

Nesta...

MAKING IT BIG

Strategies for scaling social innovations

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Nesta...

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MAKING IT



Strategies for scaling social innovations

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EXECUTIVE SUMMARY

To tackle problems entrenched in our societies, we need more social innovation at scale. We know it's possible. Many social innovations have become part of our daily lives – think pre-school education, first aid, e-petitions. In the developing world, organisations like BRAC and Pratham are approaching transformative scale, starting to solve the social problems they set out to tackle.

Yet scale is often elusive and many social innovations fail to reach their potential. And scale isn't appropriate in every case. We know that not all social innovations have scaling potential, and that not all innovators want to grow their activity. But we suggest that anyone who's developed a social innovation that works should at least think about if and how it could be shared more widely.

Social innovations can be said to have scaled when their impact grows to match the level of need.¹

This report aims to help social innovators think through the best scaling options for them. It looks at how others have developed their scaling strategies, reflects on the benefits and challenges of different options, and shows how social innovators have tackled these in reality.

Our starting point for this report was *In and Out of Sync*, a Nesta publication from 2007. We've built on the ideas in that document, drawn on wider research on scaling and interviewed social innovators. We've written up the interviews as 'scaling stories', included in full in the report.

In the report, we argue that social innovators who are attempting to scale could benefit from developing deliberate strategies for doing so. We suggest that developing a scaling strategy involves establishing why, what and how you're going to scale. We've broken this down into four stages:

- Clarifying social, organisational and personal goals for scaling.
- Establishing what to scale up.
- Choosing a route to scale.
- Gearing up to deliver a scaling strategy.

Scale can be achieved in many ways. One challenge for social innovators is to think about how they 'frame' their innovation in order to scale it up. Social innovations can be framed as programmes, services, products, organisational models – or more subtly, as ways of working, principles or ideas.

As well as options for framing, social innovators also have choices about routes to scale. Scaling is not just about growing organisations. We've identified four routes that social innovators take in order to scale up innovations, each based on a different style of working and different types of relationships with other organisations and individuals who'll be fundamental to scaling. Social innovators often pursue several routes simultaneously.

SCALING ROUTES: HOW CAN SOCIAL INNOVATORS SPREAD THEIR INNOVATIONS?

Scaling route	Models and approaches	Activities
Influence and advise	Campaigning and advocacy Consultancy Training	Public speaking Publishing Engaging with policymakers Communicating via traditional and social media Advising or training others
Build a delivery network	Federations and membership models Communities of practice Kitemarks and quality marks Licencing Franchising Delivery contracts Collaborations	Representation Advocacy and awareness raising Transferring knowledge, codifying processes, sharing good practices, providing tools Training, support and quality assurance Community and movement building
Form strategic partnerships	Strategic alliances Mainstreaming into the public sector Piggybacking on another organisation's infrastructure Joint ventures Mergers and acquisitions	Brokering and managing partnerships with other organisations that allow a step change in scale Transferring knowledge Creating a sense of common values and mission
Grow an organisation to deliver	Setting up new branches Growing delivery capacity of a central team	Building staff and team capabilities Raising funds/investment Developing organisational capacity and systems

Whatever options a social innovator chooses in terms of what to scale up and how to do it, generating both effective supply and effective demand will be fundamental to success. Getting supply right means iterating and testing in order to find a model that's feasible to deliver at scale and that's effective in creating social impact. But unlocking demand can really change the game. Our scaling stories highlight how social innovators need to think about nurturing demand from a range of perspectives: people who'll pay, people who'll take part, use and benefit, people who'll devote their time to the innovation and make it happen.

What's clear from our interviews with social innovators is that scaling throws up some difficult choices. Being clear on what's fixed and what's flexible – in relation to the model, scaling routes, goals and aims – can help in guiding decisions. We've called this 'identifying the core'.

And scaling also throws up dilemmas. One of these is around working out how tightly to control the way the innovation scales, taking into account how this will affect quality, reach and pace of scaling. Tighter control might increase quality – but allowing for adaptation might increase effectiveness, for example by creating greater local ownership. Checks and balances can slow scaling down, but might be necessary in order to make the social innovation sustainable in the longer term. This is something to manage rather than solve, and approaches to managing it might change over time.

Finally, scaling up is likely to mean working in a different way. It requires distinct skills and competencies and forces organisations to change their cultures in ways that can be uncomfortable.

Scaling is rewarding, but difficult. We hope that the frameworks in our report and the examples of scaling strategies that we've drawn together give some insights that can ease the process a little. We would like to test and develop these ideas with social innovators to learn more about what how scaling routes work in practice and whether there are some that are more effective than others for specific types of innovation. We'd welcome feedback and we'll develop and improve the framework over time.

1. INTRODUCTION

1. INTRODUCTION

In the early 1970s, medical researchers perfected a simple cure for diarrhoea. Made from just water, salt and sugar, it was far cheaper and more effective than the intravenous solutions that hospitals used, and had the potential to save millions of lives.² Yet take-up was initially low.

In 1979, BRAC, now one of the largest non-governmental organisations in the world, started training community health workers to teach mothers in Bangladesh how to mix oral rehydration solution. In ten years, they taught over 12 million households how to do this, and later evaluation showed that the vast majority of women trained remembered how to mix the solution. Usage shot up. Between 1988 and 1993 almost a fifth of deaths among children under five in Bangladesh were due to diarrhoea. For the period 2007–11, this had dropped to only 2 per cent. Bangladesh currently has the highest usage rates of oral rehydration solution in the world.³

BRAC's programmes are not only helping millions of people. They are actually making a real impact on solving the problem they set out to address. They're approaching 'transformative scale'.⁴

MAKING IT BIG?

Most social innovations start small and stay small. Between them, small interventions can create huge social impact, and we've written in the past about the need for 'mass localism' – widespread, high quality, local responses to big challenges.⁵ Some innovations are too context-specific to scale up. And not all social innovators want to devote their time to spreading their innovations.

But where social innovations have the potential to benefit a lot of people, there's a strong argument for scaling up. We're simply not going to make a dent on some of the problems facing our societies unless we think big.

We're not suggesting that social innovators should all aim to scale like Walmart, Amazon or Toyota. Scale can be achieved in many ways – ideas can be diffused, copied, replicated and adapted. We are suggesting that anyone who's developed a social innovation that works should at least think about if and how it could be shared more widely. And we'd also argue that many social innovators who are attempting to scale could benefit from developing a more deliberate strategy for doing so.

WHAT DO WE MEAN BY 'SOCIAL INNOVATION'?

Social innovations are new products, services and models that both meet social needs and create new social relationships or collaborations – they're 'social' both in ends and means.⁶ Social innovations can be generated from within any sector – public, private or social – or from citizens and social movements. They may generate financial value, but don't have to.

ABOUT THIS DOCUMENT

The document describes a range of possibilities for scaling and aims to help social innovators think through the best options for them. It looks at how others have developed their scaling strategies and picks out factors that seem important in deciding how to scale up. We reflect on the benefits and challenges of different options, and show how some social innovators have tackled these in reality.

Our report takes the perspective of social innovators and explores what they can do, practically, to spread innovations. We're agnostic about the source of the innovation. Some of the examples we use focus on social entrepreneurs setting up new organisations, but the framework is equally applicable to innovations developed in other contexts, such as by 'intrapreneurs' or teams within established organisations or by people working informally to spread a new practice.

We hope this document will be a helpful contribution to the debates on scaling social innovation that are happening around the world. We've learned a lot from our practical experience in supporting social innovators to scale up their work, and benefited enormously from other people's research and experience. As this is an emerging field of knowledge, we hope that others will challenge, improve and build on the ideas in this document.

BUILDING ON *IN AND OUT OF SYNC*

The starting point for this document is *In and Out of Sync*, a Nesta publication from 2007 that included a range of case studies of successful and less successful scaling from around the world, from *OhMyNews* in South Korea to the *Big Issue* in the UK.⁷ *In and Out of Sync* drew on these to suggest a more general economic theory of scaling – looking at the interaction of what it called 'effective supply' and 'effective demand' in making social innovations scalable. It also outlined a typology of organisational forms for scaling up, from organisational growth to licensing and federations.

The concepts and analysis in *In and Out of Sync* still resonate. But things have moved on since 2007. There are more intermediaries supporting social innovators, generating more insights into how social innovations scale. There have been some changes in the context that social innovators are operating within, too: in the UK and other countries facing fiscal pressures, the climate of austerity has made it more difficult to access public funding for service delivery. On the other hand, the social finance sector has developed considerably⁸ and the last few years have seen new incubator and accelerator programmes for social innovators spring up.⁹ Smart phones, new web services, big data and cloud computing are all providing new opportunities for social innovators. Yet some of the weaknesses in the social innovation system that *In and Out of Sync* described still persist, such as weak incentives for public agencies and NGOs to copy or fund alternative models, and gaps in intermediary support for social innovations to scale up.

1. INTRODUCTION

SCALING STORIES

For this study we have drawn on a steadily growing literature on scaling up, including case studies of social innovations that have grown to large scale. In addition, we interviewed social innovators who are in the process of scaling up their innovations, some of whom Nesta is backing directly. We've written these up, as well as some of the large-scale examples, as 'scaling stories'. We draw on these in the report and they're included in full in the Annex at the end of this document.

SCALING STORIES	
APPS FOR GOOD	Apps for Good's five-module course, delivered in schools and community centres, takes young people aged 10-18 through a process of building mobile, web or social apps to address issues that they care about.
BRAC	BRAC was set up in 1972 and has grown to become one of the largest non-governmental organisations in the world. BRAC's programmes currently span 15 thematic areas, from agriculture and food security to water, sanitation and hygiene and support more than 110 million people per year.
CODE CLUB	Code Club is a network of volunteer-led after school coding clubs, teaching young people how to build digital products like websites, animations or computer games.
GOODGYM	GoodGym combines exercise with doing good. It sets up 'paired runs', where runners visit isolated older people, and organises weekly group runs that incorporate volunteering in the community, like clearing a river of rubbish or helping an elderly person tidy up their garden.
NATIONAL CITIZEN SERVICE	National Citizen Service (NCS) is a five-phase programme of outward-bound activities and social action that aims to help young people aged 16-17 improve teamwork, communication and leadership; facilitate the transition to adulthood; improve social mixing; and encourage community involvement.
PRATHAM	Pratham was founded in 1994 in India and has grown to be the largest non-governmental provider of quality education for India's poorest children.
TEACH FIRST	Teach First aims to tackle educational inequality. Its Leadership Development Programme selects top graduates to teach in schools where a high proportion of children come from the poorest backgrounds.
TIMEWISE FOUNDATION	Timewise Foundation aims to create a functioning part-time and flexible jobs market in the UK through its three services, Women Like Us, Timewise Recruitment and Timewise Jobs.

2. WHAT DO WE MEAN BY 'SCALING'?

2. WHAT DO WE MEAN BY 'SCALING'?

In this document, our interest is in how particular social innovations grow. They may grow in a range of ways – for example, as products, services, principles or organisational models. These can be said to have scaled when their **impact grows to match the level of need**.¹⁰

In the social entrepreneurship literature, 'scaling' is often used to describe the growth of social ventures.¹¹ When we talk about scaling social innovation we're primarily thinking about how to **increase the number of people who benefit from a social innovation**. This might mean, for example, getting a set of principles or a methodology adopted more widely, replicating a programme or intervention in new areas or attracting more customers or users for a product or service. This type of scaling is likely to involve increasing reach across a wider geographical area. Some researchers have called this 'quantitative scaling up'.¹²

But social innovations aren't developed in a vacuum and the focus of scaling isn't always on a single innovation. In many of our scaling stories, social innovators are also looking at how they can **iterate, build on and add to social innovations in order to have more impact on a target population or a social problem or need**. This might include developing complementary innovations that address issues related to the same social problem, innovating in other parts of the supply chain or attempting to bring about policy or regulatory change. This type of scaling is sometimes called 'political' or 'functional' scaling.¹³

IS SCALING THE RIGHT WORD?

In this document, we use 'scaling' as shorthand for a variety of processes through which social innovations grow, mainly because it's a very commonly used term. However, it's not the only metaphor for growth. 'Scaling up' is a term borrowed from manufacturing, and implies standardisation and achieving economies of scale.¹⁴ Other types of growth include diffusion (actively promoting an idea in the hope that others will take it up); replication (copying); and proliferation. In nature things can grow upwards as well as downwards, or towards greater complexity. Many things change as they grow rather than growing in a linear way. Many of the most important social changes have come about as much through the influence of social movements spreading ideas and ways of thinking as they have through the spread of particular products or services.

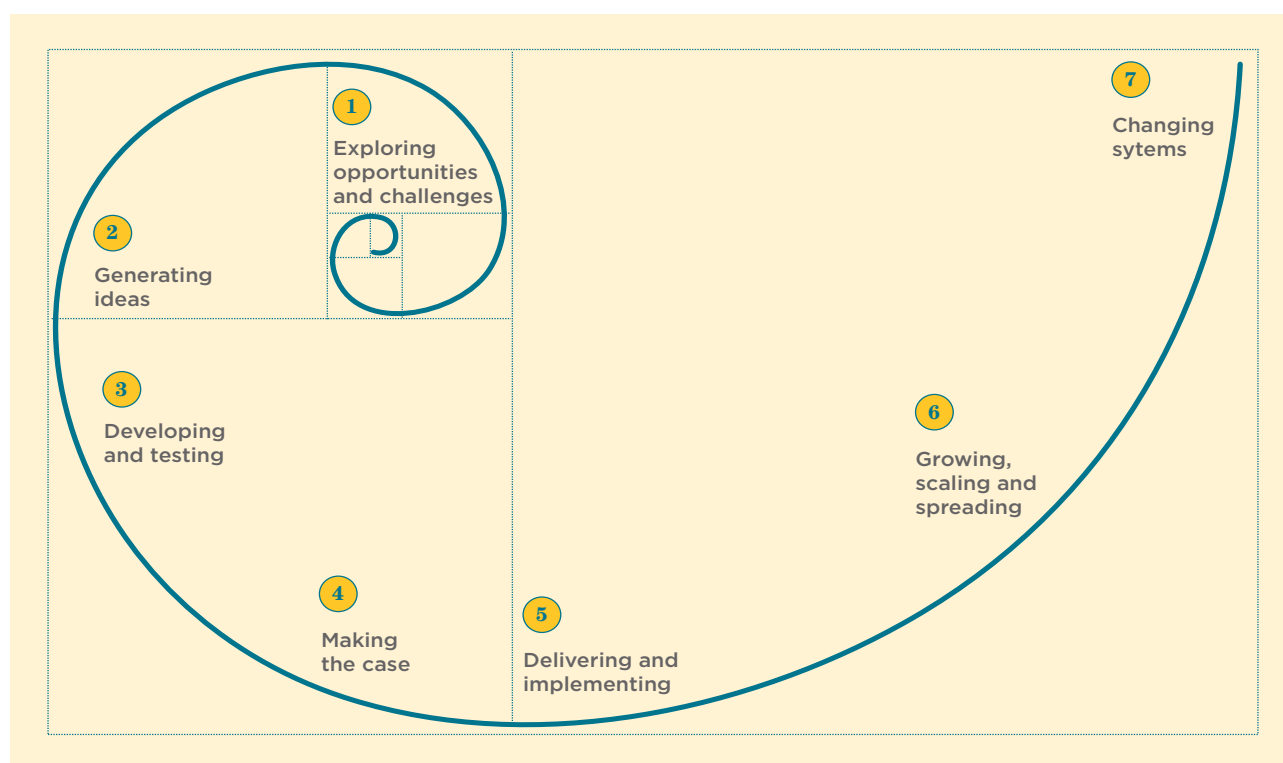
Nevertheless, whichever growth metaphor fits best, social innovators thinking about how to spread an innovation face some common challenges: how to understand supply and demand, draw out and articulate the core of the social innovation and think about how to get the right skills and resources in place to execute a growth strategy.

