

REPORT OF THE DISCOVERY TEAM LEADER

SUBJECT: REVIEW OF THE NATIONAL PARK AUTHORITY'S EDUCATION SERVICES

Purpose of Report

To provide members with a review the Authority's education work and identify actions in response to changes in the education sector both locally and nationally, ensuring that our provision remains appropriate to the intended audience whilst reflecting the objectives of the Park Authority in communicating with the learning community.

Introduction/Background

The report which accompanies this paper is concerned with work delivered by Pembrokeshire Coast National Park Authority (PCNPA), and its partners for audiences in schools (or pre-school) and in further education. It does not address activities we undertake with young people outside school/college.

The National Park Authority's work with schools can be broadly divided into 4 areas:

- i. The 'charged for' programme of activity delivered at National Park Centres (primarily Castell Henllys and Carew Castle, with a smaller amount of work undertaken at Oriel y Parc). Activities are cross-curricular in nature, but predominantly focus on the historical interest of the two sites. The programmes are managed and delivered by each of the centre based teams.
- ii. Activities for school aged children linked to community engagement and social inclusion objectives of the Authority. Sessions are delivered by Area Rangers and to a lesser extent the Discovery Rangers and National Park Centres, the majority are delivered without a charge.
- iii. The 'charged for' programme of activity delivered at locations in and around the National Park, which offers Curriculum linked activity over a range of subject areas. This programme is managed and delivered by the Llanion Park based Discovery team
- iv. Project and partnership activity involving schools. Activities provided with specific objectives, often linked to external funding/sponsorship. Recent examples include Pembrokeshire Outdoor Schools and Coastal Explorers.

The report makes use of monitoring and evaluation data gathered from the Authority's work with schools, together with a review of local environmental education provision and the wider role of the education services offered by the Authority as the new Welsh National Curriculum evolves and other policies and best practice emerge.

Comparisons

The project took as its starting point the National Park Authority's existing education work. In reviewing the services the Authority offers to schools we were able to measure our activity against the work of others involved in outdoor/environmental education locally. In addition, the review looked at the performance of the education service against specific criteria such as income generation, numbers of pupils using the service and delivery against the National Curriculum for Wales.

Overall the service performed well. In comparison with other National Parks in the UK beneficiary numbers are high, this is at least in part due to the range of services offered; from centre based to outreach (across the National Park) and from 'free to access' to 'charged for'. However the education services of the NPA must compete for diminishing resources alongside other services and there is evidence that this is having an impact on delivery.

The development of the Pembrokeshire Outdoor Schools partnership in recent years, with the profile it has achieved amongst educationalists both locally and further afield suggests that there is value in a more collaborative approach to delivering education services. Achieving increased participation in outdoor learning, giving more young people a chance to visit the National Park and improving income streams are amongst the benefits of this approach, as well as bringing the added value of joint working (with other groups and organisations) in terms of shared resources and expertise.

The imminent launch of a new Curriculum for Wales is likely to provide new opportunities to ensure more learners visit National Parks. The education services we offer as an Authority can be adapted to make the best of this opportunity.

Options

The education services offered by the Authority are long established and highly rated by schools, teachers and pupils. The services offered cover a broad range of topics, and offer opportunities across the National Park for learners.

Education work is delivered by several of the engagement teams across the Authority, but lacks any real central co-ordination, a situation which could lead to inefficiencies in the way the services are managed. There are indications that there is duplication of effort and opportunities missed in terms of shared expertise, joint planning and marketing for example.

A clarity of purpose with regard to the services provided for schools might give more focus to the work. This should come from senior management making the links between corporate objectives and the role of activities for schools within the Authority's wider operations. Some of the more community focused work with schools could be more clearly linked to corporate objectives or specific outcomes, for example promotion of outdoor learning and support for the Pembrokeshire Outdoor Schools approach to work in this area.

One of the concerns with regard to the Authority's work with schools has been the apparent competition across the National Park and the wider area of West Wales with regard outdoor/environmental education provision. However, our review

suggests that although there are many groups and organisations offering education activities in some form, most occupy niches that are slightly different to that occupied by the NPA services. There are clear areas of competition, Carew Castle and Pembroke Castle for example and the 'free to access' services offered across the National Park, which are sure to reduce the demand for our 'charged for' programme. Others though, focus on providing residential experiences or cover different aspects of the National Curriculum, Education for Sustainability and Global Citizenship for example. However the outdoor/environmental education sector is changing in response to new demands and the National Park Authority needs to be to respond to this effectively. Improved collaboration and partnership with other providers might be part of this approach.

