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| Committees | Dates: |
| Epping Forest and Commons Committee Hampstead Heath, Highgate Wood & Queen's Park Committee West Ham Park Committee Open Spaces Committee EF Joint Consultative Committee | 7 September 2015 21 September 2015 12 October 2015 12 October 2015 3 March 2016 |
| Subject: Open Spaces Learning Programme | Public |
| Report of: Sue Ireland, Director of Open Spaces | For Information |

Summary

A wide variety of learning services are offered across the Open Spaces Department to further our departmental objective of enriching the lives of Londoners. The Open Spaces Committee, at its October 2014 meeting, agreed the development of a departmental education strategy. This report describes the learning framework, which will be used to deliver learning outcomes across the open spaces.

The current learning provision lacks coordination, consistent and robust evaluation, and strategic focus, which has resulted in a disparate offer and challenges in securing external funding. In response to these challenges, a new outcomes-based approach to developing and delivering learning activities (education, play, volunteering, and research) has been developed with a strategic focus on engaging with deprived communities bordering the City's open spaces. The new learning framework and programme aims to develop a robust evidence base for the impact of learning activities; to enable more effective fundraising, involve volunteers in the creation and management of learning activities, and work with new and existing partners; all to the furtherance of our charitable objectives of "recreation and enjoyment" for the public.

The delivery of this programme will require a new operating model involving some realignment of staff roles and responsibilities at some Open Spaces, however the full extent of these changes will depend on the result of a funding application to the City Bridge Trust and other funding arrangements.

Recommendation

It is recommended that:-

- Members note the development of the learning framework and the progress made.

Main Report

Background

1. The City of London Open Spaces provides a range of formal learning services including national curriculum focused school sessions, research opportunities and informal learning services such as walks and talks, facilitated play, learning events and workshops, volunteer opportunities and work experience.
2. The provision of learning services is not directly reflected in the founding statutory duties of the relevant Acts of Parliament that govern our Charities, which are to protect open spaces and preserve the natural aspect to provide for the 'recreation and enjoyment of the public'. However the learning programme contributes both directly to protection through the development of public understanding and appreciation and to recreation and enjoyment by developing understanding, confidence, involvement, wellbeing and a tangible connection to open spaces. Learning also contributes to the departmental business plan objectives to 'enrich the lives of Londoners by providing a high quality and engaging educational and volunteering opportunities'. Furthermore, the provision of learning on the City's open spaces directly contributes to the aims of the City's Education Policy to enrich the lives of London's children through the use of our cultural, open spaces and recreational assets.
3. Learning provision across the open spaces varies significantly with large, well developed programmes for schools and families at Epping Forest and Hampstead Heath and smaller programmes at other sites. Similarly, varying levels and structures of volunteering occur across the department with some managed by friends groups and some internally coordinated. These services have been developed and managed on individual sites without the benefit of coordination across the department in a single consistent and measurable programme.
4. Learning services are funded primarily through grants or local risk budgets, and increasingly through charging for activities. Between 2011-15 a significant proportion of learning activities across the department were funded through a four year grant from the City Bridge Trust. Additional funding through the Heritage Lottery Fund supported programmes at Epping Forest, as well as partnership projects on Hampstead Heath. The introduction of a new charging model at Hampstead Heath has allowed the schools programme to contribute to the cost of freelance field teachers. However, learning activities are still largely dependent on achieving external funding to meet the cost of operation.
5. In October 2014, a report was presented to the Open Spaces Committee highlighting the need to develop a new coordinated learning programme and strategy for the department. The report provided a review of the current education activities across the department, the effect of recent external funding on the continuing development of education and the costs of education and implications

of the service based review. In particular, the report suggested that learning activities should continue to be funded through external sources to reduce impacts on the Open Spaces Charitable Trust budgets and contribute to departmental savings. As a result, in order to fund the new learning programme, the report proposed the submission of an application for funding to the City Bridge Trust.

Current Position

6. In January 2015, the department began developing an application for support from the City Bridge Trust to fund learning activities. As part of the application process, a new learning framework was developed to inform the prioritisation and strategic direction of learning services. An evaluation of current learning activities highlighted a lack of robust and consistent measurement, as well as a lack of evidence demonstrating the success of those learning activities. Each division monitors output data through participation and satisfaction levels to varying degrees. However, with the notable exception of the Discovering Epping Forest (DEF) Project, the current evaluation techniques employed do not measure the impact that activities have on participants or the outcomes achieved. As a result, the success of our current learning activities cannot be assessed accurately against the new learning framework.
7. Current trends in the fundraising sector tend towards projects that are able to demonstrate measurable outcomes directly attributable to the activities provided – specifically the impact of the learning experience. Due to the lack of coordinated evidence of the impact that learning activities have on participants, it is increasingly challenging to secure external funding for learning activities.
8. In order to respond to these challenges, a new learning programme and an associated operating model are being prepared to ensure that the department is able to continue to provide demonstrable learning outcomes, achieve measurable impact in our local communities, and be well positioned to apply for future external funding.

