



# SOCIAL RETURN ON INVESTMENT (SROI) EVALUATION REPORT

## Nurturing Parents (Mindfulness for Parents)

*"It changed the way I thought and reacted and felt much calmer to deal with the situation."* Mother



Social Value Cymru

Mantell Gwynedd

E-mail: [eleri@mantellgwynedd.com](mailto:eleri@mantellgwynedd.com)

Phone; 01286 672626

[www.mantellgwynedd.com](http://www.mantellgwynedd.com)

## Contents

Executive Summary .....	2
1.0 Introduction.....	4
2.0 Social Return on Investment (SROI) Framework .....	14
3.0 Stakeholder Engagement & Scope of the Analysis .....	18
4.0 Project Inputs.....	25
5.0 Outputs, Outcomes & Evidence .....	29
6.0 Monetisations of Value & Impact .....	46
7.0 SROI Results.....	46
8.0 Sensitivity Analysis.....	58
9.0 Conclusion .....	60
10.0 Recommendations .....	62
11.0 Bibliography .....	62
12.0 Appendices.....	65

## Executive Summary

Funded by Families First, Nurturing Parents mindfulness course provides an alternative way of supporting families and offering the resources to help them deal with everyday situations.

The service was analysed using the Social Return on Investment (SROI) framework to understand the total value created for parents, children, staff and health and social care agencies. Stakeholders were involved in this analysis providing us with an insight to what changes because of this course. The results demonstrate that significant value is created through Nurturing Parents offered by Caban Bach Barnardo's.

**The result of £3.65:1 indicates that for each £1 of value invested, £3.65 of value is created.**

Mindfulness is increasingly used in different situations as a way of allowing people to deal with their inner feelings and thoughts. The Nurturing Parents programme is designed especially for parents to use and will guide them on how to incorporate mindfulness into their family life allowing them to face everyday challenges.

Additionally, the course itself reassures parents that they are not alone in their situation and gives them the opportunity to engage with others and share experiences. Being able to offer this service has meant creating a change in organisational culture in Caban Bach and given the Family Support Workers greater confidence in providing sustainable changes in the lives of families in Gwynedd.



## Acknowledgements

There are many people that we need to thank as it would not have been possible to do this report without their involvement. First, thank you to all the parents who took the time to speak to me either in the groups or on the phone, without your input this piece of work would be impossible. A big thank you to all the staff who helped me understand mindfulness and the work that they do. Also, a big thanks to Llinos Rowlands for her input.

Diolch yn fawr / Thank you

## 1.0 Introduction

This report analyses the value of a mindfulness course for parents. The impact of the 8-week Nurturing Parents mindfulness course on their lives will be considered, and how Barnardo's Caban Bach staff are creating changes in parents lives and how these changes are sustained after the course ends. As well as this, the impact of this service on the organisation's employees as it is a recently developed service through Families First Funding and partnership working with Bangor University will also be assessed. The service is currently available until the 30<sup>th</sup> of September 2017 when the current Families First funding will come to an end. Additionally the impact of this service on other stakeholders such as the Health Board, Social Services and other Third Sector organisations will also be considered.

Through engaging with the families and examining information and data, appropriate estimations have been made supported by secondary evidence. Although much research is happening in Bangor University regarding the impact of mindfulness on parents and families, the Barnardo's Children's Service Manager was keen to consider the social impact of this course and the value created for families and other stakeholders.

The report will initially set out the background of this support service, followed by a discussion of the Social Return on Investment (SROI) framework used to analyse the service. The SROI results will then be discussed in detail to help understand the value and the 'story of change' for key stakeholders.

This evaluation report is funded through the Big Lottery Improving Futures Funding as part of the Teulu Ni project. Although Nurturing Parents isn't funded through the Big Lottery, as a key partner in the Teulu Ni project, the opportunity of having an SROI analysis on their own services

was offered. Caban Bach, Barnardo's Cymru, decided they wanted to see what impact these courses were having to help them with decision making in the future.

## 1.1 Background & Context

### Key Organisation(s)

Barnardo's Caban Bach, is a family Centre based in Blaenau Ffestiniog that opened in 2007. Barnardo's is a charity (216250 SC037605) and a Company Limited by Guarantee. The service is funded by Barnardo's, Families First, Flying start and fee paying parents. The centre incorporates a fulltime nursery and mobile child care service and a team of Family Support Workers. The family support team deliver various interventions to strengthen parenting skills and lessen barriers to successful family lives on a one to one and group basis. The various projects transform the lives of vulnerable children and young people.

"The service is a lead Families First provider for a consortium of agencies responsible for supporting Gwynedd Parents and Families through promoting positive parenting and strengthening family resilience

The project aims to:

- Protect children and young people from harm
- Offer fathers bespoke support
- Support Gwynedd parents and families
- To work with families First and Flying Start commissioned agencies and partners in Gwynedd to develop early intervention services for families"

[www.barnardos.org.uk/cabanbach](http://www.barnardos.org.uk/cabanbach))

This report will examine one of the services that they offer to families which can be offered on its own or combined with other services.

## Project Outline

### Nurturing Parents (Mindfulness) 8-week programme

This 8-week programme has been developed by Bangor University as Mindfulness for parents and families. The University offers this course to professionals working with families, who can then offer sessions for parents. Staff members from Caban Bach were able to do this training and are now offering the courses locally for parents. Caban Bach works with parents throughout Gwynedd.

This course will usually be offered to parents when referred to Family Support Workers for various reasons such as difficulties at home, parenting skills, health reasons etc. Nurturing Parents can be offered as part of a service alongside parenting courses such as Incredible Years, although there is no requirement for anyone to do both or to attend one before another. Many of the referrals will come from Gyda'n Gilydd (Team around the Family), although people can also self-refer or be referred through Social Services or by health professionals.

Courses have been running in various locations and in some instances, have been conducted on a one- to-one basis. One-to-one sessions are offered if there isn't enough interest or need in an area, or the parent does not feel confident enough to be in a group environment. This report however, will focus on 4 group courses that were held in 2015-2016, but the process also engaged with some one-to-one attendees to recognise if there are advantages / disadvantages to this.

Currently 5 members of staff have done this training and can deliver these courses to parents, with another member of staff hoping to do the course soon.

When this report is ready, 8 courses will have run, however this report will focus on 4 courses that have completed. These are;

- Blaenau Ffestiniog 11/05/2016 – 06/07/2015
- Pwllheli 05/05/2015 – 07/07/2015
- Bangor 09/10/2015 – 04/12/2015
- Porthmadog 19/02/2016 – 15/03/2016

The aims of this analysis are to;

- Understand what changes the project creates for the families, if any;
- Analyse the value created to parents and children from the support and activities;
- Consider the possible savings for public service providers.

The nature of the SROI framework, as will be explained, is to demonstrate the value to involved stakeholders of often intangible impacts on their lives, and will provide a 'story of change'. Barnardo's Caban Bach, asked Social Value Cymru to conduct this analysis in March 2015 following an offer to them as a key partner in the Teulu Ni project, and the final report was completed in December 2016. This report is funded by the Big Lottery Improving Futures fund.

## Mindfulness

Mindfulness teaches people to focus very much on the moment, allowing people to focus on their inner thought and feelings and being "mindful" of what is happening around you. Bangor University discusses how it helps to be more aware,



“Becoming more aware of our thoughts, feelings and sensations may not sound like an obviously helpful thing to do, however learning to do this in a way that suspends judgement and self-criticism can have surprising results. Many people report finding inner strengths and resources that help them make wiser decisions about their health and life in general.” (Bangor University – Mindfulness Department ([www.bangor.ac.uk/mindfulness](http://www.bangor.ac.uk/mindfulness) )

In the current busy world that we live in, many have turned to mindfulness as a way to slow down and look at their general well-being and an escape from the pressures and worries of everyday lives. Many parents will face difficult and challenging times in their lives for various reasons, and mindfulness can be a way of working with those struggles.

The NHS discussed the benefits of mindfulness on their website,

“Becoming more aware of the present moment can help us enjoy the world around us more and understand ourselves better.

When we become more aware of the present moment, we begin to experience afresh things that we have been taking for granted.” (see <http://www.nhs.uk/conditions/stress-anxiety-depression/pages/mindfulness.aspx> )

The Nurturing Parents programme is designed especially for parents to use and will guide them on how to incorporate mindfulness into their family life in order to deal with everyday challenges.

“Developing a mindful approach towards your well-being as parents is about cultivating awareness – planting seeds of mindful awareness and kindness and providing the right conditions for them to grow.” (Nurturing parents course booklet, session 2)

The course is split into 8 sessions that covers the techniques and theory and all parents will be encouraged to practice at home each week between session to try and introduce this into everyday life.

