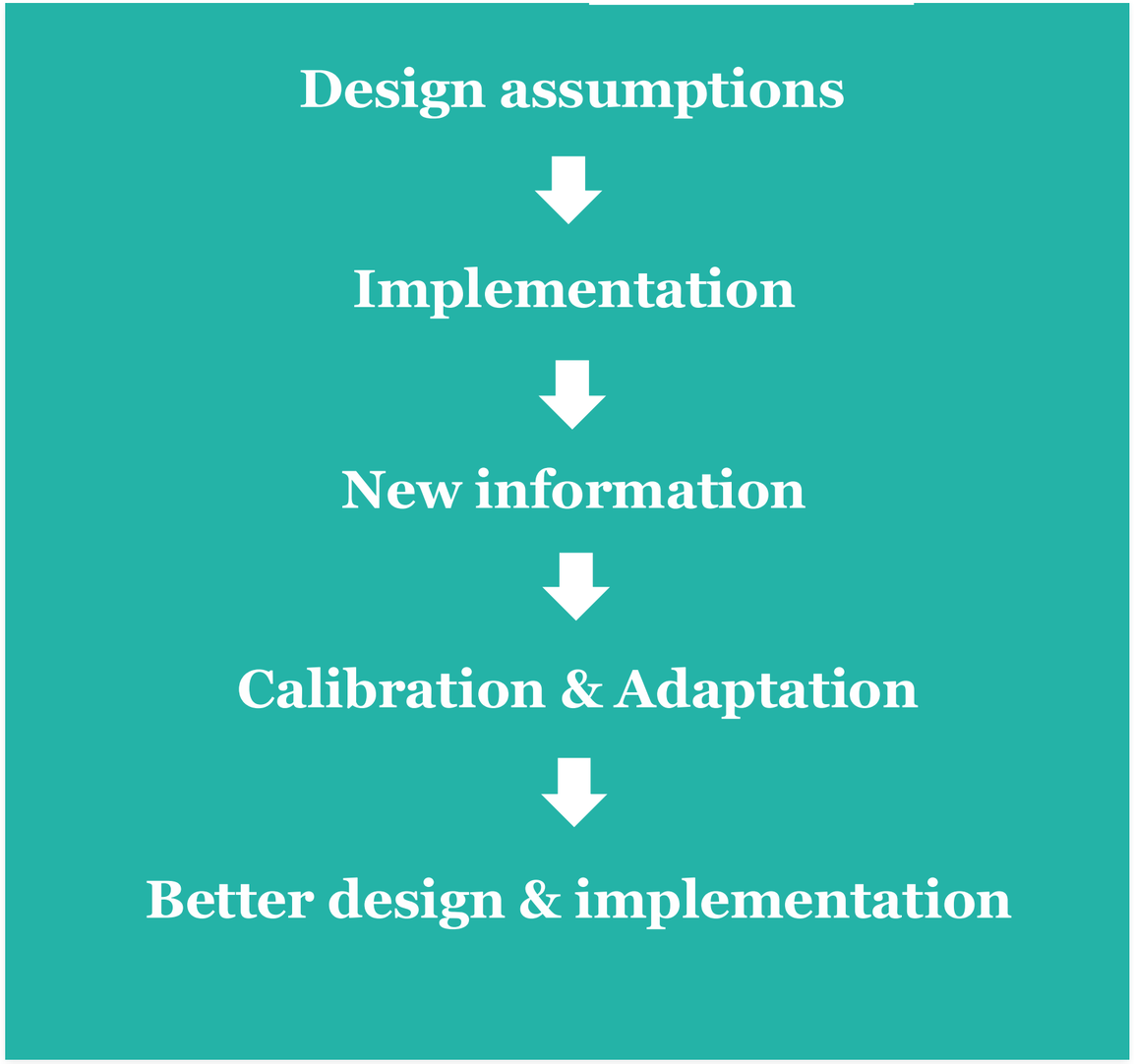
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Implementation is not simply execution – it generates information that changes the design

One Example: Adapting Structural Quality Outcomes Across Three Countries







How each country responded to the same challenge



ADAPTING THE DESIGN TO IMPLEMENTATION REALITIES

Greater efforts are required to achieve and maintain minimum safety and basic sanitation standards:

- **Repurposing the Structural Quality metric**
- **Construction of new sites to replace light refurbishment, under government stewardship**
- **Additional measurement opportunity** to accommodate the longer implementation time required



INCREMENTAL ADAPTATION & CASE-BY-CASE PROBLEM-SOLVING

Varying levels of infrastructure quality across centres

- **Greater flexibility in eligibility criteria**
- **Gradual increase in targets as implementation progresses**
- **Government mobilisation at national and local levels**

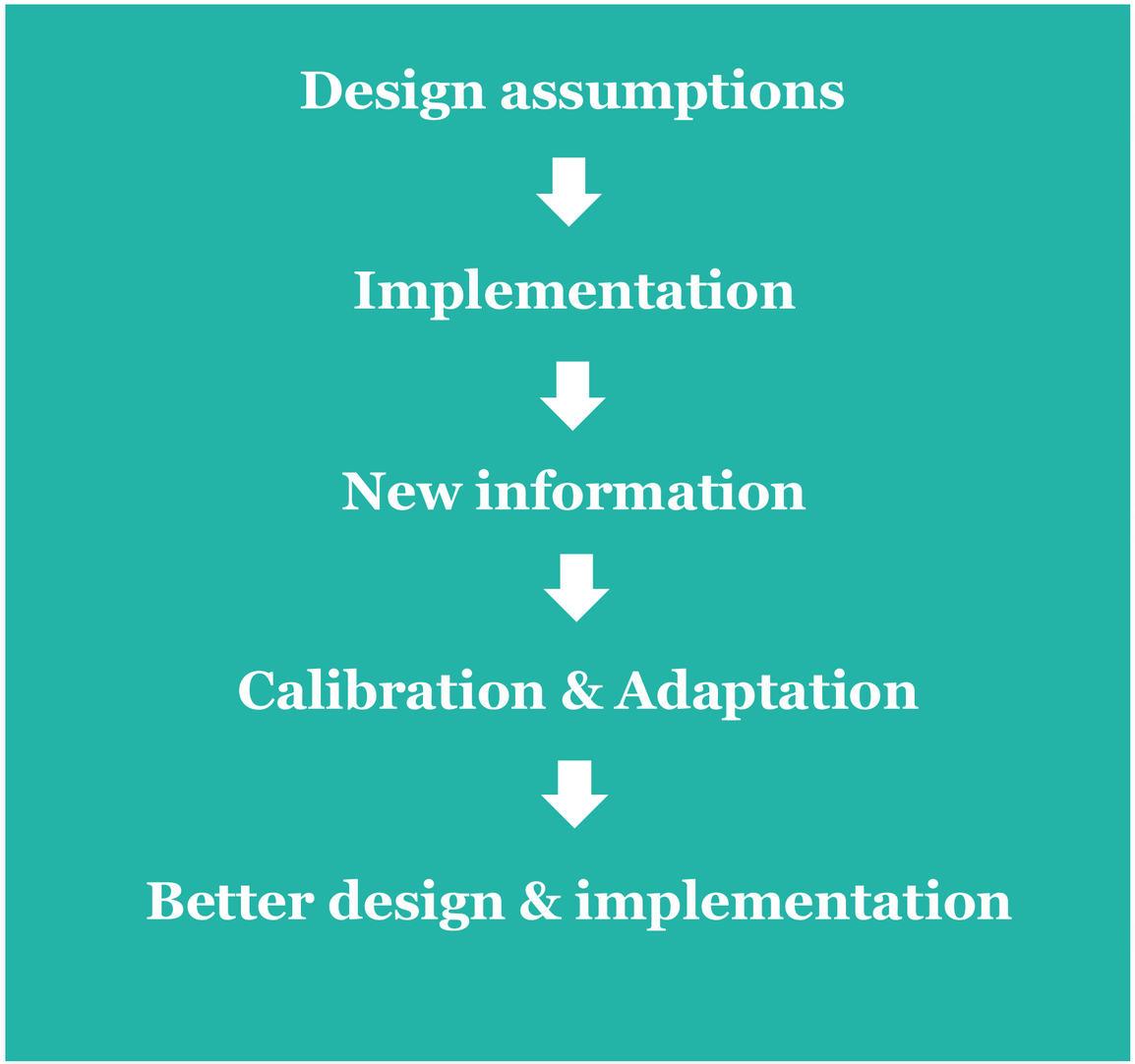


SYSTEM LEARNING AND ADAPTATION

No early learning programme met all 17 minimum quality standards required for national registration

- **Checklist adjusted from 17 to 12 essential standards**, focusing on the items that are absolutely critical for children's safety
- **Data and evidence to inform further adaptations needed at system level**
- **Pragmatic safeguards** where immediate remediation is not feasible

How can this approach support system-level change?



How can this approach support system-level change?

Government Ownership & Governance

- **Government decides**
- **Government solves problems**
- **Government finances and sustains**
- **Clear governance structures, roles and responsibilities**

Data for Learning & Decision-Making

- **Reliable, real-time data** at community, centre and child level
- **Systems and capabilities** to embed and use data
- **Data and evidence inform decisions** — adapting policies, frameworks and standards and informing wider sector investments

Procurement & Contracting

- **Clear distinction between what must be fixed and what can remain flexible**
- **Procurement rules, frameworks and contracting templates** that can accommodate evolving realities on the ground

Sustainability & Exit

- **Mechanisms to embed new data, evidence, capabilities and pathways into systems**
- **Step-by-step transition planning**, with clear annual milestones and intermediate deliverables
- **A clear causal pathway from programme implementation to sustainable government ownership and financing**

Five lessons for future ECCE programmes

1. **Design is not a stage: it continues through implementation**
2. **Adaptation with boundaries: protect outcomes, safety, equity and accountability**
3. **Contracts should enable adaptation**
4. **Data should trigger decisions**
5. **Government ownership and system strengthening are the ultimate goal**

Sept 2026

From Data to Delivery

Building the Digital Backbone to transform Early Childhood Systems in South Africa



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eCares | Early Childhood Administration & Reporting System

A COMPLEX DELIVERY SYSTEM WAS OPERATING WITHOUT A SHARED DIGITAL BACKBONE

ECD CENSUS 2021 | SECTOR SNAPSHOT

42,420	1.66M	40%	33%
early learning programmes captured	children enrolled	fully or conditionally registered	receiving a DSD subsidy

THE OPERATING REALITY

- Registration, funding and monitoring were paper-based and disconnected.
- Information was incomplete, delayed and difficult to reconcile.
- Officials had limited visibility of progress and bottlenecks.

THE CENSUS PROVIDED A VITAL SNAPSHOT

SNAPSHOT
What existed at one point in time

→

WHAT WAS MISSING
ROUTINE DATA
Decision-grade data generated as registration, funding and monitoring happened.

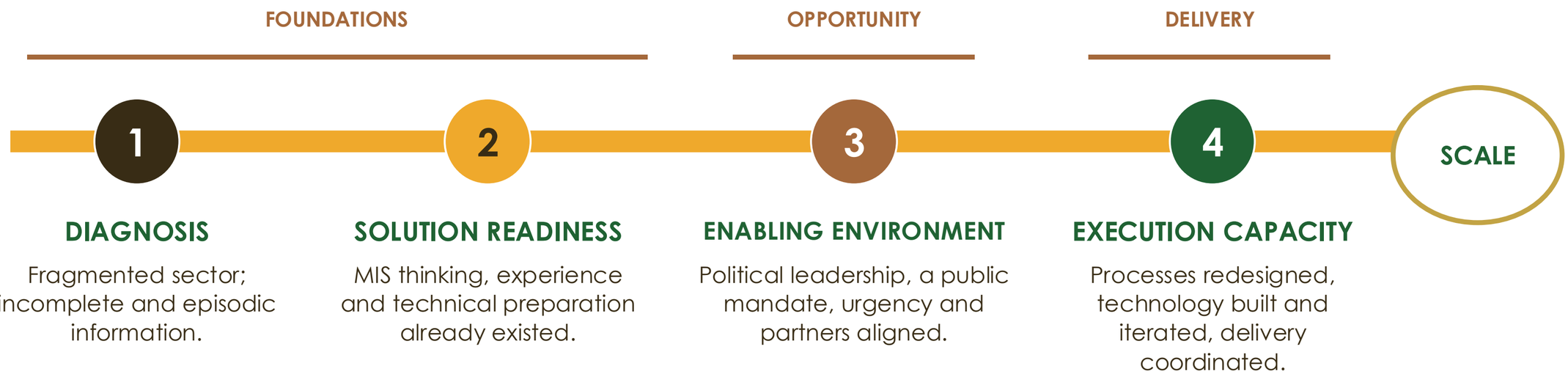
More data was not going to solve the problem.
The underlying business process had to change.

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Bana pele
ECD registration drive

TIMING IS EVERYTHING

A recognised problem, a ready solution and political momentum opened the window - execution capacity made scale possible.



Readiness made rapid implementation possible - execution turned the opportunity into a functioning national system.

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ECD registration drive

BUILDING THE BACKBONE MEANT REDESIGNING HOW THE SYSTEM WORKS

We did not scale a technology product in isolation. We transformed the operating processes around registration, support and decision-making.

Digitise the work

Replace fragmented, paper-based workflows with a shared operational system of record.

→

Connect the system

Link eCares to other government systems and reduce duplication across processes.

→

Generate useful data

Turn routine transactions into timely operational information, dashboards and insights.

→

Use data to improve delivery

Identify bottlenecks, target support, monitor progress and inform planning and financing.

Technology + redesigned business processes + data + government capability = the transformation that was scaled.

WHAT WAS BUILT: A SHARED BACKBONE FOR TRANSACTIONS, INFORMATION AND INSIGHT

eCares | Early Childhood Administration & Reporting System

Process automation - system of record

eCares is the operational management information system for:
- Registration, compliance, approvals and licensing
- Case management and standardised workflows
- Integration with other government systems
- Provider-owned profiles and routine transactions

+

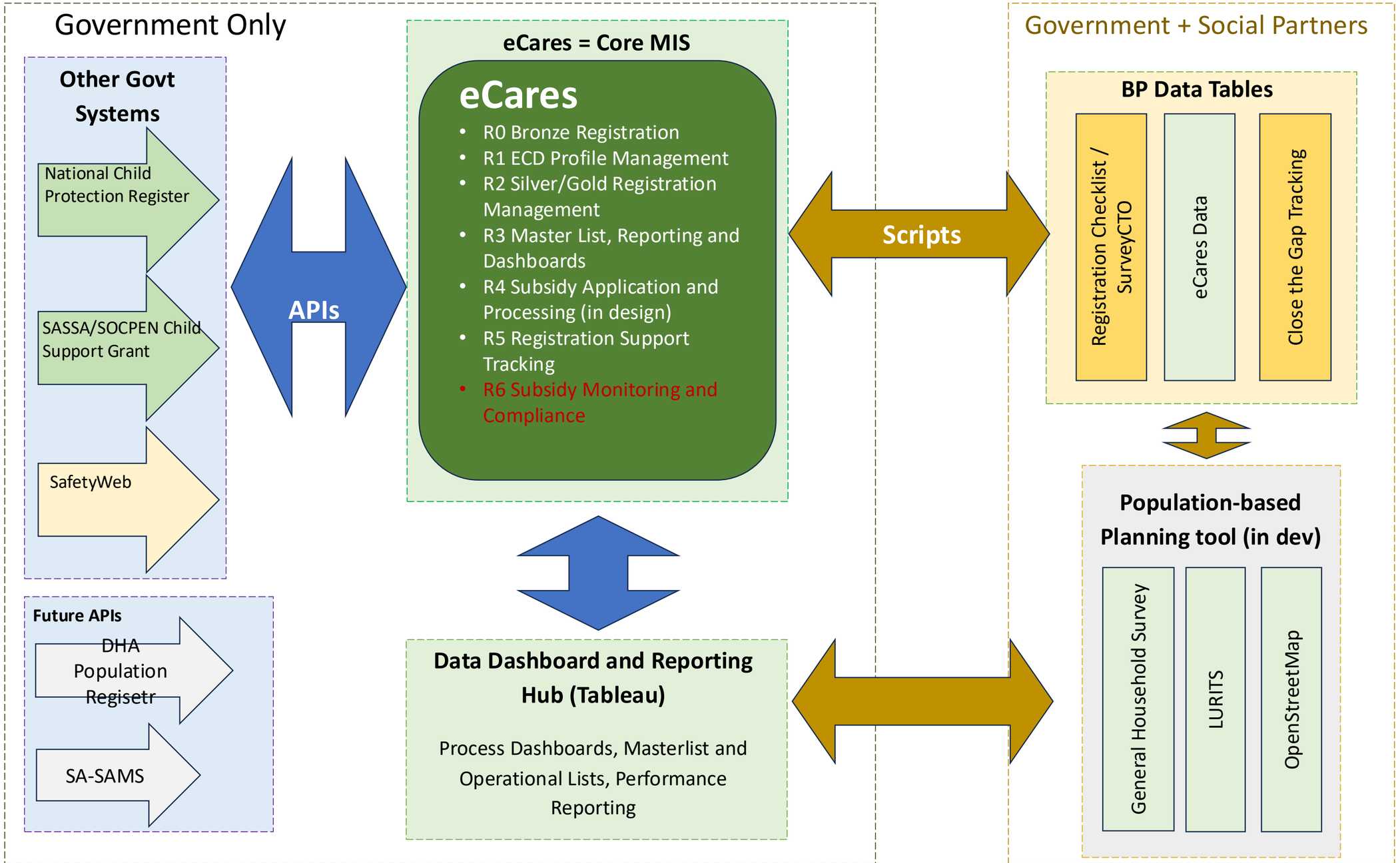
Data analytics - system of insight

The analytics layer combines eCares with other sources to:
- Provide live dashboards, operational lists and predictive analysis
- Support national, provincial and district decisions
- Link process performance to outcomes and planning

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A STRUCTURED CORE WITH FLEXIBLE CONNECTIONS MAKES THE BACKBONE ADAPTABLE



THE BACKBONE HAS TO WORK FOR BOTH THE ELP AND GOVERNMENT - INCLUDING THOSE PREVIOUSLY OUTSIDE

A simpler, more navigable pathway can bring previously invisible providers into the system and progressively connect them to support.

THE ELP JOURNEY

1

BECOME VISIBLE

Enter the system once
Create a digital profile and begin the journey

2

BUILD A RECOGNISED RECORD

Create and strengthen the provider profile
Reuse information as it is progressively captured

3

UNDERSTAND THE PATHWAY

Know what happens next
Receive clearer requirements, tasks and feedback

4

PROGRESS TOWARDS SUPPORT

Follow a clearer route to registration and support
Show government where help is needed

ONE SHARED DIGITAL JOURNEY • LESS DUPLICATION • CLEARER PATHWAYS AND FEEDBACK

FOR THE ELP

A clearer route through government processes and towards support

FOR GOVERNMENT

Visibility of bottlenecks, readiness and where differentiated support is needed

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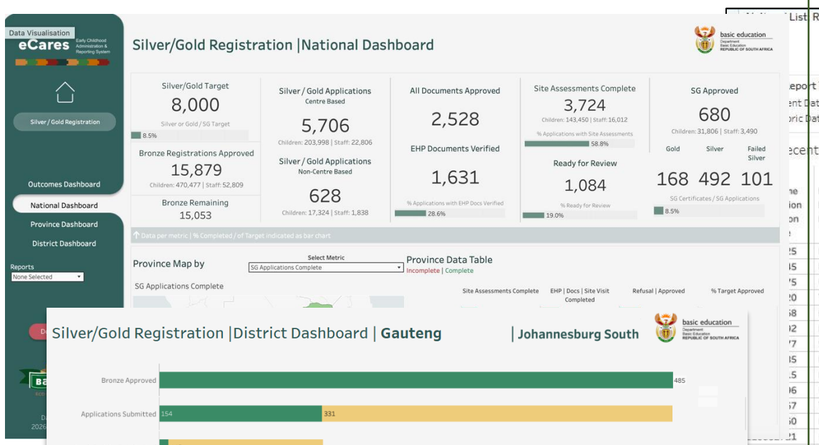
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ECD registration drive

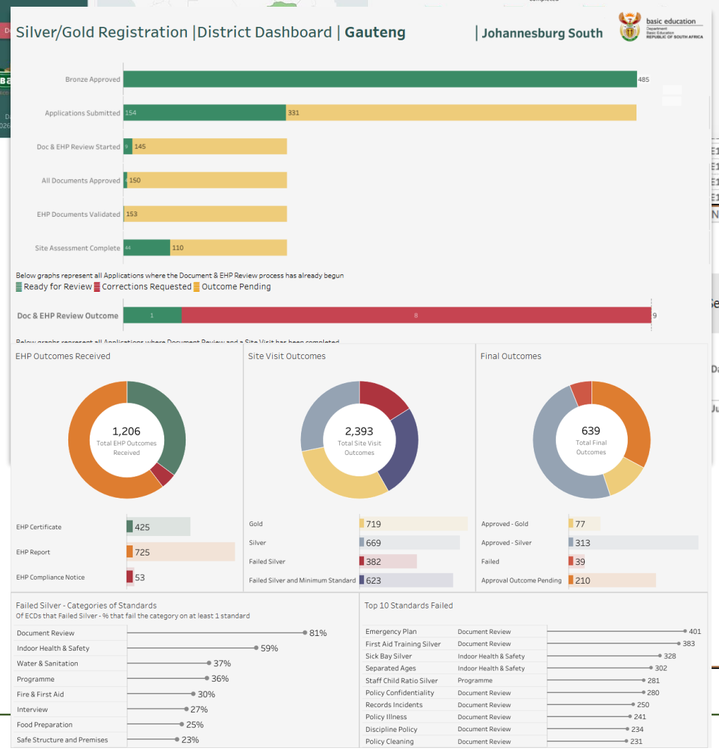
FROM ROUTINE TRANSACTIONS TO INSIGHT AND ACTION

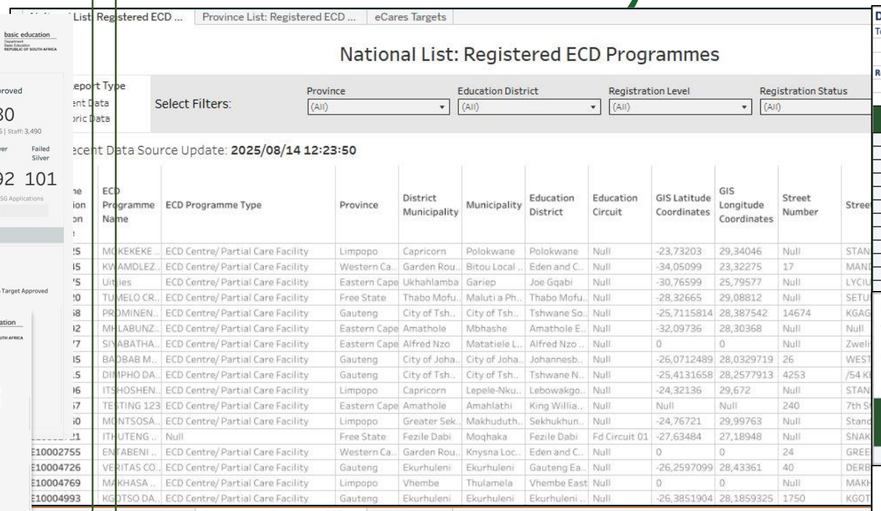
Live dashboards and **reports** at National, Provincial and District level across all **key business processes**

