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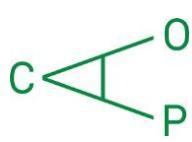
# D009.019 - Case Study Report

*The transformative promise of three social innovation practises and lessons for policy makers in the Netherlands*





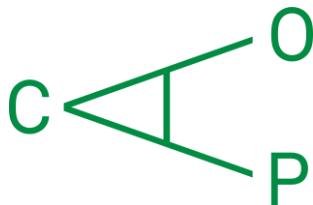
Ministerie van Sociale Zaken en  
Werkgelegenheid



**The European  
Social Innovation  
Alliance**



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Partner for the public sector

## D009.019 - Case Study Report

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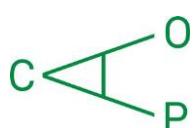
Nabben, I., Van Rijn, M., De Rooij, H., Wisse, R., & Spijkers, M.

Corresponding author:

Iselien Nabben – [i.nabben@caop.nl](mailto:i.nabben@caop.nl)



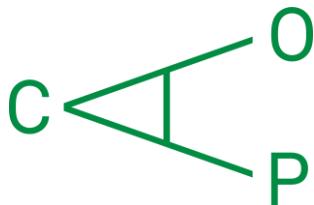
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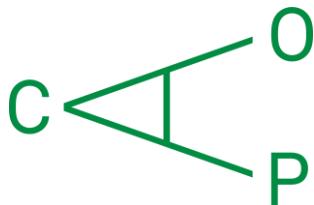


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# Introduction

## Context

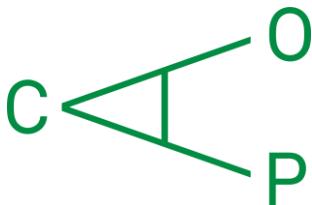
The European Social Innovation Alliance (ESIA) is a network of currently 25 organisations from Estonia, Germany, Luxembourg and the Netherlands. ESIA believes that social innovation provides effective and efficient methods and tools for solving the urgent and fundamental social challenges and crises we face today. To that extent, they aim to improve the political and economic framework conditions for social innovation in our respective countries and in the EU - through advocacy, public awareness, capacity building, networking and research. In doing so, ESIA brings together the perspectives of a wide range of social innovation actors from civil society, the private and public sectors and academia. More concretely, ESIA aims to establish and improve National Competence Centres (NCC's) for social innovation. These NCC's serve as hubs for supporting, exchanging and implementing effective practices for social innovation. This strengthens national ecosystems and contributes to the broader objectives of the EU. The Dutch consortium consists of four partners: the Ministry of Social Affairs and Employment, Utrecht University, Social Enterprise NL and CAOP.

Utrecht University has mapped the eco-system and current state of social innovation in the Netherlands through a literature review, case studies and interviews with key stakeholders. The mapping study also assessed perceived strengths, opportunities and challenges for social innovation in the Netherlands.<sup>1</sup>

The mapping study explores the current social innovation ecosystem in the Netherlands, which is a diverse landscape of citizen initiatives, social enterprises, cooperatives, advocacy groups, and public/civil collaborations tackling complex societal challenges such as poverty, inequality, energy transition, housing, and democratic renewal. Social innovation is no longer marginal in the Netherlands; it is an essential response to issues that traditional government and market mechanisms fail to address. However, the ecosystem remains fragmented and difficult to navigate, with innovators facing regulatory complexity and short-term policy cycles. Researchers from University Utrecht and CAOP conducted extensive literature analysis, desk research, and 17 case studies to map the ecosystem along four dimensions: actors and roles, norms, structures, and mechanisms. The goal was to inform the development of a National Competence Centre (NCC) for Social Innovation.

The Key findings were:

- Social innovators are mission-driven, value collaboration, and challenge existing institutional norms.
- Success depends on trust, long-term commitment, and the ability to navigate bureaucracy.



- Crises (e.g., energy, housing, COVID-19) often accelerate innovation.
- The ecosystem shows early signs of collective identity but remains fragmented.
- Barriers include regulatory complexity, unstable policies, and unequal access to funding.

Implications for a National Competence Centre might be that The NCC should act as a bridge-builder, navigator, and capacity builder, while avoiding added bureaucracy. It should promote inclusivity, shared narratives, and long-term strategies. Further research is needed on effective governance models, funding mechanisms for early-stage initiatives, and ways to institutionalize social innovation without compromising its mission.

Next, the CAOP Foundation conducted an in-depth analysis of three cases by engaging directly with the respective initiators and involved policymakers.

### **Objectives of the case study.**

The objective of this study is twofold. The first goal is to provide a detailed description of three social innovation practices and the role of and impact on the government in the process of social innovation. The second objective is to explore how social innovations can contribute to transitions within specific ecosystems such as education, government, and poverty reduction.

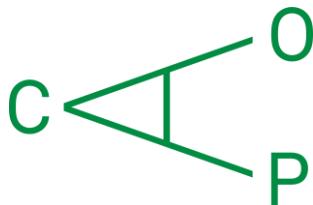
The case study provided valuable insights into what social innovators need and what supports them. At the same time, the analysis revealed that social innovators themselves do not always have a clear view of how they contribute to broader transitions within their domains. They focus on “making things better for people,” but not necessarily on systemic transitions. To address this, we presented the case analyses to 10 experts and then invited these experts to an expert session to jointly explore answers to our questions and examine how a National Competence Centre could support this process, which is documented in a separate report (see footnote: Expert Session Report D009.020).