2. WHAT DO WE MEAN BY 'SCALING'?

WHEN DOES SCALING HAPPEN?

We see scaling as a distinct stage in the process of developing a social innovation. This is because the skills needed and activities involved are different from those required at other stages. In practice, some social innovators start scaling up their innovations early on. Social tech innovators often aim to increase their reach rapidly, while still developing their products and business models, for example. Others grow their impact steadily over time, and others stay at a small scale for years before actively embarking on a strategy to expand reach.

SOCIAL INNOVATION SPIRAL



Source: Murry, R., Caulier-Grice, J. and Mulgan, G. (2010) 'The Open Book of Social Innovation.' London: NESTA and the Young Foundation.

3. SETTING A SCALING STRATEGY

3. SETTING A SCALING STRATEGY

The prize for scaling up is potentially huge. Have a bigger impact on social problems or needs – perhaps even solve those problems. Influential figures like President Obama and Judith Rodin, CEO of the Rockefeller Foundation, have said that finding, funding and scaling up innovation is one the main tools we have to address 21st century global challenges.

Yet scaling's not appropriate in every case. Nesta's report *In and Out of Sync* identified that scalable social innovations tend to be ones that:

- Are relevant beyond their initial context.
- Are relatively simple.
- Are clearly better than the alternatives.
- Don't rely solely on the talents of specific individuals.

Cost is also important. Scalable innovations need to provide value for money in relation to existing solutions. Ideas may appear ready to scale, but detailed analysis of cost compared with competitors from the buyer's point of view shows that they are too expensive. The world is unfortunately full of 'gold plated pilots' – projects that work well in a few places but are simply too expensive ever to spread.

And scaling has drawbacks. As it requires standardisation and commitment to the current operating model, some argue scaling can get in the way of further innovation.¹⁵ Others warn that if achieving scale becomes an organisation's priority, this can obscure the real purpose of scaling and risk spreading a solution that people don't actually want or need.¹⁶

So it's worth considering whether scaling will be feasible and valuable. It's also worth thinking about whether it's for you. Our scaling stories highlight the difficult choices, shifts and compromises that social innovators make as part of the scaling process. Scaling is rewarding, but complex. It requires a distinct set of skills and competencies and the original innovators might not be best placed to lead the scaling process. When organisations grow, they often have to change not just their leadership but also their culture and structures. So while we'd encourage more social innovators to think about scaling, we also recognise it isn't for everyone.

WHY SET A SCALING STRATEGY?

In this document and in our scaling stories, we hope to illustrate that there are many possible routes to scale and many factors to consider in choosing an appropriate approach. We think stepping back and reflecting on these different options can be helping in developing a scaling strategy.

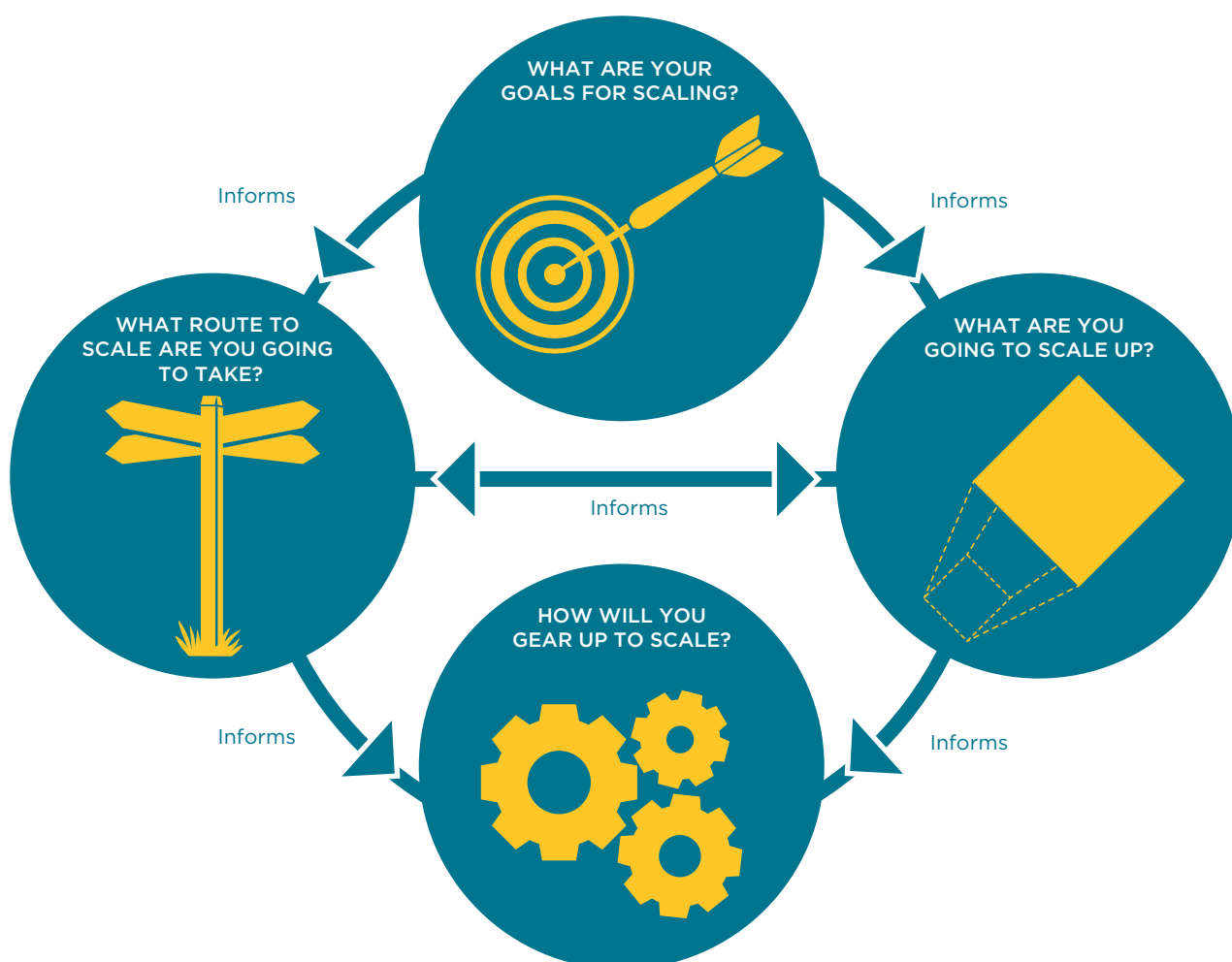
3. SETTING A SCALING STRATEGY

A scaling strategy involves establishing why, what and how you're going to scale. We've broken this down into four stages:

- Clarifying aims and goals for scaling.
- Establishing what to scale up.
- Choosing a route to scale.
- Gearing up to deliver a scaling strategy.

These aspects are linked and they inform each other, and the context social innovators are operating in is always changing. So inevitably, the reality will look far messier than a neat, linear strategy can represent. But a clear message from the social innovators we spoke to was that it's really important to identify your goals, what's not negotiable and where you're willing and able to be flexible. We suggest that thinking about these areas can help that process.

STAGES IN DEVELOPING A SCALING STRATEGY



4. WHAT ARE YOUR GOALS FOR SCALING?

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In what's become one of the most popular TED talks to date, Simon Sinek argues that leaders should “*start with why*”. In order to get mass acceptance of an idea, you have to get people to believe what you believe, so you have to know why you're doing it. “*People don't buy what you do; they buy why you do it.*”¹⁷ A clear vision is an ‘enabler’ in scaling up.

Sinek's message is relevant to the nuts and bolts of decision making too. Being clear on goals is essential in navigating the tangled jungle of opportunities that will face you as you try to spread your social innovation. Emma Stewart, co-founder of Women Like Us, explains how important it is to know what not to do. Women Like Us turned down a large government contract (its biggest opportunity to date) because it didn't sit well enough with the organisation's goals – and Emma thinks this is one of the best decisions they've made.

Social innovators need to be clear on their goals for the type and scale of social impact they want to achieve, but it's also good to be aware of more personal goals, preferences and needs. These include values, personal aspirations as a leader and financial considerations.

WHAT ARE YOUR SOCIAL GOALS?

Teach First's scaling strategy initially focused on growing the Leadership Development Programme, which trains well-qualified graduates to teach in schools in disadvantaged areas. Ten years in, the organisation reviewed its strategy, questioning whether this intervention alone would enable it to meet its goal of reducing educational inequality. As a result, Teach First has started to develop additional programmes, such as the Teach First Innovation Unit, which supports Teach First alumnae ('Ambassadors') to set up social ventures that tackle educational inequality.

Like Teach First, social innovators often start by scaling up a single programme, service or product. All of the social innovators we interviewed described how they had encountered opportunities to develop their innovation into different forms as they scaled, and had to take decisions about which to pursue and which to decline. Too much variation can lead to mission drift, so it's important to be clear on goals. Developing a theory of change, which articulates long-term goals and intermediate outcomes as well as assumptions about how they will be achieved, is a good way of setting a focus.

One of the things that can help in setting goals is to determine the ‘addressable market’. This means thinking about the number of people who could benefit from your innovation and working out what is realistically possible to achieve. Sometimes, social innovators don't immediately recognise the full potential of their idea. Women Like Us started off with an ‘intuitive’ feeling that there were many women who wanted to return to work after having children but couldn't find good quality part-time employment. But when founders Emma Stewart and Karen Mattison started exploring the issue, they found it was bigger than they'd realised and that lack of good employment opportunities for mothers was a major contributor to family poverty. This helped them to redefine their goals and refocus their programme on reaching mothers from low-income families.

4. WHAT ARE YOUR GOALS FOR SCALING?

WHAT'S IMPORTANT TO YOU?

The process of scaling up a social innovation will almost certainly raise uncomfortable dilemmas. Would working with a particular corporate affect your brand? Should you take on a delivery opportunity that's close to, but not completely aligned with your goals? Being clear about personal and organisational values can sometimes help in resolving these. Code Club, for example, draws on the values of the Open Source movement and it's passionate about keeping Code Clubs free for children to join. This is one of the organisation's 'non-negotiables' and it's influenced their choices in how to scale up.

It's also worth reflecting honestly on your personal ambitions, aspirations and skills as a social innovator. The social entrepreneurship model of developing and scaling up social innovation relies on and celebrates tenacious, visionary individuals. But founders don't always have the skills and mindset to take their social innovations to scale: the ability to manage and delegate; to handle longer time horizons; or to cope with greater complexity in finance, logistics or marketing. It's hard to let go of something you've created, but sometimes the desire of founders to keep control limits the opportunities for growth.

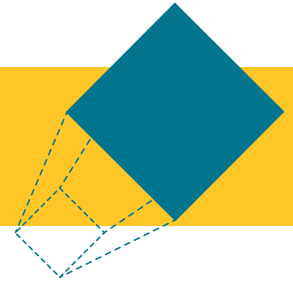
Financial needs and aspirations will also shape your options for scaling up. Emma Stewart explains how the founders always intended Timewise Recruitment and Timewise Jobs to be social businesses, so their services have to not only cover costs but generate profits. Yet Timewise's social goals are fundamental, and so the organisation constantly weighs up commercial opportunities and social impact.

QUESTIONS TO ASK: SETTING GOALS FOR SCALING

- What is the social goal you are trying to achieve?
- Is your practice sufficient to meet that goal?
- What's the size of the opportunity? What would scale actually look like?
- What are your personal and organisational values?
- What are your personal aspirations as a founder/leader?
- What are your financial expectations?

5. WHAT ARE YOU GOING TO SCALE UP?

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GoodGym trialled its model in several locations and forms before deciding what it would try to scale up. ‘Paired runs’, where runners visit older people, generated positive impact, but interested runners often dropped out before being matched with an older person because of the time it took to go through criminal records checks. So GoodGym introduced ‘group runs’, incorporating running and community volunteering, as well. It discovered that weekly group runs kept people engaged, but monthly runs resulted in a lot of drop-out. Founder Ivo Gormley was nervous about asking runners to pay to take part, but when GoodGym asked for a monthly donation, most willingly obliged. Ivo now has an effective and financially sustainable model that he can replicate.

As GoodGym’s example illustrates, all scale involves some interaction of supply (of an idea, and of its manifestations) and demand (people who will use it, pay for it, work for it or devote their lives to it). You can think of the link between supply and demand at the level of ideas – finding out which ones are most compelling, attractive and have the best fit with needs and aspirations. Or you can think of it in terms of economics – looking at whether what’s being supplied is effective, is provided at the right cost and whether there is sufficient demand.

Thinking rigorously through both sides of the supply and demand equation is essential to scaling strategies. You’ll only achieve scale if what you are offering is in significant respects superior to the alternatives – this is what we mean by ‘effective supply’. And you’ll only scale if someone is willing to pay, whether that’s consumers willing to buy a product, public bodies willing to commission, or philanthropists willing to provide subsidies.

