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# **Implementing Family Hubs**

## **Workshop: Evidence and evaluation**

Speakers:

- Bronia Arnott, Regional Coordinator for the North East, National Centre for Family Hubs
- Laurie Day, Director - Children, Young People and Families of Ecorys UK
- Julia Haig, Head of Service - Early Help at Suffolk County Council
- Max Stanford, Head of Early Childhood and Care, Early Intervention Foundation (EIF).

**Bronia Arnott - 00:00:02**

Hello, and a very warm welcome to everyone to this workshop on evaluation. My name is Bronia Arnott and I am Regional Coordinator for the North East at the National Centre for Family Hubs.

And I am here today with some co-presenters Laurie Day, Max Stanford, and Julia Haig, who are going to be presenting with me in this session. And I'll ask them to introduce themselves in a moment. But what I want to do, first of all, was to give you an overview of what the purpose of this workshop is. And hopefully you had a little bit of a taster to evaluation in some of the discussions this morning.

But what we want to do in this session was to give you an overview and an introduction to the evaluation module of the toolkit and to also introduce the idea of a theory of change. We also want to introduce you to the Ecorys evaluation and provide insights from a local authority who have gone through a process of a theory of change. We also hope that in this session, you will discover the benefits of a theory of change, and it will provide you with an opportunity to discuss how the National Centre for Family Hubs might support you with an evaluation and also developing a theory of change.

The key messages that we hope that you will take away from today's session is that evaluation can sometimes seem daunting, but it doesn't have to be, that there is evaluation support that are available for you. And wherever you are in your journey with Family Hubs evaluation is relevant to you, whether you're starting from scratch or whether you're developing your Family Hub further.

A theory of change is a good place to start when you're thinking about evaluation. And finally, what we wanted you to know was that the evaluation module that's part of the

Implementation Toolkit is a work in progress, and we want to hear from you about how we can make it best fit for you because we want to work together with evaluation partners who want to work with local areas, who are developing Family Hubs and also with families to make sure this is a co-produced module. So, I'm going to ask my co-presenters to introduce themselves if I start with Laurie. Would you like to introduce yourself, please?

**Laurie Day – 00:02:26**

- That's great. Thanks.

Hi, I'm Laurie Day, I'm Director of Children and Families Research at Ecorys. My background is in policy and research around children and families, including quite a large number of national family programme evaluations and I'm really delighted to be part of the Family Hubs Innovation Evaluation Fund, which I'll be talking about a little bit more shortly.

**Max Stanford – 00:02:50**

- I'm Max Stanford, I work at the Early Intervention Foundation, I'm Head of Early Education and Care, and I previously worked at the Children's Commissioner and at the Department for Education in the Early Years team.

And I'm going to be giving a bit more of a general overview on how theories of change can help and how that can support you in your evaluation.

**Julia Haig – 00:03:12**

- Good afternoon, everyone. My name is Julia Haig

I'm the Head of Service for Suffolk County Council's Early Help services. It's a broad, broad remit, including supporting families work, the Early Help teams, the youth intervention offers and parenting support, Family Hubs and supervised contact.

**Bronia Arnott – 00:03:34**

- Thank you, Julia. So, in this session, we're going to give you a presentation which will be followed by an interactive session where you can ask us questions and we're

hoping to have the opportunity to ask you questions as well. If you have any things that come to mind and we're presenting, please do put them in the chat.

Any reflections or questions. And we can pick those up during the interactive session. And when it comes to the interactive session, the recording will be stopped and you can take the opportunity to unmute yourself, turn the camera on if you want to and have some discussions with us, we're really looking forward to that.

So, I want to just give you a brief introduction to the evaluation module, some of the sort of thinking behind it. As I say, we want this to be co-produced. So, we really are keen on hearing your thoughts about it. Well, I thought I would start with what is evidence and evaluation?

Evaluation is a systematic assessment for the design, implementation and outcomes of an intervention and interventions such as the Family Hub.

Evaluation is also understanding how an intervention, such as a Family Hub is being implemented or has been implemented or what effects it's had and who and why.