### *Research question*

The main research question of this study together with the expert session is:  
How can social innovation practices boost the role of government policy in creating sustainable cross-domain solutions?

This study uses multiple subquestions to attain its goal:

1. What is the transformative promise of social innovation in different domains?
2. What obstacles do social innovations face?
3. What are the supporting factors for social innovation in different domains?
4. What lessons can be learned for policy makers?



## Approach

The main approach of this study is the 'rich-picture method', a unique method within case study research.<sup>1</sup> The method provides us to gain an in-depth understanding of social innovation and its eco-system in practice and unravel specific experiences of the actors involved in the process.

### Case selection

The case study selects three domains in the Netherlands in which unique social innovation practices take place. The three cases are selected in coordination with Utrecht University, who performed a mapping study of the Dutch social innovation system (WP Mid Term | A009.018). We use the following conditions to select the social innovation practices of interest:

- The definition of social innovation is applied: *Social innovation is a new combination and/or re-configuration of social practices, social processes and social relations initiated by specific actors that is directed at solving an actual problem, or at better answering needs, in a societal field of action.*<sup>2</sup>
- The social innovation can involve multiple actors from different domains and levels, such as the public (micro), organisations (meso), and policy (macro)
- The cases are originated in different domains

The first domain is the educational sector, for which the case '*Kairos*' is studied. The second domain is the health sector, for which the case '*Kansrijke Start*' (*Promising Start*) is studied. In addition, the domain of spatial planning is used in the third study, where we studied '*Maak Oosterwold*' (*Make Oosterwold*). Each case is unique in this starting point and cross-domain collaboration and role of the government.

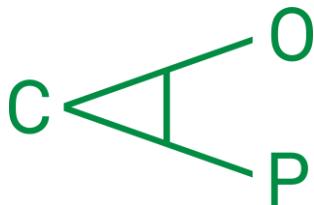
### Reading guide

This report consists of five sections. Section 1 presents the method. Section 2 to 4 present consecutively the cases: Kairos, Kansrijke Start, and Maak Oosterwold. Within these sections, we provide details on the hindering and supporting factors on social innovation. The conclusions are presented in Section 5.

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<sup>1</sup> In addition to the case studies, we interviewed experts and stakeholders in the field of social innovation in the Netherlands. The results are presented in a separate report – D009.020.

<sup>2</sup> Universiteit Utrecht, Mapping Study



## 1. Research method

The rich-picture method is part of the broader case study research-methods. Rich pictures are generally constructed by interviewing people. The ideal interview takes place in the setting of the people, for example their workplace. This enables participants in the rich-picture method to examine the relationship between working conditions and the documents or other sources relevant to the issue. The method serves to organize and reason about all the information that participants provide.

To gain a holistic understanding of the research problem, we applied the Rich Picture method, a socio-technical approach rooted in systems thinking. This method visualizes the entire situation by combining objective data with subjective insights. It helps uncover underlying dynamics and deeper causes of complex issues. How it works: We start by placing the central research question or ambition at the centre of a large sheet, using both words and symbols.

Next, we identify all relevant actors, organizations, and influencing factors, both visible and less visible, and position them relative to the question. For each actor, we add key information such as roles, interests, concerns, and expectations, often in their own words.

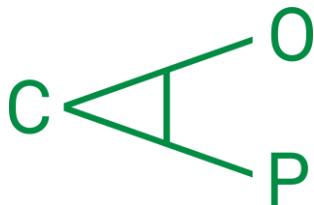
Finally, we map interactions between actors using arrows and symbols to indicate the nature and intensity of relationships (e.g., strong, weak, missing, or conflicting). This visual representation enables discussion of hidden dynamics, identification of new opportunities, and prioritization of next steps.

The Rich Picture approach emphasizes systemic thinking over isolated analysis, focusing on relationships, power dynamics, and potential partnerships rather than individual components.<sup>3</sup>

The rich pictures (case studies) were performed in April and May 2025.

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<sup>3</sup> Monk, A., & Howard, S. (1998). The rich picture: A tool for reasoning about work context. *Methods and Tools*. Doi: 10.1145/274430.274434



## 2. Kairos

### ***Case 1: Social innovation in the educational domain***

#### **The story of Kairos College: Education on a human scale**

The Dutch education system faces several challenges, from increasing employee shortages to challenges regarding the possibilities for new construction or renovation of existing schools. In addition, there is a growing pressure on secondary schools to perform. Within this context, a small group of parents in Amsterdam-Noord came up with an innovative solution. This resulted in the development of *Kairos Tienercollege*<sup>4</sup>, a small-scale, inclusive school that applies 'Waldorf education'.<sup>5</sup> This initiative shows that education can be organised differently in the educational domain.

What began as a fervent desire among parents in Amsterdam to have Waldorf education locally available for their children after finishing primary school grew into a fully-fledged school with 133<sup>6</sup> students on October 1<sup>st</sup>, 2025. The students from different secondary school levels (mavo, havo and vwo)<sup>7</sup> study together in mixed classes up to the sixth form. In contrast to the normal standard, the school does not apply standardized testing forms, such as the Dutch *Cito-toets*, or homework to label children with a score determining their level in the first two years of education. Instead, time, personal attention and a close-knit community contribute to the development of the students.