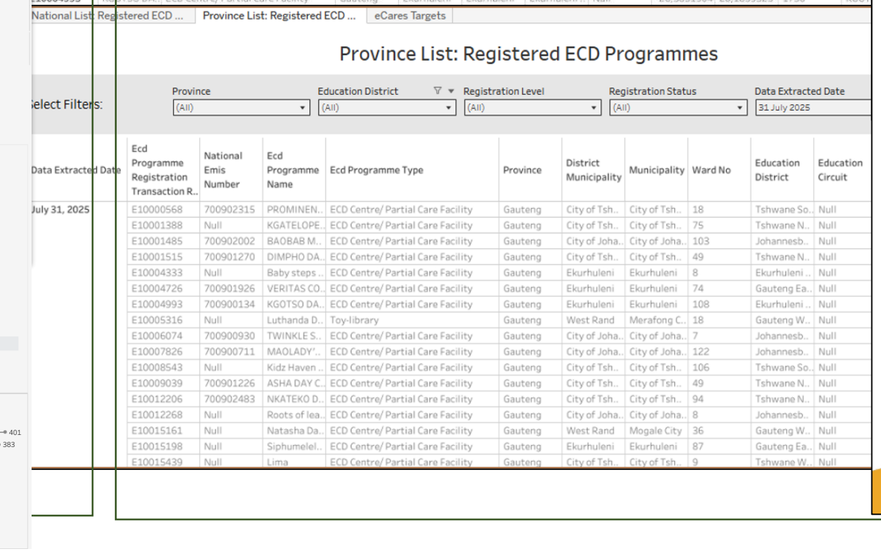
Operational lists **on demand in real-time** of registered ELPs at National, Provincial and District level **(39k ELPs on eCares)**

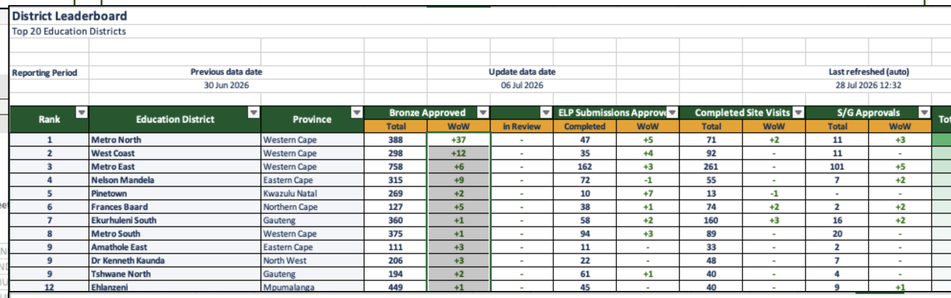
Routine and **bespoke** operational products/insights to **drive routine decision-making**

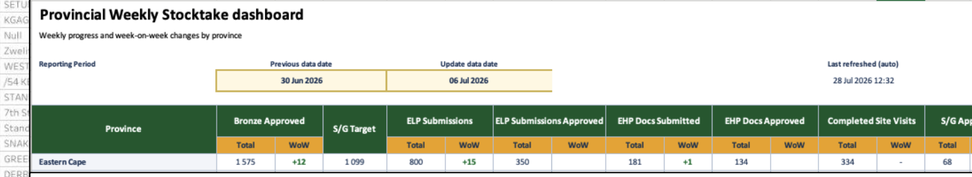


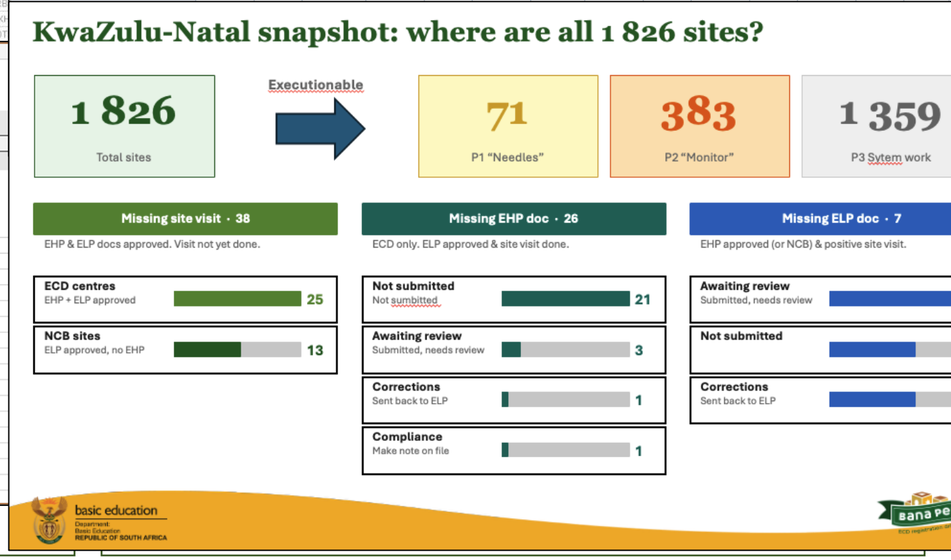












Building a public backbone does not mean government works alone

It takes a village to raise a child

Scale has depended on a clear public mandate combined with complementary capabilities.

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Lead partner

ilifa labantwana

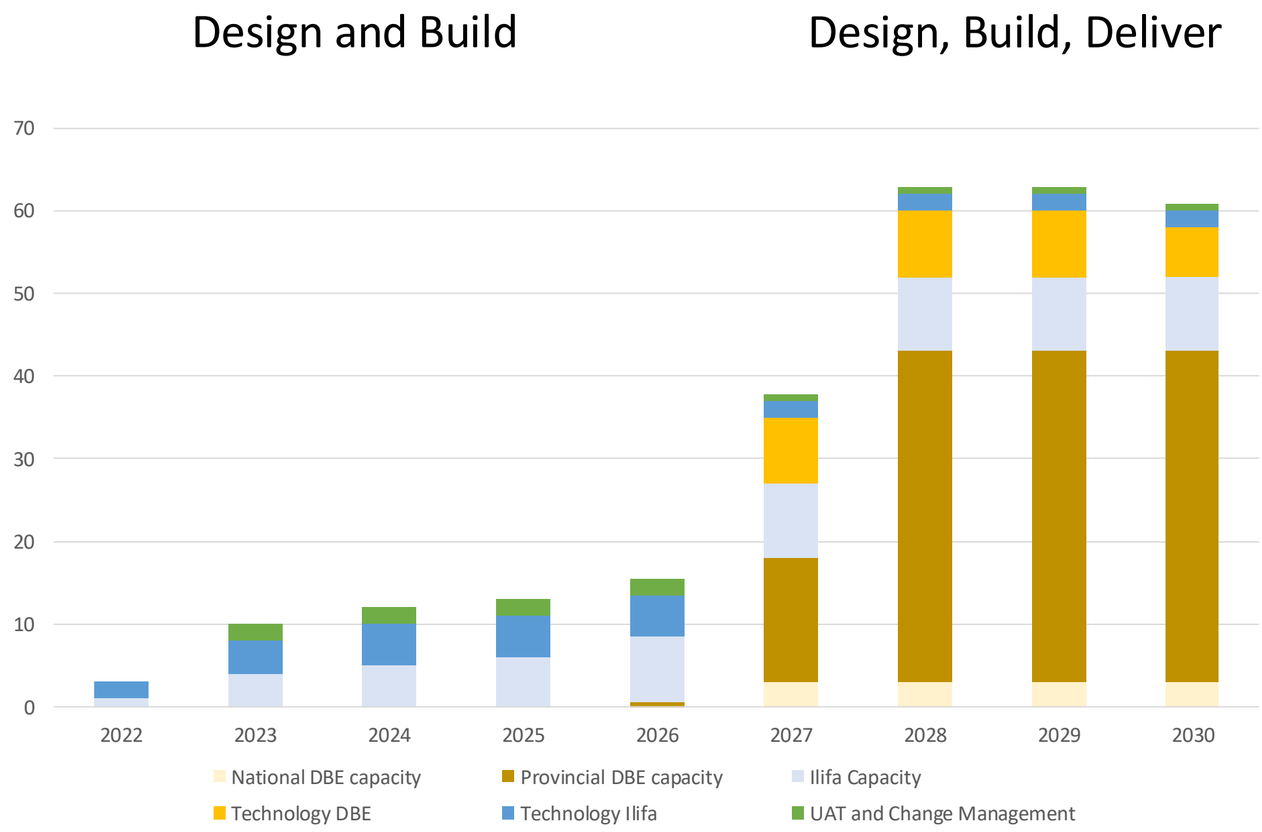
Funding and technical partners

DG MT · Co-Impact · the ELMA philanthropies · data innovators · The LEGO Foundation · W

Software development, hosting, and maintenance partners

mezzanine · vodacom

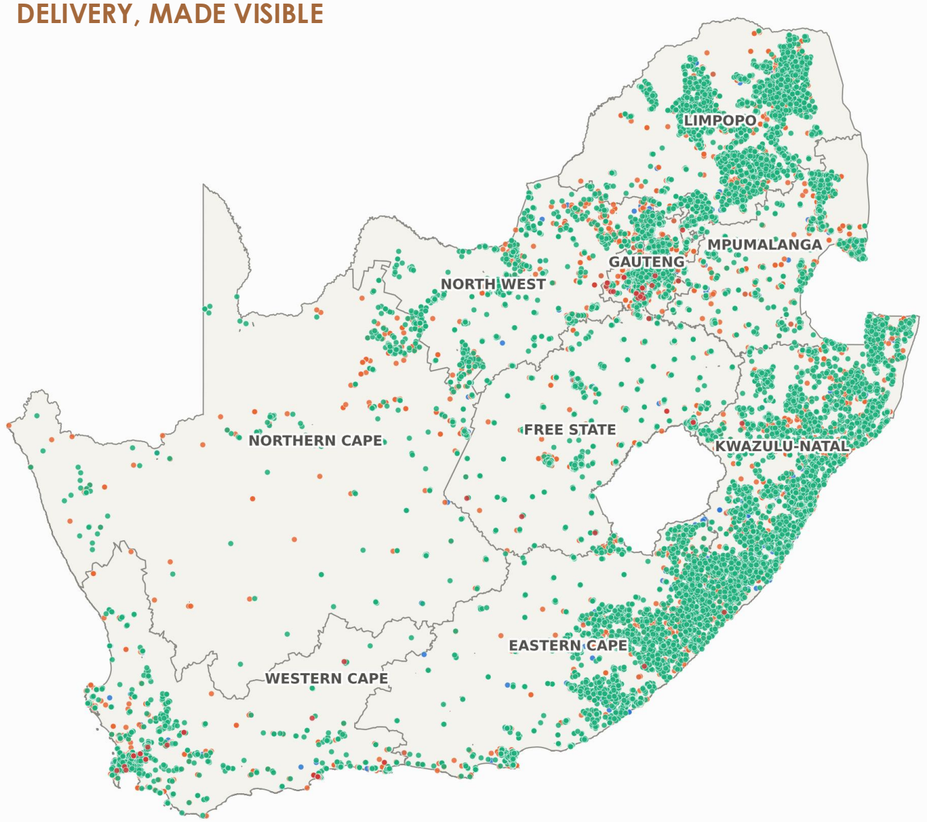
Investment into tech, people and processes (ZARm)



The sustainability test: does the partnership build government capability and reduce dependency over time?

A STRONGER BACKBONE CONNECTS DELIVERY TO ACCOUNTABILITY AND INVESTMENT

DELIVERY, MADE VISIBLE



MRD STATUS

- Bronze application in progress (4,067)
- Bronze Approved (15 567)
- Silver –MRD +migrated (18 433))
- Gold (5871)

WHAT VISIBILITY ENABLES

1. **ACCOUNTABILITY**
   Identify bottlenecks, direct support and track whether problems are resolved.

2. **INVESTMENT**
   Plan and finance delivery on a stronger evidence base.

Data becomes valuable when it connects delivery, management decisions and public investment.

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Bana pele
ECD registration drive

THREE LESSONS FROM SOUTH AFRICA'S ECARES JOURNEY: BUILD A MORE RESPONSIVE PUBLIC SYSTEM

1. Design for scale from the outset

Treat people, processes and technology as one system—and embed the solution in government structures and workflows.

2. Build partnerships that can adapt

Combine clear accountability with enough flexibility to learn, iterate and transfer capability over time.

3. Use data to connect delivery and financing

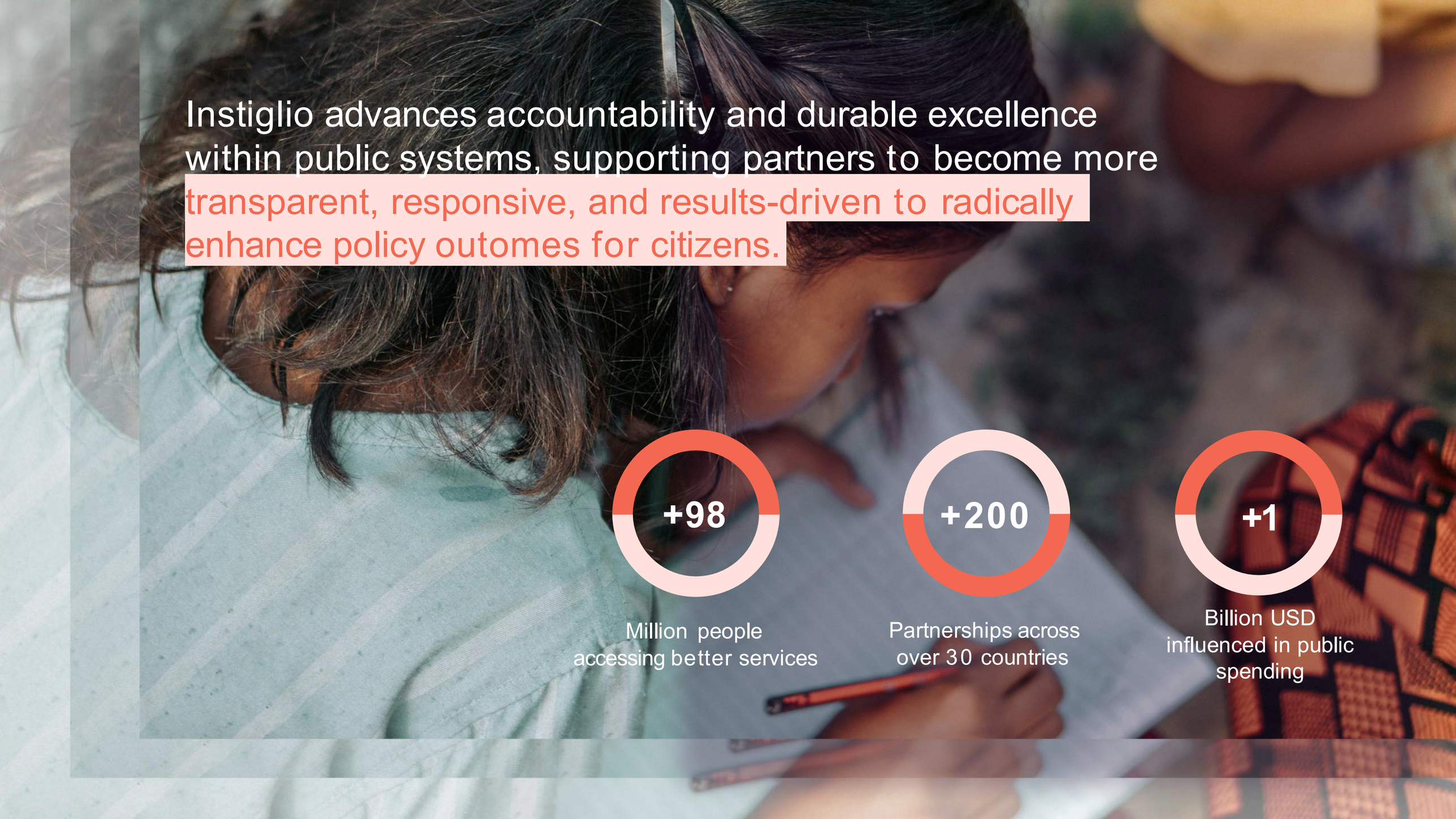
Make routine data useful to the people making operational decisions, while building a stronger basis for planning and investment.

The goal is not a digital project. It is a more responsive public system for children.

Innovating at Scale in Early Childhood Care & Education

The case of Bogota, Colombia

September 4, 2026



Instiglio advances accountability and durable excellence within public systems, supporting partners to become more transparent, responsive, and results-driven to radically enhance policy outomes for citizens.

+98

Million people accessing better services

+200

Partnerships across over 30 countries

+1

Billion USD influenced in public spending

A Growing Portfolio

Our Offices

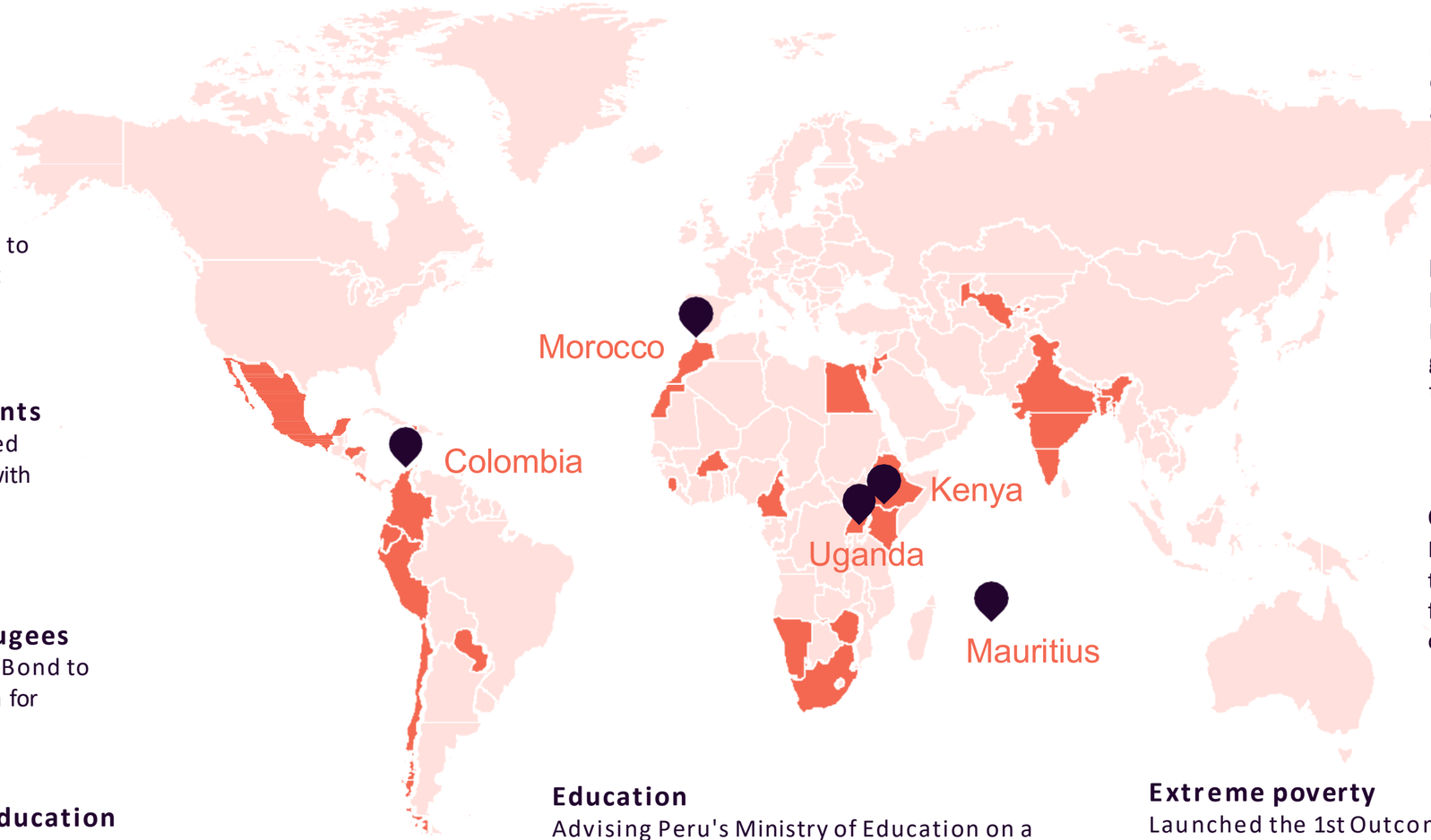
Workforce development
Advised the 1st Social Impact Bond and 1st Outcomes Fund in a developing country.

Climate
Advised the Green Climate Fund (GCF)-accredited organizations in Kenya and Morocco to expand their access to international climate finance for innovative climate projects.

Workforce development
Advising MCC on RBF strategy design in Morocco.

Education
Designed and implemented the 1st Development Impact Bond. The DIB used RBF to increase the enrollment of out-of-school girls and improve learning outcomes for 15,000 girls and boys in 166 schools in rural India.

Workforce development for migrants
Supported Colombia in developing a large-scale Performance-Based Contract to improve migrant employment outcomes.



Institutional strengthening
Designed a $300M Performance-Based Transfer between Egypt's government and local authorities, financed by the World Bank.