And evaluation can identify what can be improved and it can also help us understand what the impact of our Family Hubs have been and also can help assess cost effectiveness. Some of the evidence that we can use to support our evaluations, include research and evaluation data, organisational data and community needs and voices, and we can also include professional views and expertise.

So, the types of evaluations that we can do include impact evaluations, which tell us whether or not a Family Hub has led to an intended outcome. It allows us to confirm a causal link between what we have done and the outcomes that we have observed.

We can also conduct process evaluations. So, this tells us whether a Family Hub has been implemented as intended, whether the Family Hub model is working as we intended it to. And what is working well or less well.

And finally, we can also evaluate value for money so we can compare the costs and benefits of a Family Hub to establish its cost effectiveness. And I want to see touch on why evaluation matters to families.

We know that evidence-based interventions result in better outcomes for children and families. We also know that evaluation provides evidence and information about how a Family Hub could be improved further bringing additional benefits to families. And through evaluation, we hope to understand who has benefited from Family Hubs and under what circumstances. So, if there is anyone who is missing out, we can become more inclusive. Evaluation and evidence are also important for implementation. They are important in terms of accountability and transparency, so we can demonstrate to others what we have done and what's happened as a result of what we have done.

It also helps with learning and improvement. It helps us to manage risk and uncertainty. It informs our decision making so that we can make better decisions. It

helps us understand what works for whom and in what circumstances, so we can inform future developments.

So, the idea is that we want to be learning by evaluation, and as part of this, the Department for Education has commissioned to Ecorys and Sheffield Hallam to undertake a programme of research for the Family Hubs Evaluation Innovation Fund. And this will evaluate in detail a subset of the Family Hubs in some local areas. But what we think is important is that we supplement this with evaluative information collected in other local areas, because we know that Family Hubs will differ across different areas and different localities.

And this will allow us to broaden the knowledge and evidence base to understand what works in different contexts and also for different populations. And when individuals and local localities face different challenges, they can share their learning. So, these local evaluations can further contribute to the evidence base for Family Hubs, and what the National Centre for Family Hubs will be doing is playing a key role in ensuring that any local insights that are collected during evaluations, are shared widely so that we can all learn from one another. As I say, there will be challenges that are common across different localities and we can learn from each other. Thinking about who could be involved in evaluation and evidence collection, it's important both evidence and evaluation are inclusive, and the evidence users are engaged at an early stage as possible.

We know, for example, that different stakeholders will have different skills and perspectives on how information and evidence can be collected, analysed, and interpreted as part of an evaluation. And families who are the intended beneficiaries, of Family Hubs, should be involved throughout the evaluation process.

One way that we can involve stakeholders and families is through developing a theory of change. So, a theory of change is the first step on the pathway of evaluation that's been set out by the Early Intervention Foundation. And sometimes this pathway might seem a challenge.

It might seem daunting, but I think the key thing to remember is that we don't have to do everything. But the key thing is getting that foundation right and developing and confirming a theory of change is that firm foundation for the rest of your evaluation.

So that's what we're going to be talking about a lot during this session. So what is a theory of change? The theory of change explains why your Family Hub is being introduced, and it explains why it will result in the intended outcomes. As part of developing the theory of change, some things that you can consider about why the intervention is needed, who the intervention is for, how the intervention will work, and what is the primary outcome that you're hoping to achieve.

So hopefully, we've given you a bit of a taster of a theory of change, and I'm not going to hand over to Laurie, Julia and Max who are going to talk about theories of change in action.

## Laurie Day – 00:11:10

- Thanks, Bronia. So, I'm going to start by giving an overview of the evaluation that's being carried out by a Ecorys and partners of the Family Hub's Evaluation Innovation Fund.

It really is a live and ongoing example of evaluation activity with 0-19 Family Hubs. So, I'm going to start by talking a bit about how we've been using theories of change in practice within this evaluation and what we've learnt so far. I'm then going to hand over to Julia, who's going to talk a bit about the perspective from the delivery side.