This framework also helps in thinking about sequencing. If demand is strong, then social innovators need to work out how to ‘ride the wave’ – using their scarce time and resources to really show that their innovation works. If the supply is adequate but there is little demand, then advocacy becomes a higher priority.

The social innovators we interviewed talked about how they had developed, or were developing, their social innovation into a scalable form. This was a process of exploring supply and demand and identifying the core elements, or ‘non-negotiables’, to create a model that makes it feasible to deliver, economically viable and able to create positive social impact.

5. WHAT ARE YOU GOING TO SCALE UP?

FRAMING THE SOCIAL INNOVATION TO SCALE UP

Social innovations that have potential to scale up often need refining to get them into a scalable form. Part of this is deciding how to frame a model to grow or replicate. This isn't always straightforward or obvious, as most social innovations can be 'framed' in several different ways.¹⁸

Greg Dees and colleagues (2002) give the example of a childhood learning centre teaching maths to young children. This innovation could be defined as a programme of activity – a maths curriculum for use in similar centres. On the other hand, if its success depends on the particular environment in which it was developed, it might be better spread as part of an organisational model, perhaps a new kind of pre-school learning centre. Or perhaps it's neither the organisation nor the specifics of the curriculum that are most important, but the way in which teachers, students, and parents interact. This could be distilled into, and shared as, core principles that could potentially be applied in other subjects or with different age groups.

The focus for scaling could even be at the level of concepts or propositions rather than (or as well as) activities, organisations or ways of working. Social innovations start with a central idea.¹⁹ Encore.org's central proposition is to reimagine later life as an 'encore phase' in which people live with 'passion and purpose'. Encore.org places a strong emphasis on spreading the central idea and encouraging others to find ways to realise it, as well as scaling up its own programmes. Similarly, while Teach First itself focuses on improving educational inequality, its central idea of recruiting high calibre graduates and developing them as leaders is being replicated in a different context – social work – through another programme, Frontline.

The table below sets out some possible ways of framing a social innovation in order to scale it up. The models described in our scaling stories usually reflect several of these elements. In setting a scaling strategy, it's worth considering how different ways of framing a social innovation could create different types of impact or open up different scaling routes.

FRAMING A SOCIAL INNOVATION: POTENTIAL FOCUSES FOR SCALING

Central idea that underpins the innovation		
Expressed in...		
Activities/provision	Ways of working	Organisational models
Products and services offered to a customer or user, in physical or virtual form Programmes – sets of activities or measures with a long-term aim	Principles, values, processes or guidelines that can be applied in different contexts Roles – tacit knowledge, mindsets, skills residing in people	Structures and relationships that enable an organisation to work in a specific way that makes the innovation successful

5. WHAT ARE YOU GOING TO SCALE UP?

FINDING THE CORE

In order to frame a social innovation and define a model to scale up, you need to understand what's fundamental to achieving social impact and making the model work in practice. Pratham, for example, identified the quality of interaction between teachers and children as essential in making its Balwadi programme of pre-school education effective.

Some researchers call this understanding the 'core' of the innovation.²⁰ Knowing what's essential makes it easier to strip out costs and transfer knowledge to others. Having identified what made the model work, Pratham realised it could strip out other elements (such as a requirement for a school building) and develop a model that could be delivered at a very low cost, enabling it to scale rapidly. The social innovators we spoke to described how being clear about 'non-negotiables' had helped them make strategic choices and avoid mission drift.

Identifying the core can also help in deciding what needs to be tightly defined and which aspects of the model can be left more flexible for local adaptation. National Citizen Service is scaling a programme of activities for young people that has a clearly defined five-phase structure. The focus and objectives of each phase are set, but the content – for example, the activities and facilitation methods that providers can use – is relatively open. This is a conscious decision that allows the organisations providing National Citizen Service to adapt activities to local circumstances and to reflect their particular expertise – encouraging innovation as much as possible.

Working out what is and isn't core to effectiveness can help with the common challenge social innovators face in adapting processes in order to operate at a larger scale, such as working out whether and how to automate systems that had previously had more personal input. In order to scale up the number of courses it runs, Apps for Good has decided to move to an online sign-up system. This means it will no longer have a personal relationship with every school that runs the course. In order to counter-balance the risks this brings, Apps for Good has invested in recruiting a Community Manager and is focusing on generating online forums and other ways to maintain a sense of community amongst schools and participants. Apps for Good believes that this combination of measures will enable the model to be delivered as effectively as a more personal recruitment system, but is being careful to monitor quality to understand the impact of this change.

Sometimes, the core is partly values-based. Gram Vikas, an Indian rural development organisation, has developed a programme called MANTRA that provides villages with water and sanitation systems. It will only deliver this intervention in villages where 100 per cent of residents have signed up to participate. This is partly an ideological position: 'inclusion' is one of Gram Vikas' core values. But it's also fundamental to MANTRA's theory of change, because the intervention is about bringing clean water to a whole village. If some houses don't have sanitation, the village can't have a clean water system.²¹

5. WHAT ARE YOU GOING TO SCALE UP?

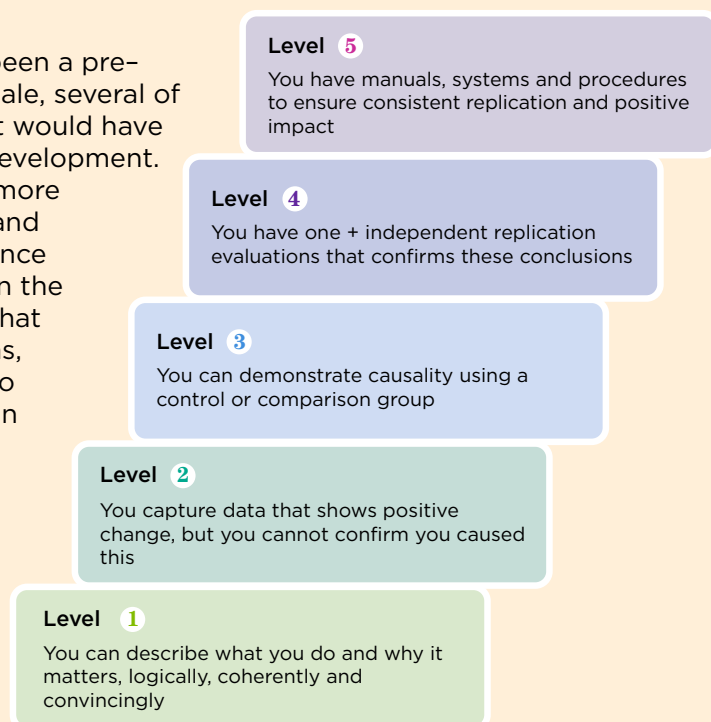
SCALING AND EVIDENCE

As the examples above show, social innovators often used formal evidence to draw out and define the core of their model – in other words, to understand ‘what works’. Some had invested substantially in monitoring and evaluation, like BRAC, Teach First and National Citizen Service. As well as learning about the effectiveness of their models, for some social innovators having evidence was important in making a case for their approach and being able to respond to critics.

But interestingly, evidence isn’t always fundamental to generating demand. In our scaling stories, word-of-mouth recommendations were more important in securing sales or in getting people involved than formal evidence. Conversely, strong evidence isn’t always a guarantee of scale. Family Nurse Partnerships is the classic example; it has decades of strong research evidence and the backing of huge foundations, but still reaches only 5 per cent of its target population in the United States.

While formal evidence hadn’t always been a pre-requisite for getting to their current scale, several of the people we spoke to thought that it would have a greater role in their next phases of development. Some perceived that as they became more established, staff, customers, funders and others would start to want more evidence of impact. Meanwhile, wider changes in the market, such as innovations like the What Works centres,²² mean that foundations, investors and public bodies are likely to have higher expectations of evidence in future.

Nesta now requires all social innovators supported through scaling and impact investment programmes to show how they’ll improve their impact measurement against the five levels of the Standards of Evidence.²³



UNDERSTANDING DEMAND

“It isn’t enough to focus only on supply, with a ‘build-it-and-they-will-come’ mentality. Truly unlocking demand can be a game-changer.”²⁴

As *In and Out of Sync* noted, social innovations usually spring from recognition of a social need that is not being met. But general interest in a social innovation isn’t enough to get it to scale. Demand needs to be ‘effective’ – backed up with action and resources. Our scaling stories show that social innovators often have multiple groups of stakeholders, all of whom play a role in creating demand for the innovation. Developing a scalable social innovation means getting it into a form that meets the needs of all of these groups.

Working out who will pay for the social innovation, and what their interests are, is fundamental to a good scaling strategy. The nature of many social innovations is that the benefits are distributed – some accrue to individuals, some to the state and others to wider society. That means that

5. WHAT ARE YOU GOING TO SCALE UP?

there is very rarely a single source of revenue prepared to pay for benefits that accrue elsewhere. Reflecting this, the social innovators we profiled in our scaling stories generated income from a range of sources, each with different interests. These include:

- Direct customers – individuals or companies who buy the social innovation because it benefits them. Timewise Recruitment sells recruitment consultancy services to businesses. GoodGym asks runners who take part in sessions for a monthly donation.
- Indirect customers, who buy goods and services on others' behalf, such as public sector commissioners using contracts or grants to buy services for taxpayers. Part of GoodGym's income comes from local authorities who commission GoodGym to provide support for isolated older people. National Citizen Service is government-funded, while young people pay a £50 fee to take part.
- Trusts, foundations and institutional donors, who give money to further specific social goals relating to their organisational mission. Around a third of BRAC's income comes from donations, mainly institutional donors.
- Corporate sponsors, who often partner with social innovators as a way of building brand value. Apps for Good engages corporate sponsors to pay for courses to be delivered in schools.
- Individual donors who voluntarily give money to support a cause or social goal that they care about.

Yet the people who'll pay for the social innovation might not be the only or the main intended beneficiaries. It's been fundamental for Code Club and National Citizen Service to design interventions that are fun for the children or young people who take part, as well as appealing to parents and teachers. GoodGym's model involves runners visiting older people, so for the model to work, it has to be attractive and beneficial for the older people as well as the runners.

And social innovations often involve mobilising resources in different ways and getting people involved in delivering interventions as part of their roles, as volunteers or as supporters. FoodCycle, for example, relies on a 'triple donation' model – supermarkets donate food, community groups provide kitchen spaces and volunteers prepare and serve meals to people at risk of food poverty. Code Club relies on schools and community centres to host and expert volunteers to run sessions.

So social innovators also need to think about how they'll meet the needs of people who'll participate in and use the social innovation, and the people who'll deliver it, whether paid staff or volunteers. The Nominet Trust has pointed out that social innovators need to focus on creating 'user value' – recognising what draws people to pay for or engage with the social innovation – as well as 'social value' (addressing a social need) and 'market value' (a cost-effective solution, for which someone is willing to pay).²⁵

Thinking these areas through can also highlight potential constraints to scaling. For example, Code Club's growth depends on being able to find sufficient volunteer coders to lead clubs, so addressing this is an important consideration in their scaling strategy.

DEVELOPING SUPPLY AND DEMAND TOGETHER

The social innovators we spoke to often put a strong emphasis on engaging with their stakeholder communities and finding out what they want. In fact, in several of the scaling stories there was a strong element of co-production, where the social innovators were collaborating with participants, deliverers and funders to evolve their innovation.

Apps for Good and some of the other innovators we spoke to emphasised how they were drawing on 'lean startup methodologies',²⁶ getting a minimum viable product out into the market

5. WHAT ARE YOU GOING TO SCALE UP?

and shaping it with the help of their stakeholder communities. For example, Apps for Good shifted from delivering in community centres to schools based on a teacher's suggestion, and the intervention changed from being mainly an extra-curricular activity to mainly classroom-based through the same process. Apps for Good develops close relationships with schools that are particularly enthusiastic about the intervention – it calls them 'Ninja Schools'. Managing Director Debbie Forster described how nurturing a trusting relationship with these schools means she can ring them up and ask for honest feedback about how the course is working.

SCALABILITY AND CONTEXT

The relationship between a social innovation and the wider context affects its scalability. Timing is important. Both Apps for Good and Code Club perceive that one of the reasons that their innovations have taken off so quickly is to do with being 'zeitgeisty'. They have been able to ride a wave of interest in coding and both have also been able to gain interest using Twitter, which was taking off at the same time.

It's worth reflecting on how far the social innovation is 'sustaining' (creating better ways of doing something within the existing system) or 'disruptive' (creating new ways of doing things that challenge or up-end the existing system). Radical and systemic innovations are much harder to implement as they depend on changes in attitudes, power, habits and institutional interests, and they challenge existing power dynamics.²⁷

The extent to which an innovation is compatible with what already exists can also affect its scalability. If a lot of other things need to be in place before your innovation will work, then inevitably it'll take a longer time and be more difficult to implement. It's much easier to scale if there is a good fit with existing structures and systems and your social innovation can plug into these. A new app, for example, benefits from infrastructure like Apple's App Store, while a new element of curriculum can fit into existing classes. Scaling is far harder if its success relies on complementary innovations (like recycling 30 years ago, or urban agriculture now) – but these innovations may have most long-term impact.

QUESTIONS TO ASK: WHAT ARE YOU GOING TO SCALE UP?

- How will you frame your social innovation for scaling?
- What's fundamental to making the delivery model work?
- What evidence do you have that the innovation works? What's key to achieving social impact?
- Who'll pay for your social innovation? Who'll deliver it? Who'll use it? Who'll benefit from it?
- How does your innovation fit with what exists already? Does it support or challenge existing systems and structures?
- Do you have a viable business model, with a clear overview of cost structures and revenues?
- Are your systems and processes capable of operating at higher volume, or capable of expanding?

6. ROUTES TO SCALE



6. ROUTES TO SCALE

Drawing on our scaling stories, as well as other examples from the literature, our experience in supporting social innovations and our networks, we've identified four common routes that social innovators can take in order to scale a social innovation.

Within each of these, there is a range of models and approaches that social innovators can use to scale up. These are summarised in the table opposite.

The four scaling routes describe common models for scaling up, but they are not a scientific taxonomy. Many social innovators pursue more than one route to scale at a time and there are some blurred boundaries between them.