Maternal health for migrants
Designed a Performance-Based Contract for maternal health with USAID and Fundacion Santo Domingo.

Climate
Developed an RBF strategy to empower 20 million farmers and promote climate resilience results.

Poverty alleviation for refugees
Advising UNHCR on an Impact Bond to scale the Graduation Approach for refugee and host community populations.

Education
Diagnosed the Belize education system to identify delivery challenges and policy reform opportunities.

Education
Advising Peru's Ministry of Education on a $45M Performance-Based Transfer system for school districts nationwide.

Extreme poverty
Launched the 1st Outcomes Fund in poverty alleviation, raising $5.3M from an anonymous donor, USAID and DFID for the Village Enterprise Development Impact Bond.

Reshaping Bogotá's Early Childhood System

Drive Innovation

1 Childcare Centers

Results-based financing

Colombia's first ECD RBF program, tying payments to results in service quality and attendance.

2 Children and Caregivers

Creciendo Juntos

Integrates child development outcomes with caregiver economic autonomy, a second-generation approach.

Sustain & Scale

3 Delivery Unit

Manages USD 90M annual budget and works as the institutional engine that keeps innovations running across administrations.

The Logic

Public ECD reform that compounds over time



Innovations test the model

Both projects test new ways to spend ECD budget and generate evidence on what works.



Delivery Unit institutionalizes it

Routines and indicators make results-based management part of how SDIS operates.



The system learns and scales

Learnings flow into core programs, influencing the city's USD 90M ECD budget.

1. Results-based Financing in Childcare Centers



Tied to Two Outcome Metrics

1. **Continuous Attendance**
   Do enrolled children actually keep coming — not just whether they registered.
2. **Pedagogical Quality (IMCEIC)**
   Structured classroom observation — Colombian adaptation of the MELQO tool.

Scope of the Pilot

12
of 35 centers opted in (voluntary)

~2,400
children reached in iteration 1 out of 4,800 children

USD 2.55M
out of the USD 8.7 million total

Two Iterations

Iteration 1
May – Dec 2025

Iteration 2
May – Dec 2026

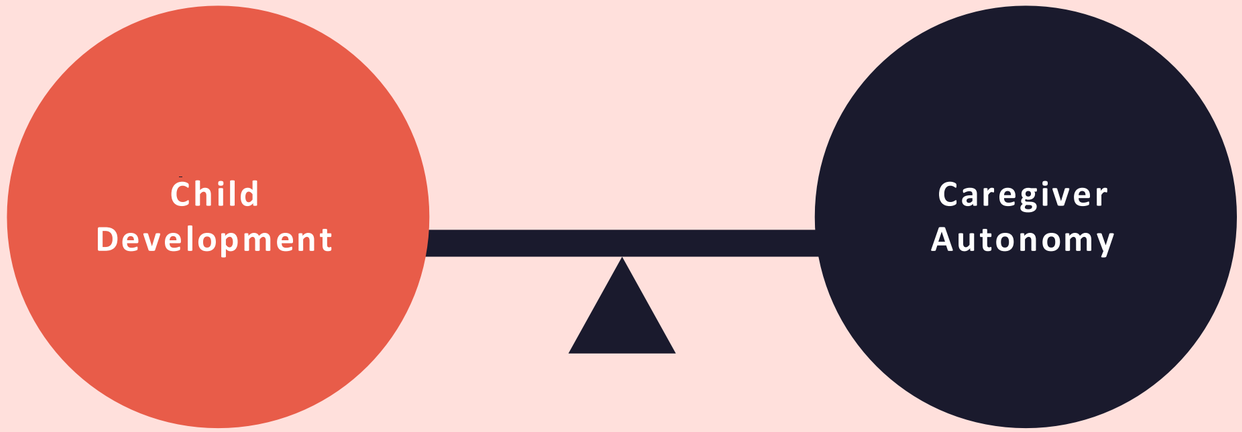
The Legacy

More than a bonus, the pilot forced SDIS to define quality, collect attendance with rigor, and build a verification protocol that didn't exist before. Visibility into provider trajectories revealed differentiated bottlenecks across attendance and quality, and enabled SDIS to tailor support based on evidence rather than assumptions.

2. Creciendo Juntos: Data-driven policy redesign

Caregivers in financial survival mode have a ceiling on how much ECD support can land. The redesign breaks that ceiling.

Two Coequal Outcome Axis



The Diagnosis

Sessions weren't intentional or frequent enough to drive behavior change, and the program never addressed the binding constraint of economic vulnerability of caregivers.

The Redesign

Introduces a livelihood axis for the first time and now works explicitly towards two outcome areas: child development and caregiver economic autonomy.

Launch

July 2026

Reach

~10,000 caregivers of children under 3

Sustained by

The Delivery Unit inside SDIS

One of the only family-based ECD programs in the region treating economic precarity as in-scope.

3. The Delivery Unit: an institutional engine for results

Why We Built It

Misalignment across strategic, technical, and operational levels

Fragmented coordination between units inside the Subdirectorate

Weak compliance system + urgency consistently overrides strategy

What We Built — A Management Architecture in Four Building Blocks

Theory of Change

Links expected impact to 4 intermediate outcomes and their outputs — clarifying what success looks like at each level.

Management Indicators

A set of KPIs at the Subdirectorate level that translate strategy into measurable, trackable signals.

Risk Mapping

Implementation risks prioritized by organizational vulnerability so attention goes where it matters most.

Compliance Routines

8 routines across 3 tracks: strategic, management & coordination, and learning & adjustment.

Launch

2026

Reach

~70,000 children in SDIS's programs

Sustained by

The Delivery Unit inside SDIS

Lessons learned

Information systems were not ready

We had to build data collection processes from scratch during implementation, meaning we can't make a solid before/after comparison because the 2024 baseline data is too patchy to trust.

The quality metric landed hard

Only 3 of 12 centers earned a payment linked to the quality metric in the first iteration. Most scored in the medium range on pedagogy and low on learning environments. Service providers who had never been evaluated this way pushed back.

Financing structure

Hilton Foundation and UBS Optimus Foundation provided grant capital specifically for design and learning, not for scale. The programs themselves are 100% publicly funded, which is what guarantees long-term sustainability.

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Thank you!

Q&A

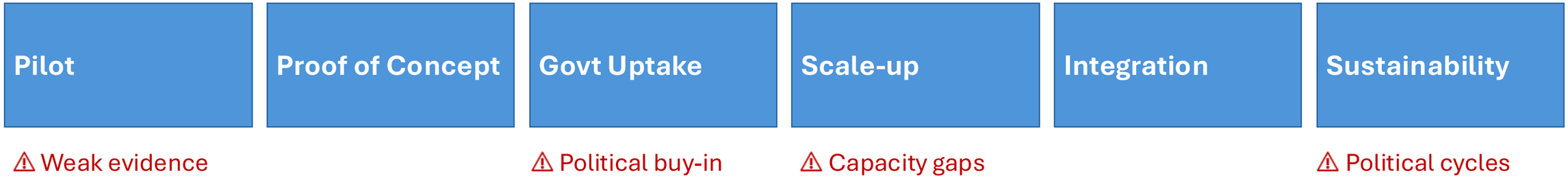
Rachel Hinton
Foreign Commonwealth and Development Office

Implementation Science measurement reveals differentiated constraints and informs redesign

Dimension	Sierra Leone, Rwanda and South Africa	South Africa	Bogotá
Primary entry point	Adaptive programme design	Digital and administrative infrastructure	Financing and institutional management
Central challenge	Standards and programme assumptions do not always fit implementation realities	Fragmented, paper-based processes and limited visibility across a diverse provider system	Weak measurement systems, uneven provider readiness and the need to embed results-based working
Main mechanism	Iterative calibration of standards, targets and programme rules	Shared operational system, redesigned workflows and government data capability	Results-based financing, measurement routines and an institutional Delivery Unit
Role of government	Steward, decision-maker and problem-solver	Owner of the public digital backbone & user of operational data	Public funder, commissioner and institutional home for RBM
Evidence and learning	Implementation produces information that changes design	Routine transactions generate data for operational decisions	Measurement reveals differentiated constraints and informs redesign
Equity question	How to retain safety, equity and accountability while adapting	Whether digital systems help excluded providers become visible and access support	Whether design addresses caregiver poverty and differentiated provider constraints
Core lesson	Design continues through implementation	Technology strengthens systems only when combined with people, processes and capability	The lasting value of financing may lie in the capacity and routines it leaves behind

OFFICIAL

Scaling Education Interventions



- **Scaling requires feedback at every stage** pilots generate lessons, proof-of-concept tests scalability, and governments need evidence cycles to adapt policies before full rollout. The education sector is pioneering new implementation science approaches including through the What Works Hub for Global Education with A/B testing. World Bank

- **Feedback loops and implementation science research** fragility at point of government uptake and scale-up, evidence must inform financing, contracting, and instructional design.

- **Integration and sustainability depend on institutionalised cycles** data and outcomes need to be embedded into national review routines, community accountability protocols, and financing systems, not left as one-off project reports.

- **An outcomes focus requires feedback cycles that connect measurement to practice.**

PATHWAYS OF OPPORTUNITY IN THE EDUCATION SYSTEM



Tun Razak Lecture Theatre

Deep Dive

INNOVATING AT SCALE IN EARLY CHILDHOOD CARE & EDUCATION



Adriana Balducci
Education Outcomes Fund



Siegrid Holler
Instiglio



Palesa Nkabane
Department of Basic Education, South Africa



Rachel Hinton
FCDO



Jennifer Opare-Kumi
University of Oxford
Chair

Appendix

Questions and Discussion

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eCares Early Childhood Administration & Reporting System

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ECD registration drive

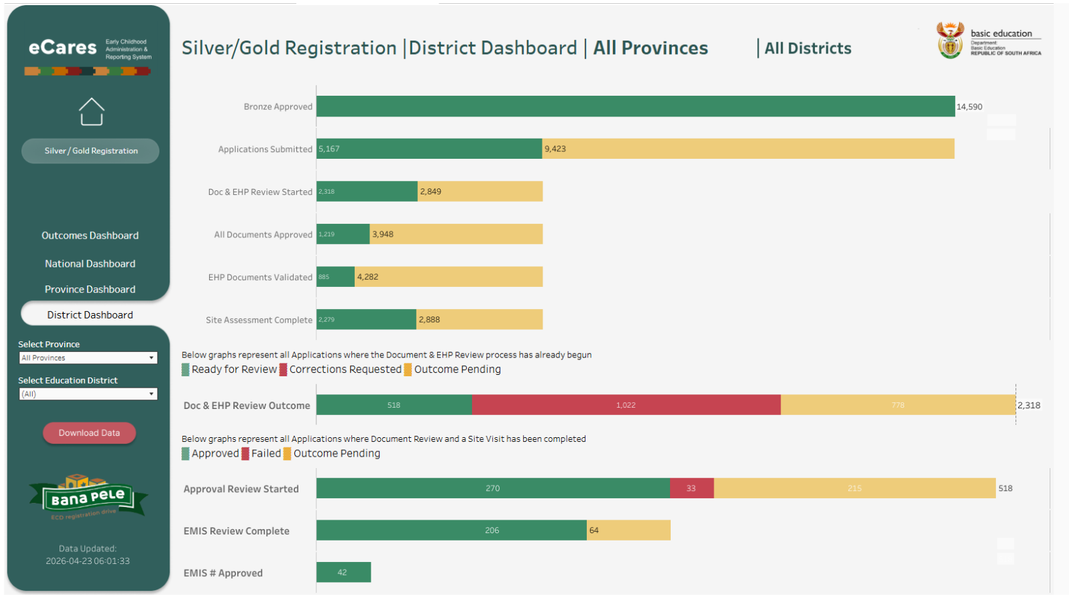
Operational Reporting & Decision Making (Real-Time)

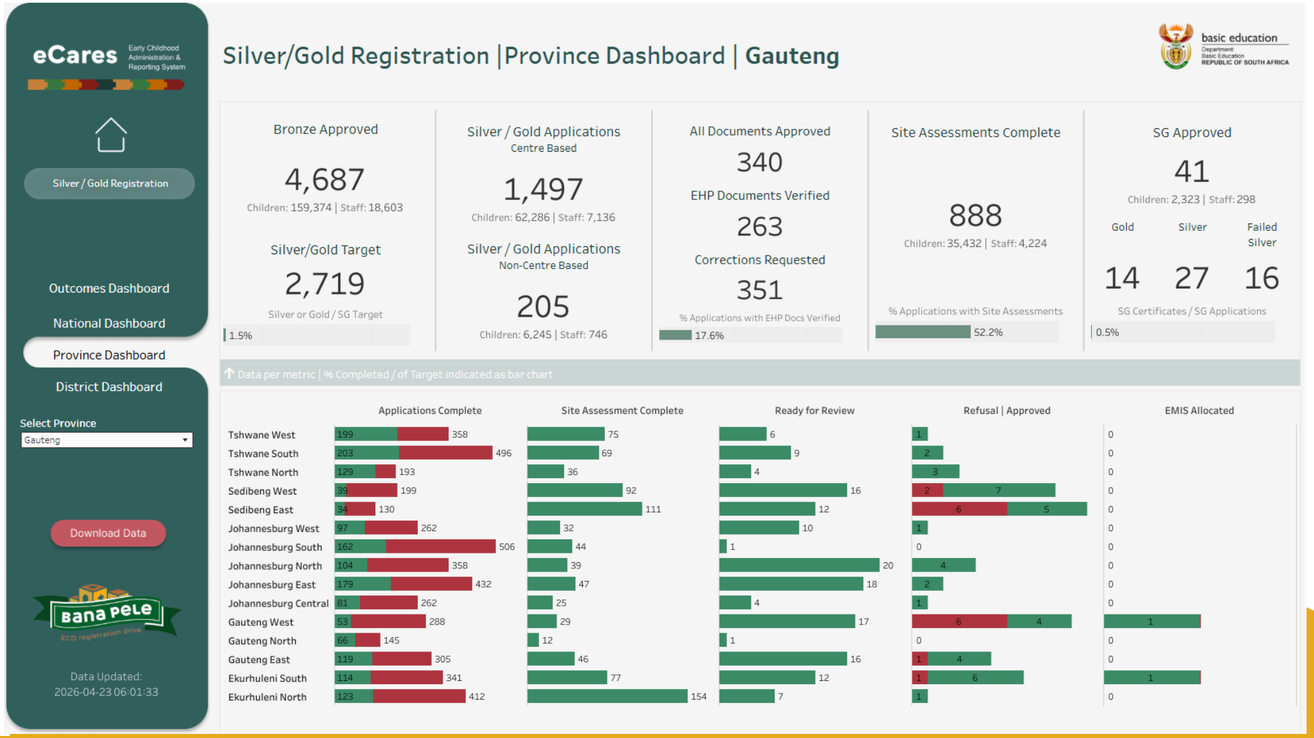
As each component has been digitised, dashboards and reports have been built to answer operational questions like:

- Where are applications stuck?
- Which districts are backlogged?
- Which districts are high-performers and what can we learn from them?
- Are EHP inspections the bottleneck?

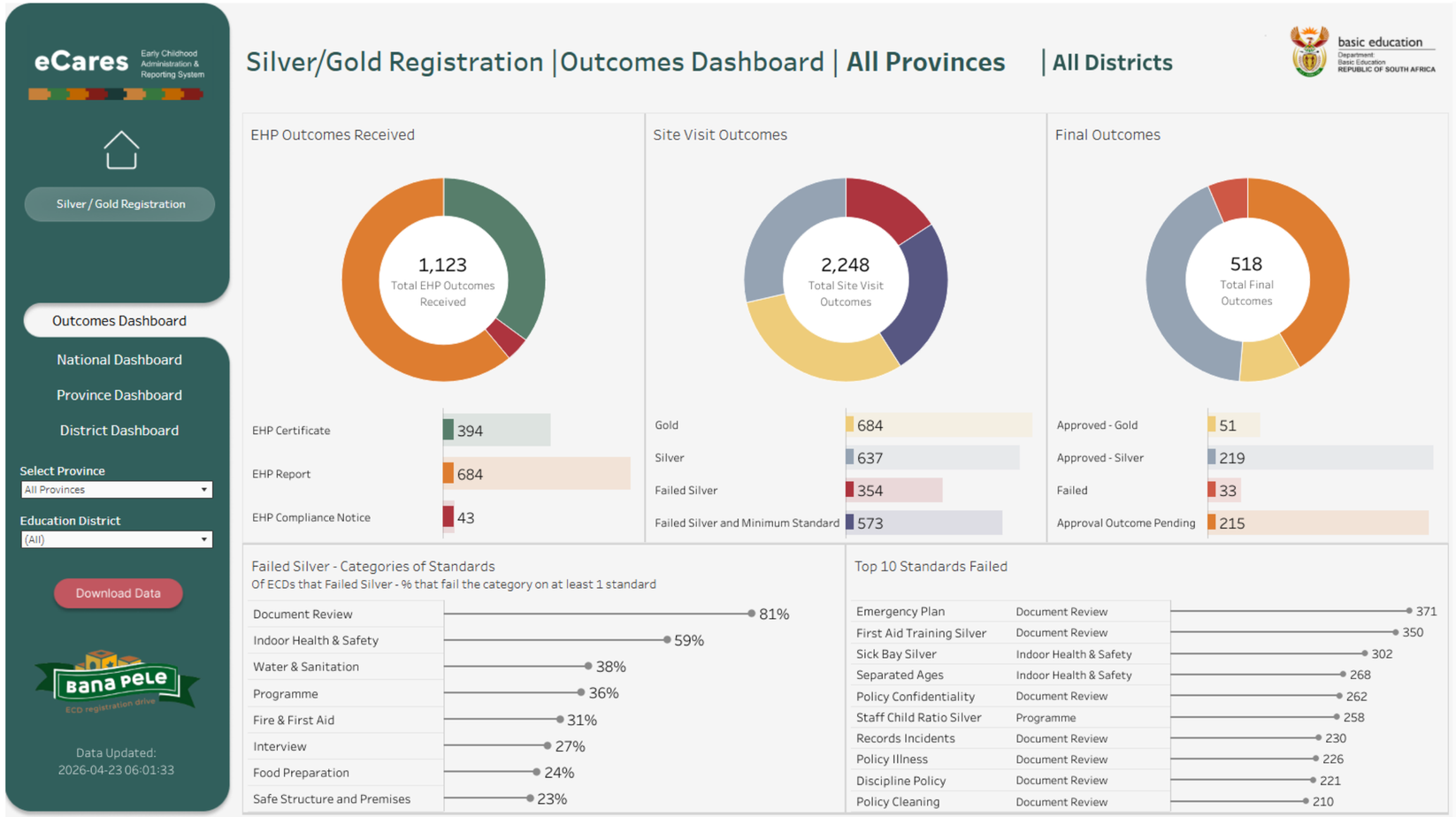
These are delivered at Different Levels to allow actions where needed:

- Reallocate/refocus staff
- Target support to specific districts
- Celebrate successes
- Escalate delays
- Monitor turnaround times





Targeting and Planning Support to ELPs



Site assessment data collated helps us to understand:

- What is the pass vs failure rate overall?
- What areas/standards are causing the most failure?
- Do we need to change our support interventions/guidelines/communications to close these gaps?
- How many infrastructure projects are we likely to need to support registration?

These can be seen by area to target support differently

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eCares Early Childhood Administration & Reporting System

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BUSINESS LEADERSHIP SOUTH AFRICA

Expanding Access: Reach an additional 250,000 by 2027, then 950,000 more between 2027 and 2030

Raising Quality:

- Increase the Green: From 46% in 2024, to 48% by 2027 and 51% by 2030.
- Reduce the Red: From 28% in 2024, to 24% by 2027 and 19% by 2030.

Resourcing the Sector: Mobilise financial and non-financial resources from public, private, philanthropic and corporate partners to support this targeted scale-up.

Enabling Government Systems: Build transparent, responsive and integrated government systems as the backbone of early learning support networks

Bana Pele
2030 Roadmap

How we measure progress

01

2030 Strategy for ECD Programmes

Government systems strengthening across policy, funding, data, workforce, curriculum and quality — the enabling architecture for universal access to quality ECD by 2030.

02

Bana Pele Leadership Summit

Commitments made by government and social partners to co-create a shared movement, convene donors, and lock a roadmap to 2027.

03

Bana Pele Shared Blueprint

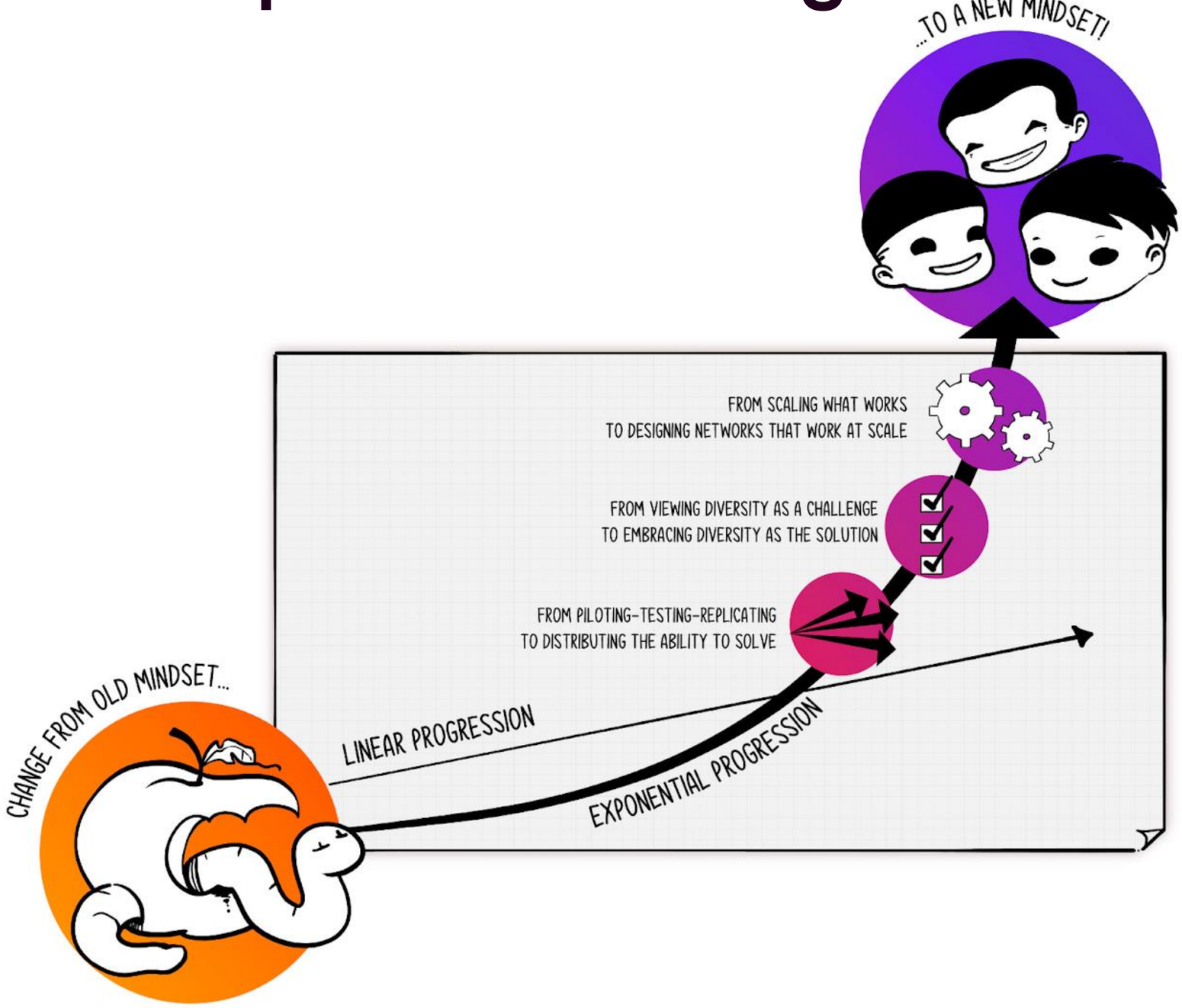
A 23-action agenda spanning the secretariat, funding, narrative, digital backbone and community hubs — the joint delivery plan.