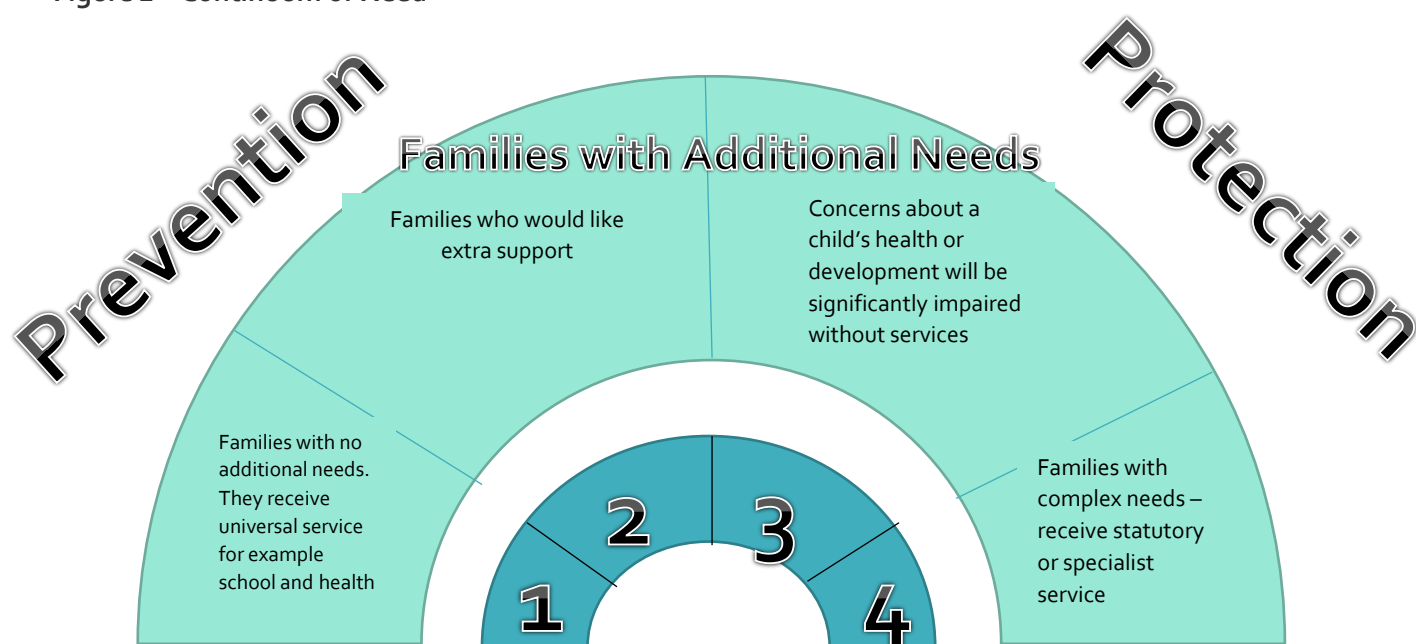
Using Mindfulness to improve mental health when dealing with the daily challenges of parenting is also recognised by other organisations such as Mind. In their “Guide to parenting with a mental health problem”, developing self-help tools such as mindfulness and relaxation is one way suggested of how parenting can take control of any issues they might face and build this in to their daily lives.

### Identifying the need for this course

#### **Prevention strategy in Gwynedd**

In the 2013-2017 Gwynedd Council strategy plan, they noted the importance of preventative work moving forwards especially when working with children and families. A Preventative Strategy Board was set up in 2016 to bring members from public and third sector together to move forward with the preventative agenda. Support for families who are facing challenges is key to ensure early intervention before they need services from statutory bodies. Figure 1 is taken from Dr Adam Richards SROI report on Teulu Ni. It demonstrates how prevention at the time can prevent families from needing protection by statutory services in stages 3 and 4. Barnardo’s Caban Bach will be dealing with families in the second stage here, as was Teulu Ni.

Figure 1 – Continuum of Need



The Welsh Assembly Government's Families First programme provides funding for local authorities to improve outcomes for children, young people and families in poverty. Each local authority will develop their own action plan to implement this based on local needs. In Gwynedd, there is Flying Start that works with children under the age of 4 in specific geographical areas and the Integrated Family Support Service. Caban Bach receives funding through the Flying start programme to support families in specific areas of Blaenau Ffestiniog and Dolgellau.

and the Integrated Family Support Service. Caban Bach receives funding through the Flying start programme.

In the 'Evaluation of Families First Year 2 Report', they considered the principles that Families First must conform to which are family-focused, bespoke, integrated, pro-active intensive and local. When looking at 'what works best' in this report, there was a recognition that emotional support and creating network was an effective way to support families,

“Families felt that the emotional support they had received had empowered them, built their resilience to deal with problems in the future, and several felt it had helped to keep their family together.” (p.115)

As part of the preventative agenda in Gwynedd a Needs Assessment report was prepared in April 2016 by Rhian Allen. One of the needs identified was the low level mental health support for parents. This report recognised the successful contribution of the mindfulness course towards beginning to answer this need and developing a successful relationship between parent and child.

“Gyda’n Gilydd have identified a need for low level mental health support. Many of the families they have worked with have a parent with low level mental health needs mainly relating to anxiety and depression. Because the needs are not at a level which makes them eligible for adult mental health services they are unable to access relevant support.” (p.14, Needs Assessment Report, Rhian Allen.)”

This report also discussed the potential negative impact of mental health illnesses of the children including developmental problems. There was a clear need therefore established to deal with this issue as a preventive measure.

A guide was written by UNOCINI in Northern Ireland explaining the impact of negative parental mental health on children. It discussed how between a one-third to two-thirds of children whose parents had mental health issues will also face challenges themselves. Children in this situation are also at higher risk of entering the care system,

“Parental mental health problems can adversely affect the development, and in some cases the safety, of children. Growing up with a mentally ill parent can have a negative impact on a

person's adjustment in adulthood, including their transition to parenthood.” (p.2 Understanding the effect of parental mental health on children and the family.)

However, this report also states that most parents who face mental health challenges can be effective parents and that early intervention can prevent any progressive difficulties from occurring.

There are studies also that consider the impact of using mindfulness to improve the relationship between parents and children. A study in Colorado on “The Mindfulness-enhances Strengthening Families Program”, considers how helping parents to be more mindful everyday could have an impact on the way they deal with parenting challenges and how this can have an impact on children emotionally and physically.

“Parents are encouraged to experience emotions as signals to refocus their attention to the present. We explain that the goal is to identify emotions before they become so strong that parents react in ways that exacerbate negative interactions.” (p.3. The Mindfulness-enhanced Strengthening Families Program.)

In Wales, The Well-being of Future Generations (Wales) Act 2015 and the Social Service and Well-being (Wales) Act 2014 provides a new framework in wales for how public bodies are working and addressing the needs of the people in Wales.

The Social Services and Well-being (Wales) Act 2014 is based on four fundamental principles which are;

**Voice and control** - ensuring that the individuals needs are in the centre of all delivery

**Prevention and early intervention** - increasing preventative services to reduce the demand on statutory services

**Well-being** - individuals having a say about their own well-being

**Co-production** - everyone being involved in planning services

This development is designed to have a real impact on how traditional services have been offered to families, and will highlight the need for innovative ways to intervene at the early stages to prevent escalating issues which could lead to intervention being needed by statutory services.

Prevention is also a key element of the Well-being of Future Generations (Wales) Act 2015, which is focused on seven well-being goals and requires public bodies to work together to ensure that people and communities will be able to have a good quality of life. The Act looks at the long term and sustainable means to ensure that the well-being goals are achieved, which includes A Healthier Wales,

“A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.” (p.6, Well-being of Future Generations (Wales) Act 2015 – The Essentials.)

Preventative services will all need to demonstrate how they contribute to achieving these well-being goals and ensuring that individuals needs are understood and is being addressed.

## 2.0 Social Return on Investment (SROI) Framework

By explicitly asking those stakeholders with the greatest experience of an activity, SROI can quantify and ultimately monetise impacts so they can be compared to the costs of producing them. This does not mean that SROI can generate an 'actual' value of changes, but by using monetisation of value from a range of sources it is able to provide an evaluation of projects that changes the way value is accounted for – one that takes into account economic, social and environmental impacts. Social Value UK (2014) states;

*'SROI seeks to include the values of people that are often excluded from markets in the same terms as used in markets, that is money, in order to give people a voice in resource allocation decisions'*

Based on seven principles, SROI explicitly uses the experiences of those that have, or will experience changes in their lives as the basis for evaluative or forecasted analysis respectively.

### Social Return on Investment Principles - as seen in figure 2



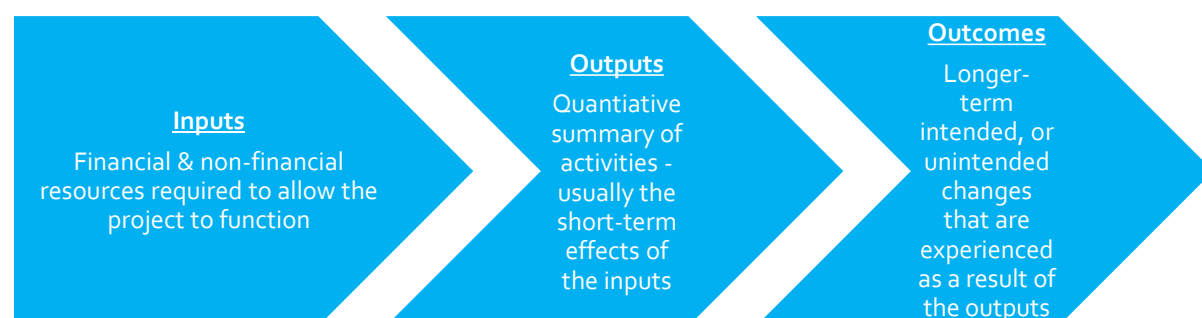
(wording taken from [socialvalueuk.org](http://socialvalueuk.org))

The guiding Principles ensures that *how* value is accounted for remains paramount. To ensure a consistent approach is used, chains of change are constructed for each material stakeholder explaining the cause and effect relationships that ultimately create measurable outcomes. These chains of change create the overall Value Map (attached separately as appendix 3), and these stories of change are equally as important as the result of analysis. In fact, SROI is best thought of as a story of change with both quantitative and qualitative evidence attached to it.



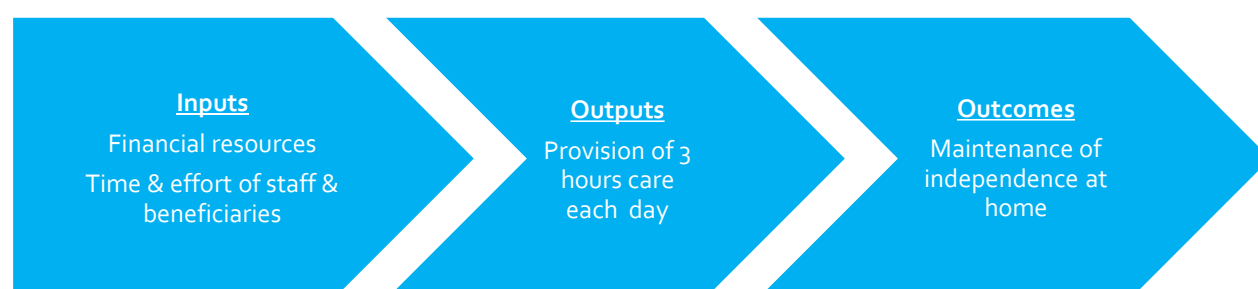
Figure 2 summarises the different elements for each chain of change included within the SROI analysis (before the impact of outcomes is calculated).