The road to start-up the new school was challenging. The first attempt was via the Amsterdam "school challenge"<sup>8</sup> just failed to secure a starting place. School boards feared competition, funding was uncertain, and the bureaucracy surrounding the New Schools Act of that time proved to be a gruelling process. The administrative and bureaucratic steps did not weigh up to the temporary funding before the start. One of the initiators said it was 'actually impossible'.

Nevertheless, the team persevered and with success. With private support, a loan and a partnership with Geert Grote College (another school in the Amsterdam), the school got off the ground. The experience of head teacher Julian, who had previously set up a new school, proved crucial. Kairos is now independently funded, which is a positive milestone. However,

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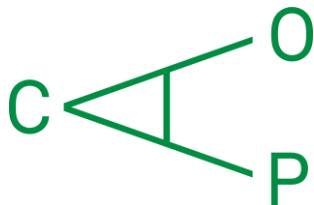
<sup>4</sup> From august 2026 the school will be named: Kairos College. <https://www.kairostienercollege.nl/de-school>

<sup>5</sup> Waldorf education is known for its holistic, developmental, arts-integrated approach to learning.

<sup>6</sup> <https://scholenopdekaart.nl/middelbare-scholen/ams-terdam/25732/kairos-tienercollege/>

<sup>7</sup> See <https://www.nuffic.nl/en/study-and-work-in-the-netherlands/education-in-the-netherlands> for an explanation of the Dutch education system.

<sup>8</sup> <https://kl.nl/projecten/amsterdams-e-onderwijs-challenge/>



the independence brings new pressures, such as mandatory rapid growth (the school must expand from 6 to 10 classes), higher workloads (teachers and staff have more responsibilities, more student, and more organizational tasks) and a risk to community cohesion (as the school grows fast, it becomes harder to maintain the close, intimate community feeling that existed when it was smaller).

Kairos' philosophy is firmly rooted in the idea of human scale. Small classes, short lines of communication, teachers who work in teams and share responsibility for all pupils. The Ubuntu idea – *I am because we are* – forms the moral backbone. Parents remain active partners: they not only sign a registration form, but also commit to contributing to the school community.

Nevertheless, the bottlenecks are piling up. Financially, small scale is costly; offering all exam profiles is difficult for small schools. The RPO system inhibits growth, and social expectations – parents who want the highest level – sometimes clash with the inclusive vision. There is also concern that rapid expansion will be at the expense of quality and intimacy.

The story of Kairos shows that social innovation in education is possible, though it requires patience and a great deal of creativity. It is a school that demonstrates that education without early selection, pressure to perform and anonymity works – and produces pupils who not only have knowledge, but also empathy and a sense of community.

If the model can be applied on a large scale remains to be seen. Even though schools like Kairos Tienercollege are innovative and successful, they face structural obstacle. Because current laws, funding systems, and mandatory growth rules are designed for large, conventional schools, small-scale or experimental initiatives do not fit well into the system. However, the existence of Kairos Tienercollege proves that fundamentally different education is possible – provided there are people who have the courage to do it.

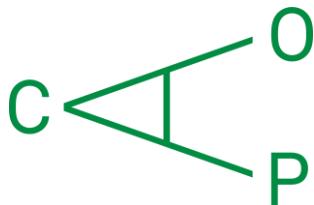
### Profiling Kairos College

#### What is it?

Education on a human scale. Pupils are placed in mixed-ability classes with all levels together. Ability is only assessed in the third year. There are no tests or homework in the first two years. There is a great deal of personal attention.

Teachers are transitioning from being individual subject teachers to working in teams. They are jointly responsible for all pupils, not just for their own subject area. There is greater professional autonomy and scope for innovation.

#### Why does it work?



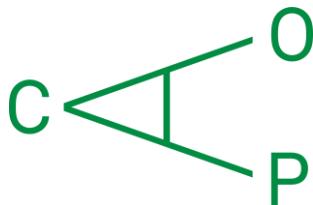
The local council provided the impetus and guidance by organising a “school challenge”. A strong parents' movement worked bottom-up with perseverance and creativity, and a former school leader contributed expertise and experience. Kairos was able to start as a branch of another school and received an anonymous donation.

**Which challenges does it face?**

Existing schools were reluctant to assist parents due to concerns about competition and losing pupils. Funding remained uncertain for a long time. The bureaucracy was also exhausting. Furthermore, permission to expand was not granted. A new challenge is the conflict between mandatory rapid growth and maintaining a close-knit community. There is also a conflict between parents' desire for the highest level of education and the desire for inclusion. The workload remains high.

**What is its transformative power?**

Kairos Tienercollege is proof that alternative educational opportunities are possible within the current system. It is a way to combat segregation in education at the training level. This creates more room for personal development.