Universal access to quality early childhood development by 2030

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Bana Pele

Need exponential change



Ecosystem approach

No single organisation can close the early learning gap alone. A resilient, sustainable system depends on coordinated action across government, civil society, communities and the private sector.

We want to move from building our own beautiful gardens to operating as a flourishing rainforest (ecosystem)

What worked and enabled change

Design choice

Starting small and on a voluntary basis created buy-in among the public servants involved in procuring both childhood centers and Creciendo Juntos programs.

Lateral system improvements

Making measurement the central product, not just the incentive, gave the mechanism value even before any bonuses were paid.

Enabling condition

SDIS's willingness to be self-critical. They commissioned this work knowing they might not like the diagnosis. That institutional position was rare and essential.

Equity by design

The *Creciendo Juntos* redesign only happened because SDIS surveyed 3,480 caregivers directly instead of relying on institutional assumptions. A family-based ECD program that skips this step risks being neutral to poverty by design, not by accident.

Core Building Blocks That Enable OBF Institutionalization

A progression of conditions, from foundational to long-term, that determine whether outcomes-based financing (OBF) takes root in a public institution.

1

Pre-Conditions

Strategic and systemic foundation

- Political Will
- Administrative Cycle Runway
- Stable Fiscal Environment
- A Burning Platform for Outcomes
- Stakeholder Incentive Alignment

2

Enabling Conditions

Operational foundations

- Civil Servant Champions
- Regulatory Compatibility
- Low-Cost, Integrated Measurement Systems
- Government Management Capabilities
- Mature Delivery Capabilities

3

Technical Calibration

Getting the incentive design right

- Right-Sizing Performance Focus and Targets
- Motivation at the Heart of Incentive Design
- Risk Mitigation (Gaming and Perverse Incentives)
- Measurement Bias Guardrails
- Equity Calibration

4

Sustaining Factors

Long-term institutionalization

- Continuity of Champions
- Institutional Lock-Ins
- Ongoing Political Advocacy
- Broader Ecosystem Orchestration and Strengthening

Key Building Blocks in Bogotá's ECD Sector

How the general building blocks showed up in practice in Bogotá's early childhood development (ECD) outcomes-based financing pilot.

PRE-CONDITIONS

Political Will

Previous OBF experience in the city.

Stakeholder Incentive Alignment

SDIS's willingness to be self-critical.

Stable Fiscal Environment

Prioritized ECD budgets enabled OBF piloting.

ENABLING CONDITIONS

Dedicated OBF Committee

A central committee, composed of officials from planning, finance, ECD, environment, and other sectors, enables OBF initiatives and preserves institutional memory.

Integrated Systems

Existing administrative systems are used for measurement and payment, avoiding parallel structures.

TECHNICAL CALIBRATION

Design Calibration

The pilot was evaluated and its design revised to keep incentives challenging yet feasible.

Balanced Indicator Mix

Combines operational and quality output indicators to reduce gaming risk.

SUSTAINING FACTORS

Continuity of Champions

Knowledge is held in a formal committee, not in individuals.

Institutional Lock-Ins

Robust manuals, processes, and protocols.

Broader Ecosystem Orchestration

OBF experiences and initiatives across Colombia legitimize it.

Hilton and UBS OF funding is enabling Ecosystem-building: 3 cities in Colombia and expanding to Ecuador

First ECD RBF Program (Bogota, Hilton)
Designed and implemented Colombia's first ECD RBF program, influencing USD 8.7 million in government budget.

Scale-Up of the ECD RBF Mechanism (Bogota, UBSOF)
Expanded the national ECD RBF mechanism to strengthen implementation. Influencing USD 9 million in government budget.

Delivery Unit (Bogota, Hilton)
Established a Delivery Unit within the ECD Subsecretariat managing a USD 90 million annual budget.

RBF Dual-Impact ECD Model (Bogota, UBSOF)
Redesigned *Creciendo Juntos* to integrate ECD and caregiver income outcomes, generating evidence for a second GEN approach.

Increasing GEN's ECD Reach (Colombia & Ecuador, Hilton & GCC)
Supported expansion to new cohorts and countries to drive ECD and livelihoods reforms.

Transforming ECD Service Delivery (Cali, Hilton)
Supported the co-design of flexible service delivery options tailored to families' needs. Influencing USD 12 million in government budget.

Scaling ECD Evidence-Based Innovations in Government (Colombia, GCC)
Embedded evidence-based ECD practices in national systems and supported a new RBF design with ICBF.

ECD RBF with the Public Sector (Ecuador, Hilton)
Designed an ECD RBF program with the Ministry of Human Development for government implementation.

RBF on the Dual-Impact ECD Model (Medellín, UBSOF)
Provided technical support to strengthen local ECD systems and implementation.

Hilton + other funders

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NOW

Coffee break

14:45 BST

NEXT UP

Big Picture

(in person and online)

15:00 BST

Full programme

scan to view the programme and choose your session

Seminar Rooms 3&4

Deep Dive

THE POWER OF ECOSYSTEM ORCHESTRATION FOR SOCIAL CHANGE AT SCALE



Sreehari Ravindranath
Dream a Dream



Bhagwati Prasad Mandoli
Samagra Shiksha



Jayshree Oberoi
The Akanksha Foundation



Estêvão Pinheiro
Motriz



Ashna Devaprasad
University of Oxford
Chair

Welcome to SOC26!

- **Live** from the the Blavatnik School of Government and **online** via Zoom
  - If you are joining us in-person, you can still join on Zoom, **BUT please keep your speakers muted**.

- We will use Zoom for questions from both in person and online participants
  - If you are joining us online, free to post your questions in the chat

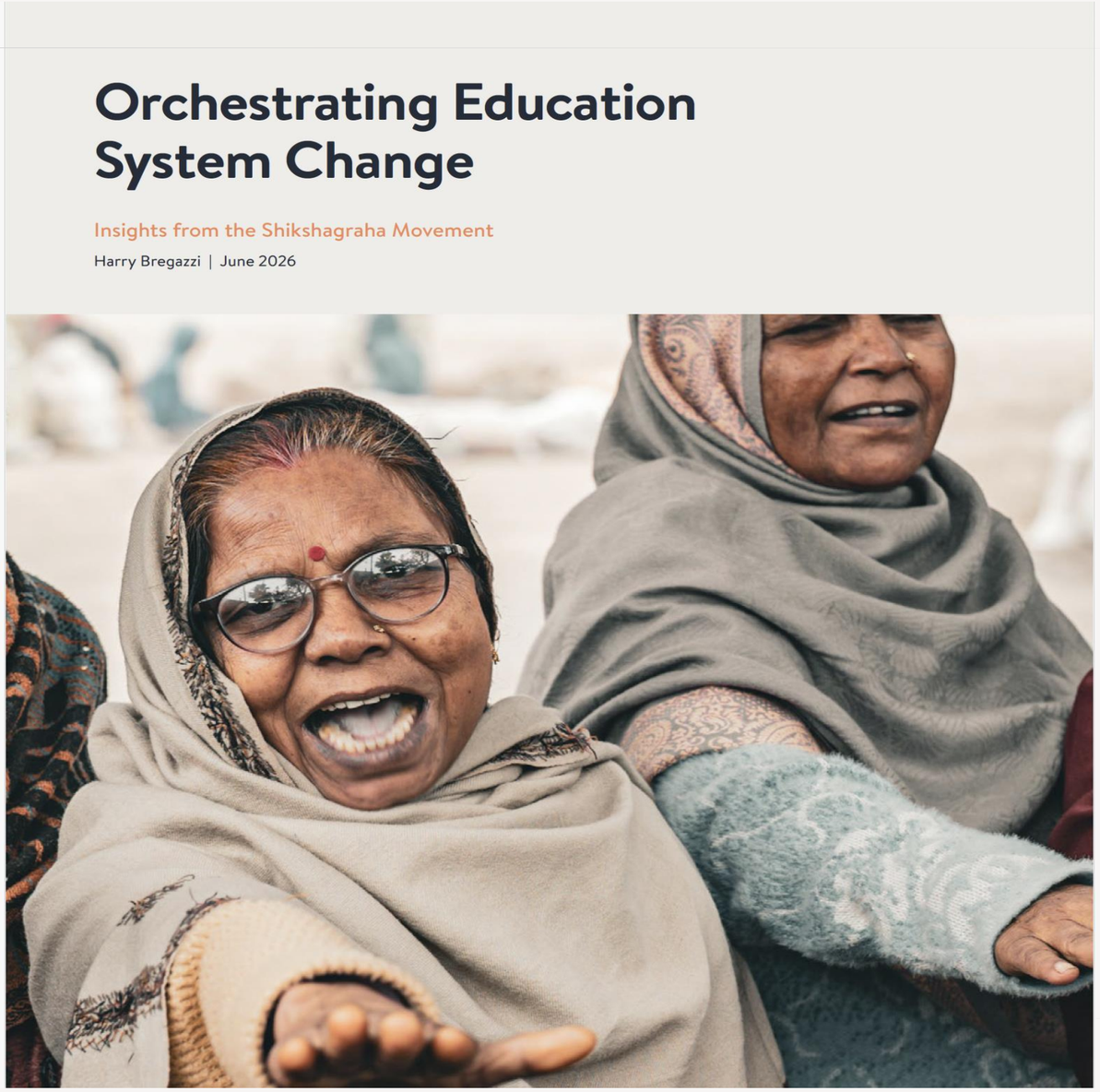
- This session will be **recorded and shared** on the GO Lab website, alongside the programme slides.

- A **photographer** will be present throughout conference to take photos of **in person activities**. If you do not wish to be photographed, or have any questions, please speak to a member of the GO Lab team after the session.

- Do use the Zoom chat to introduce yourselves and to share your thoughts and questions. On Zoom, please make sure we can see your name and organisation.

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> The transformation of public education requires the combined and coordinated effort of many - government, civil society, communities, and philanthropy working in genuine partnership.
>
> SD Shibulal



EDUCATION SYSTEM TRANSFORMATION THROUGH A POLICY LAB

Building relational ecosystems for system change



Ms. Apoorva Bhatnagar
on behalf of: Dr. Sreehari Ravindranath, Director, Research and Impact, Dream a Dream

The Paradox!

We are not short of reform, Yet strong policy intent still becomes uneven classroom reality.

Education systems today have more policies, programmes, assessments, administrative data, research partnerships and monitoring mechanisms than ever before.

And still, the distance between what a policy intends and what a child experiences can remain surprisingly large.



THE POLICY–IMPLEMENTATION GAP IS ALSO A LEARNING GAP

Policy→ Programme →Implementation → Monitoring→ Outcome

This assumes that the main challenge is moving a solution efficiently through the system.
However, the reality is different:

- **POLICY: What is intended?**
- **PRACTICE: What is actually happening?**
- **EVIDENCE: What are we seeing?**
- **INTERPRETATION: Why might be happening?**
- **ADAPTATION: What should change?**

Transformation depends not only on policy travelling down the system,
but on experience and evidence travelling back through it.





The Jharkhand Education Policy Lab is an emerging state-embedded mechanism for connecting evidence, implementation experience and policy decision-making.

The work sits across foundational learning, pedagogy, teacher development, assessment and the wider conditions through which children learn and thrive.

The central question is therefore not: “Who else should we add?”

It is: “How do we help the system make better use of what its different actors already know?”

TRADITIONAL PROJECT LOGIC > POLICY LAB LOGIC

Deliver activities> Enable Learning

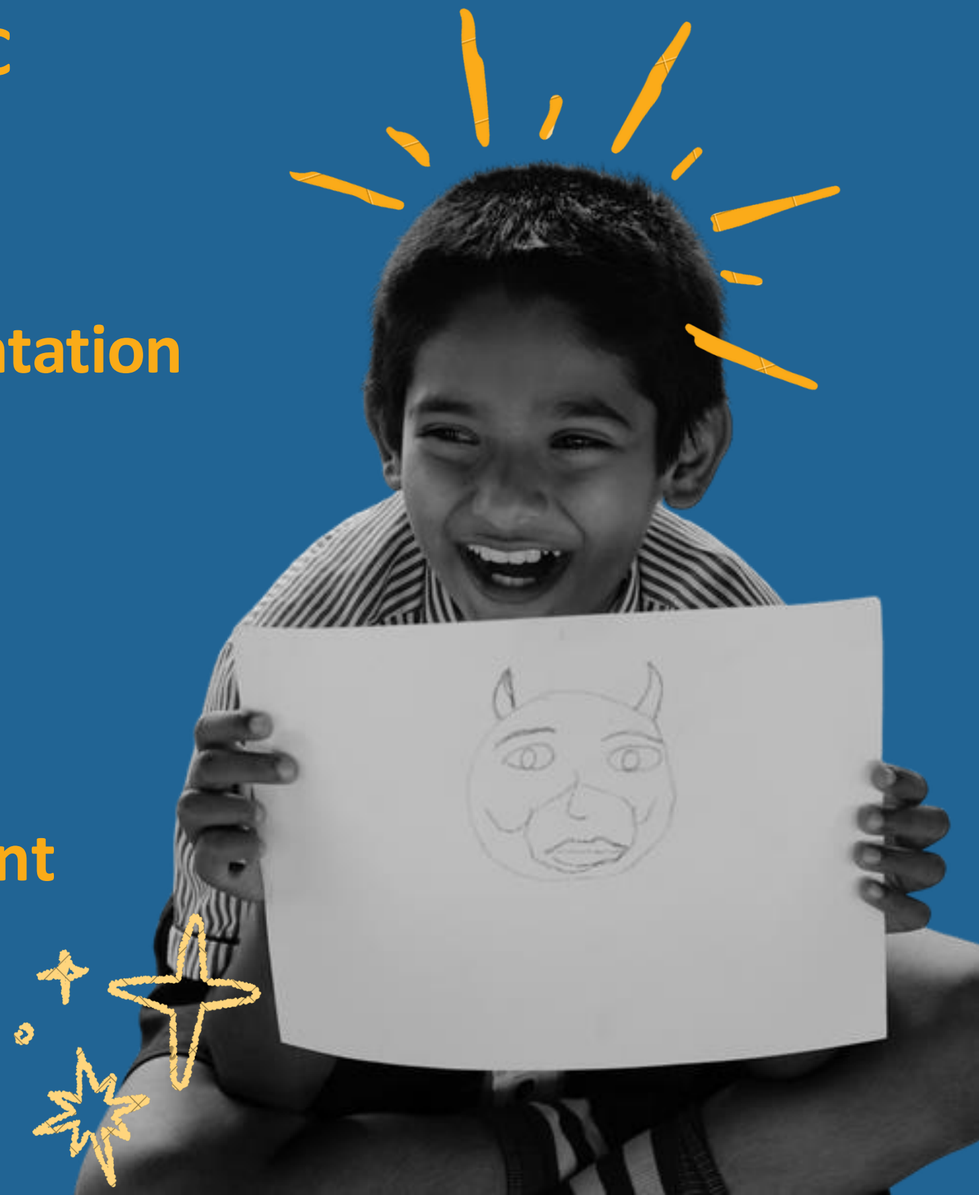
Monitor implementation>Understanding implementation

Produce evidence> Interpret information together

Report progress> Inform decisions

Replicate> Iterate and adapt

Can we institutionalise the capacity of a government system to make sense of its own experience?



Learning system is one in which evidence can repeatedly influence the next decision

GENERATE EVIDENCE

Administrative Data
Classroom process
Teacher and Student experience
Research

MAKE SENSE TOGETHER

Government
Practitioners
Researchers
Civil Society

DECIDE AND ADAPT

Policy
Pedagogy
Teacher support
Assessment and Implementation

FORMAL INFRASTRUCTURE

Data systems
Governance and roles
Monitoring mechanisms
Review processes
Decision rights

+

RELATIONAL INFRASTRUCTURE

Trust
Dialogue
Shared ownership
Professional judgement
Constructive challenge



Relationships are not simply the environment around system change. They are part of the infrastructure through which system change happens.

ACCOUNTABILITY

Clear goals
Defined responsibilities
Evidence and monitoring
Public purpose

ADAPTIVE ACCOUNTABILITY

ADAPTABILITY

Dialogue and interpretation
Attention to context
Professional judgement
Course correction

Traditional accountability asks: “Did we deliver what we promised?”

whereas,

Adaptive accountability also asks: “What are we learning and what should change?”



How do we build trust that survives leadership change?

How do we protect learning when incentives reward short-term delivery?

How do we enable constructive challenge while preserving government ownership?

How do we recognise and value relationships, sensemaking and adaptive capacity?

FROM PARTNERSHIP TO AN ECOSYSTEM

PERHAPS WE SHOULD JUDGE PARTNERSHIPS BY WHAT REMAINS AFTER THEM.

WHAT WILL EACH ORGANISATION DELIVER?
TO
WHAT CAPACITY ARE WE COLLECTIVELY BUILDING IN THE SYSTEM?

Thank you!



REIMAGINING PUBLIC EDUCATION:
BUILDING RELATIONAL ECOSYSTEMS FOR THRIVING

Anandam Pathyacharya (Happiness Curriculum)
Uttarakhand

Dr. Bhagwati Prasad Mandoli
Staff Officer,
Government of Uttarakhand, India





वB◌ा◌ः समस्तास्तव दे व भेदाः
ि◌स्7यः समस्ताः सकला
जगत्सु। त्वयैकया पू
रतमम्बयैतत्
का तेस्तु तः स्तव्यपरा परो N◌ः

THIS SANSKRIT VERSE REMINDS US THAT ALL FORMS OF KNOWLEDGE, AND ALL FORMS OF LIFE, ARE CONNECTED AND SACRED.

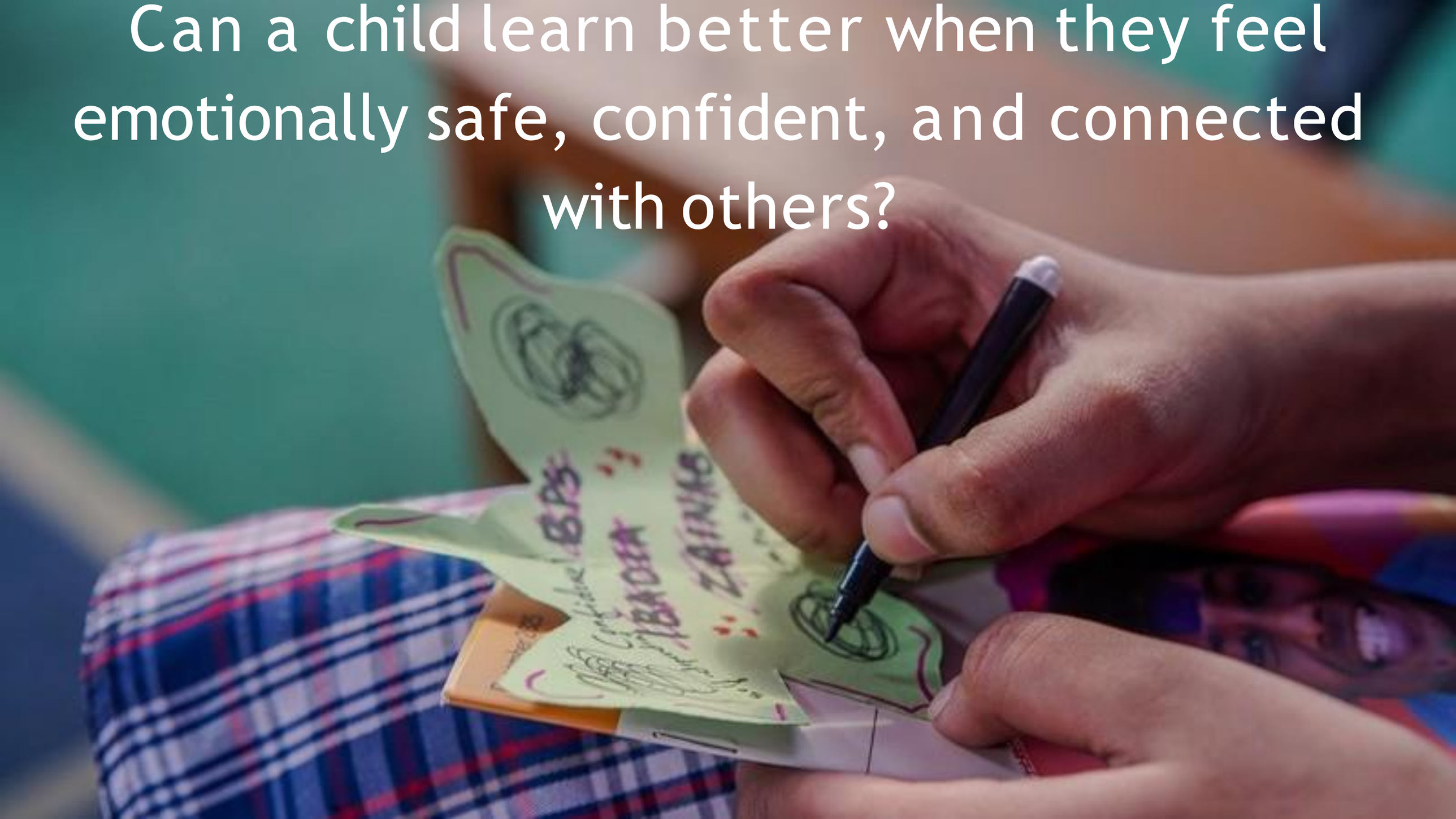
Mindfullness: Being at the present





Education transformation is not only about improving academic performance.