So next slide, please. So just to give some context, the innovation fund was announced in the Budget 2020, so it's part of the government commitment to new research into the integration of services for families, and that includes Family Hubs, and the fund is intended to directly complement the work of the National Centre and to run alongside this is, as what Bronia was saying in the previous slides.

So really, four main objectives through this fund, we're looking to contribute to national evidence base. We're looking to generate learning and insights of policy and practise. We're looking also to support local authorities to build internal capacity for evaluation, which is an important aspect I'll come on to and also hopefully to generate replicable tools and approaches as a result of this work. So, there's two evaluations that been commissioned. The first one is being carried out by Sheffield Hallam University, who are working with Doncaster. And the second is being led by a Ecorys.

We're working in partnership with Starks Consulting and Clarissa White Associates. And that's the evaluation I'm going to focus on today for a bit of a deep dive, really.

So, the Ecorys evaluation started in April this year and it runs until March 2023. And it's really all about a partnership between evaluators and five local authorities who are developing 0-19 integrated family services.

And you can see from the slides here, we're working with Bristol, Essex, Leeds, Sefton and Suffolk. So, the idea was really to set out to partner with local authorities, who are all at varying stages in their journey towards establishing their local Family Hub models. It's quite diverse local populations that they're serving and some interesting differences in terms of the access arrangements for hub services. And the thinking here was to ensure that the findings and evaluation really have something for everyone. So, we're looking to have messages for other local authorities across England to are at different stages in developing their Family Hubs.

You can actually read a little bit more about the characteristics of the five partner local authorities that we're working with and their models within the Evaluation Scoping Report, which is hot off the press today and will include a link right at the end of this slide deck in terms of where you can access that on the government website.

OK, so moving on to the next slide. This is really just to give you a flavour for how the evaluation is structured. So, we have two levels to the work we're doing. The first

level is the local authority level and essentially what we're doing is five individual evaluations. Each of these includes process impacts and economic strands of data collection and analysis, and each local authority is matched with a lead researcher from the evaluation team who will work with them closely throughout the evaluation in a critical friend role.

So again, the emphasis here is really about working with, rather than doing to. And this is all part of the approach of aiming to build capacity and to support

local authorities and their partners to embed long term evaluation strategies.

So then at a project level, we'll be joining together the evidence from across these five individual local evaluations and the way we've described it here is in terms of thinking about the golden threads of hub delivery. So even take into account all this diversity, are there sort of some things in common that are essential ingredients of delivering and implementing Family Hubs.

Also, as Bronia was mentioning previously, to better understand in terms of what works for whom and under what types of circumstances. So, the five local authorities will be a real testbed for exploring this.

This work will be supported by action learning with families and professionals, and this will be done through a virtual community of practice where evaluators and local authority partners are learning together. And as the diagram shows, we see this very much as an iterative process.

So, we're challenging and reflecting on the learning over the course of the evaluation, rather than just the evaluators being brought in at the end for post hoc assessments.

And again, I think it's an important learning point here for anyone thinking of appointing an independent evaluator, there could be real value in carrying out formative evaluation alongside service delivery, if this is possible.

So, moving on to the next slide, I'm moving on to the topic of theories of change, so the evaluation is going to be using theories of change to help understand what each local Family Hub model is setting out to achieve and the ways in which it's been designed to improve service quality, efficiency, and outcomes.

And in particular, we're looking to unpack some of the assumptions that underpin the case for Family Hubs, at a local level. So really challenging around, you know, why this particular approach, rather than something different? Is the logic that's behind the local Family Hubs model really coherent? Is this the best use of finite resources at a local level about other things that could be done?

There's a number of potential advantages of taking a theory-based approach to evaluation for Family Hubs. The first of these, I think, is really to help deal with complexity.

As we all know, local Family Hub models cuts across 0-19 service provision, they are multi-professional by design. The scope is pretty wide, and we're essentially looking at systems change rather than single interventions.

So, there's no neat start point and end point like you'll sometimes have with a more traditional evaluation. And this requires a really clear narrative about what it is exactly that we're trying to shift. The second advantage is to help to sort to pull together the different pieces of the evidential puzzle.