**Figure 2 – Outline of the Chain of Change**



SROI is an outcomes-measurement approach, and only when outcomes are measured is it possible to understand if meaningful changes are happening for stakeholders. To illustrate this idea, figure 3 displays a brief chain of change for a domiciliary care programme to assist people to remain in their own home - only by measuring the final outcome, is it possible to understand the impact of the care-programme.

**Figure 3 - Example Chain of Change**



As will be discussed at the point of analysis, SROI also incorporates accepted accounting principles such as deadweight and attribution to measure the final impact of activities that are a result of each particular activity or intervention. Importantly, SROI can capture positive and negative

changes, and where appropriate these can also be projected forwards to reflect the longer term nature of some impacts. Any projected impacts are appropriately discounted using the Treasury's discount rate (currently 3.5%). The formula used to calculate the final SROI is;

$$\text{SROI} = \frac{\text{Net present value of benefits}}{\text{Value of inputs}}$$

So, a result of £4:1 indicates that for each £1 invested, £4 of social value is created

Overall, SROI can create an understanding of the value of activities relative to the costs of creating them. It is not intended to be a reflection of market values, rather it is a means to provide a voice to those material stakeholders and outcomes that have been traditionally marginalised or ignored. Only by measuring outcomes are organisations able to not only demonstrate their impacts, but also importantly improve them. This thereby strengthens accountability to those to which they are responsible, which in the third sector is fundamentally the key beneficiaries of services.

### Case Study 1

Mrs A lives in a very rural area and has three young children. Life was very busy and chaotic and having a moment for herself wasn't something she felt she could ever have. She suffered from stress and would get very worked up about things.

The Nurturing Parents programme had helped her realise that others were in a similar situation, and that the very existence of this course reassured her that there was a need and she wasn't alone in having difficulties with family life.

The course was a time for her to reflect on her own needs and to off load to other parents about challenges that she faced and made her feel *less isolated*.

"It felt like I'd been lifted after the session."

She feels much calmer now and she's changed the way that she deals with different situations,

"It changed the way I thought and reacted and felt much calmer to deal with the situation."

She has also been teaching her son to do the breathing exercises who has a very fiery response to situations as she did. Doing this has *improved family life* she believes, and has improved her children's relationship with each other.

When asked, what could have happened without this course, she believed that things would have escalated and that her mental health would have deteriorated.

## 3.0 Stakeholder Engagement & Scope of the Analysis

Including stakeholders is the fundamental requirement of SROI. Without the involvement of key stakeholders, there is no validity in the results – only through active engagement can we understand actual or forecasted changes in their lives. Only then can SROI value those that matter most.

To understand what is important for an analysis, the concept of materiality is employed. This concept is also used in conventional accounting, and means that SROI focuses on the most important stakeholders, and their most important outcomes, based on the concepts of relevance and significance. The former identifies if an outcome is important to stakeholders, and

the latter identifies the relative value of changes. Initially, for the evaluation of Nurturing Parents, a range of stakeholders were identified as either having an effect on, or being effected by the project – table 2 highlights each stakeholder, identifying if they were considered material or not for inclusion within the SROI analysis.

#### Materiality

If a stakeholder or an outcome is both relevant & significant, it is material to the analysis. Being important to stakeholders and of significant value, means that if the issue was excluded from analysis it would considerably affect the result.

#### Relevance;

An issue is important to analysis – identified either directly by stakeholders, or through existing knowledge & experience of social norms for stakeholders.

#### Significance;

The degree of importance of an issue – either being important to a large proportion of stakeholders, or of high importance to a lower proportion of stakeholders.

**Table 2 – Stakeholder List & Materiality**

<b>Stakeholder</b>	<b>Material stakeholder?</b>	<b>Explanation</b>
<b>Parents</b>	<b>Yes</b>	As key beneficiaries of the service these are the most important stakeholders and some changes experienced will be both relevant and significant.
<b>Children</b>	<b>Yes</b>	Although engaging with the children wasn't appropriate, by engaging with the parents and the staff, supported by secondary research into the impact of improved mental health on parents, children were identified as being a material stakeholder as the changes were relevant and significant.
<b>Staff</b>	<b>Yes</b>	The changes identified by this stakeholder was both significant and relevant. This new service had created an organisational change as well as created changes to them personally. However, if this service was to be evaluated again including the Caban Bach staff as a stakeholder wouldn't be appropriate as it would be unlikely that any further changes would be created and that any outcomes would be maintained.
<b>Caban Bach</b>	<b>Yes</b>	The involvement of the organisation is crucial for any change to occur in the lives of parents and their children.
<b>Social Services</b>	<b>No</b>	Early intervention for families is likely to have an impact on demand for statutory services. However, it was

		deemed for this analysis not to be material and is beyond the scope of this assessment.
<b>NHS</b>	<b>Yes</b>	Although they are not involved in the delivery of the service, the outcomes are likely to have an impact on their services and demand based on the engagement with the parents and based on secondary research regarding the health impact of parents.
<b>Gyda'n Gilydd (Team around the Family, Families First)</b>	<b>No</b>	Although there have been some families working with Caban Bach and Gyda'n Gilydd, as well as some being referred by Gyda'n Gilydd– the outcomes aren't significant and is not relevant to this evaluation.

Having identified the material stakeholders for analysis, table 3 highlights the size of the populations, the sample size engaged with and the method of engagement.

For the purpose of this report, four courses that had completed were evaluated and engagement with parents who had completed the courses for a few months at least to assist with identifying outcomes and looking at potential duration of those outcomes.

The courses were held in different areas of the county (Porthmadog, Blaenau Ffestiniog, Pwllheli and Bangor). Through these four sessions, 29 parents had completed this course successfully. A further 13 had started the course but did not complete for various reasons including illness, a lack of interest or the feeling that course wasn't suitable for them.

An initial conversation was conducted with the Children's Service Manager of Caban Bach Barnardo's to understand the scale, scope and purpose of the evaluation. This was then

followed by a meeting with all the staff who gave a general overview of the Nurturing Parents course and to discuss some possible predicted outcomes. This led to the list of stakeholders identified and is demonstrated in table 2.

A focus group was held in Capel Salem in Porthmadog on the 7<sup>th</sup> of June 2016, with 7 parents that had completed the Mindfulness course. There were representatives from different courses including Porthmadog, Pwllheli and Blaenau Ffestiniog, and some had completed as much as 12 months ago, whilst others completed within the last 6 months. Following an explanation about the purpose of the evaluation a general discussion was conducted about the Nurturing Parents course. Although some questions were asked, there was an emphasis on this being a discussion and allowing them the freedom to discuss the course and what it meant to them. Leading questions were avoided and freedom was given for them to discuss any outcomes with further probing questions about those changes they identified. To identify final outcomes, questions were asked such as “what has changed?”, “do you do anything differently now?”, “what could have happened if the support wasn’t there or the group didn’t exist?”. They were also asked if there were any negative outcomes.

Following this focus group, 3 telephone interviews were held with parents to get a further understanding of the outcomes and the changes if there were any. Although this wasn’t face to face, having the opportunity to speak to parents outside a group setting allowed further examination of any changes experienced. One parent had done the course on a 1:1 basis, therefore this allowed the opportunity to understand if anything different occurred for this person.

On the 29<sup>th</sup> of July 2016, a meeting was held with all the staff members to verify some of the outcomes that were identified and to discuss the chain of change. This was also an opportunity to discuss the impact of the course on them and to see if anything had changed for them.

On the 11<sup>th</sup> of August 2016, another focus group was held with a group in Blaenau Ffestiniog that were having their last session on that day and there were 6 parents present here. Although this group is not part of this evaluation, this again was an opportunity to discuss possible outcomes and what duration they felt any changes would last.

Unlike quantitative methods, qualitative interviewing does not have a statistical method for identifying the relevant number of interviews that must be conducted. Rather, it is important to conduct sufficient number until a point of saturation is reached – this is the stage at which no new information is being revealed. Through the focus groups, phone interviews and speaking to staff members, there was confidence in the identified outcomes and no new information was being revealed.

This allowed the creation of a chain of change that was then shown to the Children's Service Manager and staff members to get their professional opinion. A study was also made of Caban Bach Barnardo's own monitoring systems for the course which included the Warwick – Edinburgh Mental Well-being scale (WEMWBS) which demonstrated the distance travelled for some of the outcomes that were identified. This scale was developed as a way of monitoring the mental well-being of the general population. There are 14 different statements all with a scale of 1-5. 1 being 'None of the time' and 5 being 'All the time'.

"WEMWBS is sensitive to the changes which occur in the context of a variety of wellbeing promotion initiatives from those which encourage physical activity and healthy eating, complementary and alternative medicine and parenting support."



With all our interviews and discussions, and the data that was available supported by secondary research, there is significant confidence in the results.

**Table 3 – Stakeholder Engagement**

<b>Stakeholder</b>	<b>Population size</b>	<b>Method of engagement</b>
<b>Parents</b>	<b>29</b>	1 x focus group with 7 parents that had attended and completed within last 12 months.  3 x phone interviews with parents that had attended and completed within last 12 months.  1 x focus group with 6 parents currently on course to verify possible outcomes.
<b>Children</b>	<b>78</b>	No engagement with them directly but outcomes discussed with parents and staff to confirm.
<b>Staff</b>	<b>5</b>	2 x meetings held with staff to discuss outcomes for parents and for themselves.
<b>Caban Bach</b>	<b>1</b>	Interview held with Children's Service Manager and with staff members.
<b>NHS</b>	<b>1</b>	Direct contact with NHS departments was not possible for this analysis. However, the information collected from those directly involved in the service and data from Caban Bach provided sufficient information to arrive at reasonable estimations of impact.