INFLUENCE AND ADVISE

Marc Freedman, founder of Encore.org, is a passionate exponent of a new way of thinking about later life. Rather than seeing the second half of life as a poor imitation of the first, Marc argues that we should think of it as an *"encore phase"*. He's written several books on the subject and is a regular public speaker. Encore.org's website gives advice and ideas for people over 50 looking for *"passion and purpose in the second act"*. Marc has also established the Purpose Prize, an award for social innovators in the second half of life.²⁸ Marc's approach to scaling his innovation is multi-faceted, but relies as much on re-framing the debate about the second half of life as it does on the practical interventions he has created.

Some other social innovators scale up their innovations by providing consultancy or training services to others, helping them to replicate programmes or approaches, but without creating a formal organisational link. Examples include Timewise Foundation's model of training councils and corporates in flexible recruitment practices and London Early Years Foundation's accredited and bespoke training courses for other early years education providers.²⁹

If you are scaling through influencing and advising, you might not have a relationship with the people who'll take up the social innovation – or even know who they are. This scaling route offers a low level of control over how the idea is taken up, but gives the potential to reach a wide audience. It might be particularly appropriate for sharing the vision or concept at the centre of an innovation and encouraging others to find ways to put this into practice. The 'advising' route to scale also seems to lend itself to social innovations that are principles or methodologies applicable in different contexts, especially if these are new concepts that could benefit from further exploration. Since it doesn't rely on forming formal links with other organisations, influencing could be a good route to scale for innovations that are disruptive and challenging to the status quo.

BUILD A DELIVERY NETWORK

Social innovators often create networks of organisations to encourage take-up of innovative practices or as a way of expanding delivery of an innovative service or programme. Within this scaling route, there's a wide range of different approaches and models. Some networks are more akin to social movements, while others are more focused on replicating specific practices.³⁰ Social innovators pursuing these routes to scale often carry out similar activities – for example, codifying elements of the innovation, transferring knowledge and providing a central voice and brand – but place different levels of emphasis on them.

6. ROUTES TO SCALE

SCALING ROUTES: HOW CAN SOCIAL INNOVATORS SPREAD THEIR INNOVATIONS?

Scaling route	Models and approaches	Activities	Scaling focus
Influence and advise	Campaigning and advocacy Consultancy Training	Public speaking Publishing Engaging with policymakers Communicating via traditional and social media Advising or training others	Central idea Principles, values, processes, guidelines Services Programmes
Build a delivery network	Federations and membership models Communities of practice Kitemarks and quality marks Licencing Franchising Delivery contracts Collaborations	Representation Advocacy and awareness raising Transferring knowledge, codifying processes, sharing good practices, providing tools Training, support and quality assurance Community and movement building	Principles, values, processes, guidelines Programmes Services Roles
Form strategic partnerships	Strategic alliances Mainstreaming into the public sector Piggybacking on another organisation's infrastructure Joint ventures Mergers and acquisitions	Brokering and managing partnerships with other organisations that allow a step change in scale Transferring knowledge Creating a sense of common values and mission	Programmes Products or services Roles
Grow an organisation to deliver	Setting up new branches Growing delivery capacity of a central team	Building staff and team capabilities Raising funds/investment Developing organisational capacity and systems	Programmes Products or services Roles

Networks that are more like movements focus more heavily on championing an innovation, bringing together interested people and organisations, facilitating connections and providing tools and support for implementation. Social innovators pursuing this route to scale focus on creating a sense of shared purpose and direction, while putting in place measures to ensure that the social innovation retains a certain level of fidelity to the original idea. Models include federations, membership organisations change and communities of practice.

6. ROUTES TO SCALE

Relationships between the central organisations and others in these types of network are often relatively loose and hands-off, and there's sometimes considerable scope for local adaptation of the innovation, although in some cases there might be quite strict criteria or regulation in place to govern who can get involved. Power in these networks might be quite evenly distributed, with members contributing to the development of the innovation and the way it's adopted in practice. Social innovators can attempt to ensure quality and manage reputational risks by using kitemarks, accreditation, or licences that allow others to use a brand name, provide or distribute an innovation according to specific rules. These can also be used to earn income – although if prices are too high, this can put a brake on scaling.

MOVEMENT-STYLE DELIVERY NETWORKS

Shared Lives Plus is a membership organisation that advocates for 'shared lives' arrangements where a person with high care needs lives with an approved carer. Shared Lives Plus promotes the concept to government and supports local authorities to develop Shared Lives schemes as well as running conferences, providing online support and facilitating peer-to-peer support for carers and schemes.³¹ It has also set up an incubator and spun out Community Catalyst, an organisation that trains and supports Shared Lives schemes. It establishes procedures and policies that are used across the network and has worked with government to bring about regulatory changes.

Code Club takes a different approach. It operates by providing an online platform that connects up schools and community centres that want to host Code Clubs with volunteers who want to run them. The website gives access to Code Club project materials – available free of charge under a Creative Commons licence – and a range of tools to help people set up clubs, such as template letters that parents can download and send to their school.

Other delivery networks have a stronger focus on replicating programmes or services through transferring knowledge to a network of provider organisations. In these networks, the central organisation tends to have a greater level of power and maintain tighter control on how the innovation spreads, although there may still be opportunities for network members to give feedback and influence the way the innovation is implemented. Models include social franchising, issuing delivery contracts and formal collaborations.

Challenges include transferring tacit knowledge, values and behaviours alongside processes – the 'how' as well as the 'what'. National Citizen Service approaches this using a 'train the trainer' model, which means that everyone delivering the programme has been trained by someone trained by the NCS Trust. Another practical challenge is around understanding quality of delivery in the network and deciding how best to intervene in cases of poor performance. Several of the social innovators we spoke to were tackling this by putting in place more monitoring and evaluation, building relationships with network members and finding ways to encourage good practice to be shared, as well as building in sanctions for non-compliance to franchise agreements or delivery contracts.

REPLICATION-FOCUSED DELIVERY NETWORKS

FoodCycle has developed a franchise model, working with the International Centre for Social Franchising. Groups setting up new FoodCycle 'hubs' through the franchise model get use of the FoodCycle brand name and trademarks, comprehensive induction training, an operations manual, access to centrally negotiated relationships with national food retailers, ongoing

6. ROUTES TO SCALE

support, assistance with fundraising and access to FoodCycle's central website and mini-sites for marketing. FoodCycle signs a franchise agreement with new hubs and requires a payment of £1,200 to cover start-up costs such as induction and criminal records checking.³²

National Citizen Service (NCS) takes a different approach. The central organisation, NCS Trust, contracts with provider organisations who are then responsible for delivering NCS in their regions, and who in turn sub-contract to local organisations to support delivery. NCS is delivered on the ground by around 220 charities and partner organisations. NCS Trust carries out monitoring and evaluation, builds the brand, trains regional providers and manages the contractual relationships with them. NCS's model currently relies on government funding, although in future it will seek additional sources of income, such as corporate sponsorship.

Delivery networks give potential for social innovations to spread relatively widely and quickly – some 2,000 Code Clubs have been established in just two years, and National Citizen Service expects to reach 60,000 young people in 2014, having started in 2011 reaching 8,500.

STRATEGIC PARTNERING

Partnering with another organisation can generate a step change in the scale a social innovation reaches, by giving access to new technologies, skills, capabilities and competencies that would otherwise be difficult or take a long time to develop.

Partnering with, or being taken over by, the public sector is perhaps the most obvious example of this route to scale. This route is sometimes termed 'integration'.³³ Michael Young developed Healthline, a telephone advisory and diagnostic service, with an explicit goal that it would be taken over or copied by government. Eventually this happened in the form of NHS Direct, the forerunner to NHS Choices.³⁴

Grameen Danone Foods is a social business joint venture launched by Grameen Bank and Danone Group. It produces yoghurts formulated to address the nutritional deficiencies experienced by many children in Bangladesh and sells them at a low price.³⁵ The joint venture brings together Danone's expertise in manufacturing dairy products with Grameen's experience in reaching poor, rural communities in Bangladesh.

There is an increasing number of examples of social innovators partnering with large private companies. ColaLife is an independent non-profit organisation that aims to open up private sector supply chains for 'social products'. It is partnering with Coca Cola and its bottling companies, 'piggybacking' on Coca Cola's distribution channels to get diarrhoea remedies out to communities in Africa.³⁶ There are also some examples of innovators partnering with charities to take advantage of existing infrastructure or capabilities – Diabetes UK, for example, is partnering with Cambridge University Hospitals Foundation Trust to roll out a model of peer support for people with diabetes that the Trust has developed and trialled.

Some partnerships between small and large organisations link what can be called 'bees and trees': social innovators are like bees (small and agile) and can 'pollinate' the 'trees' (larger, established organisations with greater reach and resources) with new ideas.³⁷ Landshare partnered with the National Trust to scale up its model of connecting people looking for land to grow food with those who have land to offer. A recent study suggested several large charities were interested in developing this model.³⁸

Strategic partnerships give social innovators a chance to scale up innovations quickly, but they're not always straightforward. For example, although Grameen Danone seemed to draw effectively on the competencies of both organisations, in fact to start with neither the product nor the distribution methods were very successful. The company has had to keep innovating to improve reach and impact.³⁹

6. ROUTES TO SCALE

GROW AN ORGANISATION TO DELIVER

Over 40 years, BRAC has grown to become one of the largest non-governmental organisations in the world. Founder Sir Fazle Hasan Abed explains that he initially expected to be developing innovations that government would replicate, but BRAC ended up taking them to scale instead.⁴⁰

Growing an organisation to scale up a social innovation might seem the most straightforward approach and it's often the first that social innovators think of. This route allows the greatest level of control over how the innovation spreads. GoodGym, for example, has chosen this route as a way of making sure that as the model spreads, high quality is maintained.

It's likely to be particularly appropriate for social innovations in which the 'core' of the innovation lies in the tacit knowledge, mind-sets and approaches of individuals, and for complex interventions that would require a large amount of knowledge transfer for others to replicate. It's also a common route to scale for social innovations that take the form of products sold directly to customers, and is attractive to investors as it is likely to be the most reliable route for receiving a measureable return on investment.⁴¹

Directly managing the scaling process might not necessarily involve significant organisational growth, for example if the lead organisation is already large and can scale the innovation through existing resources and channels. However, for many social innovators this route involves building a project or startup into a sustainable venture, or diversifying the activities of the organisation – both of which are likely to bring significant management challenges.

COMMON CHARACTERISTICS

Although scaling routes are differentiated partly by the types of activities that social innovators carry out, our research also highlighted a lot of shared characteristics and activities within the different scaling routes. These include:

- **Creating a brand** and strong identity for the social innovation. This was equally important for social innovators developing delivery networks, like National Citizen Service and for those scaling through organisational growth, like Teach First.
- **Advocacy** – while influencing can be a strategy on its own, social innovators often aim to influence policy, regulation or build wider social movements alongside more delivery-focused routes to scale.
- **Releasing the blueprint** – some social innovators were codifying parts of their model (e.g. Code Club's project materials) and publishing them online.

Our scaling stories highlight the role of technology in scaling innovations. Several of those we spoke to used technology as a tool in creating a common sense of purpose and community among their stakeholders. Apps for Good uses Twitter and online forums to communicate with their stakeholders and encourage them to communicate with each other. Good Gym will only expand into areas where there is local demand and commitment from runners, and uses its website as a tool to secure this.

Although our scaling stories focus on innovations mainly delivered through offline interactions, there is an increasing number of social innovations that are digital products or services or that use online platforms to facilitate offline activities. This potentially offers the opportunity to scale much more quickly and widely. Couchsurfing, for example, was set up in 2004 with the aim of promoting cultural exchange through travel. Ten years later, it has seven million users in over 200 countries. Avaaz.org, an online campaigning community, has now has 37 million members worldwide after running for just seven years.

6. ROUTES TO SCALE

Much of the existing research on scaling focuses on ways to replicate innovations based on offline, interpersonal interactions, and it might be that some of the scaling routes we describe, such as ‘delivery networks’, are not so relevant for online business models. Nevertheless, emerging research on this topic suggests that there are at least some activities that are as relevant for scaling digital social innovations as for other types, such as codifying ways of working and making them available open source, and building movements and communities.⁴² Further, many digital social innovations include both online and offline interactions. As we learn more about how digital social innovations scale, we’ll be able to test and further develop our framework.

MULTIPLE AND SHIFTING STRATEGIES

Social innovators often pursue more than one strategy; some organisations use all four routes to scale. A good current example is the Studio Schools movement, a new model of schooling founded on project-based learning in which most of the curriculum is carried out through real life problem-solving with local businesses and charities. The movement has deliberately emphasised developing both effective supply (with pilots, tests and evaluations to refine the methods used, and detailed templates) and effective demand (mobilising demand from parents and local communities, as well as persuading government to create a dedicated channel for new schools to be set up). Meanwhile the Studio Schools Trust,⁴³ which oversees the field, simultaneously:

- Promotes the ideas underpinning Studio Schools, particularly outside the UK.
- Has built a delivery network in the UK, with nearly 50 schools either open or in development, supported by an umbrella organisation providing curriculum materials, business models and training, and orchestrating peer to peer support.
- Operates like a franchise or license, retaining rights over the name, and in some cases withdrawing that right from local schools that are not following the model with sufficient integrity.
- Is growing the central organisation, for example extending into offering curriculum services to other schools.

Strategies also change over time – as new opportunities arise, as the wider context changes or as organisations learn. Aravind Eye Care System, a large non-profit providing eye care services to poor people in India, scaled its services initially through organisational growth, establishing new branch hospitals that it managed directly. Later it started to build a wider network, transferring knowledge to affiliated units in other hospitals.⁴⁴ GoodGym experimented with scaling through informal delivery networks and has now chosen to focus on organisational growth – but hasn’t ruled out other models, such as franchises, in future.

CONTROL, PACE AND OTHER DILEMMAS

The different scaling routes offer different possibilities for controlling the way the innovation is taken up. Tighter control means greater ability to manage quality and reputation and to understand impact, but looser control might mean greater potential reach and faster scaling. Tighter control might increase effectiveness if fidelity to the original innovation is important – but conversely, allowing for adaptation might increase effectiveness by creating greater local ownership and making the innovation work better in its specific context. Putting in place checks and balances can slow scaling down, but might be necessary in order to make the social innovation sustainable in the longer term.