The services offered need to keep pace with changes to the National Curriculum in Wales and other influences on our work. Improved evaluation and monitoring of the services we offer will help give the Authority a better understanding of how well it is performing.

Financial considerations

The education service performs poorly from a commercial perspective when compared to income generation activity elsewhere within the Authority, but outdoor and environmental education services offered to schools rarely offer the opportunity to establish significant income streams and most commonly become subsidized services. Perhaps more significantly, there has in recent years been a pattern of reduced income (year on year) from the education services we offer. The reasons for this are unclear, it may be directly as a consequence of reduced demand for the type of services we offer, but could also be as consequence of ineffective marketing or the limitation of staff resources available to undertake the work.

There may be options to reduce costs if we are able to adopt a more co-ordinated approach to management of education services.

Risk considerations

The education work we deliver is dependent upon core funding other than project based activity (only the Outdoor Schools project receives external funding at present). Whilst some income is derived from activity it is small compared to costs and so where priority is given to income generation the Authority's work with schools might suffer as a consequence.

Demand for the services we offer seems unlikely to diminish greatly in the coming years, particularly if the emphasis of the new Welsh Curriculum encourages thematic and cross-curricular learning which could play to the strengths of a strong offer from the education team(s).

One of the concerns is that the expertise of educators is lost to the Authority, with the consequence, for example, that we are less able to respond to the demands of a changing Welsh Curriculum or ensure the continuous evaluation/innovation that is required to ensure we maintain the high quality education services expected of PCNPA. The most recent changes to team management at NPA Centres may have

lessened the expertise available in managing and developing the education work undertaken at these facilities.

Compliance

The Authority's education services are linked to the requirements of the Welsh National Curriculum and support the role required of public bodies by the Wellbeing of Future Generations Act. The services comply with the Welsh Language Standards (2016) and we are able to offer at least part of our programme in the medium of Welsh. The Authority's education services could be more clearly aligned to corporate objectives.

Human Rights/Equality issues

Our Education services address key equality issues in terms of access to the natural heritage of Wales and contributed to the Pembrokeshire Coast National Park Authority's own Equality Plan.

Biodiversity implications/Sustainability appraisal

Our education services have no discernible negative impact on biodiversity in the National Park. The content of educational programmes contributes to increased awareness of biodiversity in Pembrokeshire (amongst new audiences) and involves participants in positive actions which support biodiversity.

Welsh Language statement

Our Education programmes provide a platform to engage with a range of groups and communities in the medium of Welsh.

Conclusion

See the conclusions in Section 6 of the **Review of the National Park Authority's Education Services** (attached).

Recommendation

To consider the full report and its recommendations - see attached.

Background Documents

Review of the National Park Authority's Education Services (2016) see attached report

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Review of the National Park Authority's Education Services

1. Scope of report

The report is concerned with work delivered by Pembrokeshire Coast National Park Authority (PCNPA), and its partners for audiences in schools (or pre-school) and in further education. It does not address activities we undertake with young people outside school/college.

The National Park Authority's work with schools can be broadly divided into 4 areas:

- i. The 'charged for' programme of activity delivered at National Park Centres (primarily Castell Henllys and Carew Castle, with a smaller amount of work undertaken at Oriel y Parc). Activities are cross-curricular in nature, but predominantly focus on the historical interest of the two sites. The programmes are managed and delivered by each of the centre based teams.
- ii. Activities for school aged children linked to community engagement and social inclusion objectives of the Authority. Sessions are delivered by Area Rangers and to a lesser extent the Discovery Rangers and National Park Centres, the majority are delivered without a charge.
- iii. The 'charged for' programme of activity delivered at locations in and around the National Park, which offers Curriculum linked activity over a range of subject areas. This programme is managed and delivered by the Llanion Park based Discovery team
- iv. Project and partnership activity involving schools. Activities provided with specific objectives, often linked to external funding/sponsorship. Recent examples include Pembrokeshire Outdoor Schools and Coastal Explorers.

The document aims to review recent activity in this area and identify actions in response to changes in the education sector both locally and nationally, ensuring that our provision remains appropriate to the intended audience whilst reflecting the objectives of the Park Authority in communicating with the learning community.

The report makes use of monitoring and evaluation data gathered from the Authority's work with schools, together with a review of local environmental education provision and the wider role of the education services offered by the Authority as the new Welsh National Curriculum evolves and other policies and best practice emerge.