So, from mixed methods evaluation, which is what we're doing, we're able to draw from multiple sources of evidence from administrative data to family testimonials, for example. And a theory-based approach can help to make sense of these data and also to explore the relationships between different types of outcomes. So, what's the relationship and perhaps the sequencing as well in terms of organisational change, changes to the workforce, attitudes, and behaviours and outcomes for children and families?

And then the third advantage is really to understand the contribution of Family Hubs towards these service improvements and outcomes. So again, as with any evaluation, we can't claim that everything positive that happens to families is directly attributable to the local programme.

So, we also have to take a step back and really think about other factors that may have contributed towards what we're seeing and some things that are working less well, of course.

For this evaluation, we are using the government's Magenta Book evaluation guidance, which sets the standard for evaluation with government research and again, a really useful reference point when thinking about designing other local evaluations too.

So, onto the next slides. I've talked about the why. So, in terms of the how aspect of this, the approach that we're taking closely follows the steps that Bronia outlined previously. So, we're using theories of change for the purpose of testing the evaluation. Looking at what's the need for intervention, what are the underlying assumptions or hypotheses about how local Family Hubs models are intended to work who these outcomes are going to be achieved for and how is that going to be achieved? So, to do this and put it into practice, we started by working with the five local authorities within the partnership, we developed templates supported by guidance to help ensure some consistency, particularly around the use of terminology and how that was applied across the local areas.

So very important to kind of get that straight and make sure that everybody's actually talking about the same thing. There were four main broad steps that were involved to put this into practice, so we carried out desk research and interviews with key stakeholders to understand the local evidence base.

This was followed by initial sets of consultations with the strategic and operational leads for the Family Hubs in each of the five areas, again to start to build the narrative for the theory of change.

Then only at this stage to bring in the logic modelling template. So, this is then to start to think a little bit more in literal terms about inputs, activities, outputs and outcomes. And then finally, we brought these together through a series of online workshops

where we also engaged local partners and other key stakeholders to make sure that everybody's on the same page. In practice, of course, some slight variations to this process within local authorities, depending on availability and timescales and that sort of thing. But this is a sort of blueprint for how that process works. So again, I think it's important to stress this is very much seen as a developmental process, so the analysis of the dialogue that goes into producing the theory of change, and logic model is just as important as the outputs. It's not just about what comes out at the end.

And equally important is these conversations continue throughout the evaluation so that we're constantly challenging and updating what it is that we're actually tried to measure.

OK, so finally, from me, I was going to put up a slide here to give you an example of one we made earlier. So, this is the theory of change logic model for Suffolk, which Julia knows very well, and will talk about it a bit more shortly. But I think it just illustrates. I know it's quite difficult to see on a PowerPoint slide, but you can see the different components here as we have the rationale for change and the vision at the top. We then have columns that show inputs, activities, outputs and outcomes.

We've separated them here into short and medium term outcomes to really think about, you know, what are we going to try and measure and which stages in the evaluation.

And we've grouped them by system, workforce and children and families. Another important aspect to this is the blue box at the bottom. So again, this is a simplified version. There's more detail within the evaluation plan, but here we're looking at the moderators, so what are the key factors that we would anticipate having an effect on whether or not the local Family Hub model is going to be a success.

And how do we account for that within our analysis. And I think it's important to say that there's not a one size fits all approach. So, theory of change logic models can look quite different. You may come across others in previous evaluations that look absolutely nothing like this, and I think that's fine.

There are healthy differences. And also, I think in terms of when we're evaluating systems change, you're not necessarily going to see a model that has lots of very complex direct linkages between activities, outputs and outcomes because in this case, it can become so unwieldy if you try to introduce that. I think at this stage,

we're really more looking at simplification, having something that really sort of sets out that common logic in a way that everybody can engage and understand.

That's enough from me, I think in terms of the introduction to the evaluation. I'm going to stop there and hand over to Julia, who's the lead for Suffolk County Council, to talk a little bit more about how this has actually been used in practice and some of the early learning around developing a theory of change.

So, over to you, Julia.