It is also about preparing children for life.


Can a child learn better when they feel emotionally safe, confident, and connected with others?

Anandam Pathyacharya : Happiness Curriculum
Reimagining the Purpose of Education


आनन्दम्–पाठ्यचर्या
HYGIENE
OGRAM
NE CULTURE
सजगता
गतिविधि

16,000 SCHOOLS,
OVER
200,000+ CHILDREN
AND
AROUND 30,000+ TEACHERS
IN UTTARAKHAND (INDIA)



LISTENING TO SCHOOLS

SUPPORTING TEACHERS

USING EVIDENCE

WORKING COLLABORATIVELY

LEARNING FROM IMPLEMENTATION

TAKING WHAT WORKS TO SCALE

ABOVE ALL, IT IS ABOUT KEEPING THE CHILD AT THE ABSOLUTE CENTER OF EDUCATION.



ॐ सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु
मा कि दुःखभाग्भवेत् ॥ ॐ शान्तिः शान्तिः
शान्तिः
॥

MAY ALL SENTIENT BEINGS BE AT PEACE, MAY NO ONE SUFFER FROM ILLNESS, MAY ALL SEE WHAT IS AUSPICIOUS, MAY NO ONE EXPERIENCE SUFFERING. PEACE, PEACE, PEACE.

THANK YOU

Dr. Bhagwati Prasad Mandoli
Staff Officer,
Government of Uttarakhand, India





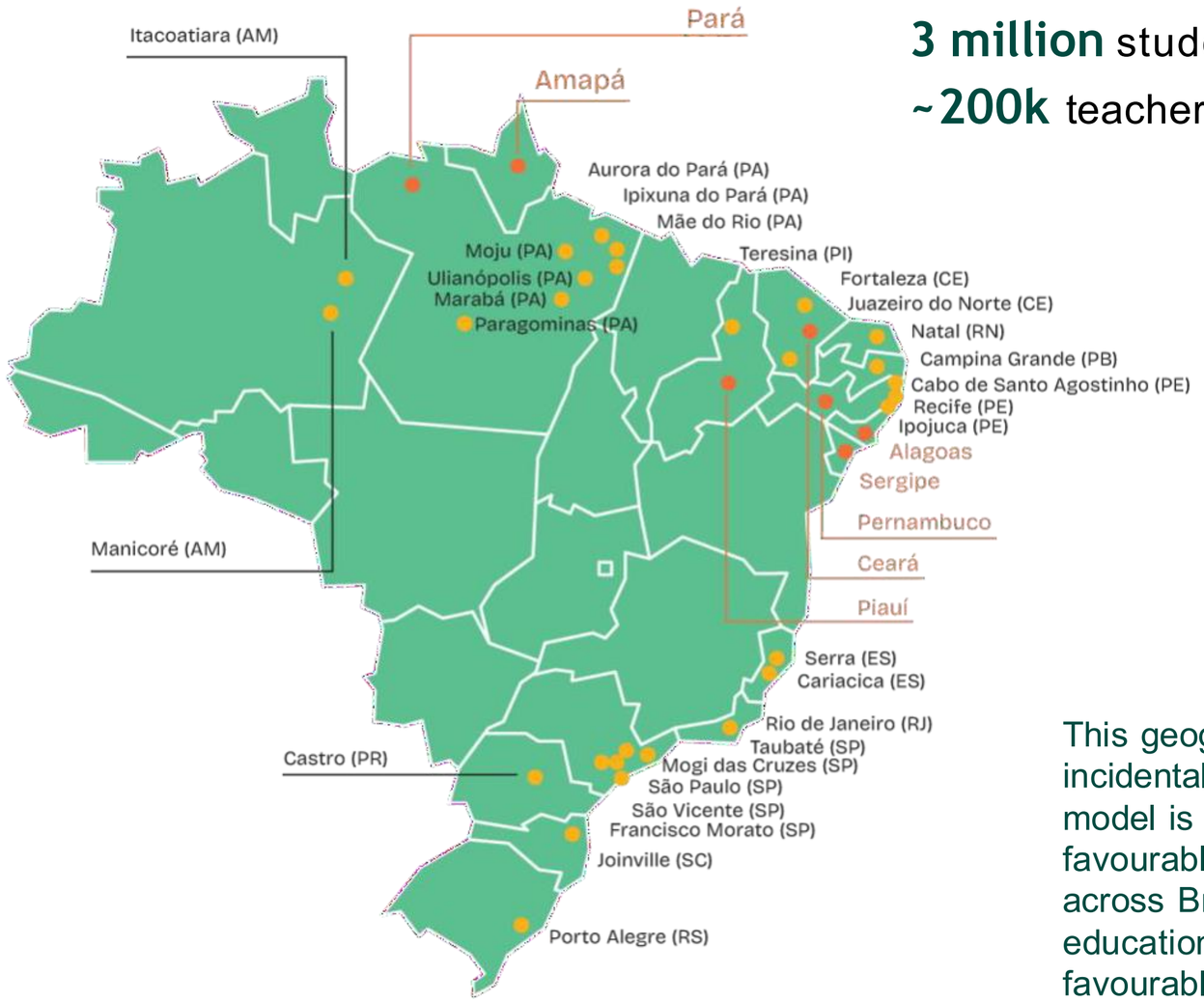
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From Policy to Practice: Strengthening Education Systems for Change at Scale

Our Extensive Reach:

Partnering Across Brazil's Diverse Education Landscape

Motriz operates across Brazil's most diverse education contexts. From remote Amazon communities with small multi-grade schools to the largest public municipal school network in Latin America.



7 State Education Departments

40 Municipal Education Departments

3 million students reached

~200k teachers reached

This geographic range is not incidental. It is evidence that our model is not tied to a single favourable context. It works across Brazil's heterogeneous education landscape, not only in favourable conditions.

Who we are

Motriz partners with local governments to ensure every child in Brazil finishes school with the skills to prosper in life



Our mission: strengthen public education systems to improve learning outcomes and reduce educational inequalities

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Public Education in Brazil

A system of continental scale — setting the context for this panel

47.1M

students enrolled in basic education (2024)

179,000

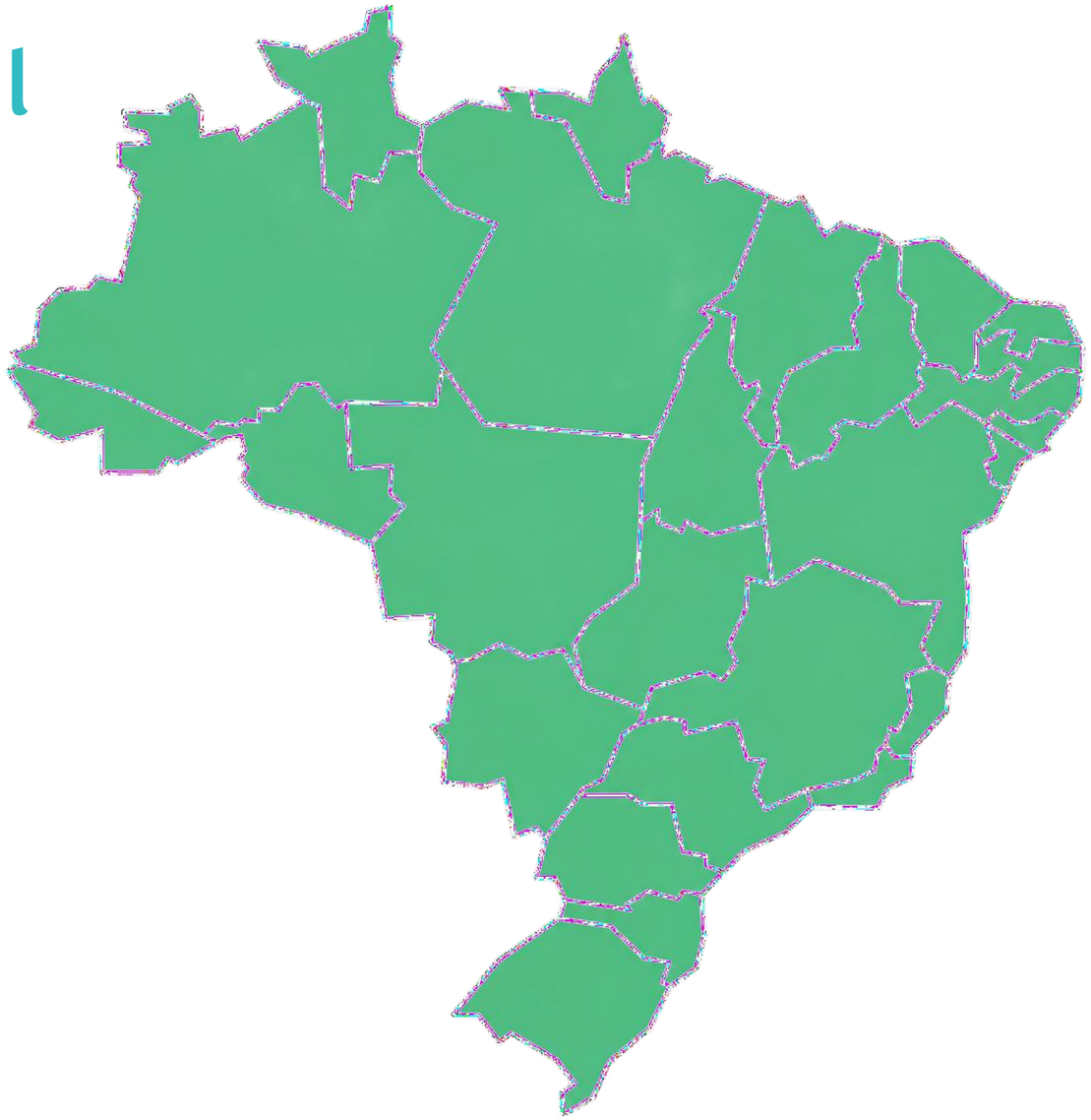
basic education schools nationwide

5,570

municipalities, each running its own system

2.4M

teachers working in the classroom



Governments need to implement policies across very different contexts and at a very large scale

Source: 2024 Brazilian School Census (Inep/MEC) · IBGE

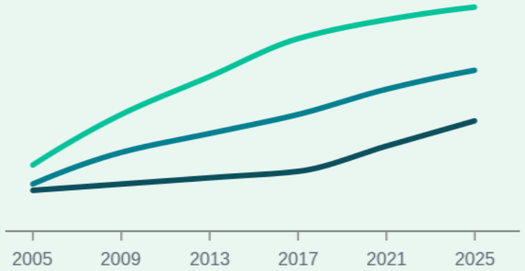
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Learning Is Advancing at Every Stage

IDEB and ICA, Brazil’s national learning indicators, keep climbing nationwide

IDEB

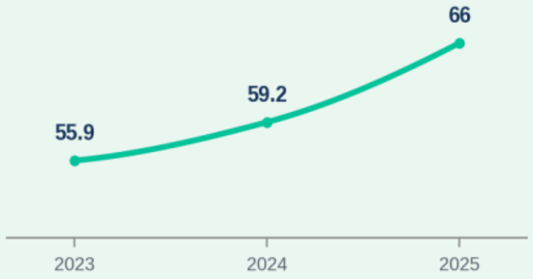
Every stage of basic education is improving



From 2005 to 2025, scores rose in early years (3.8→6.3), later years (3.5→5.3) and upper secondary (3.4→4.5) — the broadest, most sustained gain in the index's history.

ICA

The fastest-moving indicator of all



Early literacy jumped from 56% to 66% of children reading-ready by the end of Grade 2 in just two years (2023–2025) — about 190,000 more children in the last year alone.

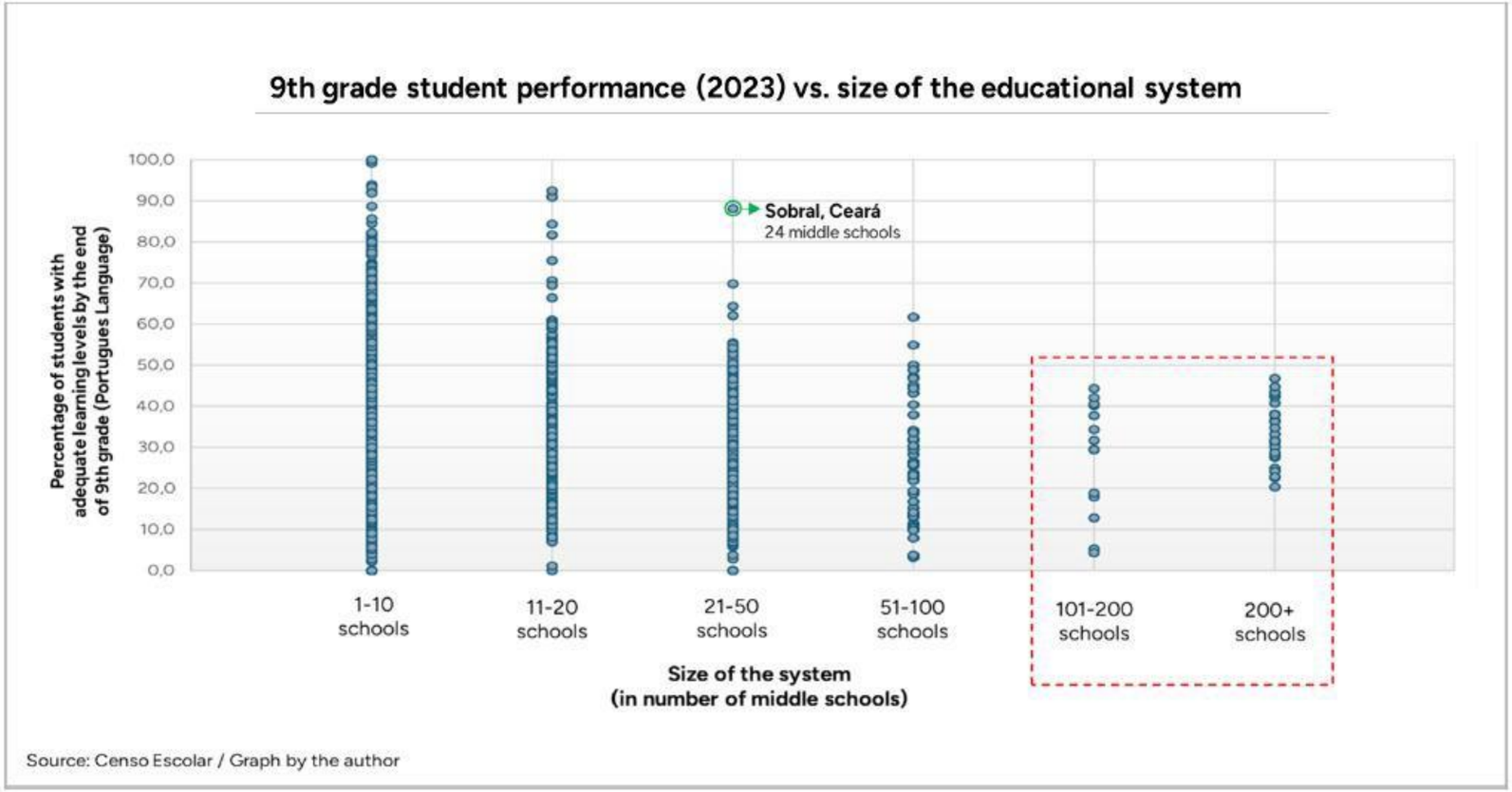
Source: 2025 INEP (Brazil’s National Institute for Educational Studies and Research)

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Learning is Improving — But Larger Systems Improve More Slowly

Learning gains are concentrated in small and mid-sized public education systems — large-scale systems still struggle to keep up



Among systems with 100+ schools, none surpass 50% proficiency in 9th-grade Portuguese. High performers almost always small or mid-sized.

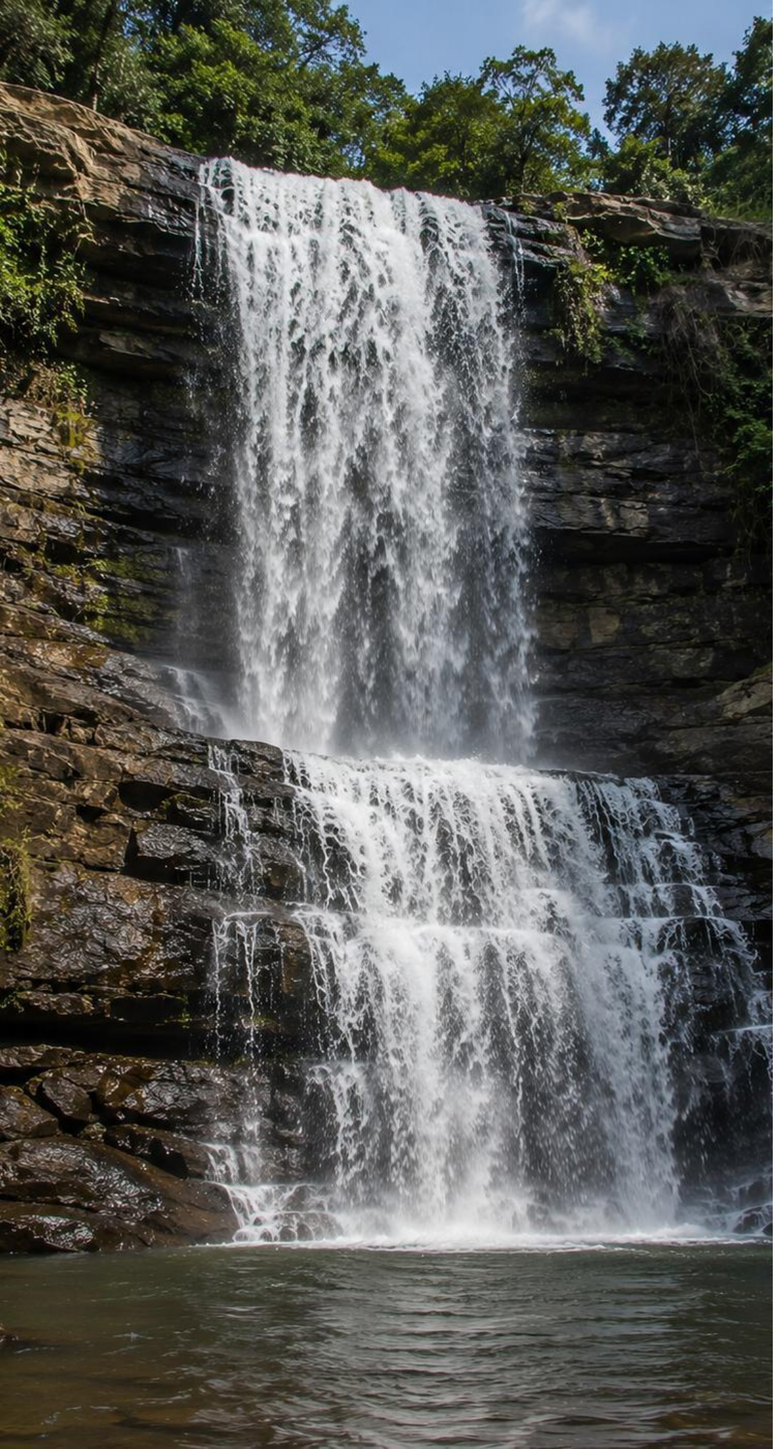
Source: Nogueira Filho, O. The Implementation Barrier: Unlocking Brazil's Next Leap in Education Across Large-Scale Systems. Blavatnik School of Government, University of Oxford —Lemann Foundation Programme.

Brazil has improved policies and learning. But one challenge remains.

How can large public education systems turn policies into better learning outcomes?

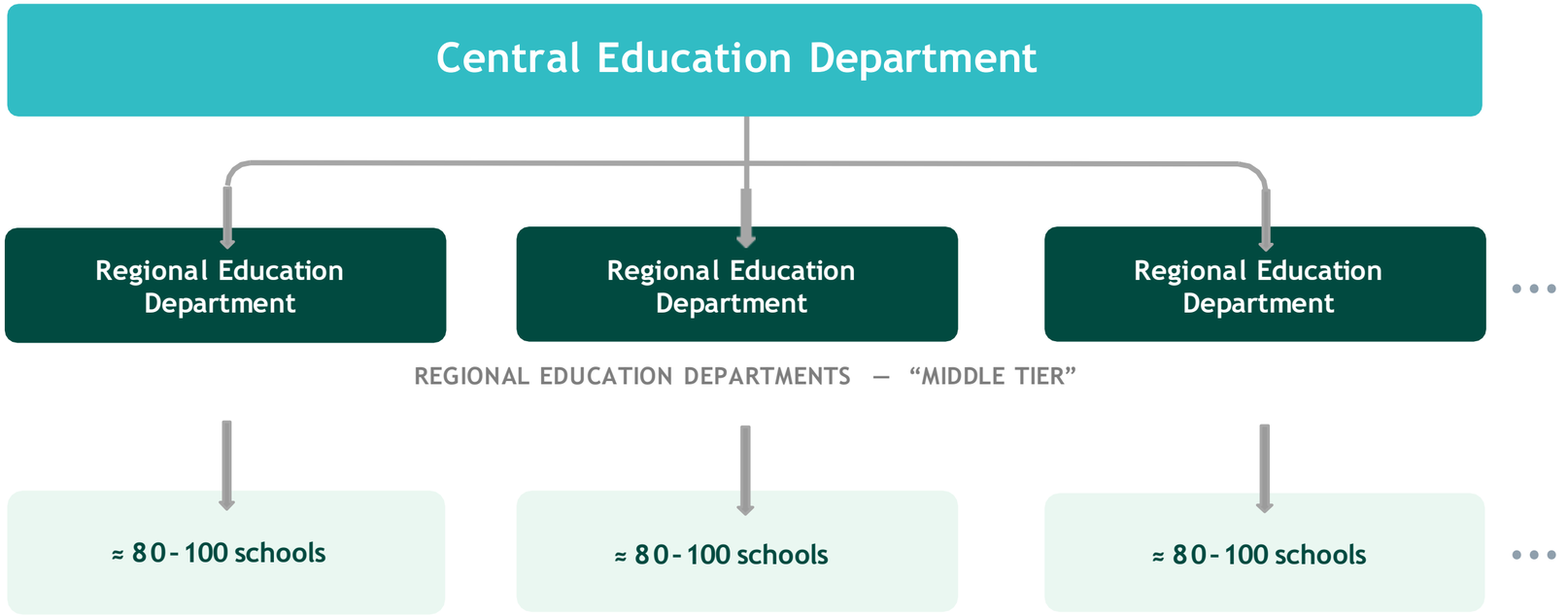
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The question at the heart of this panel —and of Motriz's work in Brazil.