## 4.0 Project Inputs

This section of the report describes the necessary inputs from multiple stakeholders. Some inputs are financial, whereas others are not – yet where possible inputs are monetised.

### Parents

Attending the Nurturing Parents course is not a requirement but is an option that can be given to them by the Family Support Workers or they can be referred by other means such as self-referral, through Gyda'n Gilydd Coordinators or by Social Services. Support workers are there to support families with their needs which also includes basic skills such as budgeting and cookery. This is therefore something they can do voluntarily but for any change to happen they still need to commit their time to attend the courses as well as their willingness to be involved in the process. For any changes to happen also, it does mean time practicing the mindfulness skills outside of class and continuing with the method after the course is finished to ensure any changes will happen and last. Their time will not be monetised here as is the norm promoted by Social Value UK.

### Children

The outcomes for the children will be identified through the changes created for the parents and no direct involvement in the process is needed here from the children. Some of the children did learn some mindfulness techniques through the parents, and therefore their willingness to engage with these changes can be highlighted. However, no financial inputs are relevant here.

### Staff

Nurturing Parents course is a new service within the organisation. It meant the staff attending a course in Bangor University for 8 weeks in order to learn the techniques that could then be passed on to parents that they engage with and support. A willingness to change was therefore needed as an input here because without this it wouldn't be possible. This report highlights the input and outcomes for staff as it is a new service and their time and willingness to engage with change was essential, however, any future social impact reporting on this service would not need to include this.

### **Caban Bach Barnardo's**

Families First funding was used to fund the staff training here, as well as to fund any courses that are conducted as part of the bigger preventative and early intervention strategy. For the staff to be trained in Mindfulness there was a financial input needed to pay for the training, room hire, and the resources needed to run the courses including cushions, blankets, bells and journals. This all came to a total of £7,845.93. As discussed above, this financial input is included here as it is a new service, but any future reporting would only need to include any new resources or further developmental courses.

Each course then needed a financial input to pay for the project workers time, to pay for the venue, refreshments and other expenses. The project also pays for travel expenses and childcare if needed to ensure that every opportunity is provided for the parent to be able to take advantage of the service. A breakdown of the financial input for the 4 courses is provided below in table 4;

Table 4

Detail	Total cost for all 4 courses
Project Workers	£2,952
Venue Hire	£505
Refreshments	£400
Resources	£200
Transport	£550
Childcare	£3,333.70
<b>TOTAL</b>	<b>£7,940.70</b>

Staff skills and expertise should also be included as a non-financial input here, and many of the parents commented on the support they were offered by the staff and the sense of reassurance that they received. One message given to the staff following one course demonstrated this.

“Thanks for the session today. I just wanted to let you know how much you are doing for me. I don’t know if you know how valuable the role you have is but you’ve helped me come out of a very dark place to somewhere I not only get through every day, I’ve learned to enjoy and value my children and my life. Thank you.” (Mother)

## Health and Social Care

Although the National Health Service is identified as a material stakeholder, there is no financial or non-financial input here. However, it is worth noting that referrals can and do come through by Social Services and by Health staff member such as the nurse or a Health Visitor, therefore their willingness to direct people to the service should be noted.

### Total monetised inputs

Table 5 – Total Monetised Inputs for Nurturing Parents

Stakeholder	Financial input	Non-financial input	Cost per key stakeholder
Parents	N/A	Willingness, trust and time	N/A
Children	N/A	Trust	N/A
Staff	N/A	Willingness, skills and expertise	N/A
Caban Bach	£15,786.63	Willingness, skills and expertise	£141.00
Health and Social Care	N/A	N/A however staff can refer to the service	N/A
Totals	£15,786		£141.00

## 5.0 Outputs, Outcomes & Evidence

This report will evaluate 4 of the Nurturing Parents courses that ran over the past 18 months, and will look at the impact for the 29 parents that completed these 16-hour programme. Consideration will be given to the impact on the 78 children that, although not directly involved, have likely been effected because of changes identified for the parents. As is true with any projects, not all families will experience positive outcomes from working with an organisation. Some of the parents engaged with did not experience a lot of change, as was also reflected in the WEBWBS results, however, all parents we're still very positive about the service, but other factors could have influenced them from experiencing any major change. As discussed also, the success of the programme will depend on the families engaging and doing the practices at home. Due to the nature of the problems many were facing, this would be difficult for some families. Based on the stakeholder engagement and on the WEMWBS results we will look therefore at 60% of families receiving positive changes. Therefore, for this assessment we will look at 17 parents receiving positive changes that will be reflected in the Value Map.

For the children, we will look at a much smaller percentage having positive outcomes. This is due to the indirect nature of the impact and because the age will vary from young infants to teenager. We will consider 30% of children here receiving positive outcomes to avoid over-claiming, therefore we will look at 23 children that will be reflected in the Value map. This reflects the percentage of families that stated it had had a positive impact on their children.

We will also consider the changes identified for 5 members of staff at Caban Bach Barnardo's because of this new service being offered. This analysis includes 100% receiving positive change here as interviews were held with all 5 to confirm change.

It is these outputs that leads to the outcomes that create the story of change. Only by looking at these outcomes and the chain of change can we truly understand the impact of this service for parents and for the other stakeholders. The chain of change can be seen in appendix 1 and 2 and shows how the change happens. A simple version is demonstrated in Figure 4 below for the parents only. Table 5 summarises all the outcomes for the stakeholders and which are included or excluded from the value map.

**Figure 4**

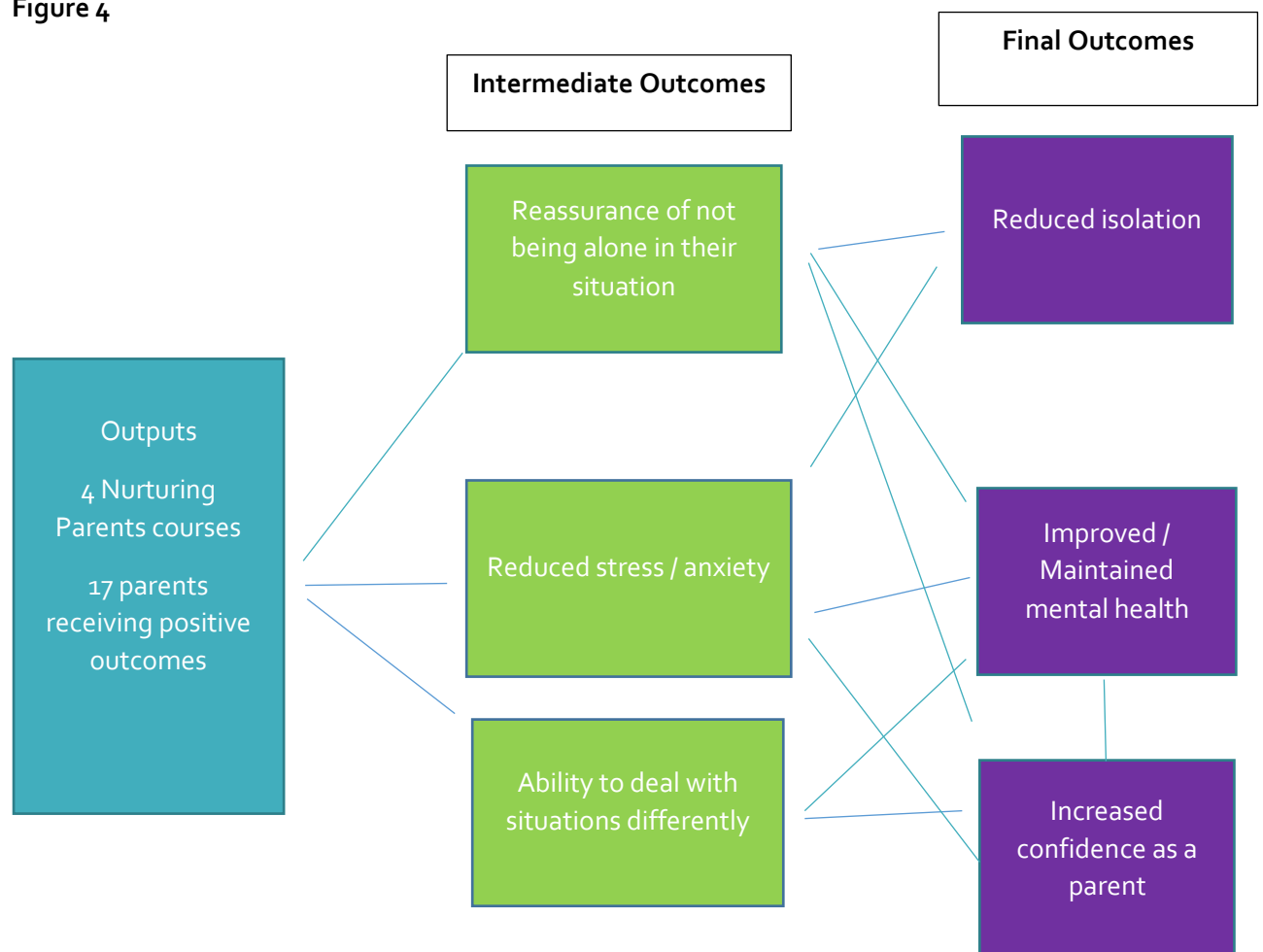


Table 5 – Stakeholder Outcomes

Stakeholder	Outputs	Outcomes	Included / Excluded
Parents	4 x Nurturing Parents courses @ 16 hours each	Improved mental health	Included -this is a key outcome experienced by parents and is both significant and relevant.
		Ability to socialise	Excluded – many identified the benefit of a group setting and being able to socialise and engage with others. However, although relevant it was not significant, and this outcome led in to the Reduced Isolation outcome as well as Improved Mental Health.
		Reassurance of not being alone in situation	Excluded – Many parents recognised this as being an immediate and important change as being with others allowed them to realise that other were experiencing similar challenges. However, this leads in to the Reduced Isolation outcome.
		Improved family relationships	Included - this is a key outcome experienced by parents and is both significant and relevant.
		Reduced isolation	Included - this is a key outcome experienced by parents and is both significant and relevant.
		Increased mindfulness skills	Excluded -this outcome allowed parents to have the skills to deal with situations differently, but is an intermediate outcome that leads to others.