6. ROUTES TO SCALE

Finding the right balance between control, pace, quality and reach came up frequently in our research. Since scaling strategies change over time, and social innovators constantly have to decide how to respond to new opportunities, this is a dilemma to be managed, rather than problem to be solved. Sometimes scaling is loosely controlled early on and more tightly controlled later, to improve quality. Some social innovators we spoke to, like GoodGym, prioritised quality and maintained tight control over their model, but acknowledged that this limited the speed at which their innovation could spread. Others had grown relatively quickly by controlling their model more loosely, like Code Club. This helped build momentum and enabled them to capitalise on interest in teaching children to code, but made it more difficult to know how clubs were operating in practice.

QUESTIONS TO ASK: CHOOSING A ROUTE TO SCALE

- What types of routes does your social innovation lend itself to?
- What would be the risks and benefits of different routes – e.g. reach and pace of scaling versus quality and fidelity to the original idea?
- How much control do you want, or feel you need, over how the social innovation is taken up and implemented? What would be the implications of tightening or loosening control?
- What types of scaling activities fit your capabilities and that of your team?
- Where you need new competencies, would you be better off developing these yourselves or linking up with others who already have these competencies? Who could you link up with?

7. GEARING UP FOR SCALE

7. GEARING UP FOR SCALE



Having decided on an approach to scaling, you'll need to rigorously think through what might need to change in your organisation and the way you work.

Managing change and developing organisational capacity to scale was a common challenge that came through in all of our scaling stories. Largely, these challenges were related to growing a team and shifting from a startup to a more mature organisation. All scaling approaches can bring about an increase in size and a change in the central organisation, even if organisational growth isn't the primary route to scale. Code Club, for example, is expanding its reach much faster than it is growing as an organisation, but even so its team grew from two full-time staff to six full-time staff in the space of a year. However, even if scaling doesn't imply significant organisational growth – for example in the case of an existing organisation scaling out a new practice – it still raises issues around leadership, management, governance, staffing, resources and culture.

Several of the people we interviewed talked about how growth meant shifting from having everyone multitasking to creating greater role specialisation and clearer reporting lines. This necessitated different recruitment practices. Debbie Forster from Apps for Good described the importance of selecting the right staff as her organisation went through a 'hypergrowth' phase, looking for people with specialist skills rather than recruiting those who were passionate for the cause and growing them into roles. But it was still important to look for people who shared the organisation's values.⁴⁵

Accountability arrangements might change as an organisation grows, for example with more power ceded to funders or investors, and strong governance becomes increasingly important. Our interviewees described how their trustees helped keep them true to their mission, championed the innovation and attracted resources to the organisation.

Interviewees also reflected on the change from working in a startup, where all team members understand the organisation's goals and activities deeply, to working with an increasing number of staff who, while committed to the cause, haven't 'been there since the beginning'. As teams grow, staff understand their own role but not necessarily the wider work and strategy of the organisation. As a result, actively communicating the organisation's culture and values becomes more important. Teach First places a strong emphasis on communicating a sense of common purpose and creating shared ownership of organisational strategies.

Some interviewees pointed out that to execute a scaling strategy, leaders need different competences – for example, strong operational management and delegation skills and the ability to manage organisational change. Founders don't always have all these skills or want to work in this way, and it's common for founders to find the change from 'doing everything themselves' to delegating to others difficult to adapt to at first. Some organisations had brought in new senior team members to manage the scaling process, while founders' roles had shifted to become more strategic than operational.

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QUESTIONS TO ASK: HOW MIGHT YOUR ORGANISATION NEED TO CHANGE?

- Are the skills and knowledge within your team fit for purpose? What are the main gaps? (Organisational change, accountability, marketing, finance, evidence...?)
- How does accountability and governance need to change?
- Can senior staff bring strong focus and leadership? Do they have the operational management skills needed to grow an organisation or manage change?
- How will you establish a shared sense of purpose, culture and values within your team as you grow or change?
- Where you need new competencies, would you be better off developing these yourselves or linking up with others who already have these competencies? Who could you link up with?

8. CONCLUSIONS

8. CONCLUSIONS

Scaling is often written about in simplistic ways. It tends to be presented as the answer to everything: if only we scaled up the methods that worked, the world would be free of problems like unemployment or ill-health. Sceptics point out that this ignores the structural factors that lie behind these problems: inequalities of power and wealth; policies and laws.

Yet scaling and structural change are likely to be mutually reinforcing. The growth of better ways of teaching, healing, employing or caring improves the conditions for structural change; conversely structural change improves the conditions for good ideas to spread.

SCALING STRATEGIES ARE IMPORTANT

That's why we think better strategies for scaling are important. Scale can achieve a lot – more reach, lower costs, more impact. But it's important to analyse whether the nature of the service or activity makes it feasible or desirable and what type of scaling makes most sense. Is it best to scale the organisation; the delivery mechanism; a supporting platform; or the organisation? What's the best route to scale?

We also think there is a need to get more disciplined and deliberate in translating great ideas into impact at a large scale. We believe active scaling strategies are preferable to simply hoping others will pick up and copy your good practice.

THERE ARE MANY ROUTES TO SCALE

Some social innovations have scaled in ways quite similar to commercial products and services. Some fair trade products have achieved classic economies of scale by growing their markets. The digital age offers social innovators the potential for even greater economies of scale – with the near zero marginal cost of platforms means that it's much cheaper to provide them for 100 million people than for one million or 1,000. Avaaz.org and Change.org have achieved comparable economies of scale to Google and eBay.

But economies of scale turn out to be much more elusive in some other fields. Any service involving care, let alone love, may quickly deteriorate if it's scaled too much. This is why many successful NGOs have grown with federal or cellular structures, quite different from those found in manufacturing or digital services. It's also why so many social innovations have spread as an idea, rather than through the growth of the delivery mechanism.

The lesson is clear: there's a range of routes to scaling social innovation. Successful examples will share the same essential features: being better than the alternatives and being seen to be better by people with the money to pay. But there's more to learn about which routes work best in which circumstances. Some of the routes we describe, such as 'bees and trees' partnerships, are relatively uncommon, and there is more potential for learning how they work in practice.

8. CONCLUSIONS

SCALING IS NOT JUST FOR SOCIAL INNOVATORS

Supporting social innovators to scale up their ideas is part of the picture, but we also think it's important to explore the role of other organisations in scaling social innovation. This could start with looking at roles of funders and intermediaries: how can we best use our resources – funding, skills, networks, influence – to scale innovations? How active should funders be in influencing strategies or the make-up of management teams? How can support programmes specifically aimed at helping social innovators to scale be most effective? How can the potential to scale be designed into the earliest stages of new ventures? Are current funding and investment models able to support the range of routes to scale?

NEXT STEPS

Learning from practice is likely to be the quickest route to accelerate progress. We've looked at just a few examples in this research, but we hope it can contribute to a wider movement to make sense of the challenges of creating social impact at a meaningful scale. We would like to test and develop the frameworks in this document with social innovators to learn more about what how scaling routes work in practice and whether there are some that are more effective than others for specific types of innovation. We'd welcome feedback and we'll develop and improve the framework over time.

MAKING IT **BiG**



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Scaling Stories

Scaling Stories

APPS FOR GOOD



Apps for Good

Apps for Good's growth so far has been carefully managed. After a pilot phase, it launched in 2011 in 38 schools. Three years on and it's running in over 200, with ambitions to double in size year-on-year over the next three years.

The model

Apps for Good's five-module course takes young people aged 10–18 through a process of building mobile, web or social apps to address issues that they care about. By teaching problem-solving, creativity, product development and coding skills, the course aims to create a generation of young people who can *"create, launch and market new products that change the world"*.⁴⁶

Apps for Good partners up with schools and learning centres to deliver the course, either as an after-school activity or during class time. Teachers can use the course content free of charge and can access support and training from Apps for Good's expert volunteers and 'Ninja Education Partners' – other learning centres acting as champions for the programme.

Each year, student teams can enter the Apps for Good Awards competition. Winners get their apps developed and launched by professional teams.

“Innovate to the point that it scares you, but not to the point where it fails and you don't know why. You need to be able to intervene if things go wrong.”

Debbie Forster, Managing Director

Getting going

Apps for Good's first pilot was in a community centre in 2010, but in response to a suggestion from a teacher, the team decided to try delivering the course in a school as well. The school setting worked well and Apps for Good formally launched in 38 schools in September 2011 – after some adaptation. The course was initially 70 hours long and had been written by experts for delivery by experts. Before rolling out more widely, it needed to be shortened to 30–40 hours and transformed so that it could be taught by people for whom this was just a part of their role.

As Managing Director Debbie Forster explains, *"those first schools innovated with us – road testing the course materials"* and trying out different contexts for delivering the course. It was originally designed to be run as an after-school activity, but one school proposed delivering



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the course during class time. Apps for Good explored this opportunity with them and decided to let them run with it. Now, 73 per cent of courses are delivered in within the curriculum.

By April 2014, the course was running in over 200 schools, across the UK. Interest in the model has spread through partly through word of mouth and the team's personal networks. Debbie, for example, is an ex-head teacher with 20 years' experience and who worked in the IT Sector Skills Council before joining Apps for Good. Social media has also been important and Debbie thinks that the timing was fortuitous, with Twitter really gathering pace just as Apps for Good was launching. Apps for Good has attracted a lot of positive media coverage; founder Iris Lapinski was selected as one of Britain's '50 New Radicals' by *The Observer* and Nesta on 2012 and Debbie Forster has been nominated as one of *Computer Weekly's* most influential women in IT.

Building communities for scale

Apps for Good's central team co-ordinates and drives the spread of the model. They do this by nurturing their three stakeholder communities: education partners, experts and sponsors.

The Apps for Good course is delivered locally by education partners – schools and other learning centres who commit to running it. Selecting the right partners is an important part of the model; Apps for Good has learned to look for schools where the head teacher is really on board and there is an enthusiastic subject lead, as success depends on both of these elements. After running the programme for three years, the team feel they now know enough about what they're looking for to do the selection process fully online. This marks a shift in the way they operate, as it means they initially won't know each partner individually, but as Debbie puts it, *"it's necessary for scaling"*.

“In scaling, it's important to be in listening mode, not just in broadcast mode.”

Debbie Forster, Managing Director

Apps for Good encourages schools to link up with a range of expert volunteers to advise and mentor student teams on the course – either someone from the 'expert' network, or someone that the learning partner has identified locally. Of Apps for Good's three communities, experts have been the easiest to bring on board. In fact, this enthusiasm has presented an unexpected challenge – after a recruitment drive, there are more experts than learning partners looking for support, so the team has had to think differently about how to use this group's skills and how to help schools understand the value experts bring to the course.

Apps for Good's business model depends on its corporate partners and funders. The course is free for schools to deliver and the organisation's funding comes from trusts, foundations and corporates, who can sponsor schools or categories in the Apps for Good Awards. So far, Apps for Good has focused on building relationships with partners and funders that have a technology focus, so that there is a 'genuine value exchange' between partners. Ideally, this relationship with Apps for Good will grow over time. There are already examples of partners that have increased the number of schools or Apps for Good Awards categories they sponsor.

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Be crazy, but not insane

While some parts of the model have adapted and changed as Apps for Good has spread, the team has a clear sense of what is non-negotiable. One bottom line is that students must be able to pick the issue that their app addresses. When partners and sponsors have asked to set the themes themselves, Apps for Good has held firm on this principle. Similarly, the team is clear that schools have to deliver the whole course, not cherry pick bits of it.

Another key issue is in deciding how fast to go. The key decision is around balancing reach and quality. Although Apps for Good is ambitious, it's also conscious of the risks of fast growth. They've developed metrics to track the quality of delivery, but are aware that these can't tell the whole story – for example, they can see how often teachers engage with materials online, but delivery happens offline. So the team use a variety of ways to listen to their communities, including surveys of pupils, teachers and head teachers, focus groups and engaging on social media. Nurturing 'truth telling partners' is also part of the strategy – people to whom they can go for honest feedback. The 'Ninja Education Partners', for example, are people they can ring up to get frank advice and feedback on the programme.

Another consideration is in managing risk. Apps for Good's strategy is to take risks up to the point where it's still possible to tell what's gone wrong. This means not changing too many things at once. For this reason, Apps for Good has revised its 2014-15 growth target down from 700 to 400 schools. Debbie Forster points out that this still means doubling the number of schools that Apps for Good operates in, but is more manageable given that they are also changing the application and training process to an online model. Or as she more colourfully put it, it's "crazy, but not insane!"

“We could go quicker with less focus on quality, but the risk is too great – it’s an obsession for us, because we’ve found we can have a very positive effect on students or a negative effect. If schools stop courses partway through, it’s bad for students.”

Debbie Forster, Managing Director



Scaling Stories

BRAC



BRAC was set up in 1972 and has grown to become one of the largest non-governmental organisations in the world. In 2012, its income was over \$500 million.⁴⁷ BRAC's programmes currently span fifteen thematic areas, from agriculture and food security to water, sanitation and hygiene and support more than 110 million people per year.⁴⁸

Large scale is fundamental to BRAC's philosophy. Founder Fazle Hasan Abed believes that *"if you want to tackle poverty in a country like Bangladesh, with 130 million people, you need to have large-scale programmes, otherwise you don't bring about any significant change"*.⁴⁹

*Small is beautiful,
but large scale is
absolutely essential."*

Sir Fazle Hasan Abed,
founder of BRAC⁵⁰

Origins

BRAC was formed in the aftermath of natural disaster and civil war. In 1970, the deadliest cyclone on record hit the southern part of Bangladesh, killing approximately 500,000 people. The following year, Bangladesh won its independence from Pakistan, but at the cost of hundreds of thousands of lives and a ruined economy.

Fazle Hasan Abed returned to Bangladesh from the UK after the War of Liberation and set up BRAC. Initially, the organisation focused on disaster relief, but its focus soon shifted to long term community development. Early on, BRAC received funding from Oxfam and then UNICEF to run regional rural development programmes. As part of these, BRAC started to pilot micro-credit schemes and to develop and improve its model of training women to be Shevikas, community workers who could provide information and advice to others in their villages.⁵¹



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Pilot, perfect, scale up

BRAC's move into health programmes gave it the opportunity to go to national scale. The Oral Rehydration Therapy (ORT) programme launched in 1980. At the time 25 per cent of children in Bangladesh died before their fifth birthday, many from diarrhoea. ORT offered a cheap and highly effective remedy. Made from just sugar, salt and water, it could save millions of lives, but the ingredients had to be mixed in the correct amounts in order to work. If made incorrectly, it could be dangerous.