## 2. Kansrijke start

### ***Case 2: Social innovation in the health domain***

#### **The story of Promising Start Meppel: Working together for the little ones**

Kansrijke Start (Promising Start)<sup>9</sup> is a national program from the Dutch Ministry of Health (VWS) that aims to give every child the best possible start in life, especially during the first 1.000 days – from pre-pregnancy to age two. It focusses on supporting vulnerable families through early detection of risks, better cooperation between medical and social professionals, and offering timely help such as prenatal home visits. The goal is to improve children's health, development and long-term opportunities by strengthening parents and providing integrated care early on. In the execution of this program, multiple organizations can form coalitions on a municipal or other regional/administrative level.

In the municipality of Meppel, in the south-west of the province Drenthe, midwives, maternity nurses, paediatricians, childcare providers, librarians and even dieticians meet regularly – not because there is a crisis, but precisely to prevent one. Here, the Kansrijke Start Meppel<sup>10</sup> (*Promising Start Meppel*) partnership aims to give vulnerable pregnant women and young families the best opportunities from day one.

#### **Breaking down barriers, building trust**

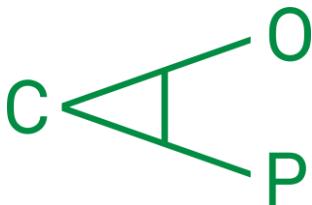
It started modestly. The municipality of Meppel was already working with Icare Youth Health Care. In 2018, the coalition saw an opportunity: to involve midwives and maternity nurses at an early stage with families who need extra care. A large network meeting followed at the end of 2019. Twenty professionals signed up, from speech therapists to physiotherapists. '*When you know each other, you're more likely to call. And you know you'll get quality in return,*' says a youth nurse.

The Covid-19 crisis threw a spanner in the works, but the network continued to operate online. In 2022, childcare joined the network – an important link in picking up signals in young children. The 'islands' have now disappeared. '*The lines of communication are shorter now. We know each other by name, and that makes all the difference,*' says a midwife.

#### **From coffee table to concrete results**

<sup>9</sup> <https://www.kansrijkestartnl.nl/actieprogramma-kansrijke-start>

<sup>10</sup> See for example: <https://www.kansrijkestartnl.nl/praktijkverhalen/meppel> and <https://www.meppel.nl/direct-regelen/ondersteuning-jeugd-en-inkomen/babystartpunt/>



The secret? Taking the time to meet without time pressure. '*Just brainstorming about what works and what you encounter*,' says a maternity nurse. These meetings gave rise to initiatives: baby start locations, a broad walk-in consultation hour where multiple disciplines help parents in one place, and structural attention to financial problems among young families.

Parents in Meppel often don't know the name Kansrijke Start, but they do notice the difference: faster help, better referrals and less confusion between different agencies.

### **Not without bumps in the road**

Collaboration takes time – and time is scarce. '*You have to invest in relationships, but that feels like extra work at first*,' acknowledges one participant. Continuity is also vulnerable: if a key figure leaves, trust has to be rebuilt. The budget is limited, which means creative solutions are needed.

### **The driving force**

The role of the municipality appears to be crucial. Not only as a financier, but above all as a connector. '*Organisations are busy with their core business. Without someone to keep pulling, it falls apart*,' says a policy advisor.

### **A lesson for other local authorities**

Kansrijke Start Meppel shows that social innovation starts with people, not structures. Meeting regularly, getting to know each other, and working on what energises us now. No perfect blueprint, but starting with what we have – and learning by doing.

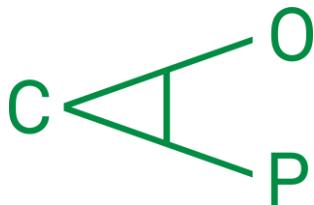
Or as one participant sums it up:

*"This is a gold mine of collaboration. But you have to keep mining it."*

### **Profiling Promising Start Meppel**

#### **What is it?**

Kansrijke Start Meppel is collaboration in the birth chain. Midwives, maternity nurses, paediatricians, childcare centres, libraries and dieticians work together to give vulnerable pregnant women and young families the best opportunities from day one. There is a wide range of walk-in consultation hours with various professionals where parents can ask questions. There is also information and workshops for parents by midwives, paediatricians, dieticians, paediatric nurses, childcare centres, libraries and social workers.



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**Why does it work?**

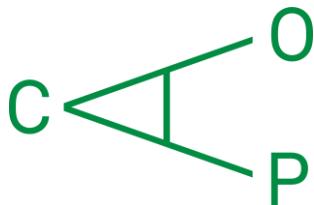
There are short lines of communication. The local authority is the hub and distributes the budget. The various care providers identify issues. In addition, there are working groups with all the professionals in which they consult and share knowledge.

**Which challenges does it face?**

There are also challenges. Cooperation with the local authority and health insurers is complex. The workload in healthcare is high and there are shortages. Moreover, cooperation is highly dependent on individuals. This makes the network vulnerable. The budget is also limited.

**What is its transformative power?**

The project is yielding significant results. There is proactive knowledge sharing and identification of issues, as well as a better connection between the workplace and policy. At the same time, the plan cannot simply be copied to other municipalities. Each has to make it their own.



### 3. Maak Oosterwold

#### *Case 3: Social innovation in the spatial planning domain*

The story of Maak Oosterwold: Dream of freedom clashes with stubborn reality

On the eastern edge of Almere, towards Zeewolde, a neighbourhood has been growing since 2014 that was not conceived on the drawing board of spatial planners, but in the minds of the residents themselves. 'Maak Oosterwold'<sup>11</sup> (*Make Oosterwold*) is the ultimate experiment in urban development: residents are given maximum freedom, but also maximum responsibility.