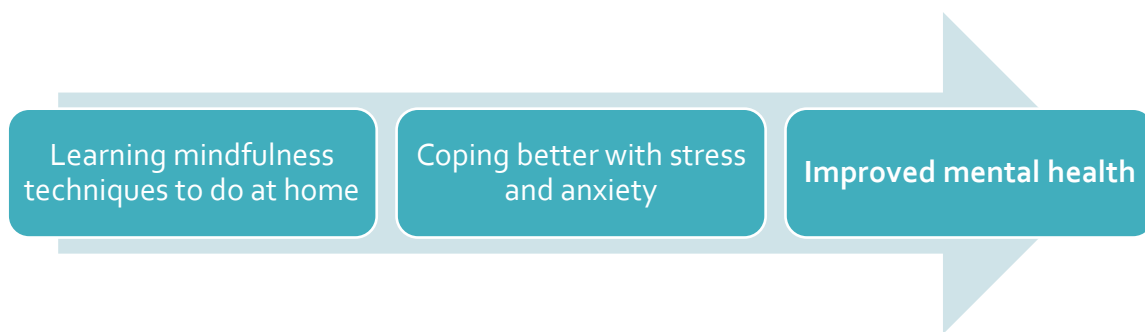
		Increased confidence to try new things	Excluded – There were many parents that commented on their ability to do things differently now such as apply for a new job, or attend different events. However, this wasn't significant and inclusion might mean over-claiming as it leads to other outcomes.
		Increased confidence as a parent	Included - this is a key outcome experienced by parents and is both significant and relevant.
Children	Parents receiving Parenting support through Nurturing Parents mindfulness courses	Better mental health and well-being	Included - this is a key outcome experienced by the children as a result of service received by the parent and is both significant and relevant. Secondary research done to look at impact on children.
		Better family relationships	Included - this is a key outcome experienced by parents and children and is both significant and relevant.
Caban Bach staff	5 members of staff receiving	Improved mental health – reduced stress and increased satisfaction through work	Included - this is a key outcome experienced by staff members and is both significant and relevant.

	training in mindfulness and gaining confidence through delivery.	Increased confidence in work	Excluded – Staff members discussed how they are more confident in what they can now offer parents. However, it was felt that led in to the improved mental health outcome as a final outcome.
		Better able to work as a team	Excluded- Organisational culture change was discussed and how the team are working more efficiently as a result of the changes. However, this outcome was not relevant or significant.
		Better family relationship	Included - this is a key outcome experienced by staff members and is both significant and relevant.
National Health Service	Reduced potential demand on service	Reduced potential demand on service due to improved mental health of parents and staff.	Included - Parents recognised this as being significant and relevant. Improvements or maintaining mental health is a key outcome and therefore will reduce potential demand on services.

## Material Outcomes for each stakeholder

### 5.1 Parents

#### Outcome 1 – Improved mental health



As discussed in section 1, parenting with a mental health issue can be challenging, and parenting can also be a cause of much stress and anxiety. Mindfulness is a way of allowing people to think about the moment and to focus on their feelings. When engaging with the parents, they discussed the different techniques they have learned that can be incorporated into everyday life. Parents mentioned doing their mindfulness in the bathroom in the morning or when doing the washing up.

Parents indicated how they deal with daily challenges differently now;

“It changed the way I thought and reacted and felt much calmer to deal with the situation.”

“I can cope much better with stress.”

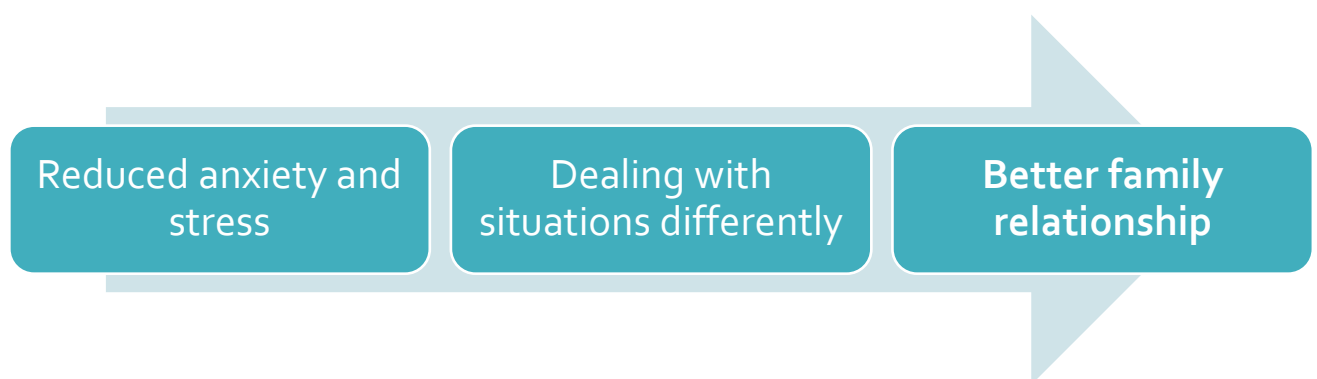
“I walk away now when there’s an argument.”

In the focus group, when asked what could have happened without this service being available for them, parents used words such as anxious, depressed, stressed, and alcoholism. One

mother suffered with severe anxiety and can't go to some places without another adult. She had recently gone to the 'chippy' on her own and felt this was a big step for her which was a significant indicator of change. One father also says he doesn't get as worked up and deal with things better and has a "Better relationship with self."

Most of the parents that took part in this assessment had experienced some change, and many identified this as the most important outcome that they received from Nurturing Parents. The WEMWBS scale showed that parents had a movement of 27% on average. Considering this is a short-term intervention, this is a positive movement, and many parents commented on how this had continued to be the case. However, it is worth mentioning here, that much of this depends on them still using the techniques given to them. Some of the parents had clearly incorporated this into their daily lives, while other had started to forget what was learned. These changes do depend on the continuing to use these to ensure a successful change that will last.

## **Outcome 2 – Better family relationships**



Families discussed that by using mindfulness tools they are able to deal with situations differently. One mother explained how life was chaotic with small children and having to do several tasks at

once and how she would become overwhelmed with all that needed to be done. She felt she was missing out on some things as she would get frustrated, but now deals with things differently,

“It’s better to think of one think at a time.”

Many commented on how more relaxed they now feel and how they are now able to deal with situations quite differently,

“It changes the way I though and reacted and felt much calmer to deal with the situation.”

“I now walk away for a few minutes and that avoids an argument.”

Most of the parents said there was a positive change in their family life as a result of mindfulness, and many also said how they have encouraged other family members to also try some of the breathing exercises. Introducing breathing exercise in to daily life is a tool recognised by the study in Colorado on “The Mindfulness-enhances Strengthening Families Program”

“Breath awareness is an easy generalizable mindfulness practice that parents can use in any context, including during emotional interactions with their youths.” (p.3)

Being able to integrate these principles into everyday life is essential towards the sustainability of these outcomes. Giving the parents the resources so they can continue to ensure that they can build on the changes, as discussed in a report by Bangor University,

“Although for this client group it was difficult to find time to do formal practice, integrating mindfulness into their everyday lives was an important aim of the course, for example bringing mindfulness to everyday activities with their children.” (P. 12-13, Mindfulness-based wellbeing for socio-economically disadvantaged parents.)

Parents discussed the positive changes in their relationships,

“More honest, open and trusting. Closer and happier.”

“Yes with my child, our bond is stronger. We are closer, trust each other, less fighting.”

### Outcome 3 – Reduced isolation



In the focus groups and phone discussions, many explained how alone they felt in their situation. In contrast, being in a group situation, many explained how reassured they felt in the first session to hear of other needing support and were having similar experiences.

Having the time to engage with other parents and to socialise was seen as being very positive, but also a time for them to focus on their own needs.

“I need to make more time for myself and mindful moments.” (Mother).

A small sample of parents that had one to one sessions were engaged with. One mentioned that she felt she could have benefited from meeting other parents and that it would have helped her to feel less alone in situation. However, having the support from the organisation was also beneficial to reduce isolation as they could discuss their feelings and share experiences.

## Outcome 4 – Increased confidence as a parent



Parenting can be challenging and many can feel insecure about their role as a parent. This course allowed them time to consider their own needs and to reassure them that taking care of their own needs is acceptable.

The study in Colorado on “The Mindfulness-enhances Strengthening Families Program” discusses how parents having compassion for themselves and their family members allows them to deal with situations in a less judgmental way. Parents can remain calm and deal with situations in a more controlled and compassionate way and have the confidence to make better decisions. One mother noted on the evaluation form about what she learnt during the course;

“Not to worry unnecessarily about the smallest things that turn into bigger problems because I make them into problems.” (Mother)

### Case Study 2

Mrs B was referred to Caban Bach Barnardo’s by her Health Visitor. She has two children under the age of 3 and her youngest was suffering with reflux. She moved to the area a few years earlier so doesn’t have any family support around her.

The option to do this in her local area and to have childcare she explained was great, as it gave her time to focus on her own needs, and this was something she could not have done without this support. She found it beneficial to be able to speak to other parents, but did feel that perhaps having parents with young children together would be better than a mix.

She did feel very low and suffered from post-natal depression, and having this time and the mindfulness techniques had helped her to cope better. Having time for yourself is ok she realised, and that it benefited everybody because if she felt calmer.

Without this she felt she would have deteriorated, as she felt the stress and anxiety was increasing.

“I felt so overwhelmed with all the tasks I had to do.”

She does continue to use the techniques and has bought a book to further her studies.

## 5.2 Children

Although engaging with the children directly wasn’t possible, identification of possible impact on children was discussed with parents and Caban Bach staff members. This was also backed with much secondary evidence of the impact of parents’ mental health on children.

### Outcome 1 – Better family relationships



As seen in the outcomes for parents, there was a positive change in the family relationships of many. This was also an outcome for the children as recognised and confirmed by parents and staff members.