At this point BRAC was still relatively small, employing some 300 people. It used its community workers to train 20,000 households to mix oral rehydration solution. Not everything went to plan. Fazle Hasan Abed recalls that when they first monitored the effectiveness of the

9. Annex: *Scaling Stories*

programme, BRAC found that only six per cent of people who'd been trained could actually mix the solution correctly, and the workers themselves didn't use it. BRAC retrained the workers, but when they monitored the programme again, still only 18 per cent of people trained could mix ORT correctly.

So BRAC tried out a new way to incentivise and reward the trainers for training people correctly. They broke the training down to ten points and started to pay the trainers on the basis of the number of points that people could remember. BRAC would monitor 10 per cent of households trained and test for knowledge retention. They also came up with a way of making sure the monitors themselves were doing their job correctly: BRAC would ask the initial trainer to write down the name of the youngest child in each household they'd trained, but wouldn't share this information with the monitor. They would get the monitor to do the same when they visited, and would compare records to verify that the monitoring visit had actually taken place. Over time, this sequence of improvements led to a programme model that was effective and could be rolled out more widely.⁵²

When the Government started rolling out immunisation, BRAC delivered this alongside ORT training. According to Fazle Hasan Abed, the link up with a government programme *"gave us the confidence that we could reach the whole country"*. By the end of the decade, BRAC had trained over 12 million households to mix ORT, with evaluation showing 90 per cent were able to do so correctly.⁵³



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The experience of delivering ORT seemed to set the template for future programmes. 'Pilot, perfect, scale' has become a mantra for the organisation. Meanwhile, Fazle Hasan Abed says that the programme changed BRAC's perception of what it could achieve. From thinking that they'd pilot and develop programmes, which others would replicate and expand, BRAC became confident that they could replicate programmes themselves. *"We came to the conclusion that no-one would replicate us, we'd replicate ourselves."*⁵⁴

Solving one problem leads to others

The Economist calls BRAC a 'kind of conglomerate for social development'.⁵⁵ Many of its programmes have led it to innovate in related areas, as it has discovered practical barriers to people benefiting or spotted new opportunities for improvement. BRAC's work in agriculture is a good example. To support poultry farmers, BRAC set up feed mills. The next step was to look at the quality of poultry feed; BRAC started imported maize seeds from Australia and selling it to farmers. As demand went up, BRAC set up a joint venture with Australian partners to make maize more widely available in the countryside. They also looked at tackling high mortality rates among poultry, eventually training 40,000 women to be poultry vaccinators, and worked to improve productivity by helping people to breed hybrid hens that could produce more eggs each year.⁵⁶

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As the example above suggests, BRAC specialises in vertical integration, developing and taking ownership of whole supply chains. It's set up several commercial businesses that market the things it supports people to produce, such as a chain of stores that sell Bangladeshi handicrafts, clothes, jewellery and shoes and a commercial dairy production centre, which processes 10,000 litres of milk, yoghurt and ice cream an hour. By collecting milk from farmers in rural areas, processing it and selling it in cities, BRAC helps farmers double the prices they get for their milk.⁵⁷

The profits from these businesses are ploughed back into BRAC's charitable work. In 2012, revenue from programme support enterprises and income generating projects formed about 30 per cent of BRAC's total income, roughly the same proportion as donor grants. Most of the remaining income came from service charges on microfinance loans.



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Beyond Bangladesh

BRAC initially stood for 'Bangladesh Rehabilitation Assistance Committee' and later, as the organisation shifted focus from disaster relief, for 'Bangladesh Rural Advancement Committee'. Now the name is no longer an acronym; it's just BRAC. This perhaps reflects the fact that BRAC no longer focuses only on Bangladesh. It expanded to Afghanistan in 2002, where it runs non-formal primary education schools. It also runs programmes in Pakistan, the Philippines and Sri Lanka, as well as Tanzania, Uganda, Liberia, Sierra Leone and South Sudan and Haiti. Meanwhile, several of its programmes have been replicated internationally by others. For example, organizations in South Asia, Africa, and Central America have developed primary education systems based on the BRAC model.

“Whatever we do, we do at a small scale first. It must be effective. Once you're effective, you try to become efficient – routinize the tasks that are essential and discard the tasks that are inessential.”

Sir Fazle Hasan Abed

Support, infrastructure and choosiness

The Bangladeshi government's approach to working with NGOs has helped to facilitate BRAC's success in scaling up. Successive governments have maintained a supportive policy environment, with few constraints and regulations for NGOs.⁵⁸

Yet there's undoubtedly something distinctive about BRAC's approach that has enabled it to grow so large. Founder Fazle Hasan Abed stresses the importance of creating infrastructure such as training, logistics, evaluation and audit before going to scale. BRAC has invested significantly in evidence: it set up its own research division in 1975, only a few years after it formed.

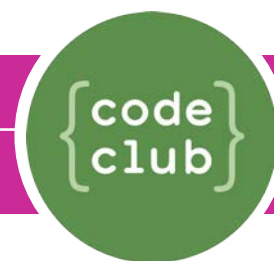
BRAC is also picky about which avenues it pursues. Potential enterprises, for example, must align with the organisation's vision, complement existing programmes and meet a genuine market need.⁵⁹ As Abed says, *"there's a market perspective in everything – even in development programmes, you'll find that there is thinking about whether we want to do this, at this cost, or something alternative at that cost"*.⁶⁰



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Scaling Stories

CODE CLUB



When founders Clare Sutcliffe and Linda Sandvik tried to register Code Club with Companies House, they found the name had already been taken. So they called it 'Code Club World'. Managing Director Laura Kirsop recalls that the idea of global expansion *“was a big joke at the time,”* but world domination no longer seems so unlikely.

Code Club is a network of free, after school coding clubs for kids aged 9–11. Most clubs meet once a week and reach around 10–15 children. Code Club's ethos is about having fun, being creative and learning by doing. As they learn the basics of programming with Scratch and get to grips with web development using CSS and HTML, kids develop better problem-solving skills and get to learn that *“they're in charge of the computer... not the other way round”*. Clubs are always free for children to attend and Code Club is a not-for-profit organisation, with central costs funded by donations and corporate sponsorship.

Connecting people, scaling quickly

Code Club set up its first pilot in April 2012, working with around 20 clubs to develop and test the teaching materials. It launched formally in September 2012 with 120 clubs. Two years in, over 2,000 Code Clubs had been set up, with over half of these established in the six months to April 2014.

Code Club operates using a volunteer-led model. Volunteers with programming expertise set up and run clubs in primary schools and other venues, such as libraries. The central organisation plays a facilitating role, providing *“everything volunteers need”* to set up clubs: connecting them with venues, providing teaching materials and making sure that they have DBS certificates.⁶¹

Interest in the concept initially spread via social media and Laura Kirsop puts the rapid take-up partly down to timing; the idea was *“zeitgeisty”*. High-profile people like Eric Schmidt of Google were writing about the need for children to learn to code,⁶² and more recently, the ICT national curriculum changed to put a stronger focus on coding. Code Club has been featured at least once in each broadsheet newspaper in the UK. Meanwhile, Code Club's strong branding made it appealing and its simple model made it relatively easy to scale up.

Two-thousand clubs might seem a big achievement, but Code Club is aiming high. It aims to establish 5,000 clubs by the end of 2015, and ultimately, to reach all 21,000 primary schools in the UK.

Demand from schools is high, so at the moment the key challenge is in getting enough volunteers involved.



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Code Club started as “a grassroots movement, working with a really engaged community”, but as it has expanded, it’s needed to actively seek out volunteers. Laura has developed partnerships with universities and companies, which means she can sign up larger numbers of volunteers in one go. It’s this strategy that has allowed Code Club to double its number of clubs in six months.

Growing the central organisation

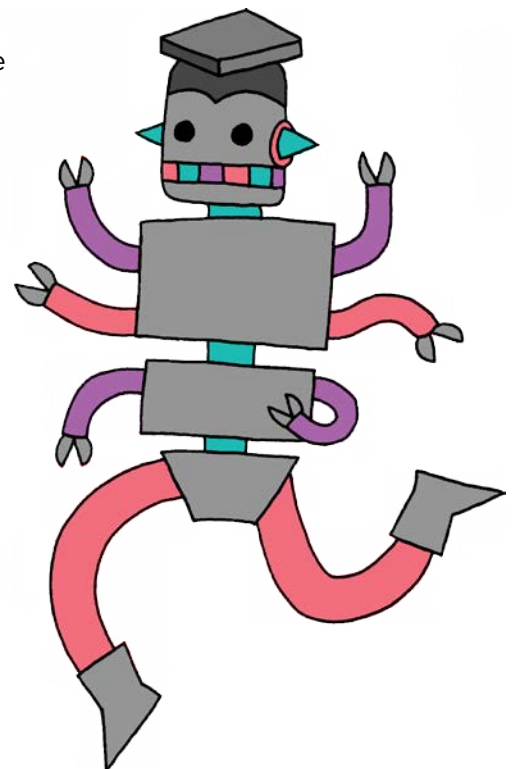
Although Code Club’s growth relies primarily on expanding its volunteer base, its core team is also growing. In the year up to April 2014, the team grew from two to six staff. Growing the volunteer network means that the company needs more formal management systems.

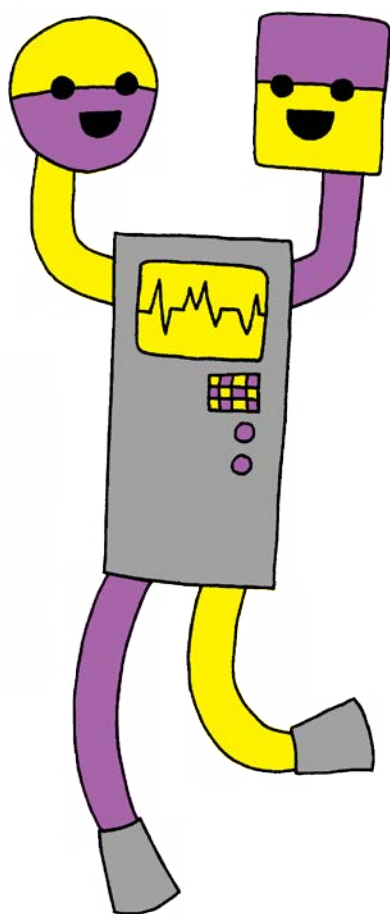
There is also now a greater focus on nurturing the community of volunteers, through the creation of a new Community Manager role. Rather than formally interviewing volunteers or engaging them on a one-to-one basis, Code Club tries to build a sense of community by encouraging volunteers to organise meet-ups, hosting regional online forums on its website and engaging via Twitter. In the next year, Code Club aims to build the team further by employing part-time coordinators for Wales, Scotland and Northern Ireland and for each of the nine English regions. A key aim is to get a more even regional spread of Code Clubs and to increase the number in rural areas.

Diversification

Code Club has also started to diversify its activities. Co-founder Clare Sutcliffe now runs Code Club World, a separate organisation that aims to bring Code Club’s project materials and volunteer framework to a global audience. Code Club World uses a community-led model; Code Club project materials are available for download under a Creative Commons licence and people in other countries are encouraged to translate them into their own languages and set up their own clubs. While Code Club World doesn’t support these clubs directly, Clare is starting to work with people in other countries who want to set up national Code Club networks, aiming to get five of these set up in its first year of operation.

The final string in the bow is Code Club Pro, a new organisation that will provide training for teachers to help them to deliver the new ICT curriculum. Code Club Pro differs from the other two organisations in that schools will pay for the training and trainers will be paid. Profits will be ploughed back into Code Club’s operations. Trainers will initially be drawn from Code Club’s volunteers, but the aim is eventually to get teachers who’ve been through the training to train others.





“Just do it”, but be clear on the mission

Code Club’s volunteer-led, networked model has allowed it to grow quickly, but also brings some risks. The central team can’t ensure the quality of delivery directly, for example. It has published terms of service that guide the use of open source project materials, but these are difficult to enforce. As well as putting greater resource into community management, Code Club is also planning to evaluate its impact more extensively (it has carried out some survey-based impact measurement in the past).

Rapid expansion has also challenged the organisation in remaining true to its original mission – it’s sometimes been tempting to follow up every opportunity. Although Clare has a more direct role in day-to-day operations, Linda remains engaged with the strategic direction of the organisation through her position on the Board. Both are using their roles to ensure Code Club stays true to its open-source, community-led ethos.

Overall, Laura Kirsop says it’s a willingness to take up opportunities and ‘just do things’ that’s allowed Code Club to expand quickly. At the same time, it’s been important to be clear on the ‘bottom lines’. Keeping clubs free for kids to join is a non-negotiable, as is criminal records checking for volunteers. And the core of Code Club’s methodology – the project materials themselves – have been tested and developed with feedback from children, volunteers and teachers to consistently engage young people with interesting and useful digital making skills.

Scaling Stories

GOODGYM



GoodGym believes that the gym is a waste of energy. Energy that could otherwise be used to do important tasks that make communities better. So GoodGym combines exercise with doing good.

Getting fit while doing good

GoodGym pairs runners up with a person aged 65 or over who becomes their 'coach'. Runners visit their coaches weekly, perhaps bringing them something a newspaper or some groceries, and spend some time talking and listening before running back. This benefits both parties: the runners feel more motivated to keep fit and the coaches like the company. Both benefit from the friendship and from getting to know one another. GoodGym's evaluation data shows that 74 per cent of coaches feel that visits from their runner make them significantly happier and 100 per cent consider their runner a friend. Meanwhile, 90 per cent of runners say that GoodGym improves their motivation to exercise.

GoodGym also organises weekly group runs that incorporate volunteering in the community, like clearing a river of rubbish or helping an elderly person tidy up their garden.

In February 2014, GoodGym had 280 members and had undertaken over 3,500 visits to older people over the previous 12 months. It's currently running in six locations and plans to open seven more GoodGyms during 2014.