### **Julia Haig – 00:22:08**

I thought it might be useful to put a bit context to Suffolk's journey so far as I look very much that this is a marathon rather than a sprint, evolving and developing Family Hubs model. So I would say it's very much an early stage of the Family Hub model development.

We made the decision back in the latter part of 2018 to really review the evidence of our children centre services, really to assess whether or not they were still meeting the needs of families. And also at this time, Suffolk was awarded the contract to deliver the healthy child programme.

So, we've got a really good foundational basis in which to assess the needs for families and really look at the integrated offer. I'm pleased to say the panel concluded that the Children's Centre provision was a real valuable part of our offer and was really valued by our service users. But what we identified was that families access provision in multiple different ways and that had already changed from our original children's centre model as families were much more undertaking sort of targeted based work out and about in their communities or within the family homes.

So, we put a set of proposals to our cabinet in 2019, which were approved, and public consultation was undertaken through the early stages of 2021. Sorry, 2020.

In August 2020, the Cabinet approved our Family Hub proposals, and we have created or are in the process of creating seventeen full-time Family Hubs and twelve part-time Family Hubs across Suffolk. So, we're operating very much a hub and spoke based model. We have also agreed that we would look to expand our offer to 0-19 to support more families, and to 25 for with those with additional needs.

In conjunction with our partners, including our health and voluntary sector organisations. We've repurposed a number of our children's centres and have evolved those to expand upon nursery provision or our school based provision. And we have started to move a number of our nought to five service offerings, much more into an outreach based model.

And what we've also done is we've really retained that very strong, support provider through that children's centre core offer, and that is also being offered via a network of about 43 different library service provisions across the county.

And we've also worked to reinvest any of the money saved by no longer operating from all of the buildings into developing support for vulnerable families.

Our partnership with Ecorys really provides us with an opportunity to evaluate the process and journey of change over the next couple of years.

We've got a really clear ambition of aiming to provide every child with the best start in life and continue to offer the right support at the right time to help families thrive. We really want to make sure that the service, as we move forward, is very much a positive service for families. So, it's not just a place families go to when they've got problems.

We want to develop and improve our integrated support in collaboration with families and our voluntary sector partners and improve how our Early Help offer and our system works. So there's a lot of work that we want to do around integration and aligning with different agendas as well, so that we are assuring that we're providing those whole family approaches across all of the ages and stages. Some of the value to us working with Ecorys is very much about and developing our evaluation plan and the theory of change.

Really, this is about providing us with that independent lens that support and challenge, to really bottom out and drill down on what we want to evaluate and what we want to measure and really look at that distance we want to progress. And actually, this gives us an opportunity over the next two years to consider how far we can progress in the next two years and then really plan our next steps, for that evaluation journey will be ongoing.

So really identifying those key lines of enquiries, and what are the outcomes we're wanting to achieve. The partnership is also really supporting us to engage our stakeholders through workshops, through discussions and really clarify and gain consensus on what we want to collectively achieve for Suffolk's families, and engage families in this process, so that we're really clear.

What was really clear from our discussions that we've had so far with partners is that they really want to normalise family support, which is a vision and an ambition I truly support. And we also want to use the opportunity with Family Hubs to make sure that we can do this. And this is also helping us join up agendas across our Early Help system and through liaison and discussion with partners around mental health agendas.

You know, the Leadsom Review, and the first thousand and one days, and really work with commissioners to make sure that we've got a truly integrated offer across health, education, social care, early help, voluntary sector communities, and SEND as well.

So really looking at it from a wider lens as we've got a strong wish that we want to develop an integrated workforce that works across all our localities well with families through that relationship approach, which I know we've talked about quite a lot through this conference already today.

So, where we're at in terms of practice and a process step really is, we've drafted this theory of change and I anticipate it will change as we progress, and we move forward. We have developed and established an evaluation plan that sits behind this, helping us really think about the focus for the evaluation, the metrics, the methods and the processes that we're going to undertake. And over the next term, what we're working on is really based on all of the data sets that we want to track and measure and report upon and look at with returns for outcomes for families. We are identifying a working with those key partners and stakeholders to ensure that we can expand our five to nineteen offer.