Parents recognised that as they are now less stressed and able to deal with situations differently that family arguments have reduced. In their report, Bangor University discusses possible impact of making bad decisions,

“This in turn is hypothesized to lead to disrupted family relationships, which leads to an increase in harsh or inconsistent parenting.” (p.4)

However, introducing mindfulness techniques can “encourage a present-centred non-judgmental awareness” they discussed, and this was confirmed by the parents who discussed how they now make very different choices to that they might have done in the past.

## **Outcome 2 – Better mental health and well-being**

As discussed above, parents facing mental health challenges can have an impact on the child’s mental health and well-being. Many parents discussed how they have given their children advice on using the same breathing techniques, especially during a time where they are anxious or if they are having sleeping problems.

## **5.3 Staff**

### **Outcome 1 – Improved mental health – reduced stress and increased satisfaction in work**

As discussed, Nurturing Parents is a new service being offered by Caban Bach Barnardo’s which allowed members of staff to be trained in Bangor University so they could offer these courses to

the parents that they traditionally support. 5 members of staff were given this training initially, with further members of staff waiting to do the training.

Speaking to those trained members of staff, as well as others who are not directly involved in this service, it was clear that there had been a change in their organisational culture since they have introduced mindfulness. Staff members discussed how they feel more confident now in the service that they can provide for families. Being able to offer a service that can mean creating sustainable positive changes in the families has helped them to feel better about themselves. Staff discussed the difficulties of working to targets where the needs varied for every family, and this service is something they can offer that allows the parents to focus on their own needs.

Although the work can still be challenging, they all agreed that the way they deal with it now is different. Mindfulness is something that has become part of their everyday life and something they do practice at home in their own time. As was true for the parents, they can now take one challenge at a time and focus on one piece of work instead of trying to multi-task which was causing stress. They gave examples of what they do differently now. One mentioned feeling very anxious in the past when doing a home visit, now she will enjoy the trip there and does not get stressed or nervous.

These changes were both significant and relevant and is included in this report as well as in the Value Map. However, any future reports would not need to include this as further changes would be unlikely, but these possible changes will hopefully be maintained as stated by the staff members.

## **Outcome 2 – Better family relationships.**

As was true for the families, staff had also seen a change in their relationships within their own families. They discussed using the techniques with other family members, but also making different decisions at home and allowed themselves time to do what was important for them, “It makes you recognise yourself better.” (staff)

## 5.4 National Health Service

### Potential reduced demand on service

All outcomes for health and social care providers relate to the potential for cost reallocation. There is much evidence on how parents’ mental health can be affected because of the demand put on them as stated in section 1, and these issues have the potential to also affect state agencies such as the NHS.

By engaging with the parents it’s clear that the majority have identified an improvement in their mental health since they have been receiving support. Many parents discussed being depressed and anxious and how the positive changes created through the course meant they relied less on medication and have tools they can use to relax at home. The results from the WEMWBS scale showed a positive change in the parents’ mental health overall. This indicates a reduce demand on the service through reduced visits to the GP and less prescription for parents, which is what the parents stated in our conversations.

Table 6 considers some of the outcomes above and highlights indicators identified and suggestions on how to measure these in future.

Table 6

Stakeholder	Outcomes	Indicator	Possible Indicator that Carers Outreach could measure in the future.
Parents	Improved mental health	Parents discussed reduced levels of stress and anxiety. One mother explained how she could now go in to crowded areas on her own. Other discussed stopping using medication for depression.	The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) currently used. Could engage with clients 6 and 12 months after the course to assess the change again and ask them about any reduction in the use of health and social care services.
Parents	Increased confidence as a parent	Parents dealing with situations differently now and explained how life is calmer and less chaotic.	Currently do ask about relationships at the end of the course, could monitor this 6-12 months after leaving the course.
Children	Better mental health and well-being	Parents explained seeing the changes in the children.	Could ask the parents for changes identified in children using a 5 point scale.

Staff	Improved mental health – reduced stress and increased satisfaction through work	Increased confidence in work and reduced stress.	Staff survey on well-being
NHS	Reduced potential demand on services	Many parents expressed having improved mental health and going to the GP less often, as well as reducing their use of medication.	Measure number of GP visits that parents make for their own health.

## 5.5 Possible negative outcomes – dependency?

Any evaluation must also consider any possible negative impacts created. All the stakeholders that engaged with were highly positive of the course, the staff members and the positive changes created.

However, one possible negative or unintended outcome that might need to be managed is dependency. Some parents highlighted the fact that they had been on several courses with the organisation and that they wanted to know what further opportunities there were in the future, “I hope there will be more courses.” (Mother)

There is a risk that for some, that they will continue to return for support regularly, although this only seemed to be a minority. It might be worth mentioning also that this was only seen in the Blaenau Ffestiniog course focus group. It could be that the location of the centre means that

parents have become more attached to the service as they are part of the community as would be understandable.

Many parents commented on how they would enjoy having further sessions. Monthly sessions are available to parents in Bangor University, however, for many this isn't an option because of the travelling time or other responsibilities. Having monthly local meetings was recognised by many as being beneficial and would encourage them to keep practicing. Many discussed how they were already forgetting to do the daily mindfulness and therefore keeping contact afterwards might ensure the continuation of these changes. This will be discussed further in the recommendations section.

## 6.o Valuing Outcomes

The difference of using SROI to other frameworks is that it places a monetary value on material outcomes. By using monetisation, it allows us to not only give the story of what's changed in people's lives but also allows us to put a value on that so we can speak a familiar language. This isn't about putting a price on everything, but it allows us to demonstrate what impact the service has on other stakeholders and possible saving an intervention can create.

### Parents

Using the value game here was felt to be inappropriate as to the nature of the emotion in the focus group in Porthmadog. If a larger assessment was to be done in the future, then Caban Bach Barnardo's could consider incorporating this in to their monitoring services.

(<http://www.valuegame-online.org/>)

Instead, values that are already available were used either through Global Value Exchange or HACT well-being valuations.

Global Value Exchange (see <http://www.globalvaluexchange.org/>) is a crowd based database of outcomes, values, indicator and stakeholders. HACT deals mainly with the housing sector, but have published some well-being values for individuals with many for children and youths.

Although these might not give an accurate value for this stakeholder group, they do allow us to use existing values as we were unable to put a value on these from the stakeholders.

Parents were asked to prioritise the outcomes and these were the overall results from high to low with details of the value included in the Value Map;

- 1) Improved mental health – The HACT well-being valuation for Relief from depression / anxiety (adult) was used, coded HEA1602. This is taken for an area outside of London and the value per individual is £36,766. The percentage of change was then used using

the distance travelled which was 27%. Therefore, value per individual with positive change was £10,077.

- 2) Better family relationship – This value is taken from Global Value Exchange using actual cost of having 6 family therapy sessions at £600. This is one comparison we can use when putting a value on something. The distance travelled here was also 27% therefore the value per individual was £162. This is considerably lower than the value for Better mental health so this might undervalue this outcome, but as to avoid over-claiming this value was utilised.
- 3) Reduced isolation – The HACT value for being ‘Member of a social group’ was used, coded SOC1601. This value per individual was £1,850, and after using the distance travelled percentage for this outcome of 40% the value was set at £740.
- 4) Increased confidence as a parent - This value is taken through using Revealed Preference Technique and is a value for Increased Confidence and self-esteem for families accessed through GVE. This can be compared to the outcome here as it is also about families. With the distance travelled percentage taken the value per individual is £322.

## Children

For the children, it wasn't appropriate to ask them to place a value on these changes so outcomes were recognised through the parents as discussed above. To put a value on these, existing values from HACT and Global Value Exchange were again used. HACT deals mainly with the housing sector, but have published some well-being values for individuals with many for children and youth. Although these might not give an accurate value for this stakeholder group,



they do allow us to use existing values as we were unable to put a value on these from the stakeholder.

## **Staff**

The Value Game was played with the staff to put a value on their outcomes. The value game allows us to compare soft outcomes to material things that we can buy so we can place a value on these important changes identified. By playing the value game this allows the staff to decide how much value they would put on these outcomes they have identified. This allows us to fully comply with principle 1 of SROI which is to involve stakeholders. Although we are including 100% of staff having positive change here, by asking them to say how much change there were, we put a percentage of change to avoid over-claiming.

## **National Health Service**

To put a value on the reduced potential demand for the NHS, the published Unit Costs Health and Social Care 2015, by PSSRU were used. By asking the parents how often they think they would use these services without the support of Caban Bach Barnardo's and looking at the percentage of change that they recognised, these costs were relevant to put a value on these. Therefore, for example, the parents said they now feel better and that their mental health is better and they need less support by GP's, therefore we have looked at the cost of one GP visit and included this as a potential saving.



**Table 7 – Examples of Outcome Valuations**

Outcome	Identified value	Value of average distance travelled	Quantity of stakeholders experiencing outcome
Parent; Improved mental health	This value was taken from HACT – relief from depression / anxiety in adults, code HEA1602 and values at £36,766.	The distance travelled was identified the WEMWBS results. 33% received no or very little change. For those that did experience change the movement varied from 30% to 60% change. An average was taken from all at 27% distance travelled. The value was therefore 27% of £36,766 = £ 10,077	29 parents had attended the course. A figure of 60% that received positive outcomes was set which is supported by the interviews with the parents and the WEMWBS results.
Children, Better family relationships	This value was taken from Global Value Exchange and was given the same value as for the parents Better Family Relationships value. This used the cost of 6 family therapy sessions @£600.	The distance travelled was set lower for the children than that for the parents at 20%. The value per child was then set at £120.	There were 78 children with parents attending Nurturing Parents. 30% receiving positive change were identified, which is half that of the parents. Therefore, 23 children receiving positive changes is included in Value Map.
Staff; Improved mental health – reduced stress and increased satisfaction from work	Average of value games revealed value of £6,351. This value was identified through the Value Game where they agreed that this was at least as valuable as a mortgage being paid for 1 year.	The distance travelled was identified as 60%. Therefore, value per staff member was £3,810.	100% of the staff had experienced change as identified in the interviews. However, future social impact reports would not include this value.
NHS; Reduced potential demand on service	£44 per GP appointment	17 parents (60%) would have alternatively used the GP at least 6 time a year more to mirror the number of parents reporting a change in their mental health. We could also include the staff members and children here but avoided this to avoid over claiming. So, 17 parents' x 6 appointment extra per year = more visits x £44 = £4,488 before deadweight or attribution.	17 of parents (60%) said they would use GP at least once a month more if it wasn't for Nurturing Parents.