Developing the model



GoodGym launched formally as a company limited by guarantee in 2009. Before this, founder Ivo Gormley and a few friends had been developing the idea informally for a couple of years, running to visit older people. Ivo believes the initial stage of developing an idea with very limited resources is really important, as it forces you to think about what's essential and means you have to develop a way of operating that's low cost and efficient.

Over the next few years, GoodGym experimented with different models. It was important that 'paired' runners had criminal records checks before taking part, since they would be spending time alone with people who might be vulnerable. But as GoodGym tried to get more people involved, it found that 80 per cent dropped out during the criminal records checking process, as this takes a few weeks and sometimes months.

This prompted GoodGym to start organising group runs as an easier way of getting people started. They also

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experimented with the frequency of these. Ivo explains, *“we did them monthly, but found that people didn’t come back, so we started doing them weekly and found they did come back.”*

After they attend a couple of group runs, runners are invited to become members. Members get a DBS check and are invited to take part in paired runs too. At the moment, about half of GoodGym’s members are paired with an older person.

Good Gym’s scaling approach is demand-led. If people are interested in bringing GoodGym to their area, GoodGym will set up a web page to track the number of people signing up to run in that location. Once ten committed ‘founder’ members and twenty runners have signed up, GoodGym will seek startup funding from the local authority to get the area going. But the team believes that in the longer-term, each area should be self-sustaining, so the funding model has also evolved. In 2013 GoodGym decided to consult its members on contributing a monthly donation to help cover operating costs. They were nervous about doing this as participation had been free before then, but the response was positive overall and 90 per cent of members now contribute. The donation has always been and is still optional.

Testing approaches to replication

After starting out in Tower Hamlets, GoodGym tried out different approaches to setting up in new locations.

In Bristol and Liverpool, Ivo and the team supported groups of volunteers to establish new GoodGyms. To do this, the team developed ‘GoodGym Open’. This provided people who wanted to set up GoodGyms in their areas with an operating manual and licence to use the GoodGym Open brand and website. The aim was to get more runners involved with minimal bureaucracy, so these areas would only do group runs and would not match runners with older people. The team found that the open GoodGyms were very cost-effective, but relying on volunteers meant that there were concerns about whether they could keep going in the longer term. GoodGym is now moving away from this model of replication.

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In Hackney and Camden, meanwhile, GoodGym directly managed the process of setting up new groups. In the directly-managed areas, GoodGym experimented with employing fitness trainers full time and part time. The trainers organised the group runs, recruited runners and helped the runners to set and meet fitness goals. Although the area with a full-time trainer was able to recruit more members, the cost of employing someone on a full-time basis meant that it would be hard to sustain the area without ongoing local authority funding.

GoodGym found that the area with a part-time trainer, on the other hand, had the potential to become self-sustaining. The model wasn't too expensive, and the trainer could recruit enough new runners to generate sufficient income to cover costs. With an average net increase in membership of one new member a month, GoodGym areas should reach 150 members and become self-sustaining in three years.

Finding a model that could be sustainable financially was a watershed moment in GoodGym's scaling journey: *"at that point we knew it was repeatable and could be done in other areas"*.

Scaling the model

GoodGym's scaling strategy is now based on setting up new areas with part-time, paid fitness trainers. While the trainers organise group runs locally, GoodGym continues to carry out some processes centrally, including matching runners and older people.

Having experimented with the model and ways of delivering it, GoodGym's now committed to scaling up in its present form. As Ivo puts it, *"as we've grown, we've become less flexible."* At the moment, GoodGym actively wants to avoid further iteration, because the model it's developed hits both of the organisation's goals – creating social impact and generating revenue to cover costs.

Knowing what does and doesn't contribute to these really helpful, as it gives GoodGym a guide to making decisions about which new opportunities to follow up and which to decline. Ivo explains, *"we get both (social impact and revenue) through signing up members. Regular runs get one to two new members each week and that's worth it."* Meanwhile, other activities such as one-off runs don't tend to generate large numbers of new members, so GoodGym now avoids these, even though it gets a lot of requests to organise this type of event.

Don't scale innovation – scale what works

Being clear on the model allows GoodGym to be more confident in its negotiations with funders. Rather than designing new programmes to flex to different funders' specific interests or target groups, *"we now say, 'this is what we do, will you fund us'"*.

GoodGym plans to roll out to all cities with a population of over 100,000 and ultimately to challenge regular gyms. But Ivo and the team are determined to do it by sticking to what GoodGym's good at. As Ivo puts it, *"don't scale innovation – scale something that works!"*

Scaling Stories

NATIONAL CITIZEN SERVICE



National Citizen Service Trust wants its programme to become a ‘rite of passage’ for young people. Over 78,000 16–17 year olds in England and Northern Ireland have taken part since the programme was piloted in 2011 and the Trust’s target is to have one million graduates by 2020.

Things you can’t learn in school

Launched by the coalition government, National Citizen Service (NCS) aims to help young people improve teamwork, communication and leadership; facilitate the transition to adulthood; improve social mixing and encourage community involvement.

Open to all 16–17 year olds, the programme combines outward-bound activities and social action. The delivery model has five phases. The first phase covers recruitment, where providers go out to schools and colleges and run events to raise interest amongst young people.

The next four phases comprise the programme itself. It starts with ‘Adventure’, where young people go on a residential stay away from home, during which they meet their team mates and get to try activities like abseiling, rock climbing and orienteering.



After this, they move onto the ‘Future’ phase, where they learn more about their home community and meet local organisations and community leaders, as well as developing ‘independent living’ skills like cooking. Next comes ‘Difference’, where the team plans a social action project to deliver in their community. Finally, they spend around 30 hours (usually spread over another couple of weeks) doing the project.

The programme culminates with a ‘Graduation’ event. Participants in the summer programme spend consecutive weeks on each of the Adventure, Future and Difference phases, while the spring and autumn programmes follow the same structure, but are a little shorter.

A two-tier provider network

The NCS pilot in 2011 was big by the standards of many social innovations, involving 8,500 young people. It’s grown rapidly since. In 2012, NCS piloted an autumn scheme alongside the summer programme and reached 28,000 participants. The following year, some 40,000 people took part.

NCS is funded mainly by government, with young people contributing a £50 fee to take part. In fact, the programme started off being run from inside government, before being spun out in 2013. It’s now overseen by NCS Trust, an independent body whose board includes cross-party

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representation as well as people from business and the social sectors. NCS Trust has also set up a youth board to make sure young people's views feed into how the programme is run.

NCS is delivered through a network of providers. In 2012, organisations were invited to bid to lead the programme in each of 19 regions across England. Contracts were awarded to eight organisations (some of which are leading the programme in more than one region), including four charities, two college consortia and two partnerships involving private sector and voluntary and community sector organisations.⁶³ Regional leads are responsible for setting up a network of local delivery partners. At present, there are some 220 charities and partner organisations involved in delivering NCS as at a regional and local level. All providers have considerable experience of working with young people and the ability to link with local organisations, as well as a good safety record. Beyond that, there's a lot of diversity in the provider network and even one regional provider that does local delivery as well.

Emma Kenny, Head of Strategy at the NCS Trust, explains the rationale for this structure:

"NCS aims to be a truly national programme, and the sheer number and geographic spread of people we want to reach mean it's impractical, if not impossible, for a central organisation to deliver NCS". The model of regional coordination and local delivery allows NCS to tap into local knowledge and experience while still having regional coordination, which makes it more manageable from a central perspective. NCS Trust works mainly with the regional providers, whose role in turn is to manage the local partners and provider support.

What's fixed and what's flexible

Delivering through a network means that NCS Trust has to set boundaries around what's fixed and what's flexible. Social mixing is a key tenet of the programme, so all providers have to look at how they can reach young people from a wide range of backgrounds. Young people are brought together in teams, which number around 15 people. The programme structure, in terms of the number, order and focus of the phases, is standard.

However, providers have some control over the content, for example what types of activities they run and how they facilitate the programme. During the 'recruitment' phase, for example, some providers focus only on promoting the programme and getting sign-ups, while some others run additional activities for young people who have already signed up, to give them a flavour of what NCS might be like and a chance to meet their team mates before the programme

starts.⁶⁴ Providers can choose when to run the graduation event – some do it straight after the main programme finishes, while others plan it for later as a way of bringing participants back together.



Programme branding is fixed. The programme's success relies on young people wanting to take part, so developing a compelling brand is really important to NCS Trust, which has a team focusing specifically on this. NCS Trust also sees a single, central voice as fundamental in communicating the programme effectively to schools and parents. But although they can't alter the logo and other brand assets, providers still have flexibility around where they use them, for example on posters or at school assemblies.

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Making it work

Getting the network model to work effectively is partly down to good communication, according to Emma Kenny. NCS Trust invests in building good relationships with staff at the regional level by employing Provider Managers, who are responsible for keeping in touch with regional providers. This gives NCS Trust a route to regularly review targets for recruitment, discuss best practice and feed issues from providers back to the central organisation. This can benefit partners more widely, Emma says, because those who are struggling with an issue can learn from others' experiences. Emma describes how there has been some variation between regions in terms of providers' success in engaging with schools. By looking across the network, NCS Trust can see that those who've been most successful in doing this have planned months in advance and targeted their engagement for strategic points in the academic calendar: *"young people have many fixed events in their school year, so it's very important to have a long lead time"*. This type of insight can help others in the network who might have had less experience in working with schools previously.



NCS Trust collects data from partners around key metrics such as numbers of expressions of interest from young people, numbers of sign-ups and the conversion rate from one to the other, and diversity of young people taking part. It's also invested in ongoing programme evaluation, which gathered feedback from young people and helps set a benchmark for quality of programme delivery. For example, 90 per cent of young people completing the programme would recommend it to a friend.⁶⁵ The evaluation has also looked in detail at outcomes for young people and has helped to test out new innovations in programme delivery, some of which have been rolled out (like the autumn and spring versions of the programme) and some of which have not been taken further (like one off 'team test' days).

Another mechanism for ensuring quality across the network is NCS Trust's 'train the trainer' model. Everyone working on the programme 'on the ground' has been trained by someone trained by the trust. But getting the balance right between maintaining quality and allowing local flexibility isn't always straightforward. Emma reflects that choosing when to be laissez-faire and when to be more interventionist isn't easy.

Ongoing learning

In 2014, NCS is planning to increase the number of young people completing the programme by 50 per cent – there will be over 60,000 places compared with 40,000 the previous year. This rate of rapid growth will need to be maintained if the programme's going to reach its target of one million graduates by 2020. The network model makes fast growth possible, but it's still challenging. It's unlikely that the current providers will be able ramp up growth indefinitely, so as Emma comments, *"the growth strategy is likely to include bringing new providers on board as well as asking existing providers to do more."*

While the longer term ambition is firmly in NCS Trust's sights, the next round of the programme is the immediate focus. As an intervention, NCS is still quite new and it's evolved since it was piloted, meaning that learning is an ongoing process. *"We've got our eyes on this summer and making it a success! Then we'll be able to sit back and think about what we've learned and what might need to change, if anything, for the next year."*

Scaling Stories

PRATHAM

Impressive results on limited resources have led Pratham to become a poster child for ‘frugal innovation’. In 2012–13, over three million primary school age children accessed Pratham’s literacy programmes, funded by donations of just \$15 million a year.⁶⁶

Pratham was set up in 1994 in Mumbai by co-founders Madhav Chavan and Farida Lambay, with support from UNICEF and the Municipal Corporation of Greater Mumbai. It has scaled significantly on limited resources and currently works in 21 of the 29 states in India.

Scaling up by stripping out costs

Pratham’s first programme, Balwadi, focused on early education. Balwadi provides pre-school education for three to five year olds from low-income families living in urban areas. Balwadi classes are run in the community, close to where children live. Groups of 20–25 students learn poems, songs, numbers, colours and shapes.

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Pratham scaled the programme by making Balwadis very simple to implement and by keeping initial capital costs and ongoing costs very low.⁶⁷ The organisation identified that the interaction between student and teacher was key to the Balwadis’ success, and that other factors that could have acted as barriers to scaling could be sidelined. No rent is paid for classroom spaces – classes are run in locations such as temples, outside spaces or teachers’ homes. Balwadi doesn’t rely on certified teachers, but instead recruits and trains people from the community to run the classes. Balwadi teachers are mainly young women, who have a good level of education but would not otherwise be working outside the home. They are attracted to run the Balwadis because they

can do so locally and on a part-time basis. Pratham provides training and teaching materials, and monitors the Balwadis’ progress. Teachers charge a small fee for the classes and keep the proceeds as an income. By 2001, Pratham was running similar models in 19 cities.

Building on the Balwadi network and diversifying the offer

While replicating Balwadis in other cities, Pratham spotted opportunities to start diversifying its work. It developed an intervention aimed at out-of-school children (Bridge Programme) and a tutoring programme for primary-age children who were falling behind academically (Balsakhi) and was able to build on the Balwadi network to deliver these. The Balsakhi programme, for

9. Annex: *Scaling Stories*

example, recruits tutors in a similar way to Balwadis – in fact, some Balwadi teachers become Balsakhi tutors. Pratham also used the existing organisation to add new services very cost-effectively. For example, it developed a programme to tackle malnutrition in which children were given vitamin A and folic acid supplements alongside medicine to tackle internal parasites. This was rolled out across the Balwadi network at an incremental cost of just 50 cents per child per year.⁶⁸

Using evidence to inspire change

Evidence is an important part of the Pratham story. The organisation has partnered with the Abdul Latif Jameel Poverty Action Lab (J-PAL) to carry out randomised controlled trials of several of its programmes. A randomised evaluation of Balsakhi, for example, showed that the programme significantly improved children's test scores, with the biggest impact seen amongst those who were initially weakest.⁶⁹ An important development was the design and testing of Pratham's accelerated 'Learn to Read' technique, which aims to teach children how to read in just four to eight weeks. A J-PAL randomised controlled trial tested this technique in three different contexts and found it effective in all.⁷⁰

In 2005, Pratham launched a nationwide survey of children's learning levels, the Annual Status of Education Report (ASER). Pratham facilitates the survey, which is carried out each year by local groups, who assess the reading and maths skills of some 600,000 children with the help of about 16,000 unpaid volunteers all over India. Early results showed that while the vast majority (over 93 per cent) of children were enrolled in schools, the quality of learning was poor: 50 per cent of children could not read, write or do basic arithmetic despite being in school for four to five years.