The idea, originally conceived by former councillor Adrie Duivestein and architectural firm MVRDV, was simple but revolutionary: give residents the land and let them build their own homes and neighbourhoods. At least half of each plot must be used for urban agriculture, and roads and green spaces are built collectively. The result is a community that is self-sufficient, social and sustainable.

#### **From ideal to reality**

In practice, that ideal is not always easy to achieve. The first phase (known as area 1a) resulted in unique living spaces and a diverse community – from families with chickens to groups with a shared community centre. But it also resulted in neighbour disputes over fences, droughts that made farming difficult, and residents who only discovered after years that they also had to manage roads together.

*'Here, you don't just become a homeowner, but also a road builder, water manager and sometimes a mediator in neighbour disputes,'* says Kratinus, a resident since 2019. For some, this is enriching, for others, it is overwhelming.

#### **Administrative obstacles**

The experiment is managed by five authorities: two municipalities, a province, the water board and the Central Government Real Estate Agency. This results in slow decision-making and making the process bureaucratic.

#### **Profiling Maak Oosterwold**

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<sup>11</sup> <https://maakoosterwold.nl/>



### **What is it?**

Maak Oosterwold is an experiment in radical area development. Residents are given land and build their own homes and neighbourhoods. Half of each plot is used for urban agriculture, while roads and green spaces are created collectively. The project reverses the traditional construction chain. People fulfil their own housing wishes. They are given maximum freedom, but also maximum responsibility. Residents work together on roads and infrastructure. This creates a community.

### **Why does it work?**

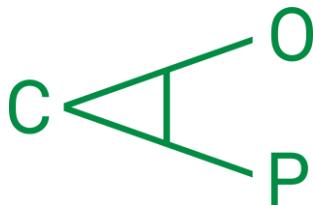
The project is organic. The area is never finished, and adjustments are continuously made based on lessons learned. After completing the first area, for example, the municipality is taking more control at the front end of the process.

### **Which challenges does it face?**

The innovative wastewater treatment system was not legally tenable and was reversed. There was a lack of clarity about roles, people were not sufficiently equipped and had false expectations. Collaboration with five authorities was complex and inefficient. Individual plots encouraged individuality rather than collectivism. Furthermore, the groups were too large (+30) for decision-making.

### **What is the transformative power?**

The project encourages civic development and generates knowledge about alternative development strategies. Project developers also learn about participation and collaborative construction.



## 5. Conclusions

### 1) What is the transformative promise of social innovation in different domains?

Maak Oosterwold, a social innovation in the spatial planning domain, demonstrates **a shift from top-down planning to participatory, citizen-led development**. It promises greater ownership, community building, and integration of sustainability principles such as urban agriculture and circular systems.

Kansrijke Start, a social innovation in the health care domain, shows how **breaking down silos between health, social care, and education** can create integrated support for vulnerable families. It promises more preventive, holistic care and stronger local networks.

Kairos Tienercollege, a social innovation in the education domain, offers an alternative to standardized, large-scale schooling by **prioritizing small-scale, inclusive, and community-driven education**. It challenges early selection and promotes equity, flexibility, and holistic development.

These social innovations shift power to communities, break down institutional silos, and replace standardized systems with more integrated, inclusive, and sustainable approaches that better support local wellbeing and holistic development.

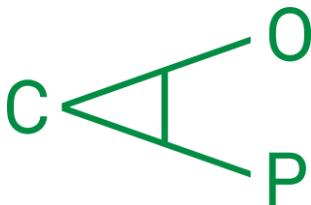
### 2) What obstacles do social innovation face?

The three cases show that social innovative practices can face multiple obstacles. The three cases face challenges from complex regulations, limited funding, reliance on key individuals, institutional resistance, and time constraints that make sustaining and scaling their innovations difficult. The identified obstacles are:

- **Regulatory and bureaucratic complexity:** All cases struggle with rigid rules and procedures (e.g., Wet Nieuwe Scholen<sup>12</sup> (*Law New Schools*) for Kairos; legal constraints on water systems in Oosterwold).
- **Financial limitations:** Limited budgets for structural interventions (Kansrijke Start) and high costs of small-scale models (Kairos).
- **Dependence on individuals:** Success often hinges on a few key people; turnover threatens continuity.

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<sup>12</sup> <https://wetgevingskalender.overheid.nl/Regeling/WGK006741>



- **Cultural and systemic resistance:** Existing institutions fear competition (Kairos) or resist non-standard approaches (Oosterwold).
- **Time and capacity constraints:** Building networks and trust requires time, which conflicts with high work pressure (Kansrijke Start) and political cycles (Oosterwold).