Progress

9. The Director of Open Spaces and the Open Spaces Senior Leadership Team have prepared a learning framework for the department which focuses on five high level learning impact areas of understanding, confidence, involvement, wellbeing and connection. This is attached as Appendix 1.
10. Each impact area has been developed into a set of measurable outcomes which will be monitored across all learning activities. Measuring these outcomes and impact areas will provide a more robust analysis of the success of learning activities. Furthermore, the evidence base provided by this outcomes-based approach will allow more strategic decision making and prioritisation, as well as a greater ability to access and secure external funding for activities in the future.

11. The outcomes-based learning programme will have a new strategic focus on engaging with deprived communities surrounding our open spaces. The City's open spaces border some of the most deprived communities in London with the poorest access to green spaces. A variety of opportunities including family events, school sessions and play activities will be provided to help overcome the barriers for accessing green spaces in these communities.
12. To better direct and report on the successful delivery of the strategic impact framework, the learning programme will be managed as a coordinated programme of activities encompassing formal education opportunities, organised play activities, volunteering, and research.
13. Experience from previous projects has demonstrated that engaging volunteers in the delivery of learning opportunities has many benefits including: increasing confidence; involvement and wellbeing of the volunteers; creating robust legacies for learning activities beyond the end of projects; increasing the employability of volunteers and building community support for learning activities. As a result, developing teams of volunteers in the creation and delivery of learning activities will be a priority in the future. The learning programme will also seek to work closely with existing and new partners to develop more successful learning projects and activities.

Corporate & Strategic Implications

14. The learning programme will be the main mechanism for delivering the departmental objective of 'enriching the lives of Londoners by providing a high quality and engaging educational and volunteering opportunities'. The achievement of our strategic outcomes will also contribute to our charitable objectives of "recreation and enjoyment".
15. The learning programme supports the aims of the City of London Education Policy vision to 'use its outstanding cultural, heritage, open and recreational assets to enrich the education of children both in City schools and across London'.

Implications

16. **Financial Implications** - A new modular approach to delivering learning has been developed. The whole programme is costed at approximately £400,000 per annum, with the overall cost reducing over time as income streams are developed. An application to support part of these costs was submitted to the City Bridge Trust in June 2015 for consideration. Additional funding mechanisms are also being explored.
17. The learning programme will help contribute to departmental savings identified as part of the corporate Service Based Review process. Due to the non-statutory nature of learning activities, they will be provided through externally fundraised income, reducing the impact on the Open Spaces Charitable Trust budgets. The department is exploring a range of funding opportunities, to ensure the delivery of the learning programme in the future.

18. Human Resources Implications – The full implications of a new operating model for learning remain dependent on the outcome of external funding. The model is expected to impact on the roles and responsibilities of some staff that currently deliver learning activities; details are provided in a separate report to this meeting.

Conclusion

19. In order to capitalise on fundraising opportunities for non-statutory learning provision, a new centrally coordinated outcomes-based approach will be adopted by the Open Spaces Department. This approach will allow the development of a robust body of evidence regarding the impact of learning activities across five strategic impact areas; understanding, confidence, involvement, wellbeing, and connection. To achieve this change in the delivery of learning activities, learning will be coordinated as a single programme, which will focus on delivering to deprived communities close to our open spaces, through the involvement of volunteers and partners in the development of future activities.

Appendices

- Appendix 1 – Strategic Impact Framework for Learning

Background Papers

Open Spaces Education Strategy – 13th October 2014 (Open Spaces Committee)

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Appendix 1 – Strategic Impact Framework for Learning

| What we are trying to do | | | | |
|---|--|--|---|--|
| Make a positive impact on the communities, who use, or border, our green spaces through learning activities | | | | |
| By positive impact we mean... | | | | |
| Understanding | Confidence | Involvement | Wellbeing | Connection |
| People understand and value the importance of our green spaces | People are confident to use our green spaces, as part of our activities or independently | People take positive action for, and get involved with, our green spaces | People have restorative and meaningful experiences in our open spaces | People develop a sense of place with our open spaces, and pass this down through generations |