2. Background

Since their establishment, National Parks have provided a place for high quality learning experiences for schools. The 'second park purpose', 'to promote opportunities for public enjoyment and understanding of the special qualities of the National Park' clearly allows for this role to be embedded in the work of National Park Authorities and their partners.

Most National Park Authorities continue to offer an education service in some form, although in some cases this is much reduced following the budget reductions of recent years. In Pembrokeshire, an education service has been provided by the Authority since at least the

1980's. This has evolved and developed, influenced by curriculum changes, the work of the wider outdoor learning sector in Pembrokeshire and internal drivers over the intervening years. The following section describes the current Education Service offered by Pembrokeshire Coast National Park Authority.

3. The Authority's Education Services

As described in the previous section the Authority works with schools and colleges is delivered in four broadly distinct ways. These are described in detail below. At present there is no central co-ordination of this activity, with several team leaders having job descriptions that include 'the management, development and delivery' of some aspect of the Authority's work with schools. **Figure 1** illustrates the role of National Park teams in delivering parts of the NPA's education service.

i). Centre based education programme

Castell Henllys and Carew Castle offer a 'charged for' programme of activity which is cross-curricular, but where the main focus is on children experiencing 'living history' at the two sites. The programmes are managed and delivered by each of the centre based teams. With programmes making use of role play, activities and costumed interpretation to explore everyday life in an historical context – at Castell Henllys, the Iron Age, at Carew Castle, Tudor times. Education programmes at both sites explore themes around environmental sustainability, culture and lifestyle, making use of comparisons between modern times and historical times. At Castell Henllys education activities are being developed which make use of the wider site, its ecology and habitats.

The delivery teams at both Castell Henllys and Carew Castle are experienced, with a good knowledge of the historical aspects of each site, most are also involved providing tours of the site for groups other than schools.

Castell Henllys accounts for largest number of education visits (both in terms of numbers of children and numbers of sessions) across the National Park Authority's education programmes. This is in part due to the uniqueness of the experience at Castell Henllys, there is nowhere else that provides education programmes focusing on this historical period in such a 'hands-on' way. As a consequence some schools travel a significant distance to visit Castell Henllys, although the majority of visiting schools are drawn from Carmarthenshire, Ceredigion and Pembrokeshire. **Table 2** below sets out performance data for the NPA's work with schools over all of its programmes.

At Oriel y Parc the offer to schools has been limited except for the very well established Dragon's Day parade workshops held at the centre every January / February. This year from March to September the targeted budget through the Aspire programme (linked to the Constable exhibition) enabled Oriel y Parc to provide transport and workshops for schools with all costs covered, these were developed/led by a Discovery Ranger with some aspects delivered in partnership with the St Davids Cathedral 'learning department'.

In terms of centre based facilities on offer at National Park Centres – something that schools rate highly when evaluating their outdoor learning experiences – all three centres provide coach parking and toilets. Castell Henllys can provide an outdoor classroom (with cover),

however only Oriel y Parc can provide a well-equipped 'classroom' to support the delivery of learning experiences. The vast majority of opportunities can be delivered in either Welsh or English at NP centres.

Both Area Rangers and Discovery Rangers sometimes use centre based facilities in delivering activities for schools, often using a centre to deliver part of a session or making use of the centre as a gathering/stop-off point as part of a day or half/day programme.

The Discovery Rangers have in recent years been working alongside National Park centre based education teams to support them in developing/broadening their offer for schools, with a particular emphasis on extending to a wider/cross-curricular offer

ii). Community engagement and social inclusion work with schools

National Park Rangers offer activities for school aged children linked to the community engagement and social inclusion objectives of the Authority. These sessions are usually offered free of charge, indeed all of the Authority's education work was free to access until 2011, when it was agreed that a charge should be made for the Curriculum linked programme (see **Table 3** below). Education work focussing on engagement and social inclusion is predominantly delivered by Area Rangers and to a lesser extent the Discovery Rangers. The offer covers a wide range of themes and activity, from school assemblies to practical volunteering activity at locations across the park. Audiences for these activities also vary from young children through to students from the local college. Activities include:

- Help and advice to schools wanting to develop their grounds or make greater use of the local area for activities. This is offered to any school that requests it and has been tailored to the Outdoor Schools programme (see below) in recent years.
- A community focused link to local schools to encourage them to make use of their locality and the National Park on their doorstep. Rangers try and call into schools in or close to their area regularly as their role is a first point of contact with the National Park for all community groups and organisations. These links include supporting eco-clubs or Duke of Edinburgh award groups, providing practical activities for Welsh Baccalaureate courses and taking pupils on walks to explore local sites, new paths or to look at significant issues in their locality.
- Opportunities for older pupils and students to engage in practical work projects. These sessions are usually provided for pupils who have additional learning, social or behavioural needs and practical work provides the means to develop team work and social skills. Pupils often respond positively in the calming outdoor environment and rangers are seen as positive role models. These groups, both primary and secondary are forming an increasingly large part of the Rangers schools delivery. Most sessions are supported by Youth Workers and Rangers lead Aged accredited courses with the Youth Worker in one secondary school.
- Sessions of practical or teaching activity for further/higher education groups, from practical skills NVQ students to colleges and universities. The most significant part of this work is with engagement groups from Pembrokeshire College.

Where social inclusion work has been project funded, there has been additional engagement with pupils and schools. A recent example of this was the 'Your Park' project, funded by the

Big Lottery from 2012-16, which work with local students/pupils with a range of additional needs.

Area Rangers deliver some of the sessions as part of the 'charged for' NPA Education Programme, however in recent years they have been asked to deliver a diminishing number of these.

iii). Outreach Education programme for schools

The National Park Authority have been able to offer an outreach education programme for schools for many years, providing access to curriculum linked learning experiences at some of the best locations across Pembrokeshire Coast National Park. In recent times this has become a charged for service, co-ordinated through the Discovery Team based at Llanion Park.

The programme offers a wide range of activities to both local and visiting schools. These activities include classroom and school ground activities as well as field trips to a range of habitats/locations. The Service is available to primary schools, secondary schools and those involved in higher education. The 2015/16 programme included the following sessions offered to schools:

- Bespoke Sessions *tailored to the specific requirements of a school group in terms of content
- Beach Habitat
- Freshwater Habitat
- Bluebells and Bumblebees
- Woodland Habitat
- Coastal Processes
- A Place of Myth and Mystery *Linked to specific locations in the National Park, Nevern Castle for eg
- The River Trip *from source to sea, this activity links in the Geography Curriculum at KS2-3
- GCSE and A Level Controlled Assessments *the demand for field trips from local schools is increasing, particularly in Geography, but also Biology

As part of the Curriculum linked programme Discovery Rangers also deliver INSET days and provide advice to local teachers.

Whilst the majority of the sessions are delivered by Discovery Rangers, the Area Ranger team also contribute to the delivery of this programme. In the academic year 2015-16, 28% of sessions were delivered by Area Rangers.

iv). Project and partnership activity involving schools.

The National Park Authority has been involved in a range of projects and initiatives with a clear focus on school audiences. Some of this work has been delivered in partnership with other organisations, however the National Park Authority has undertaken a significant amount of project based education work independently. The following are examples of recent project and partnership work with which the NPA had some involvement:

TABLE 1 – Project and Partnership activity

Project/ Initiative title	Lead organisation	Brief Description	Charged for?	Period active
Pembrokeshire Outdoor Schools	None	The partnership was established to promote outdoor learning in Pembrokeshire. In 2016 a part-time officer was appointed with SDF, Bluestone Foundation funding – the post is overseen by the National Park Authority who also chair the partnership at present.	Schools are not charged for access to Outdoor Schools services	2011 to present
Hoot	PCNPA	A short project for schools set-up to promote understanding of barn owls, their conservation and ecology funded by CCW (now part of NRW).	No	2013
Coastal Explorers	PCNPA	Project funding linked to the National Trail helped schools access the Pembrokeshire Coast Path and gain a better understanding of the coastal areas of the National Park	No	2012-13
Grow it, Cook It, Eat It	PCC	An initiative to promote healthy eating and lifestyle targeted at primary schools in Pembrokeshire. NPA education staff delivered sessions looking at 'wild food' and the impact of food production on the environment.	No	2011-12
Pembrokeshire Sustainable Schools	PCC	Sustainable Schools seek to promote both a sustainable approach to school management and 'education for sustainable development and global citizenship (ESDGC)' amongst the school community. NPA help with the assessment of schools in measuring their progress in relation to the above and contribute to activities that promote ESDGC	No	Ongoing

Eco-schools	Keep Wales Tidy	Eco-schools shares similar goals to Sustainable Schools, but is a world-wide initiative. NPA staff support Eco-schools in assessing their progress in relation to Eco-schools goals and contribute to activities that promote ESDGC	No	Ongoing
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Projects and partnerships are often linked to external funding with the activities provided focusing on achieving specific objectives (see above). This approach can reduce the demand on internal resources and provides opportunities to pilot new approaches to our education work, creating new partnerships/collaborations through which to engage with schools. However, external funding is usually time limited, which means new funding must always be sought in order to maintain this work.