### 3) What are the supporting factors for social innovation in different domains ?

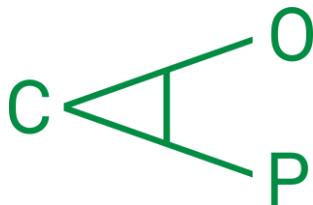
Next to the obstacles, there are multiple supporting factors that can boost social innovation. The three cases of this study reveal that strong local networks, supportive municipal leadership, shared identity, flexible learning processes and strategic partnerships enable these initiatives to collaborate effectively and grow sustainably. The identified supporting factors are:

- **Strong local networks and personal connections:** Kansrijke Start thrives on trust and informal ties; Kairos relies on committed parents and teachers; Oosterwold benefits from active resident groups.
- **Municipal leadership and facilitation:** A proactive role by local government is crucial (Meppel as connector; Almere as enabler).
- **Shared identity and culture:** A sense of belonging (e.g., Kansrijke Start's "family" culture, Kairos "Ubuntu philosophy") strengthens collaboration.
- **Flexibility and adaptive learning:** Iterative processes allow adjustment and scaling (Oosterwold's phased development).
- **External expertise and partnerships:** Strategic alliances and knowledge exchange (Kairos with other innovative schools; Oosterwold with developers and experts).

### 4) What lessons can be learned for policymakers?

The results of the case study on the three distinct social innovation practices are of interest to policy makers. Policy makers should be aware that systems should reduce complexity, offer long-term stability and invest in relationships and local ownership to create conditions in which social innovations can thrive. Flexible funding and iterative learning from pilot projects are essential to support early-stage initiatives without forcing premature scaling. The cases show the following lessons:

- **Reduce fragmentation and complexity:** Simplify procedures and align regulations to enable experimentation.
- **Provide long-term, stable support:** Short funding cycles and shifting priorities undermine systemic change.
- **Value process and relationships:** Invest in trust-building, capacity development, and network facilitation, not just projects.
- **Enable local ownership:** National frameworks should allow local adaptation and participatory governance.



- **Create flexible funding models:** Support early-stage initiatives and small-scale innovations without forcing rapid growth.
- **Institutional learning:** Use pilot projects as laboratories for policy innovation and scale lessons gradually.

### How can social innovation practices boost the role of government policy in creating sustainable cross-domain solutions?

The three cases, Oosterwold (urban development), Kansrijke Start (early childhood and care), and Kairos College (education) demonstrate that government policy must evolve from a predominantly controlling role toward a more enabling, connecting and learning-oriented role. These initiatives show how social innovation can function as real-world experiments, generating integrated solutions to complex challenges that conventional, sector-based policies struggle to address. By supporting these experiments, governments gain practical knowledge for cross-domain strategies.

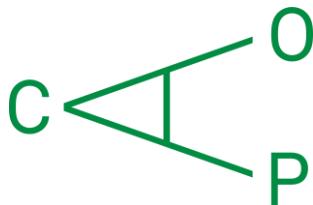
Government action and policy becomes more effective when it invests in relationships, trust and local capacity. In all three cases, strong community networks and proactive municipal facilitation are decisive for its success. Polities that prioritize collaboration rather than compliance create the conditions for systemic change.

Adaptive governance is essential. Social innovations often transcend administrative silos and therefore require regulatory flexibility and room for iterative learning. Governments that allow learning and co-creation can better respond to societal transitions and evolving needs.

Bottom-up initiatives also reveal structural gaps and inspire a reframing of societal challenges. The three cases highlight barriers, funding constraints, and rigid procedures. And these insights provide concrete lessons for policy redesign and institutional learning.

In sum, social innovation can support the transformative potential of social innovation by embedding experimentation, collaboration, and trust at the heart of governance. When governments act as partners and facilitators, they can turn fragmented efforts into sustainable, cross-domain solutions.

Ultimately, when governments support social innovation, they help to turn promising local ideas into lasting solutions that improve cross-domain collaboration and the quality of public services for everyone.



## Appendix I – Interview guide case study

### **The birth of social innovations**

Theme – Process of social innovation

1. How did you originate?
  - a. Please describe the process from idea to innovation.
  - b. What question/need/societal problem prompted this initiative?
  - c. What was your personal motivation?
2. What stakeholders are or were involved? Think of collaborations, support, mentoring, etc.
  - a. Do these actors share the same vision (of the future)?
  - b. How did you work together with stakeholders and people you want to help? (Co-creation?)
3. Please describe the process of financing the initiative.
  - a. How has financing changed through time?
  - b. If applicable, has financing changed since the initiative gained more recognition?

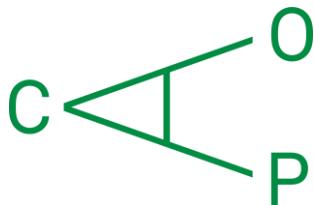
### **The role of the public sector in social innovation**

1. What role does the municipality have in relation to the initiative? For example, is the municipality responsible for promoting, stimulating, facilitating, initiating or supporting the initiative?
2. Centering this initiative: what stakeholders make the initiative possible and successful?
3. What does your own organisation learn from this initiative? What is the added value of this initiative? How does it help the municipality and professionals in the social domain?
4. How does the municipality support the initiative?
5. What challenges do you encounter in your contact with the municipality and other stakeholders? What makes it difficult to provide or organise the right support?
6. What is needed to provide more/better/more structured support to young or expectant parents in Meppel who are living in poverty or at risk of poverty?