The Waterfall Model

The most common implementation model we see in Brazil — top-down



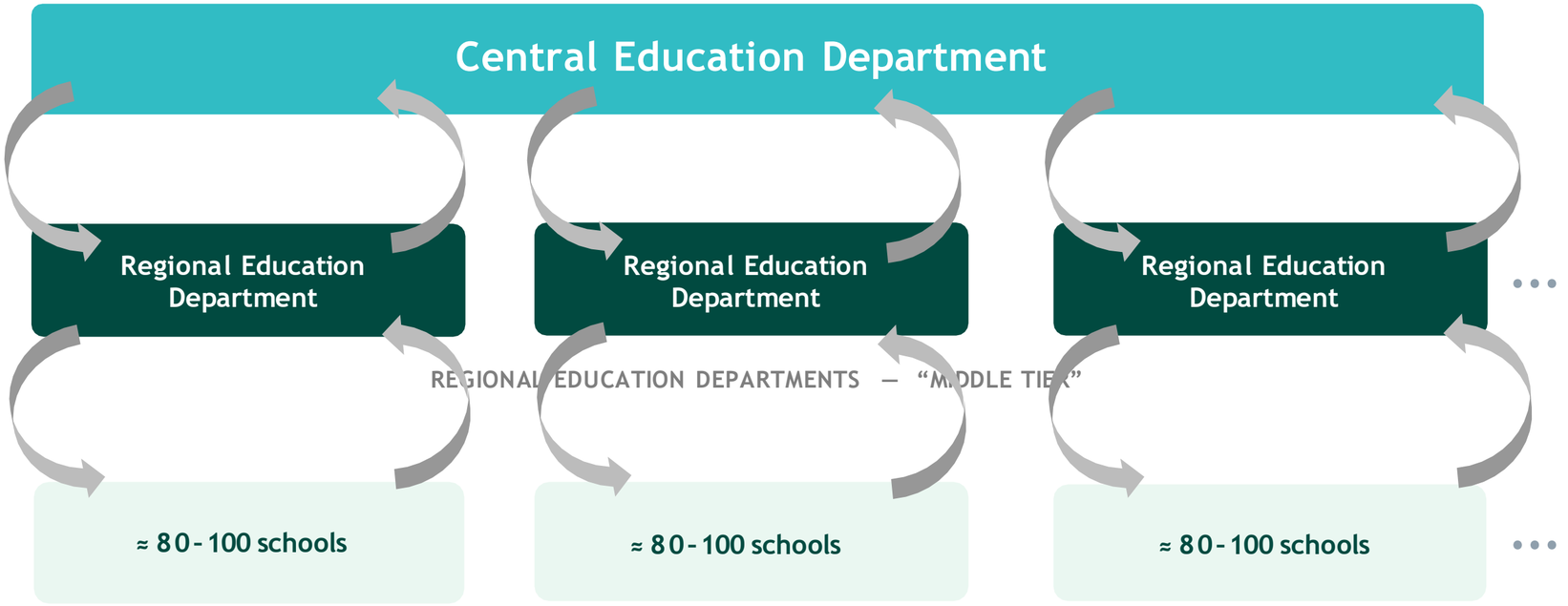
- Decisions made by a small group of leaders at the top
- Focused on command and control
- Little voice for regional teams and schools
- Little room to listen, learn, or adapt to local needs



Pororoca: a tidal bore where the Amazon River meets the Atlantic —a continuous, tube-shaped wave.

The Pororoca Model

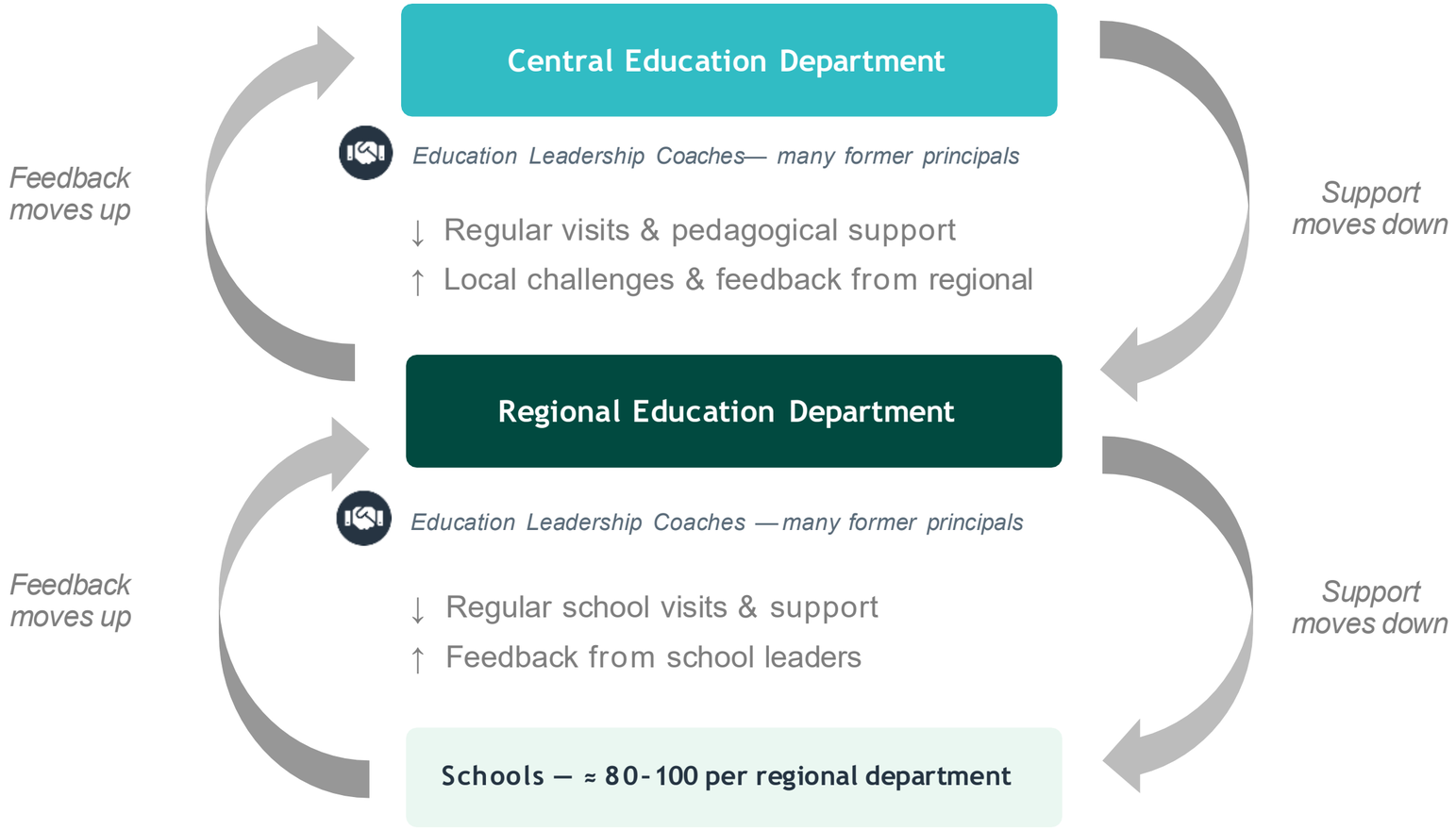
Implementation systems built on continuous feedback and collaboration



- Implementation systems built on continuous feedback and collaboration
- Connecting Every Level Through Continuous Feedback
- Regional Departments: A Strategic Role in Supporting Schools and Adapting Policies
- Continuous Listening: Adapting Policies to Challenges on the Ground

Pedagogical Support

Continuous support and goal alignment between the central department, regional teams, and schools



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✗ Not inspection or punishment

✓ Continuous support & goal alignment, at every level

Predictors of Learning: Tracking Implementation Maturity

We have our own methodology to assess how key policies are reaching schools. It shows a positive correlation with student learning and helps governments identify where implementation is stronger or weaker

Predictors of Learning	YEAR 1	YEAR 2
1. Curriculum and lesson planning	4,6	6,4
2. Assessment to improve teaching quality and student learning	5,6	7,7
3. Continuous professional development for teachers	2,4	4,2
4. Goal-setting and action planning	3,7	1,8
5. Literacy by the appropriate age	2,0	3,2
6. Learning recovery	4,6	6,4
7. Racial equity	5,0	7,2
Composite Index	4,0	5,3

Predictors of Learning

- Evidence-based policies and implementation processes
- Surveys with regional and school leaders
- Data transformed into a 0–10 implementation index
- Results guide planning, decisions, and government support

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Bringing Teachers' and Students' Voices into the Feedback Loop

Surveys: Listening Directly to Teachers and Students

15,000+
teachers' voices heard

260,000+
students' voices heard

We ask simple questions to understand how policies are working in schools —and how we can better support teaching and learning.

What we learned from listening — one example:

✗ Chess clubs to teach math —low student engagement

✓ Music & arts clubs, same math goal —students far more engaged

The activity changed. The goal stayed the same.

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In 2021, we took on our greatest challenge: supporting learning improvement and leadership development in Latin America's largest municipal public education system.



630,000+ Students

55,000+ Education Staff

1,558+ Schools

motriz PREFEITURA RIO Educação

FONTE: SME Rio

Predictors of Learning: Time Series

Track Implementation Maturity Over Time

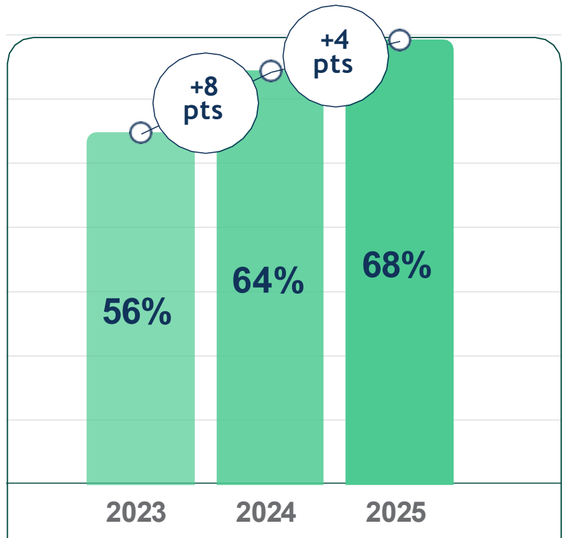
SCALE

Score between 9-10	Avançado
Score between 6-9	Adequado
Score between 3-6	Básico
Score between 0-3	Abaixo do básico

PREDICTOR	2022	2023	2024	2025
1. Curriculum and lesson planning	6.8	8.3	8.8	9.0
2. Assessment to improve teaching quality and student learning	3.6	5.6	6.0	8.3
3. Continuous professional development for teachers	7.4	8.5	8.4	9.1
4. Goal-setting and action planning	6.4	9.1	8.9	9.2
5. Literacy by the appropriate age	8.0	9.0	9.0	9.7
6. Learning recovery	8.7	8.3	8.3	8.2
7. Racial equity	5.9	8.2	9.5	8.7
Composite Index	6.1	7.9	8.0	8.9

Rio de Janeiro is among the Brazilian capitals making the greatest gains in student learning

Literate Child Index (ICA)

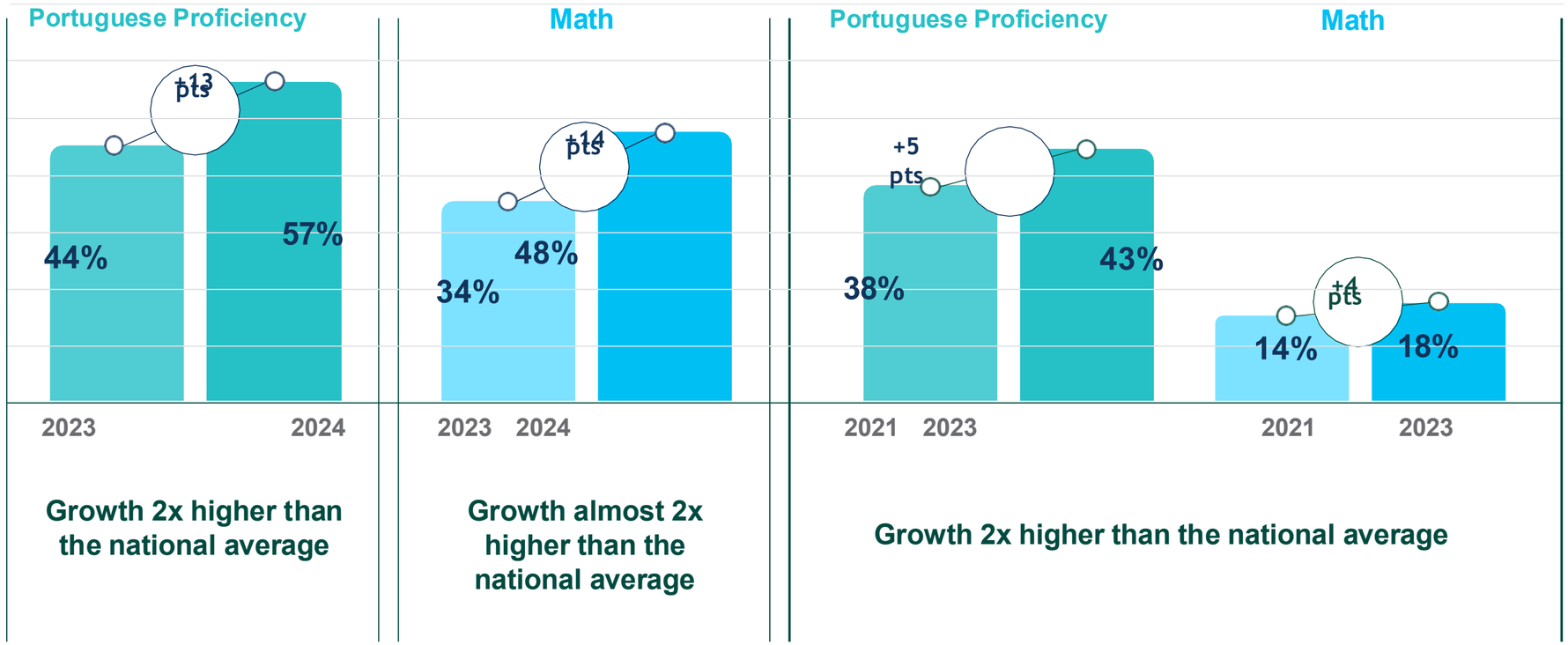


Growth 2x higher than the national average

6th best-performing capital

Adequate Learning (Saeb)

Primary education



Growth 2x higher than the national average

Growth almost 2x higher than the national average

Lower Secondary Education

Growth 2x higher than the national average



TO CLOSE

Three Key Elements of Successful Implementation

01

02

03

Success means strengthening government's ability to listen, use data, and adapt to each context.

Implementation i

Continuous feedback con

Data

Track implementation prog

Leaders

Strong leadership at every

motriz






SETU: Scaling What Matters

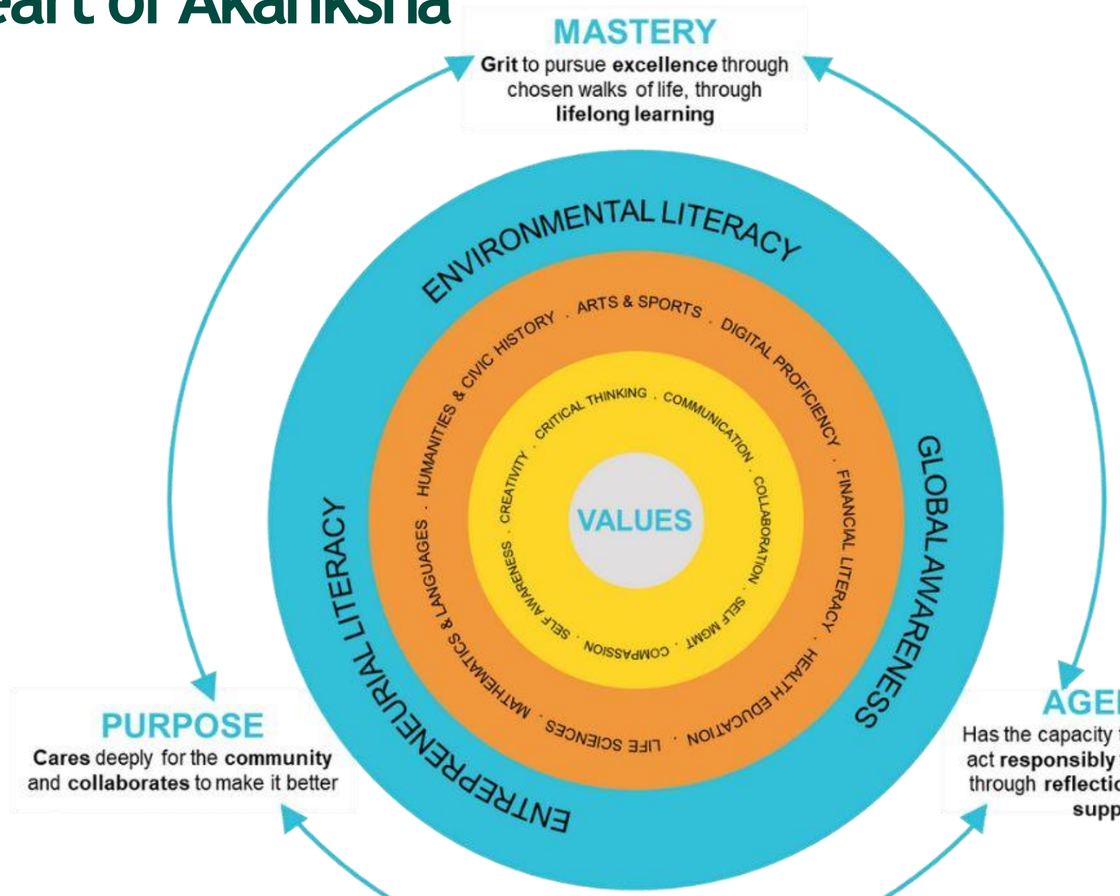
Designing for Depth and Feedback from proven model to System Change

September 4, Blavatnik School of Government, University of Oxford

Jayshree Oberoi
Chief of Government Partnerships and Scale Programs

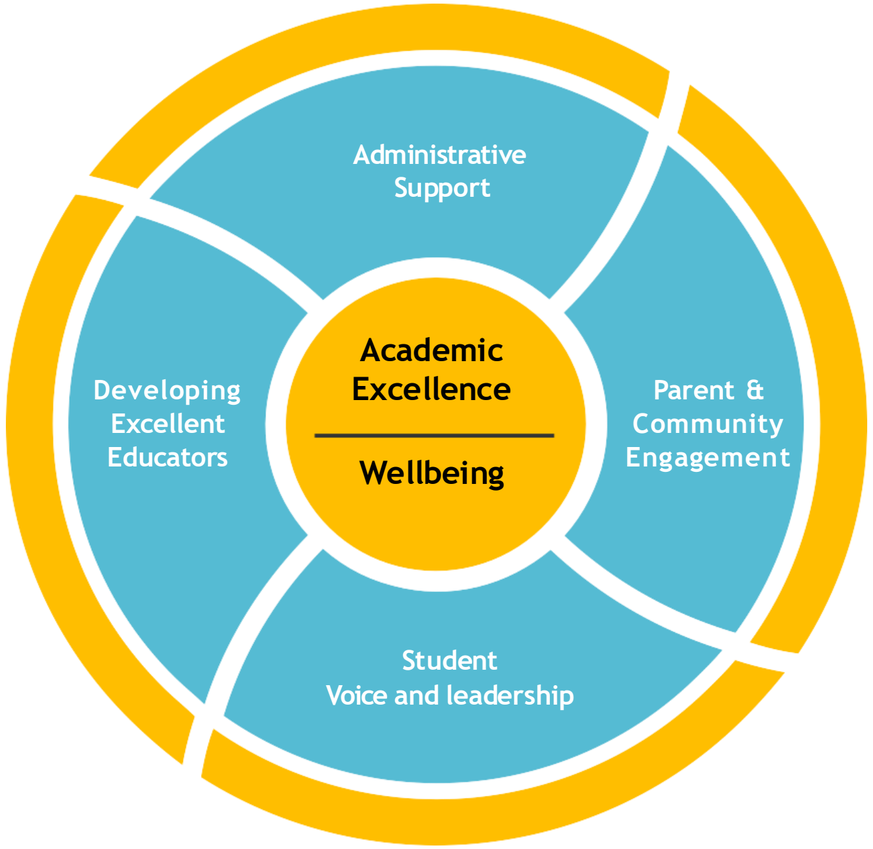
Whole Child Development is at the heart of Akanksha

The Akanksha student vision personifies academic excellence, life skills, citizenship characteristics and growth-oriented core values in learners