We're looking at how we build community capacity and support and work wider with our public health colleagues. We're thinking about our digital and virtual offer and really scoping this work because this is another ambition for us within Suffolk. And we we're looking forward to undertaking the first wave of interviews with parents and partners in the spring and really thinking about what those key questions are that we want to explore to help us evaluate. So hopefully that's given you a bit of a sense of where we're at and where we're progressing from an operational development perspective.

So, now I'm going to hand us to Max.

### **Max Stanford – 00:29:14**

- Thanks very much, Julia. That was really interesting to hear your reflection on how the process has gone and helped you develop in your early stages of your work on Family Hubs. And Laurie as well, a really excellent overview of why taking a theory-based approach is important and how you've done so in the five sites.

So here at the Early Intervention Foundation we produce quite a number of guidance and evaluation guides, including the ten steps for evaluating success, which Bronia drew upon in her slides. We've also worked with a number of areas, a number of organisations, single intervention providers, as well as local and central government.

So, I thought what might be useful is to, from this work highlight some of the pitfalls and some of the tips that we found when developing a theory of change. So firstly, we always kind of recommend starting with the problem you're trying to solve by asking key questions such as, why Family Hubs are needed within your local context and what impact you wish to make, what impact you wish to see on your family outcomes. From these, you can then map backwards from your interventions and services.

Starting with your activities can often lead to a focus on process output, such as kind of uses data rather than a focus on family outcomes you wish to impact on.

Secondly, start simple and keep it clear is a good note so that it's understandable and presentable to a wider audience who might have multiple uses for your framework from, you know, partner agencies, directors, commissioners, service managers and practitioners as well. And theories of change are a simplification of reality. It's impossible to capture everything.

Therefore, don't be too ambitious and include too much detail, especially at the start. The process, as we've been hearing, is iterative. So, the detail can be added later on as your frameworks develop, as Suffolk showed.

Thirdly, and I'd say probably one of the most important is to really use evidence to inform your assumptions on why one element can lead to the next and ultimately result in the key family the outcomes you wish to see. Evidence can come in a variety of forms from things like population needs assessment from outcome measures and usage data, but also importantly from practitioners from their case files from family consultation and previous evaluations. And what's important is to test these assumptions as you develop your approach. This can be helpful to identify gaps in your understanding and really tease out the mechanisms for changing your outcomes, which you wish to see.

Don't focus solely on what your Family Hub interventions and services will do, but also focus on why they are needed within your local context and using your local evidence to inform that. So next slide, please.

So, fourth, I want to draw on that the fact that not just concentrating on the outputs, but the process is just as important, if not more important. Much of the benefits come from co-producing from a co-production process with stakeholders to develop and refine your framework, allowing for discussion and consensus building.

Therefore, don't rush the process is a good tip I find. Giving adequate time to develop and be mindful that it's a rather reflective and iterative process. As a result, it's important to co-create with key partners to ensure co-ownership. It can still be useful, I found that someone or one agency to hold the pen, to coordinate input but ensure that there's enough resources dedicated to co-production. So, for example, as you've heard there, examples of organising workshops, and writing drafts is really important. Also consider co-owning the outputs as well. So, for example, jointly branding them to ensure that there's co-production.

And I suppose one point I have found is quite useful to hear is it might be strange to hear, but don't be afraid of disagreement. Often some of the most valuable components of the process of developing a theory of change can be an allowance for

consensus building on things like language and kind of outcomes. So, teasing them out through workshops is really important.

And sixth, your local system is ever evolving, so you should really see your theory of change as a live process, and it's really critical that both should evolve. So, you know, as your Family Hubs evolve, but also as your partnerships, funding policies change, and more evidence becomes available either to challenge or to support some of the assumptions that you've made in your framework.

This can also be done quite organically or more helpfully sometimes it can be done at set time points, so sometimes at processes when you're recommissioning services or strategic reviews can be good times to periodically get a review and to challenge the process.

Ideally, sometimes getting someone external to help with that, to provide a good amount of scrutiny and accountability to really help identify and prioritise avenues for future development of your framework, as well as future development of your evaluation.