### **The role of the ecosystem in social innovation**

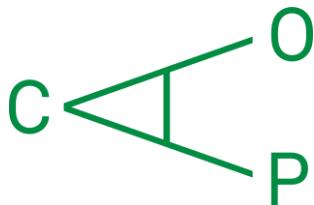
Theme – Ecosystem

1. Please tell us about stimulating factors for this initiative



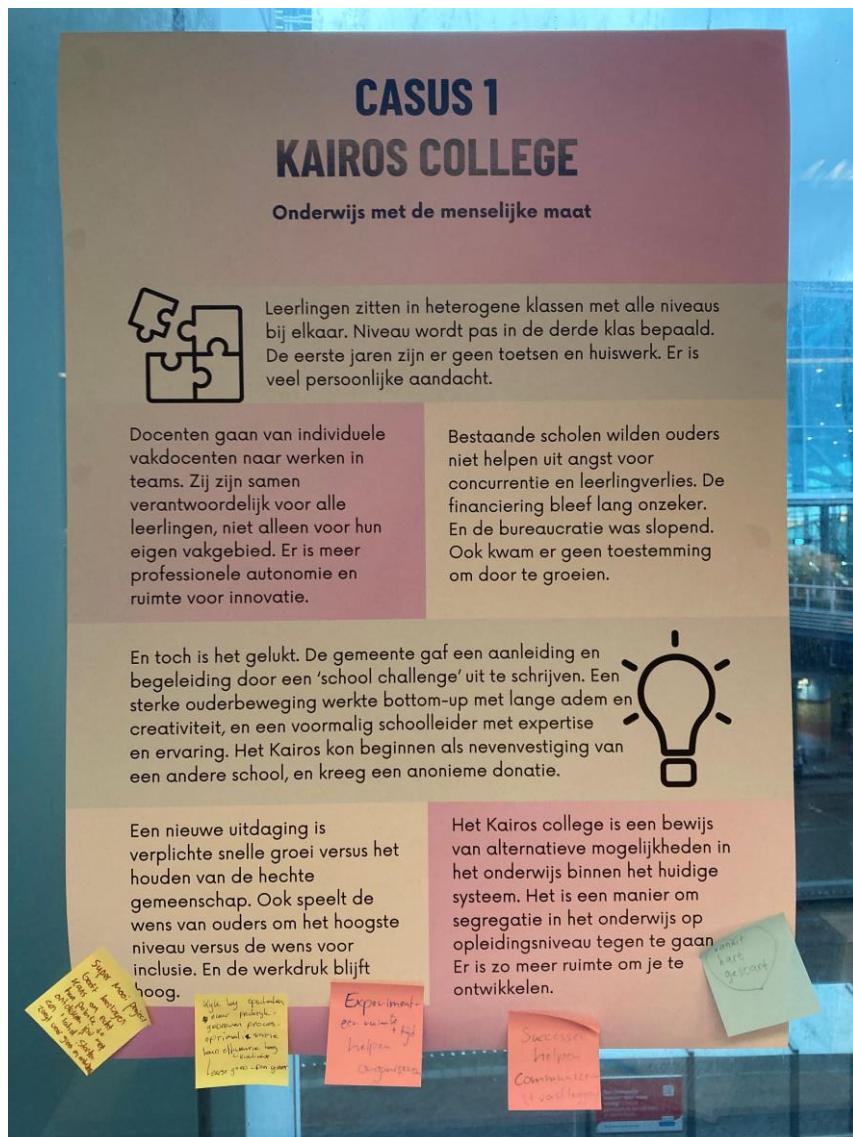
- a. What actors are important for a functioning initiative? Where did you ask for help, who supported you or was on your side? For example, networks, governments, organisations?
- b. What process did you go through with these actors, from idea to social innovation?
- c. How is the current relationship with these actors?

2. Please tell us about any obstacles this initiative encountered
  - a. What obstacles are you currently facing? For example, political resistance, economic resistance or competition, norms and values, laws and regulations?
  - b. What could be done to lessen the impact of these obstacles?
    - i. What actors should be working on this?