## 7.0 Establishing Impact

To assess the overall value of Nurturing Parents' outcomes we need to establish how much is specifically a result of the project. SROI applies accepted accounting principles to discount the value accordingly, by asking; What would have happened anyway (deadweight)? What is the contribution of others (attribution)? Have the activities displaced value from elsewhere (displacement)? If an outcome is projected to last more than 1 year, what is the rate at which value created by a project reduces over future years (drop-off)? Applying these four measures creates an understanding of the total net value of the outcomes and helps to abide by the principle not to over-claim.

### Impacts of Nurturing Parents mindfulness course

SROI analyses use accepted accounting principles to calculate the overall impact of activities. Considering any deadweight, attribution, displacement and drop-off factors, means that SROI analyses will avoid over-claiming value that is not a result of the activities. The boxes below outline each of the impact factors.

#### Deadweight

This asks the likelihood an outcome could have occurred without an activity taking place. So, for example if it is believed that there was a 10% chance that someone could have found work without a training programme, the value of that outcome is reduced by 10%.

#### Attribution

Considers what proportion of an outcome is created by other organisations/individuals, so can therefore not be legitimately claimed by the SROI analysis. For example, if external agencies also support someone receiving training, that organisation is responsible for creating some of the value, not just the training organisation.

### Displacement

This asks if an outcome displaced similar outcomes elsewhere. This is not always a necessary impact measure, yet must be considered. For example, if a project reduces criminal activity in one area, which results in increases in other locations, there is a need to consider the displaced outcomes.

### Drop-off

Outcomes projected for more than one year must consider the drop-off rate. This is the rate at which the value attributable to the focus of the SROI analysis reduces. For example, an individual who gains employment training may in the first year of employment attribute all of the value to the training organisation, but as they progress in their career less value belongs to the initial initiative owing to their new experiences.

## Deadweight

Deadweight allows us to consider if these changes could have happened anyway, without an intervention. If this service wasn't available for parents, what other option is there for them to experience the same outcomes? Parents were asked the question, if it wasn't for this service, what do they think could have happened? The majority felt that these positive changes would not have happened and felt they could have problems that would have escalated.

An 8-week course in Bangor University would cost £225.00 and realistically for most parents they would not be able to afford this financially or have the time, as childcare was also recognised as an issue. Nurturing Parents of course also has consideration for embedding mindfulness into regular family life. However, we must still also consider that other services could have helped them to *Improve mental health* or *Reduce Isolation*.

A deadweight percentage of 50% was applied to all outcomes for parents and staff. This is a short-term intervention which provides the families with tools to introduce mindfulness into everyday life. The success of the project needs the willingness and commitment of parents to continue using these techniques to ensure change continues to happen and is maintained.

There is a possibility that the parents could have had the same level of reassurance and confidence from joining another social group or perhaps having support from another organisation.

For the children, there is a slightly higher deadweight percentage of 60% applied. There is a higher possibility of other interventions happening for children to improve well-being or improve relationships. For example, the school might have intervened or other health and social care organisations.

## Attribution

Attribution allows us to recognise the contribution of others towards achieving outcomes. There is always a possibility that others will contribute towards any changes in people's lives such as family members or other organisations. Attribution allows us to see how much of the change happens because of Nurturing Parents and also identifies which other stakeholders contribute to creating outcomes for families.

In the focus group and interviews, parents were asked how much of the change was because of this course, and the majority felt that many of the change they experienced was because of the mindfulness. However, as mentioned above, many parents have done the Incredible Years course as well as the Nurturing Parents, and has also received other support from Caban Bach Barnardo's, so it would be realistic to state that many of the changes could be because of a combination of these and not 100% down to this course. Table 8 demonstrates the attribution given to each outcome and the reasoning for this.

Table 8

Outcome	Attribution	Justification
<b>Parents</b>		
Improved Mental Health	60%	Most of the families engaged with saw that the positive change was a result of the mindfulness course but also the support from other parents and Caban Bach staff members. However, some of the change could also be as a result of Incredible Years, general support from Caban Bach staff or other organisations such as Gyda'n Gilydd. Many also discussed employment and volunteering opportunities, these changes could also be attributed to organisations supporting this. .
Improved family relationship	60%	A positive change was identified here, as the families can now deal with situations differently and in a more positive and relaxed way. However, this could also have developed because of Incredible Years or other support organisations mentioned such as Gyda'n Gilydd and other family members.
Reduced isolation	60%	Many parents saw that being in a group setting with other parents in similar circumstances had given them the reassurance that they were not alone in their situation. However, again many could have had the same reassurance in Incredible Years.
Increased confidence as a parent	60%	Many felt more confident to deal with daily challenges of being a parent as a result of the course and the engagement with other parents. Many also reported feeling less guilty about decisions they make. However, attribution must also be considered to other services and organisations.
<b>Children</b>		
Improved family relationships	60%	This percentage reflects the same as that of the parents.
Better mental health and well-being	70%	The children are not involved directly in this service, however, based on secondary research and discussions with parents and staff, any positive changes to the parents will have a positive impact on the children. Attribution must also be given to other Caban Bach Barnardo's service and others such as the school or Gyda'n Gilydd.
<b>Barnardo's Staff</b>		
Improved mental health	30%	Caban Bach staff members did not believe that the positive changes could have happened without mindfulness. Although

		some attribution should be given to others such as supportive family members.
<b>Better family relationship</b>	30%	The changes in their personal lives had happened because of the new service and embedding mindfulness in to their daily lives. However, attribution should also consider the contribution of family members here to engage with these changes.

## Displacement

We need to consider if the outcomes displace other outcomes elsewhere. For example, if we deal with criminal activity in one street, have we just moved the problem elsewhere?

Displacement does not need to be considered here as this service is very different to any other service. This service is available to anybody who is a parent and feels that they need support.

## Duration & Drop-off

Nurturing Parents is an 8-week course and the duration of the outcomes will vary and will depend on the parents continuing to use their mindfulness techniques in their everyday life to allow them to continue to deal with situations differently and to focus on their own needs.

There were some parents who had completed the course 6 months' prior who said that they do not use the techniques daily and will only do the practice when they remember. Others had continued to use it every day and has gone on to further study in mindfulness through books or attending other courses. The decision was therefore to look at this for a minimum of 1 year with a treasury discount rate of 3.5%.

As well as this a drop off rate of 80% has been given for the parents' outcomes. As discussed earlier, duration of these outcomes will depend on the parents to continue using the techniques taught to them. Therefore, after the course, continuation of these positive outcomes will depend on themselves but also others that might have an influence. The same drop-off rate is given to the children.



## SROI Results

This section of the report presents the overall results of the SROI analysis of the Nurturing Parents 8-week programme.

This evaluation looks at the impact created for parents because of attending the Nurturing Parents mindfulness programme. This report looks at the value created by only this service and not this as a part of other services offered by Caban Bach Barnardo's such as support work or Incredible Years course. These other possible contributions towards the positive changes in the parents are represented in the attribution percentage given.

This analysis also includes the value created for staff as this is a new service introduced in Caban Bach Barnardo's that has created a difference in the culture within the organisation, therefore it was felt that the results should include their value. However, any future reporting should not include these results as it is unlikely that much would change but hopefully would be maintained. Both results with and without the staff will be displayed so we can see possible difference.

Table 9 demonstrates the value created per stakeholder followed by table 10 demonstrating the value to individuals.

**Table 9 - Total Present Value Created by Stakeholder**

Stakeholder	Value created as a result of Nurturing Parents	Proportion of total value created
Parents	£39,429	66%
Children	£6,966	12%
Staff	£12,226	20%
NHS	£1,122	2%

**Table 10 - Present Value Created per Individual Involved**

Stakeholder	Average value for each individual involved
Parents	£1,360
Children	£89
Staff	£2,445

Table 10 – SROI Headline Results

Total value created	£
Total present value	56,626
Investment value	15,787
Net present value (present value minus investment)	41,839
Social Return on Investment	<u>£3.65</u>

The result of £3.65:1 indicates that for each £1 of value invested in Nurturing Parents, a total of £3.65 of value is created.

Results without the staff outcomes included - the SROI to £2.90 for every £1 invested.

## 8.o Sensitivity Analysis

The results demonstrate highly significant value created because of Nurturing Parents mindfulness programme for parents, and is based on application of the principles of the SROI framework. Although there are inherent assumptions within this analysis, consistent application of the principle not to over-claim leads to the potential under-valuing of some material outcomes based on issues such as duration of impact.

Conducting sensitivity analysis is designed to assess any assumptions that were included in the analysis. Testing one variable at a time such as quantity, duration, deadweight or drop-off allows for any issues that have a significant impact on the result to be identified. If any issue is deemed to have a material impact, this assumption should be both carefully considered and managed going forwards. To test the assumptions within this analysis, a range of issues were altered substantially to appreciate their impact. The results are presented in table 11.

**Table 11 – Sensitivity Analysis Summary**

Variable	Current assumption	Revised assumption	Revised SROI	Proportion of change
Parents – improved mental health	Attribution 60%	Attribution 80%	2.58	29%
Parents – reduced isolation	Deadweight 50%	Deadweight 80%	3.56	2.5%
Children – Better family relationship	Quantity experiencing change 23 – 30%	Quantity experiencing change 15 – 20%	3.64	0.3%
Staff – Better family relationships	Quantity 5 – 100%	Remove this value	3.31	9.3%
NHS – Reduced demand	Number of appointments 102	Number of appointments	3.62	0.8%

With changing the attribution percentage for the parents, improved mental health outcomes, it is understandable that this has such a large impact on the result. It is by far the most important outcome to the parents and has the largest value. This will need to be carefully monitored therefore moving forwards – but there is the confidence that this is a reasonable figure (60%) as stakeholders informed it (not just the families).