And one of the good points is therefore don't see it as a fixed plan. Sometimes there's a danger that a theory of change can be seen as a bit of a safety tool, rather than challenging assumptions and providing justification, not to scrutinise when new evidence becomes available.

So, refreshing your theory of change periodically can really help mitigate this. And finally, producing a theory of change framework is not only the same as using it as embedding it.

So really, think about developing and really embedding it in your process of how you're going about it. Lots of times, often the theory of change is produced and then it sits on the shelf. So, I'd really encourage you to embed it in things like your documents, you know, strategies throughout your meetings to really drive forward your Family Hub agenda.

Next slide, please. So, I thought it might be quite useful just to go through some of the wider benefits which Laurie and Julia have already spoken about on using a theory of change.

And one of them, and first and foremost I think is, this is a framework which can be used to really understand the complexity of your Family Hub provision by looking at the interventions and services together instead of in isolation.

This can really help by working backwards from your outcomes to really help illustrate the interactions between them. This can help highlight the gaps and inconsistencies in provision on the basis of outcomes you really wish to see. And this can really help lay the foundation for understanding their collective impact.

And I think that's something that Laurie really emphasised that in simple evaluations, it can be quite easy to understand, like the cause or pathways. But here it's quite complicated and there are lots of interventions are lots of services that you could be providing. So, understanding the collective impact is really important here, and it can really, again, as I mentioned, help move away from a focus on processes and outputs to a real focus on outcomes and on evidencing those outcomes.

But not only as the examples of the other presentations have shown, it's not just a tool for evaluators. The process can really help in building or reinforcing your strategic case, setting out the need within your local context, as well as the key outcomes you wish to impact on.

And it can really help facilitate partnerships as well and agency buy-in with kind of things like shared ownership as well as building kind of shared language and consensus building.

And it can also help with supporting services and implementation by providing a clear illustration of the service of the system together and a common language on outputs, inputs, outcomes for commissioners, managers and providers, as well as can also be used for training and CPD, and for delivery.

So, I wanted to leave this slide here by saying that therefore, the process can be very beneficial at any stage of your Family Hub development, at an early stage when you're developing a Family Hub, it can really help the process of developing the strategic case and ensuring partner buy-in, as well as getting to grips with some of the evidence requirements.

But also, at quite a mature stage where maybe you've had established Family Hubs and really help to understand the value of taking stock, as well as some space to reflect on your local objectives. And that can really help to point to areas improvement and really maybe help to formulate your independent evaluation.

I suppose I'm going to rush through one of the last slides. But as we're talking this, it'll be really interesting to hear some of your local areas where you have been in terms of your evaluation, whether you're at a very early or more mature stage of your Family Hub development and where you are.

And so finally, to end on this slide, having suggested how to develop a theory of change having suggested how to develop your theory of change as a good first step, it's sometimes important to consider a couple of things. For example, your audience, who your evaluation is for and how they might use it. For example, senior decision makers, so what information they might need and what impact.

For example, they might need to know things on impact, as well as value for money as well as other audiences, such as your partner agencies, what they might need to know in terms of different outcomes they are interested in, as well as practitioners and how they might need to know things like how you are evaluating the

implementation of your Family Hubs and how they can improve delivery, as well as families, how families can ensure you, how you can ensure that the voice of the family is heard and included and how findings can be made available to them and access them and how they can engage them.

And additionally, it's very important to consider the resources that you have. Will you be commissioning an external evaluator, you know, like has been done with Ecorys, or will you be undertaking evaluation internally as well as a timeline, both for your evaluation as well as the timeline of your intervention and services.

And finally, this will really help inform the type and design of your evaluation. You might be thinking about evaluation in terms of formative evaluations so looking at implementation or a summative evaluation, so taking and looking at the impact.

So, I'm going to stop there because I want to give enough time to be able to talk through. On the next slides, we're kind of showing you some of the resources that we've spoken about here throughout all of our slides, and the National Centre will also be providing further guidance on theories of change and this now, the Q&A session, is an opportunity for you to say potentially what you might want from further guidance. So, I'll hand back now to Bronia to start the Q&A session.