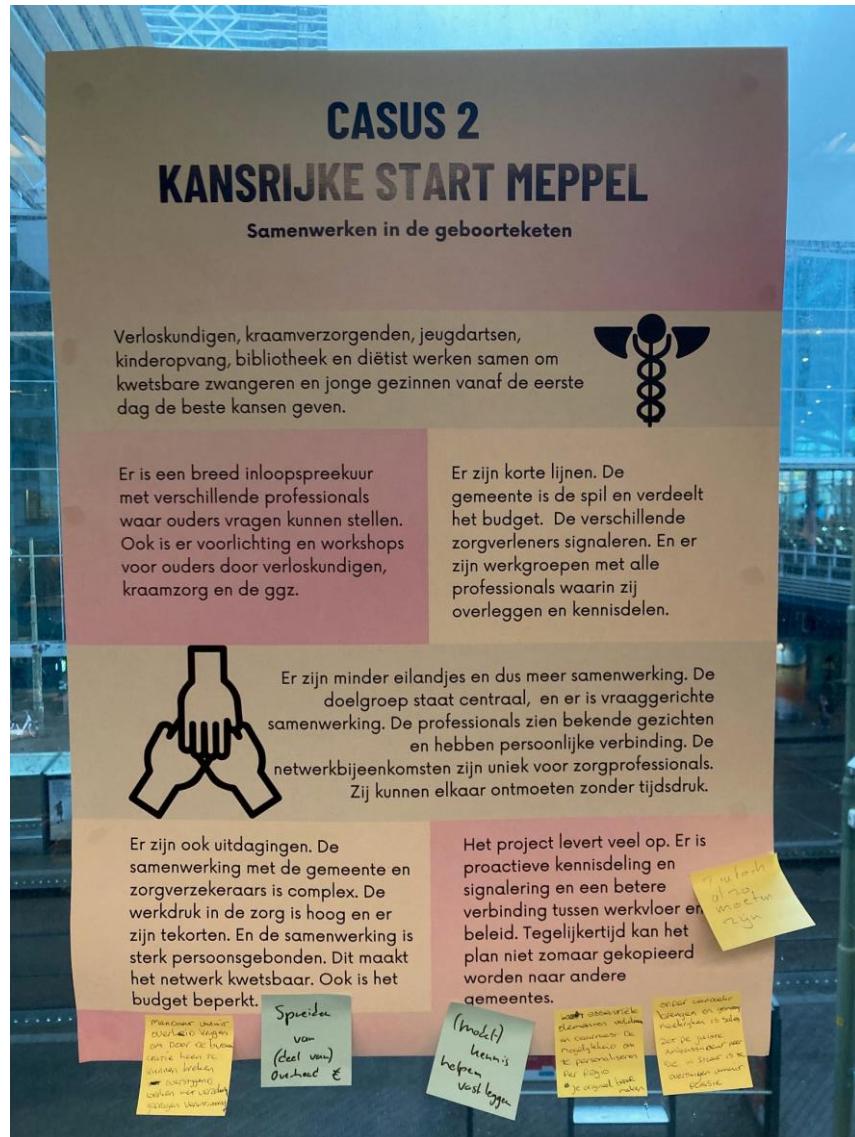


## Appendix II – Posters on casestudy

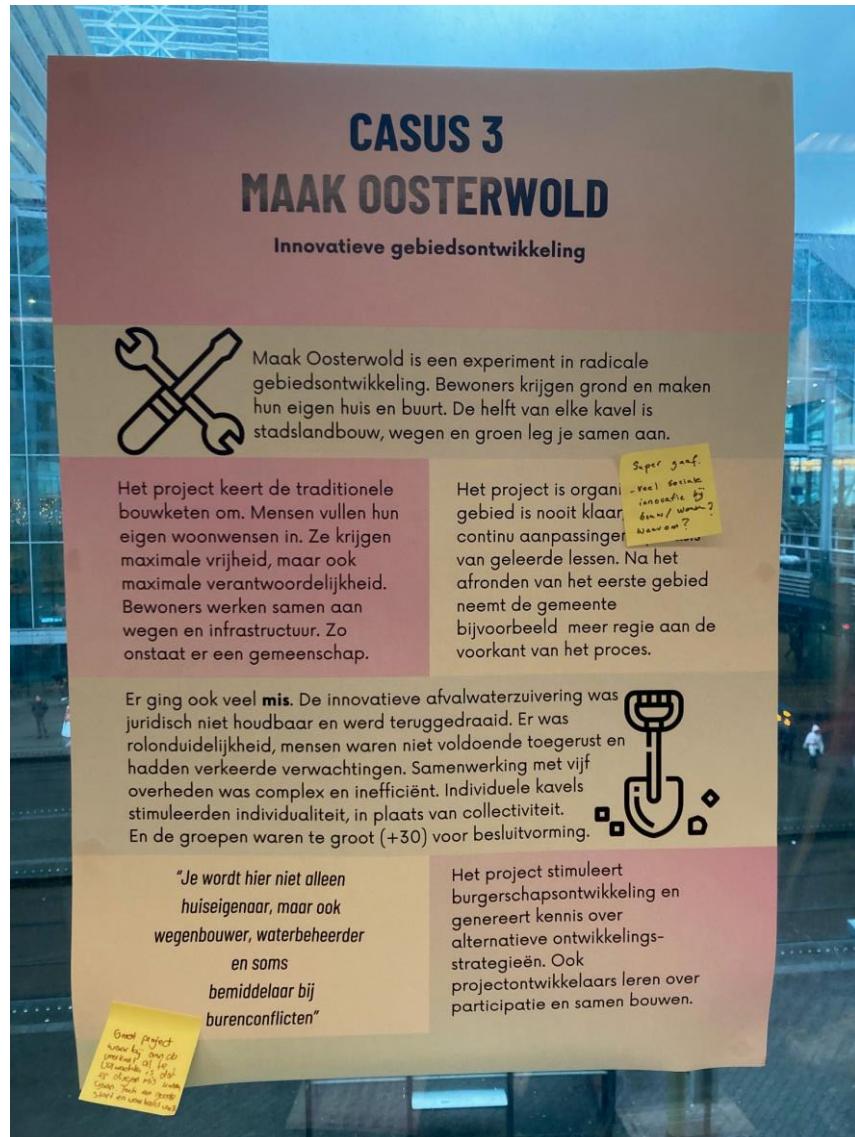
The three cases were summarised and presented via three posters during A009.020 “NL: Expert session”. These are the photos of the posters:



## Poster Case 1: Kairos College (social innovation in education)



Poster Case 2: Promising Start Meppel (social innovation in health sector)



Poster Case 3: Make Oosterwold (social innovation in spatial planning)