## 9.0 Conclusion

This report has demonstrated that Nurturing Parents has created almost £60,000 of value and for each £1 invested, £3.65 of value is created;

**What that means in practical terms is that people's lives have been positively changed.**

Parents can face various challenges that can have an impact on their own health and well-being and that could lead, if not intervened soon enough, to needing statutory care. As discussed in the introduction, there is new legislation in Wales that puts a responsibility on public services to consider prevention and long term sustainability of services that can ease the pressure from health and social care services where there is a growing demand.

Mindfulness is a way of paying attention to the present moment and listening to your own thought and feelings, and the NHS recognises this as a way of improving mental health. By allowing parents to learn these techniques, Caban Bach Barnardo's are not only able to contribute to the preventative agenda in Gwynedd, but also look at the long-term sustainability of these changes.

Introducing this new service had clearly had an impact on the organisation and the day to day work being some credit should be given to the staff for their willingness to engage with something new and different and their ability to offer parents' alternative way of making positive changes. As was discussed in the meeting with staff, mindfulness will not be suitable for everyone, for example mindfulness isn't suitable for someone dealing with grief, or for some mindfulness just isn't what they need at the time. Everyone is different, but for some parents, Nurturing Parents could offer something different and a way of dealing with situations differently that leads to positive outcomes such as increased confidence as a parent and improved mental health.

For the children, their outcomes were highlighted through discussions with parents, backed with secondary evidence of the impact of the parents' mental health on the children. We did not discuss possible reduction in demand on Social Services in this analysis, however, any preventative and early intervention service is likely to have an impact on this service. This 8-week course combined with other interventions does possibly have a positive impact on demand, and any further social impact evaluations should monitor these effects.

## 10.0 Recommendations

This report demonstrates the positive impact and the value that Nurturing Parents creates, and these are some recommendations following the analysis to ensure that they can continue to create positive impact, as well as embedding social value measurement into the organisation.

### Funding

Although this report only looked at a small sample of courses, it did demonstrate the value to those parents that completed the programme. It is recommended that this course continues to be funded as part of wider services with Caban Bach Barnardo's. As many had done this in conjunction with other services, this was a time to focus on the parent's own well-being that ensures positive changes to family life.

Many had discussed doing this as well as the Incredible Years course. The question was asked to parents if they would have preferred the Mindfulness before Incredible Years as it would allow them to focus on their own well-being before looking at parenting techniques. Although many thought it would have been beneficial to do Nurturing Parents first, others didn't see how it would be different but saw the benefits of attending both.

This course contributes towards the preventative agenda in Gwynedd for families as it focuses on early intervention for families and provides a sustainable solution for families to ensure their own well-being. As was recognised in the Gwynedd Council's Needs Assessment (2016), low level mental health support is needed for parents. Nurturing Parents provides a way for parents to learn Mindfulness techniques and breathing exercises with a way of incorporating this in to everyday life. As seen in the report, this provided a positive change to the mental well-being of parents.

## **Further meetings / Network**

The aim of the course is to allow parents to make positive changes that they can maintain and allows these changes to be sustainable. However, many of the parents expressed a need to have further sessions, not only for mindfulness but also because of the social aspect of the meetings. Being able to meet with other parents in similar circumstances gave the parents' reassurance that they were not alone in their situation and reduced isolation. Currently, parents' who have completed the course are offered the opportunity to attend monthly sessions in Bangor, but as we have identified in the report, this is not suitable or possible for many parents, for example mother a in Bala or Tywyn. Meeting once every other month in central locations such as Porthmadog, Pwllheli or Dolgellau would allow the parents time to get together and share experiences. This would also assist the organisation to monitor the social impact of the courses by seeing how the outcomes have been maintained.

This fits well with what has been recognised in the Families First Year 2 evaluation as being successful in reducing isolation by allowing an opportunity for parents to learn from others experiences,

"In a few cases, parents reported that social networks developed as part of the Families First courses had outlives the formal part of the process as parents themselves now organised groups." (p.115)

Maintaining group contact by other means could also be a possibility for example an on-line support group. This would allow people to seek advice, share experiences and maintain contact with other parents. This could be an on-line private group via Facebook for example and perhaps something the parents could be encouraged to do themselves.

## **Monitoring Social Impact**



Some monitoring is already being done in terms of mental health and well-being using the Warwick – Edinburgh Mental Well-being scale (WEMWBS). It would be good to measure the change and the distance travelled (how much change) for other outcomes identified from the families also. A survey that can be reviewed 6 months after the course and again after 12 months would provide necessary information. An outcome star is another way they could measure the changes to these outcomes.

Monitoring their use of health and social care services also can help Caban Bach Barnardo's to monitor the overall impact they have and potential savings they are creating.

## 11.0 Bibliography

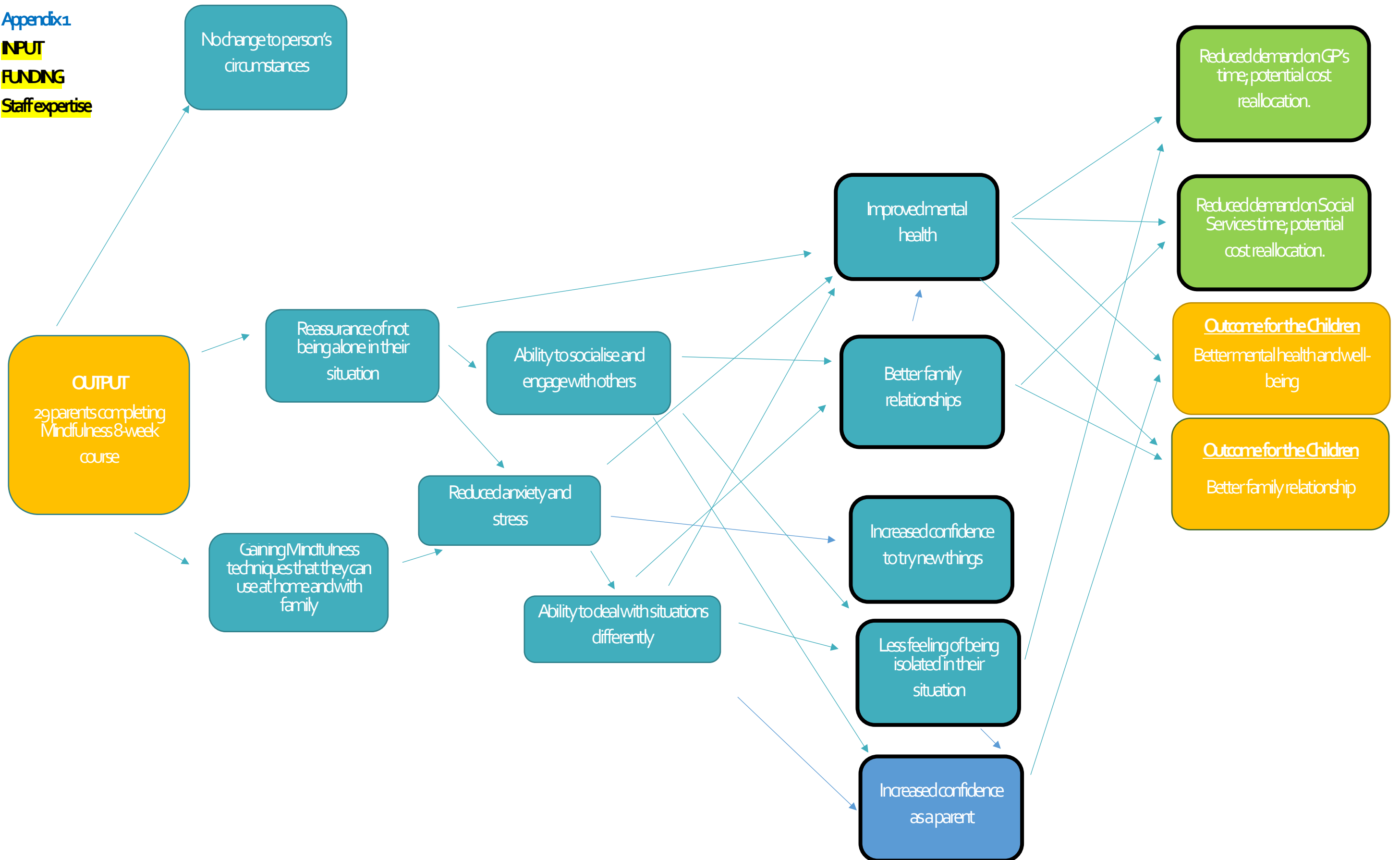
1. Smith, J. (2016) Guide to parenting with a mental health problem. Mind Northern Ireland Department of Health (2010). Understanding the effects of parental mental health on children and the family.
2. Coatsworth, J. Duncan, L. Berrena, E. Bamberger, K. Loeschinger, D. Greenberg, M. Nix, R. (2014). The Mindfulness-enhance Strengthening Families Program: Integrating brief mindfulness activities and parent training with an evidence-based prevention program.
3. Eames, C. Crane, R. Gold, E. Pratt, S. (2014). Mindfulness-based wellbeing for socio-economically disadvantaged parent: a pre-post pilot study.
4. Curtis, L. Burns, A. (2015). Unit Costs of Health and Social Care 2015, PSSRU.
5. Wales Future Generations Act 2015 – The Essentials  
<file:///C:/Users/EleriLloyd/Downloads/150623-guide-to-the-fg-act-en.pdf>
6. Allen, R. (2016). Gwynedd Early Intervention Needs Assessment.
7. Evaluation of Families First Year 2 Report. (2014) Ecorys.

## WEBSITES

Caban Bach Barnardo's <http://www.barnardos.org.uk/cabanbach.htm>

Bangor University Mindfulness <https://www.bangor.ac.uk/mindfulness/>

## 12.0 Appendices



**INPUT**

**FUNDING**

**Staff willingness**