Pratham has used the findings to advocate for new approaches and to get key stakeholders involved in its programmes. ASER has started to influence educational policies in India and several state governments use the findings to define their educational programs. Pratham's flagship programme, Read India, was launched in 2007 as a response to the ASER 2005 and ASER 2006 Indian literacy studies results.⁷¹



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Building partnerships and empowering localities

“Every Pratham programme has three basic elements: it is linked to the municipal/ government school system; it can be reproduced on a massive scale; it draws new people into its existing network.”

Jacques Hallak, Assistant Director General, UNESCO

Pratham has deliberately forged partnerships with organisations and individuals who can add value and resource to help it meet its goals and support its scaling strategy. In its early days, some of Pratham's corporate partners provided office space and equipment, as well as allowing employees to volunteer. Pratham's approach is to invite its partners into the organisation, and some corporate partners have even 'lent' paid staff to take full-time roles in Pratham's executive group.⁷²

Pratham operates with a decentralised model, aiming to create a strong sense of local ownership of programmes. Working with government is key to Pratham's approach, as it aims to complement and not duplicate state education provision. The organisation forms a range of different types of partnerships with central, regional and local governments. In delivering Read India, for example, Pratham created formal partnerships with regional governments in some states and established strong informal partnerships in others, while in a few states it did not have a strong working relationship with regional government but worked more closely with government

officials at district and local levels.⁷³ Although this approach has helped Pratham unlock resources and given the organisation credibility with the public, it has also brought challenges. Pratham CEO, Dr Chavan, has noted that government “*officers go through revolving doors, and partnerships fall apart There is no institutional memory.*”⁷⁴

Scaling in other places

Pratham's programmes have inspired similar initiatives in other countries. Its ASER approach, for example, is being adopted and adapted by nine other countries in Asia and Africa.⁷⁵ Pratham is partnering with the government of Ghana and Innovations for Poverty Action to establish and evaluate a remedial education programme based on Pratham's approach.



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Scaling Stories

TEACH FIRST

TeachFirst

Brett Wigdortz wrote the business plan for Teach First while working as a consultant at McKinsey, adapting an approach pioneered by Teach for America. He took what was planned as a six-month leave of absence to set up the charity in 2002 – and ended up becoming CEO.

Teach First's Leadership Development Programme selects top graduates to teach in schools where a high proportion of children come from the poorest backgrounds.⁷⁶ Participants start by attending the Summer Institute, a six-week intensive course run by one of Teach First's partner universities. They then teach in a partner school for two years, attaining their Post-Graduate Certificate of Education (PGCE) after year one and spending the second year as a newly-qualified teacher. During the programme they also undertake training and development opportunities and receive mentorship from their school and a Leadership Development Officer, usually a Teach First alumnus.



Teach First launched with £500k government funding, matched with funding from businesses and charitable trusts. It's now funded through a combination of earned income, sponsorship and donations. Schools employ Teach First participants as full-time employees, and pay a fee to Teach First to take part in the scheme. Teach First also works with corporate partners and charitable trusts who support different parts of the programme, such as helping recruit Science, Technology, Engineering and Maths (STEM) graduates.

Scaling up the Leadership Development Programme

In 2003, Teach First's first cohort of 186 graduates undertook their training and started teaching in 45 secondary schools in London. Cohort sizes in the next few years stayed at a similar level, but started growing more rapidly from 2007. By 2013, more than 1,200 graduates enrolled as participants, making Teach First the largest graduate recruiter in the UK. Teach First's 'Ambassador' network – people who've completed the Leadership Development Programme – now numbers over 2,600.

While growing its intake, Teach First expanded its geographical reach, spreading initially to Manchester and then other regions. Currently the charity has bases in nine areas in England and in Wales. Meanwhile, Teach First also widened its reach within the education sector. It began working with primary schools in 2008 and announced in 2013 that it was expanding into early years settings.

While Teach First's focus is in the UK, the model is being shared internationally through the Teach for All network set up by Teach First and Teach for America. There are over 30 countries adopting and adapting the Teach First model.

9. Annex: *Scaling Stories*

Re-clarifying goals and trying new things

Teach First's tenth birthday in 2012 coincided with a period of reflection. Nigel Ball, Associate Director for Innovation explains, *"we took a step back and asked if just recruiting great people as teachers would really tackle educational disadvantage – and the answer is no, we can't do it all ourselves."*

Teach First clarified its aims by articulating five 'Fair Education Impact Goals', which set hard targets around reducing educational inequality in the UK. This reflected a shift in strategy. The Leadership Development Programme is still at the heart of Teach First, but the organisation has started to expand its range of activities and work in partnership with others in order to better achieve its impact goals.

One example is the Higher Education Access Programme for Schools (HEAPS). HEAPS aims to help young people from disadvantaged backgrounds get into Russell Group universities by providing mentorship from Teach First Ambassadors and a 17-month programme of support. Teach First has also set up the Fair Education Alliance, a group of organisations committed to campaigning for the Fair Education Impact Goals.

Supporting social entrepreneurship in education: the Teach First Innovation Unit

Another new initiative is the Teach First Innovation Unit. Set up in 2013, the Innovation Unit supports social entrepreneurs to develop and grow social ventures that address Teach First's Fair Education Impact Goals.

The idea came about in response to the growing number of Teach First Ambassadors who were using their experience in the classroom to start up projects that were evolving into successful social enterprises. Jamie Fielden was one of the first Teach First cohort in 2003 and while teaching at a South London partner school, he brought in some sheep from his family's farm near Bath. The pupils responded really well and Jamie later set up Jamie's Farm, a social enterprise that provides short residential stays for vulnerable children in challenging urban schools, helping them to re-engage with education and reduce their risk of exclusion from school.

“Everyone said that if you grow your quality will decrease, but we had to turn that on its end.”

Amanda Timberg, Executive Director of Programme

The Teach First Innovation Unit offers an award of £20,000, two salaried positions and a year's worth of mentoring and support to social entrepreneurs who are ready to grow their ventures. In addition, the Innovation Unit partners with existing organisations which have been founded by Teach First Ambassadors. The first cohort of 'partner organisations' included 17 Teach First Ambassadors and two projects from outside the Teach First network. The Innovation Unit draws on Teach First's network and competencies to help partner organisations develop their innovations and find routes to market. The Innovation Unit also runs innovation weekends, open to anyone, which focus on generating new ideas for innovation in education.

As the Teach First Innovation Unit moves into its second year of operations, it's started to think about its own scaling strategy. Growing outside London is likely to become an early priority.

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Maintaining focus while growing the organisation

As Teach First's reach and activities have expanded, so has the organisation – it now has some 400 staff. To manage the change from a small, close-knit team to a large, geographically dispersed organisation, Teach First has emphasised its values and goals, aiming to maintain a strong sense of identity.

At the same time, the organisation recognises the value of local innovation and adaptation. Amanda Timberg, Executive Director of Programme, explains, *“At the start there was a more structured model for replicating the Leadership Development Programme in local areas. In 2012, when we stepped back and created our Fair Education Impact Goals, it became clear to us that these would only be achieved through really deep local impact. So we put in place a clearer strategy to let local areas develop their own programmes.”*

As a result, there are some regional differences in the way Teach First operates. For example, the Yorkshire and Humber office has adapted the Summer Institute to run more flexibly because the geography of the region means that participants have to travel long distances to attend. Getting the right balance between national direction and local adaption requires negotiation. Teach First has a principle that no strategy is complete until there's complete ownership – the trick is to keep processes for decision-making nimble.



Pupils attending Hackney Pirates, a Teach First ambassador-founded social enterprise, supporting Hackney pupils with their literacy.

The second decade

If the first ten years of Teach First were characterised by scaling up the Leadership Development Programme, in its second decade the organisation is driven by reaching its Fair Education Impact Goals. Teach First is exploring new avenues that will deepen its impact while fitting with its core competencies. Ideas under consideration include finding ways to reach more rural areas, or working in alternative settings like Pupil Referral Units. The growing Ambassador network is likely to offer new opportunities: 12 Teach First Ambassadors have now become head teachers, and others are going into policy roles.

Teach First aims to not only maintain quality as it grows, but to improve it. Evidence of impact is increasingly important, and it's recently established a department focusing on research and evaluation. At the same time, Teach First is aware of the need to take careful decisions about how it expands. Its approach for assessing new opportunities? *“We ask how would this fit, how much we would have to flex our existing capacity and resource and who our critical stakeholders are – for us, these are schools, universities, graduates and the government.”* And finally, while experience brings confidence, you never know it all. As Amanda Timberg puts it, when expanding into new areas, *“you have to be humble and listen to the experts.”*

Scaling Stories

TIMEWISE FOUNDATION



Timewise Foundation's journey started when Emma Stewart and Karen Mattison set up Women Like Us in 2005. Both mothers, Emma and Karen were finding it difficult to find good quality part-time jobs that matched their level of skills and experience. As Emma explains, *"Women Like Us was based on the premise that we knew lots of women like us who'd fallen out of the labour market and needed two things: advice and support, and good quality jobs so they could on-ramp not too far behind where they'd left".*

Women Like Us offers online resources and careers advice workshops for women with children who are looking for good quality part-time work. It also offers careers coaching and job-searching support, on a bursary scheme for women from low- and middle-income households or on a paid basis for those above the means-tested threshold. In 2011-12 Women Like Us's social impact analysis highlighted that it generated over £270,000 of additional tax income for the state and £260,000 additional income for families.⁷⁷

Growing the business and bolting on new services

Starting off as 'a kitchen table idea', Women Like Us became a reality thanks to early funding from London Borough of Camden and the then Department for Trade and Industry. Emma and Karen started off focusing on career support and ran a pilot in a school in North London as a way of building a 'school gate network' to find women interested in support. It worked, and the pair took a leap of faith and left their day jobs.

"You have to throw out a lot of arrows to hit one target."

Emma Stewart, Founder and Director, Timewise Foundation

In retrospect, getting started was the easy part. As Emma recalls, *"the difficult bits were steps two, three and four"*: working out what to do next. The team looked how they'd develop the idea and started researching the market. It became clear that the opportunity was huge – there were thousands of women in similar position in London alone. The potential impact was also greater than they'd foreseen initially. It was clear there was a big link between maternal unemployment and family poverty, so supporting a mother into good quality part-time work could be critical to helping the whole family.

Emma and Karen concluded that they should be aiming to create a functional part-time job market, and to do this they needed to reach a pool of candidate women while also building a pipeline of flexible jobs. A European Social Fund grant from London Councils helped the organisation to its next stage of development and Women Like Us started 'bolting on', focusing developing a jobs service alongside its careers offer. They also started doing research, media and public policy work to raise awareness of the need for a part-time and flexible jobs market.

Fast forward to 2012: the team get investment to launch two new social businesses, Timewise Jobs, a job site dedicated to advertising part-time and flexible positions and Timewise Recruitment, a full service recruitment agency for experienced women and men looking for flexible work. Timewise Foundation was set up to bring the three organisations together under one umbrella and to lead on public policy work.

9. Annex: *Scaling Stories*

The vision doesn't change – only how you achieve it

Over the ten years since Emma and Karen dreamt up Women Like Us, Timewise Foundation's family of organisations has grown and developed a suite of different services. But Emma points out that what's important is that they're united by a common vision: to ensure everyone can find the flexibility they need in their careers, without losing their value in the workplace.

Keeping its vision at the centre helps Timewise Foundation to make tricky decisions. Emma speaks of the dilemma faced when Women Like Us had the chance to deliver a £2 million contract for welfare to work services, the biggest the organisation had ever been offered. At face value, it seemed a good fit – employability work with low-income families. But after reflection Timewise decided the work wouldn't have helped to deliver on its aim to create a functioning market for part-time and flexible work. Neither would the contract have generated much additional income. Deciding it would have been *"growth for growth's sake"*, Timewise declined the opportunity.

Focus on the revenue model

Timewise Jobs and Timewise Recruitment are social businesses, whose profit supports the activities of Women Like Us, a social enterprise. Emma emphasises the importance of a diverse range of revenue streams when scaling up, and of thinking carefully about the revenue model for each service. *"One thing that we'd advise is think about grant funding quite carefully, use it to pump prime and stimulate ideas but know when to step away and when things can be sustainable and generate income."*

This way of thinking has led the team to develop some new services and initiatives. Recently, for example, the team has developed membership models for corporates and public sector organisations. Building a pipeline of good quality flexible jobs depends on ongoing engagement with employers, a costly investment of time. The membership model helps generate income from the time the team spends working with employers, who are willing to pay for high quality advice on how to build flexible working into the way they recruit new staff.



Another new initiative, Timewise Councils, offers an accreditation scheme for local authorities. It's a response to the changing environment for public spending. With local authorities now running fewer employment programmes there is less opportunity to influence the way councils work with job seekers. So instead, Timewise is focusing on working with them as large employers in their own right and aiming to influence councils' own recruitment practices.

9. Annex: *Scaling Stories*

To develop this range of services and income streams, the team focuses on understanding market needs and developing offers to meet them. Emma feels that being aware of market changes and putting a strong emphasis talking to investors, funders and stakeholders has been key to Timewise's success so far. But it's important to choose wisely how to spend your time. *"Networking is a big part of this world. The tension is that we're still mums who want to work flexibly and we can't always go to evening receptions. You have to be clear why you're meeting people, what they're going to add to your work."*



A ten-year plan B

Across its services, Timewise has reached 60,000 people so far and helped 3,500 into jobs. But it doesn't feel it has reached scale yet. Emma explains, *"scale for us would be to have a national part-time jobs market and having 10,000 jobs per year on our site."*

A strong central vision coupled with a series of service innovations characterises Timewise's development so far, and that's what Emma believes will be key to achieving scale in the future, too. The secret is having a lot of options and not be too stuck on one route to achieving your goal. As Emma says, *"we've had a ten-year plan B! You have to have a lot of irons in the fire. The world changes."*

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76. In England, Teach First works with primary and secondary schools in which at least 50 per cent of children are from the 30 per cent poorest families, according to the Income Deprivation Affecting Children Index. In Wales, it works with secondary schools where more than 40 per cent of children come from the poorest 20 per cent of families.
77. Timewise Foundation and New Economics Foundation (2012) 'Building a high quality part time jobs market. A transformative approach for families.' Online: <http://timewisefoundation.org.uk/wp-content/uploads/2013/04/Timewise-Foundations-first-social-impact-report.pdf>

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