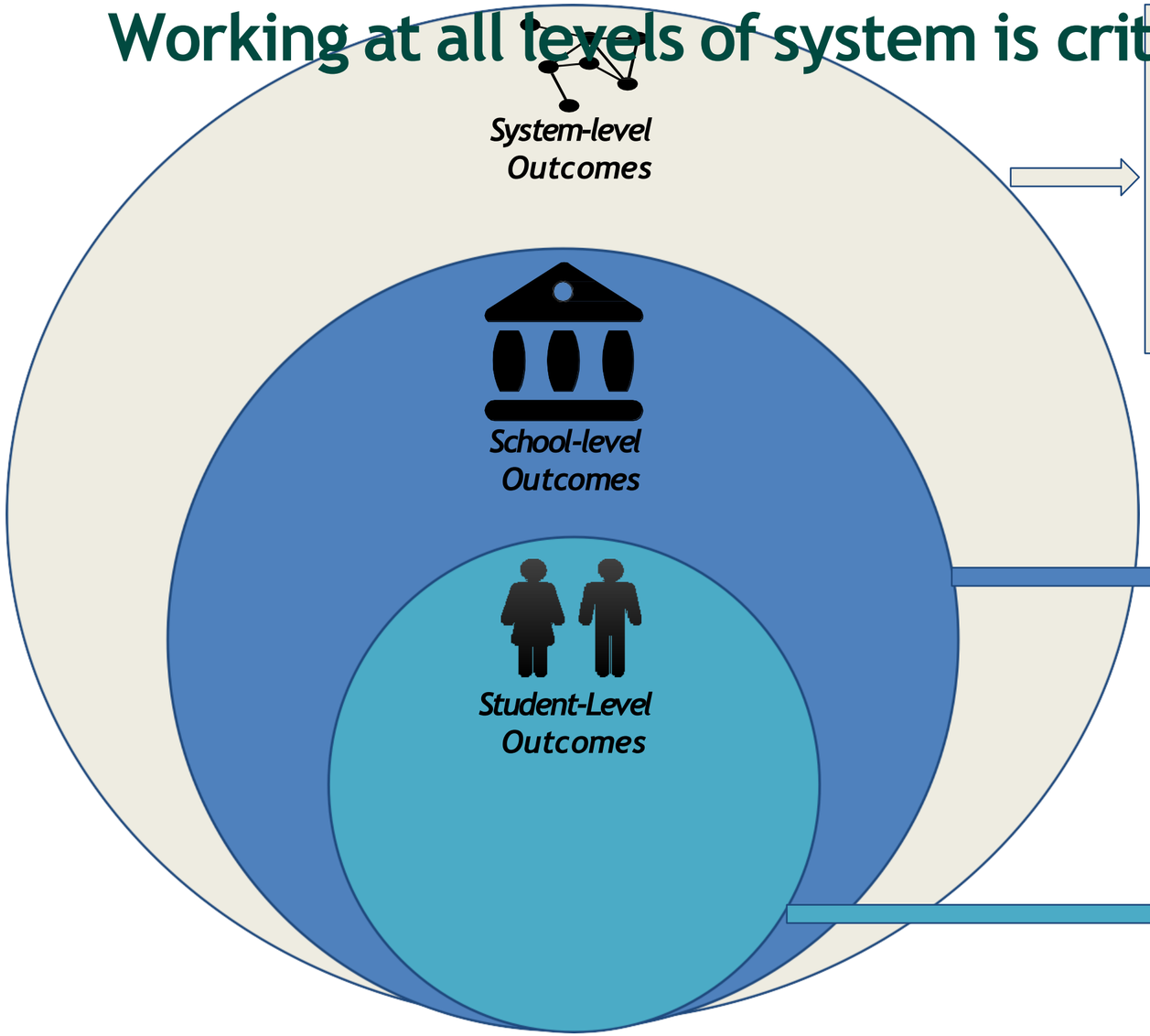


Core of SETU | Holistic development is SETU's core outcome, enabled by best practices across four critical school-transformation components

Key components of school transformation at the heart of Setu



Working at all levels of system is critical for whole school approach



Academic support structures
Leadership pipeline
Collaborative Learning systems
Government ownership
Data and Feedback loops
Sustainability and legitimacy

Teacher quality and classroom practices
Instructional consistency
Learning Environment
Use of assessment for learning
School culture and wellbeing
Parent and Community Engagement

School Readiness
Foundational Literacy and Numeracy
English Learning
Grade level learning
Whole Child Development

Therefore, while it is useful for interventions to be simple, systemic change demands us to look at the ***inter-dependencies and act at multiple thrust points***

SETU | Taking what works deeper into the public education system

SETU-Multiply is Akanksha's approach to **multiplying and amplifying proven practices** by working with city governments to strengthen learning, leadership and system capability.

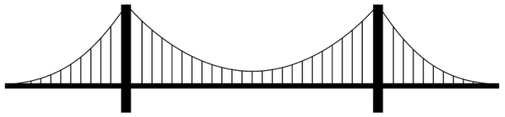
Prove

28
schools

Focus on
'Whole school transformation'



High performing and innovative schools in cities serving children to maximise their potential

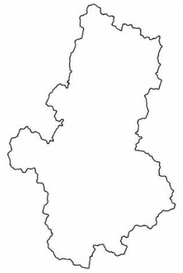


The Bridge of best practices and transformative relationships



Multiply

500
schools



Pimpri Chinchwad Municipal Corporation



Nagpur Municipal Corporation



Pune Municipal Corporation



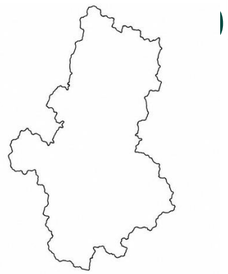
Baramati Municipal Corporation

Amplify

Systemic impact
Practices become internalised and systems drive their improvement

The Complexity | The same problem plays out differently in another geography. H

lication



Pimpri Chinchwad Municipal Corporation

33%

Learners are migrants, with **parents constantly displaced in jobs** impacting regular attendance

Single Parent

mostly, engaged in daily wage jobs or industrial workers

Safety

is affected by overcrowding, limited parental supervision, and prevalence of abuse

LEARNER CONTINUITY in school becomes a major challenge impacting learning outcomes



Nagpur Municipal Corporation

34%

Schools with children speaking more than 3 languages (mostly tribal)

Poverty

in families coupled with low learning levels of parents and substance abuse impacting at–home learning

Poor school

infrastructure and teacher availability leading to low enrolment and multigrade classes (80%)

LANGUAGE ACQUISITION and TEACHING-LEARNING QUALITY impacts learning levels from early on



Many single parent families



Crowded housing





Joyful and Meaningful learning





Distinct journeys-More equitable outcomes

The pathways in each geography were different

Focus on WHOLE CHILD DEVELOPMENT

Student-level: School–Readiness, Grade–level (ESL), SEEL, Arts, Sports

School-level: HM Development, Infrastructure, Safety and wellbeing

System-level: Personnel hiring, support cadre development, cluster meetings and reviews, parental engagement

Focus on FOUNDATIONAL LEARNING

Student-level: School–Readiness, FLN (started with grade–level but considering the learning levels pivoted)

School-level: Infrastructure development, HM development

System-level: Support cadre development, cluster meetings and reviews, parental engagement



90% Learners school–ready at age 5

40pp Improvement at Grade–level

32pp Improvement in school–readiness

25pp Improvement in learners who became readers in 4 months

Across geographies, an upward trend is observed in number of students in corporation schools

Hike in demand for Pimpri Chinchwad Public Schools

13% ⬆️

From 48000 to 54418 students (22-23 to 24-25)

In 2024-25, PCMC saw an increase of 5.6% in enrollments

Hike in demand for Early years interventions in Nagpur

16% ⬆️

Kindergarten grades in Nagpur (23-24 to 25-26)

As opposed to this, the enrollments in Maharashtra as a whole experienced a drop of 5.8% between 2023-24 and 2024-25

PCMC Outcomes story | PCMC demonstrated strong education investment, with average increased budget by 15.4% YoY

Student-level

More children are in school and they are learning better

- **6% improvement** in enrolments
- **At preschool** level, **90% learners school ready**
- **62% of learners have foundational** skills, with English driving learning change
- Strong focus on **holistic development** with Arts, Sports, Life Skills and Mental Health

School-Level

Schools prioritised student wellbeing and learning equally

- **Enrollment tracking** for Out of school children, drop out and CWSN
- **Safety strengthened through** Audits, upgraded toilets & water purifiers in **145 schools; CCTVs in 110s schools**
- **Learning resources enhanced with** 50 libraries renovated with 1.38 lakh books/materials for Grades 1–5.
- **Human resource gaps addressed with** 170 teachers, 22 counsellors, 32 sports, 26 arts teachers & 123 data operators recruited.

Systemic-Level

The Education system demonstrated collaboration, data-driven decision making and sustainability

- **10+ CSO partnerships** strengthened learning outcomes, anchored by a well-established PMU.
- **Democratic SMCs formed**, with funds directed to teaching aids (35%), infrastructure (24%) and community activities (17%)
- **Master trainers, mentor teachers & supervisors** established to strengthen instructional practice.
- **Learning data centralised** through QCI assessments and MIS development.

1.Building relationships to work towards common goal through co-working, listening and learning together



Interaction with Mr. Shekhar Singh, Commissioner,PCMC



Workshop and exposure visit with Master Trainers





SETU team member with teachers and children at School opening ceremony



Teachers Engaging with students in classroom- observation, coaching and appreciation





HM Master Trainer facilitating cluster training



Setu Team providing in-person coaching & mentoring during school visit

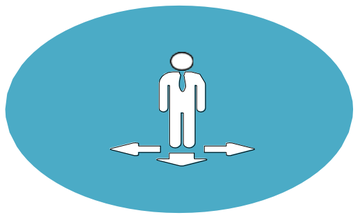


SEE Learning Master Trainers embedding SEE Learning in ECCE Teacher Training

2. Ensure Depth and scale with established Strong Feedback loops

By establishing these loops, we were able to scale the **learning architecture** rather than implementing a fixed model

Leadership Loop



Demonstrate impact to leadership, share evidence with Champions and enable impact

Learning->Action->
Improvement

Community Loop



Active communities, Parental engagement, collective ownership

Engagement->
Ownership->Better outcomes

Educator Loop



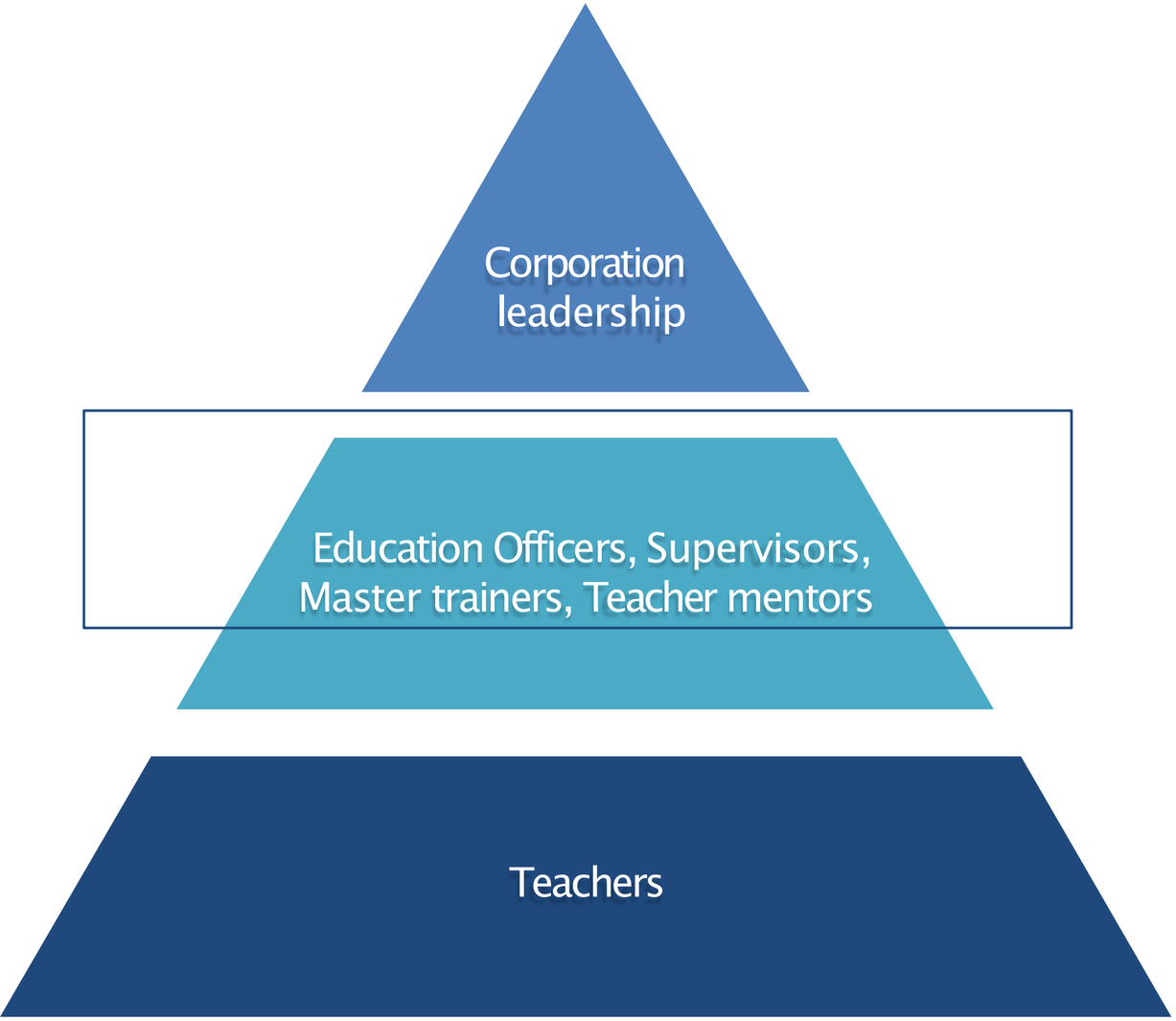
Better support for Educators through development of instructional cadre and review mechanisms

Support->Practice->
Student Learning

Evidence Loop

Ensure data–driven decision making at all levels and strengthen the stakeholder–feedback loops

3. Relationships with middle layer



Our experience tells us that the middle-level leadership is critical because…..

- They are the custodians and users of data to facilitate decisions, they hold the contextual wisdom
- They are the closest to the ground, have 360–degree view of learning and administrative trends
- They are the ones who can make norms stick, they are the immediate role–models for the school–level leadership
- They are the constant among the transitioning top leadership

4. Operationalise to institutionalise, by using scale principles that would build the system to adapt and sustain

2023-24
Understand and Build the program



Evidence-driven planning
Infrastructure survey of schools, safety surveys, baseline learning assessments



Holistic Learning Focus
Focus on early years, grades 1–5 through English as Second Language, Socio Emotional Learning, Sports and Arts



Parental Engagement
School Management Committee activation and Parent–Teacher Meetings activation across grades

2024-25
Strengthen and deepen impact



Strengthening instructional leadership Creation of HM Master Trainers, Nodal Officers and School Inspector mentoring.



Investments in school quality
Infrastructure upgrades in schools, resource creation with teachers and distributions



Institutionalised review systems
Academic reviews leadership interaction with teachers
Eg: Coffee with Commissioner

2025-26
Refine and Scale



Review and human resource strengthening
Recruitment of human resource personnel for teaching learning, data and other tasks



Using Assessments as a lever for pivoting
Enabling data–driven decision making through use of different formative and summative assessments



Institutionalisation and culture of appreciation
through recognition platforms, peer learning and academic reviews.

5. SETU believed that we should Collaborate by choice in a manner that keeps the child at the centre



Early Years

Early Years Initiative comprising content revision, creation of supervisory cadre and capacity building



Primary and Middle school

- Ensuring Foundational Literacy and Numeracy outcomes
- English as Second Language' for improving interactive learning Arts Initiatives
- Spandan, SEE Learning for ensuring Socio–emotional learning outcomes
- Mental health support through trained counselors, group sessions, and one–on–one counselling
- Sports for all and specialised training for competitive sports

Focusing on scholarships at grade 4 and 7

Creation of supervisory/support cadre



Secondary Schools

- Demonstration of best practices in one secondary school
- Spandan, SEE Learning for ensuring Socio–emotional learning outcomes
- Mental health support through trained counselors, group sessions, and one–on–one counselling

Across the Continuum efforts as a Project Management Unit

- On–boarding third–party assessments
- Data and backend systems
- Safety audits of schools, learning centres
- Health screening of all students
- Financial aid to girl students, CWSN and students
- Direct Bank transfers for all learners
- Establishment of libraries
- infrastructure upkeep
- Upkeep of sports ground
- Renovation of toilets, installation of water purifiers

Questions we carry | These are areas we would like to build with you

If a child's development is shaped by interacting environments, are we designing SETU around the child's ecosystem, or primarily around the school? What needs to change across family, school, community and system for outcomes to sustain?
If development emerges through the interaction of multiple domains and relationships, how should we design for the *connections* between academic, social-emotional and relational development, not just individual components?
If what works deeply in one setting does not automatically work elsewhere, what is the "core" of SETU that must travel? What must change with context?

Way Forward |SETU is entering its next phase of scale; PMC is accelerating through strong government demand, BMC is establishing implementation, and SCERT is institutionalising the model across Maharashtra.

New Initiatives	Type of change	PMC	BMC	SCERT
	Student Level	**8-12% improvement in learning levels** (FLN and Grade level)	None	While we have been in touch with SCERT sharing best practices, **we are now invited by SCERT to work as a key NGO to ensure training inputs for teachers** and also support them in deeper impact for Early childhood Education, English as Second Language and SEE Learning
	School and System level	**Build foundational systems from PCMC and NMC**, including teacher training, school visits, leadership development, assessment systems, school safety, SMC engagement	**Build strong rapport, improve enrollments and attendance**, transfer best practice through PMU	

Questions we carry | These are areas we would like to build with partners

How do we create the conditions for sustained improvement when holistic outcomes depend on the combined actions of schools, families, communities and government and take a longer time for impact?

What do we need to measure to make holistic outcomes a scalable and sustained reality?

Akanksha achieves quality education in urban India through a

Prove, Multiply and Amplify model;

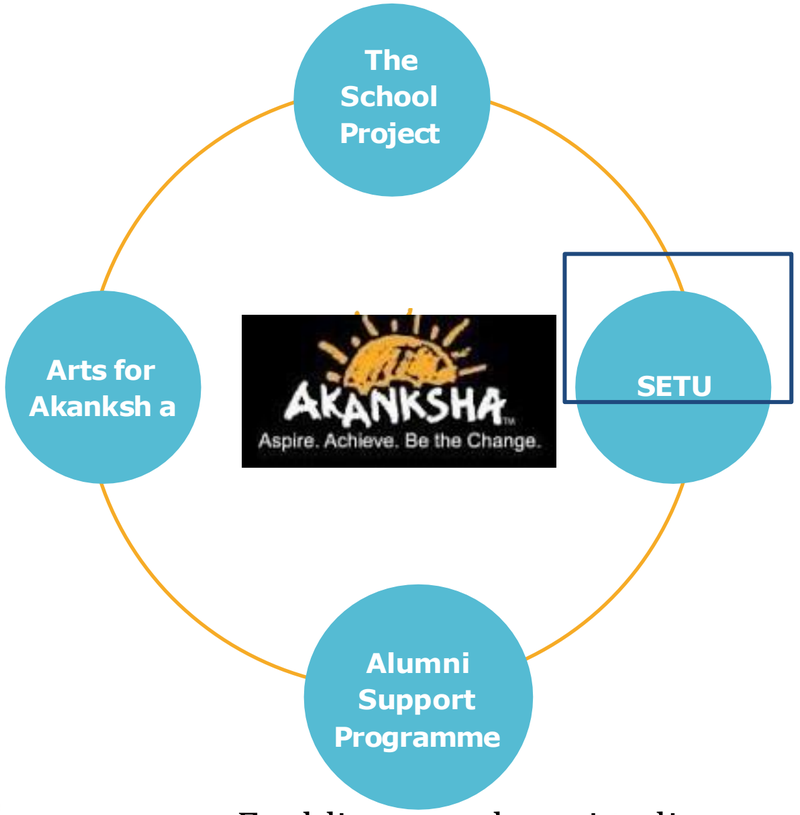
first testing innovations in Akanksha–adopted public schools and then scaling them across city schools.



High performing and innovative schools in cities serving children to maximise their potential



Taking the power of art as a lever for holistic development

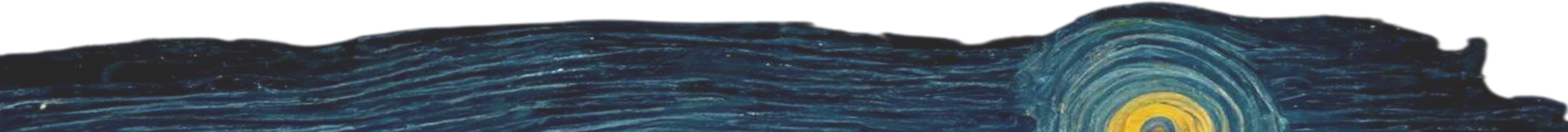




Strengthening public schools by building upon Akanksha best practices



Enabling our alumni to live an empowered life - through financial freedom, agency and purpose



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NOW

Coffee break

14:45 BST

NEXT UP

Big Picture

(in person and online)

15:00 BST

Full programme

scan to view the programme and choose your session

Lecture Theatre 1

Deep Dive

TRANSFORMING CARE SYSTEMS THROUGH PERSON-CENTRED APPROACHES



Gavin Peek
NSW Department of Communities and Justice



Sarah Cooke
Bridges Outcomes Partnerships



Caroline Gadd
Social Finance



James Magowan
DCMS
Chair

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SEPTEMBER 2026

Newpin: A therapeutic restoration program that supports parents and their children to reconnect, rebuild and strengthen relationships

Transforming care systems through person-centred approaches

Gavin Peek, NSW Department of Communities and Justice

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NEWPIN

Families attend centres and engage in a group-based therapeutic support program. The program focuses on wellbeing, strengthening parenting capacity, and developing safe, positive family relationships.

The contract evolved, but the shared purpose remains: **safe and sustainable restorations of children.**

13+ year partnership, over **800 families** supported.



Embedded within the larger Out-of Home-Care System

Ongoing promotion

Maintains visibility across the child protection system.

Broad eligibility

Broad but defined eligibility supports engagement while setting clear expectations.