Perhaps the most significant project/partnership in recent years has been the Pembrokeshire Outdoor Schools (PODS) initiative – a partnership with locals schools, Pembrokeshire County Council, Darwin Science, Sport Wales with support from Eco-schools, The National Trust, Field Studies Council Pembrokeshire and others. The project has received national recognition and excellent buy-in from schools. Initial funding for PODS allowed National Park Discovery Rangers to deliver INSET training to schools across Pembrokeshire, which helped promote the wider education services of the Authority and from which we were able to earn an income.

In 2016 the PODS initiative received funded from the Bluestone Foundation, SDF, Darwin Science and Health Promoting Schools to enable the appointment of an Outdoor Schools Co-ordinator to further develop the partnerships work with schools with the aim of encouraging more schools to spend more of their learning time in outdoor settings. The post is managed by PCNPA’s Discovery Team for an initial period of 2 years until May 2017.

Figure 1. Delivery of work with schools by National Park Authority team

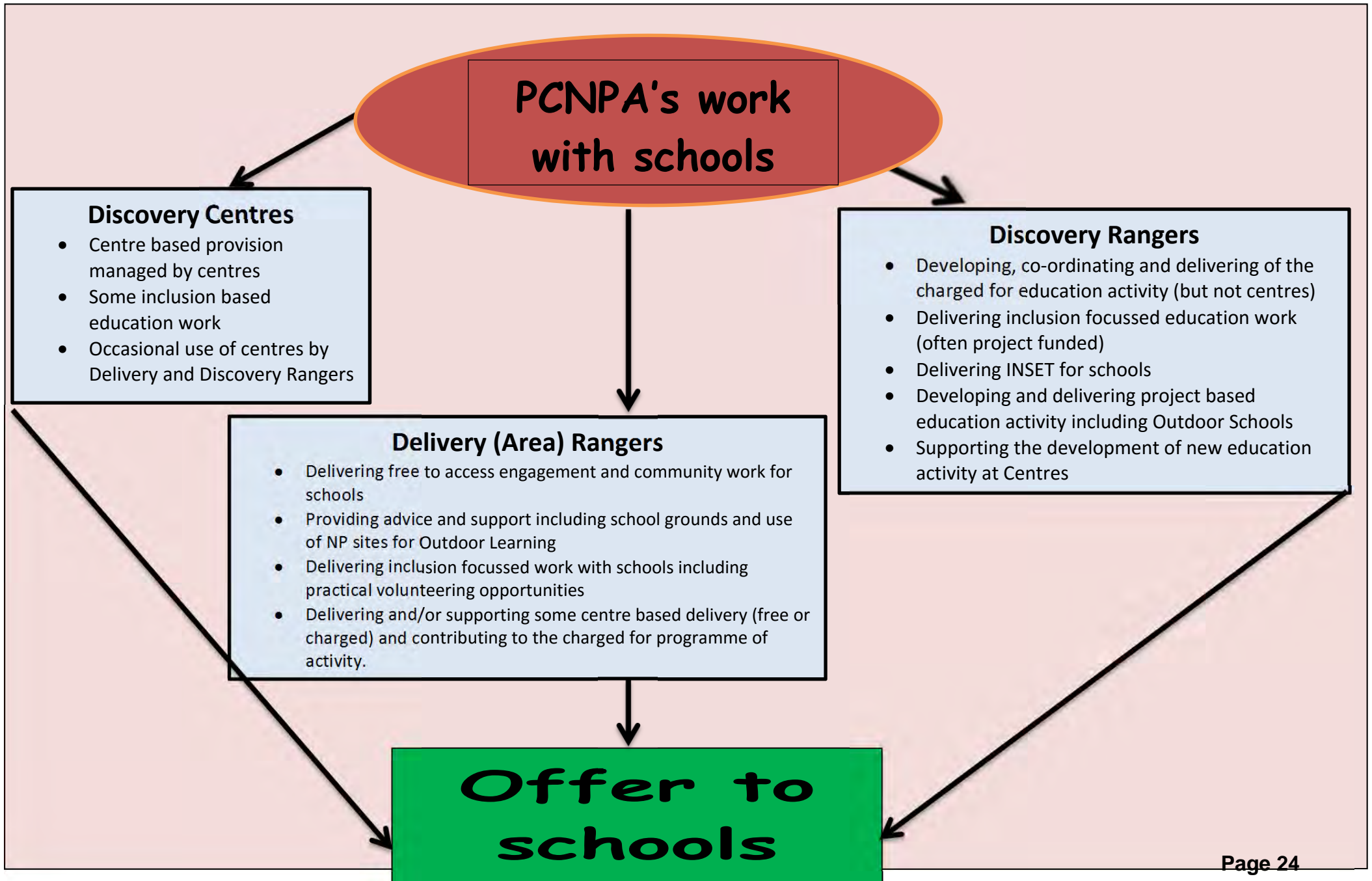


TABLE 2 - Data on school visits by team/activity area 2013-16)

	2013/14		2014/15		2015/16	
Delivered by.....	No. of sessions	No. of participants	No. of sessions	No. of participants	No. of sessions	No. of participants
Area Rangers	131	3843	128	3305	138	2964
Carew Castle	74	2606	61	2035	51	1916
Castell Henllys	127	5727	128	5171	141	5528
Charged for programme (non centre based outreach sessions delivered by Discovery/Delivery Rangers)	55	1640	61	1778	53	1616
Oriel y Parc	-	251	-	177	-	622
Outdoor Schools and Other projects (Discovery Rangers)	42	883	25	549	12	460
TOTAL	429	14950	403	13015	395	13106

INCOME

The main sources of income for school work are drawn from charges per child for the 'charged for' programmes at Carew Castle, Castell Henllys and the Discovery Outreach programme. In addition there is grant income from project work and occasional donations made for 'free to access' sessions.

TABLE 3 - Income from school sessions 2013/16

Team	Charge rate	2013/14	2014/15	2015/16
Carew Castle	£3.50/child full-day No half-day rate Adults free	£8,393	£5,494	£6,029
Castell Henllys	£3.50/child full-day No half-day rate Adults free	£16,232	£15,040	£16,155
Charged for programme (non centre based outreach sessions delivered by Discovery/Delivery Rangers)	£3.00/child full-day £1.50/child half-day Adults free	£6,086	£4,040	£3,796
TOTAL		£30,711	£24,574	£25,980

Double Counting