Leadership teams support communication between provider and government and non-government caseworkers

Timely access to information

Promotion via practice resources, public websites, news media, forums and targeted presentations

Removing barriers to engagement

Centre coordinators work with families and caseworkers to identify & address barriers to participation.

PERSON-CENTRED IN PRACTICE

Support is tailored to each family's circumstances, strengths and restoration goals, while keeping children's safety and wellbeing as the focus.

Understanding each family

Goals shaped around each family's circumstances, relationships and restoration journey

Building on strengths

Therapeutic support strengthening attachment, confidence and practical parenting skills

Integrated support

Consistent support before and after restoration

HOW NEWPIN SUPPORTS FAMILIES

ACCESS

- Locations adapted to demand
- Online support during COVID

PARENTS

- Fathers-only centre trial
- Dual-location program delivery

FAMILIES

circumstances
strengths
goals

CHILDREN

- Support for older children
- Earlier intervention

CULTURALLY INFORMED

- First Nations
- Culturally and Linguistically Diverse

FLEXIBILITY TO ADAPT

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SUPPORTED BY PARTNERSHIP

RELATIONAL PRACTICE

- Open and transparent conversations
- Issues identified early
- Assumptions tested together
- Trust deepened over time

+

ACCOUNTABILITY

- Agreed outcome measures
- Governance and reporting
- Timely data sharing
- Clear joint decision-making

Together, these create the conditions for learning, adaptation and sustained outcomes.

OUTCOME-BASED CONTRACTING SUPPORTS PERSON-CENTRED PRACTICE

Creates an enabling environment for sustainable collaborations while maintaining a joint focus on positive outcomes.

Shared purpose
Partners maintain a shared focus on outcomes for children and families.

Accountability
Data and governance keep adaptations connected to outcomes.

Space to adapt
Delivery can change when evidence or family needs change.

Learning and improvements
Trust and shared knowledge accumulate across the partnership.

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THANK YOU FOR LISTENING

Kirklees Domestic Abuse Specialist Services

Kirklees Council

Transforming care systems through person-centred approaches

Kirklees Domestic Abuse Specialist Services

Sarah Cooke - Director

WomenCentre

Connect housing

RASAC

Kirklees Domestic Abuse Specialist Services

Our vision is to work together and alongside individuals, families, and communities to prevent, respond to and repair the damage caused by domestic abuse.

We provide a range of services that are accessible and available to anyone who may need them.

Programme Lead

Kirklees Domestic Abuse Specialist Services

Commissioner and outcomes funder

Kirklees Council

Specialist Services

WomenCentre

Connect housing

IKASAC

Wider network of support services, referral sources and partners….

Kirklees Safeguarding Children Partnership

Kirklees Families Together

West Yorkshire Police

Victim Support

Kirklees Health & Care Partnership

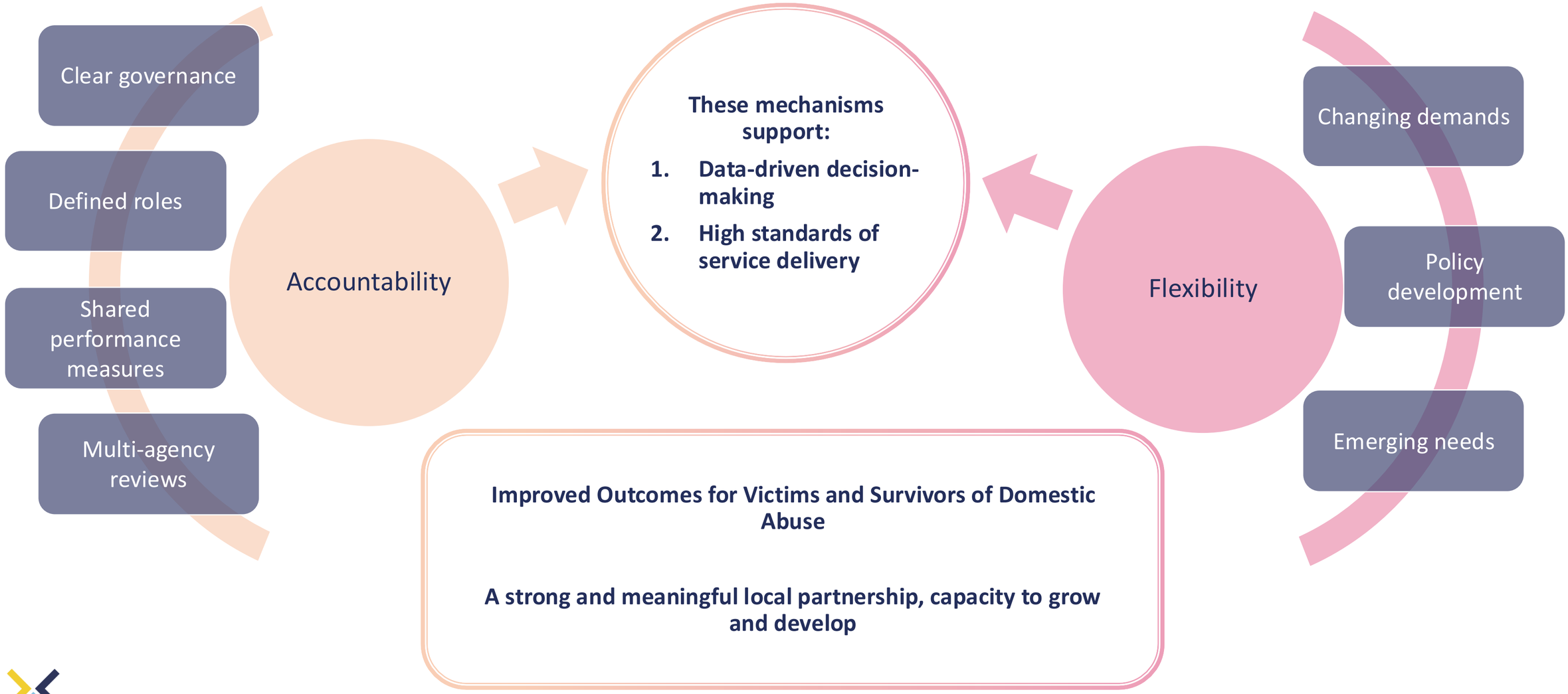
NHS

Kirklees Council

communityplus

Kirklees Domestic Abuse Specialist Services

Balancing accountability with flexibility



Transforming Domestic Abuse Support Through Partnership, Innovation, and Survivor-Centred Practice

Kirklees Domestic Abuse Specialist Services

Redesigning support systems based on survivor-centred practice



Integrated approach ensures survivors receive coordinated, trauma-informed support rather than fragmented services.

Parter expectations are set based on outcomes for victims not inputs.

These mechanisms support collective responsibility and consistent service quality

Coordinating joint projects, aimed at DA support and prevention. For example, a the Speak Out programme in Kirklees Schools.

Clear governance structures, defined roles, shared performance measures, and regular multi-agency reviews create transparency.



Collaboration through processes such as DRAMM, MARAC, and close police partnerships strengthens outcomes and long-term solutions.

KDASS helps bring together local authorities, police, health services, housing providers, children's services, and specialist third-sector organisations under a shared framework. Promoting referrals and coordinated support.



Shared performance monitoring enables evidence-based decision-making.

Insights from lived experience: Recovering confidence and family reunification

Kirklees Domestic Abuse Specialist Services

What was happening

- CD was referred by Children's Social Care (CSC). Referrals and collaboration with CSC have increased through KDASS.
- CD had experienced domestic abuse and significant controlling behaviour since the age of 17. This was her only experience of a relationship.
- Her son had been taken into care due to neglect and the domestic abuse in the home.

Personalised Support

- CD spoke to a triage workers at KDASS, who listen to her, provided initial emotional support and talked through different options for support.
- CD wanted support to move forward with her life and to gain a better understand what healthy relationships could look like.
- A service in KDASS has developed a 'Heathy Relationships' Course as part of support. CD was interested in this, and her details were passed to this service.

Impact

- The change in her confidence was noticeable. Following the course, she spoke more assertively and reported feeling more self-assured.
- One-to-one support continued for 6-months, helping CD as she began a new relationship, moved home, and in reunification reviews with CSC.
- By the end of support, CD had become more sociable and was regularly meeting friends. She is expecting a new baby in late 2026, and reunification with her son is anticipated later this summer.

"I never thought my life would be like this. I now have a new house, new freedom and a baby on the way."

Transforming Domestic Abuse Support Through Partnership, Innovation, and Survivor-Centred Practice

Kirklees Domestic Abuse Specialist Services

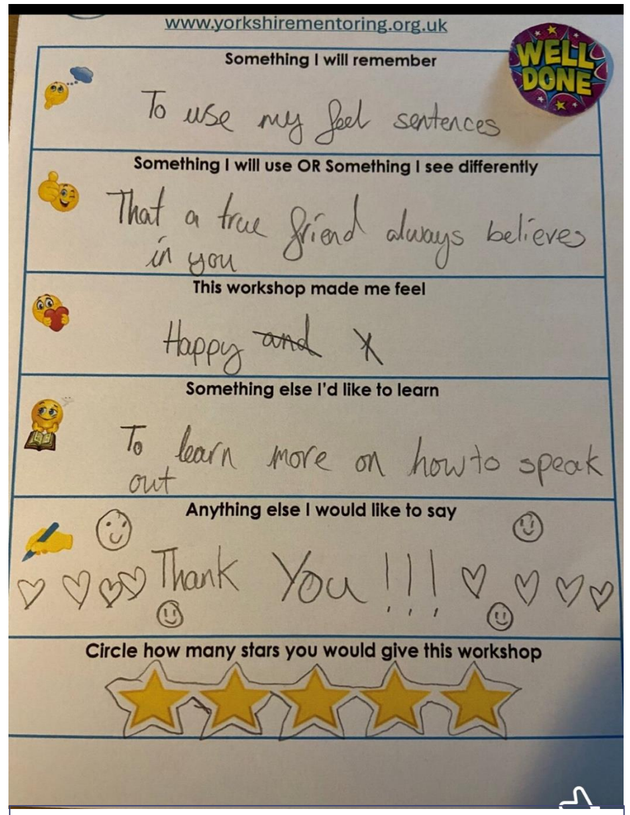
System -based	Survivor-Centred
Instruct Inform Disempower	Strengths Confidence Self-believe
We will fix you We have the power We decide	Partnership and trust We will listen to you You have the power
Victims are in part responsible for the abuse	Recognising abuse is not the victim's fault
Humiliating Reinforce feeling of hopelessness	Celebrating achievements Create an identity outside of their abuse

SAFE & TOGETHER INSTITUTE

- KDASS and Kirklees Council developed support based on the principles of the Safe and Together model.
- Adapted from the asset-based approach used in the KBOP programme.

Prevention – Innovation developed in collaboration through data based learning: ”Speak Out”

- In 2024, school leaders requested support for Year 4 pupils exhibiting concerning behaviours linked to domestic abuse in the home.
- KDASS’s model aimed to upskill staff, empower pupils, and strengthen community collaboration to improve outcomes for vulnerable children by providing:
  - E-learning modules for child-facing staff on domestic abuse and coercive control
  - Twilight training sessions to build staff knowledge, response skills, and awareness of local support services
  - Workshops for 500 Year 4 pupils
  - Community workshops to support whole-system integration, facilitated by KDASS
- The Speak Out programme is funded by the West Yorkshire Combined Authority Mayor’s Fund and delivered by West Yorkshire Mentoring, Pennine Domestic Abuse Partnership and KDASS.
- To date, 600 children and 100 teachers have completed the programme and e-learning modules, with excellent feedback from both groups. Speak Out was recommissioned in 2026, with data and insights used to identify priority schools across the local authority area.



Feedback from a year 4 student attending a training session in Kirklees

Kirklees Domestic Abuse Specialist Services

Reflections on the first two years of delivery…

Innovation

- **Single point of access and streamlined referrals**. Victim-centred triage and empowerment.
- **Data-driven**, adaptable service delivery.
- **Quicker access to safety measures**.
- **Increase choice for victims**, through different service offers, groups and individual work.
- **Access to various counselling services**, within the partnership or purchased through the KDASS personalisation fund.

Accountability

- Alignment of services with the **Safe&Together Model** of support.
- Robust governance, shared performance measures, and transparency.
- **The introduction of an operational partnership meeting**, aimed at sector development and problem solving.
- Culture of mutual accountability and partnership across agencies.

Collaboration and Impact

- Cross-sector partnership model.
- Outreach has increased awareness and ease of access, with **people identified at risk of DA increasing by a third**.
- **Self-referrals have doubled**.
- Support quality has increased. **93% of survivors indicate an overall increase in well-being**.
- National replication – 5 x Local Authorities seeking to adapt their delivery models in response to KDASS learning and outcomes

Kirklees Domestic Abuse Specialist Services

Have we Transformed Care Through Personalisation?

- Yes!!
  - The partnership has fostered a culture of mutual accountability, with agencies working towards shared goals rather than in silos.
  - Joint commissioning on an outcomes basis and aligned funding has reinforced collaboration and resourced efficiency, flexibility and enabled personalisation.
  - KDASS provides a strong example of how integrated working, robust governance, and adaptive practice can transform responses to domestic abuse, offering a replicable model for improving social care and safeguarding systems.

SEPTEMBER 2026

SOC 2026 - Croissants & Collaboration Session

Rethinking Outcomes-Based Partnerships and Incentives in Education Finance

IPS GROW

Caroline Gadd
CEO, Social Finance

- *Friday, 4th September*
- *08:30-10:00 in Seminar Room 3*


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> I know it's just a cleaning job, but it's just great. It's having the structure, the money, and just building gradually from that.

Martin, Cleaner
Supported into work by an IPS team

4 SEPTEMBER 2026

Introductions

1. Name + Organization
2. Where does your organisation sit in the RBF/OBF space?

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IPS GROW

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Increased from a handful of teams in 2019 to more than 300 IPS teams across NHS mental health and addiction services.



Increased from a handful of teams in 2019 to more than 300 IPS teams across NHS mental health and addiction services.

202 in mental health and 107 in drug and alcohol services.

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IPS GROW

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52% of people in drug and alcohol treatment started work within 18 months.



52% of people in drug and alcohol treatment started work within 18 months.

IPS consistently doubles employment compared with traditional vocational support, around 55% versus 25% across the international trial evidence.

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IPS GROW

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If it wasn't for my IPS Employment Specialist , I wouldn't be here today. I wouldn't. Because she guided me through every step of this journey. It's having someone to help us, guide us, be there for us. And now I've got the best job ever, it's what I wanted – to give something back in the way people have given to me.

Rachel

IPS Client

4 SEPTEMBER 2026

iGRAVITY – THE IMPACT HOUSE

iGravity is an **impact advisory and investment management firm** that designs and manages **finance solutions** delivering **solid returns** for investors and **meaningful impact** for communities.

ADVISORY

Design of innovative finance structures and impact management systems

INVESTMENTS

Investment management focused on private assets in Emerging Markets

Founded in 2017
Team of 35+ experts

100+ international partners and clients

Zurich, Milan, Kampala, Nairobi, Bogotà



ALTERNATIVE BANK SCHWEIZ

HEKS EPER

UNDP

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC

DRC DANISH REFUGEE COUNCIL

KFW

CONRAD N. Hilton FOUNDATION

Swiss Re Foundation

Swedfund

IKEA Foundation

WWF

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Coffee break

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4 SEPTEMBER

BIG PICTURE

#SOC26

Big Picture

THE MUNDANE MESSINESS OF PARTNERSHIPS FOR IMPACT: LEADING AND NAVIGATING COMPLEX SYSTEMS FOR IMPACT AT SCALE



Philipp Müller-Wirth
UNESCO



Darian Stibbe
The Partnering Initiative



Nicole Pflock
Instiglio



Natalia Martínez Pardo
District Secretariat of Social Integration



Chih Hoong Sin
Independent Advisor







Dr Chih Hoong Sin
Advisor on outcomes contracting and impact investment

Chih Hoong is an independent advisor to a number of governments and public bodies on outcomes contracting and impacting investment.

He was formerly Chair of Traverse (formerly known as the Office for Public Management – OPM) and Director for Innovation and Social Investment. Apart from supporting government departments in the UK, Chih Hoong also advises governments and stakeholders in Abu Dhabi, Japan, Hong Kong, Singapore, and others, on outcomes contracting and impact investing. He has also been advising international bodies, such as UNESCO, UNICEF, and the WHO, on these topics.

He has been providing independent expert support for the £80million Life Chances Fund, and the previous Commissioning Better Outcomes Fund and Social Outcomes Fund. Chih Hoong is also a former Government Outcomes Lab Fellow of Practice.



Philipp Müller-Wirth
UNESCO

Philipp Müller-Wirth
Chief of the Sport Section and Chief *a.i.* of the Anti-Doping Convention Section, Sciences Sector, UNESCO

Philipp Müller-Wirth has a background as economist, specialised in finance. He serves as the Chief of the Sport Section and Chief *ad interim* of the Anti-Doping Convention Section at UNESCO, and Secretary of UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS).

He has coordinated UNESCO's last three World Conferences of Sport Ministers. He is one of the driving forces behind UNESCO #Fit4Life Sport Alliance, which aims to promote impact investments in sports to support inclusion, equity, safety and youth empowerment outcomes.

Philipp is dedicated to creating coalitions for sustainable development in sports based on values, evidence and results.



Nicole Pflock
Instiglio

Nicole Pflock
Associate Partner, Instiglio

Nicole is an Associate Partner at Instiglio, where she advises governments, funders, and service providers on outcomes-based funding mechanisms and leads the Government Empowerment Network (GEN).

Over the past decade, she has designed, implemented, and evaluated results-based financing mechanisms across health, education, institutional strengthening, and poverty reduction in over 25 countries.

As global lead of GEN, Instiglio's initiative supporting civil servant champions to drive transformational public reform from within, she oversees strategy and business development and has co-designed GEN's methodology and shaped its delivery across multiple cohorts, such as in Uganda, Colombia, and Ecuador.



Darian Stibbe
The Partnering Initiative

Darian Stibbe
Executive Director, The Partnering Initiative

Darian Stibbe is Executive Director of The Partnering Initiative (TPI). A pioneer of the theory and practice of effective multi-sector partnerships (MSPs), he specialises in transformational change, institutional capability building, and the role of philanthropy as a catalyser of collaboration.

Darian is lead author of the UN's SDG Partnership Guidebook and facilitates leadership programmes and high-level dialogues worldwide.

He has been internationally recognised as a 'praxis leader' on MSPs, quite a segue from his background as a quantum physicist and former NASA scientist.



Natalia Martínez Pardo
District Secretariat of Social Integration

Natalia Martínez Pardo
Director of Population Affairs, District Secretariat of Social Integration, Bogotá

Natalia Martínez Pardo is the Director of Population Affairs at the District Secretariat of Social Integration, Bogotá, Colombia. She is a social development specialist with extensive experience in public administration, education, human rights, and social inclusion.

Her work focuses on designing and leading strategic social programmes, fostering cross-sector collaboration, and advancing policies that promote equity and sustainable development.

She has significant expertise in international cooperation, corporate social responsibility, and leading multidisciplinary teams to address complex social challenges.

Four building blocks of effective partnerships

1 Fundamentals

Significant added value created; a shared vision serving all partners' interests; compatible values; 'right' partners.

2 Relationship

Trust and transparency; co-creation, power sharing and equity; mutual benefit; co-accountability; and commitment.

3 Structure and set-up

Governance, legal and funding arrangements; documented clarity on roles and expectations; a clear theory of change.

4 Management & leadership

Collective leadership; backbone support with project **and** relationship management; quality communication; ongoing healthcheck, monitoring, review and iteration.

Enabling factors underpinning effective partnering at scale

1	2	3	4	5	6	7
Individuals With professional partnering capabilities	**Organisations** Institutionally *fit for partnering*	**Partnerships** Set up to good-practice standards	**Platforms** Convening mechanisms to enable partnering	**Funding** Pro-partnering funding modalities	**Policy** Partnership-supportive regulation	**Societal trust** Across business, government, people

Big Picture

THE MUNDANE MESSINESS OF PARTNERSHIPS FOR IMPACT: LEADING AND NAVIGATING COMPLEX SYSTEMS FOR IMPACT AT SCALE



Philipp Müller-Wirth
UNESCO



Darian Stibbe
The Partnering Initiative



Nicole Pflock
Instiglio



Natalia Martínez Pardo
District Secretariat of Social Integration



Chih Hoong Sin
Independent Advisor

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3-4 SEPTEMBER

CLOSING REMARKS

#SOC26

Closing remarks

PROFESSOR NGAIRE WOODS



Ngaire Woods

Dean

Blavtanik School of Government

University of Oxford

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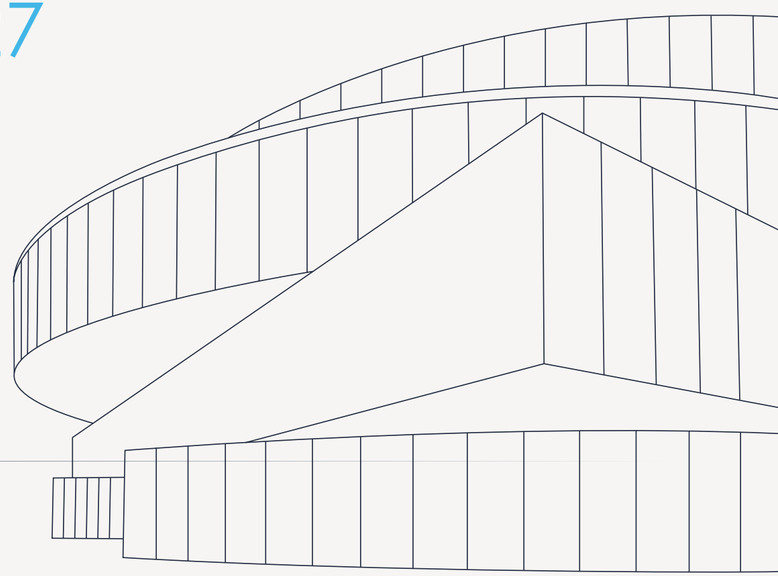
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Save the date

SOCIAL OUTCOMES CONFERENCE 2027

Join us at #SOC27 on 2 and 3 September 2027



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golab.bsg.ox.ac.uk

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3-4 SEPTEMBER

CELEBRATING INNOVATIVE PRATICE

#SOC26

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Firstname
Lastname Job title

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