Whilst the figures provided above are considered to be reasonably accurate, there has in the past been some issues with double counting data relating to the Authority's education work. This seems to be as a result of the input of leaders from different teams to specific programmes of education activity – for example, the charged for programme is delivered by both Discovery and Area Rangers. The Authority now uses a new database which should greatly reduce the risk of double counting because of the way it collates information.

Staff time

In understanding the figures above it's helpful to understand the relative staff resources applied to delivering education work across the Authority.

- The two centres at Carew and Castell Henllys employ regular Site Assistants and seasonal Site Guides to deliver their education programmes, outside the main season (when there are fewer personnel on site), staff are paid by the session to deliver school activities.
- Within the *Area Ranger team of 4 full-time rangers, one part-time (3 days week) and a team leader around 20% of staff-time is spent on delivering work with schools.
- The Discovery Team has 2 part-time Discovery Rangers working 3 days a week each, who contribute approximately 50% of their time to working with schools. Since June of this year there is also a Pembrokeshire Outdoor Schools Co-ordinator (2 days week) working as part of the Discovery Team.

**The Castlemartin Ranger has not been included here since the role does not include work with schools as part of the remit*

4. External factors influencing PCNPA's Education Provision

The National Park Authority's education services have evolved and developed over many years. They have done so partly in response to a range of external factors in addition to changes prompted by internal influences. External factors can be divided into 3 key areas, each helping to shape the way the PCNPA engages with schools today.

- Government policy, Curriculum reviews, more local changes to learning in schools, technological advances, environmental change.
- The work of others groups and organisations delivering outdoor learning locally.
- Influence and good practice through the wider UK National Parks 'family'.

4.1 Government policy, Curriculum reviews, more local changes to learning in schools, technological advances, environmental change.

The Wellbeing of Future Generations Act sets priorities for all public bodies in Wales, with a particular emphasis on promoting wellbeing and sustainability. Alongside the emerging new Welsh National Curriculum, these are most significant policy influences on the National Park Authority's education work.

The Welsh Curriculum review suggests a shift away from a curriculum shaped by syllabuses and disciplines toward one that emphasises key skills, capacities and competencies, with a strong emphasis on cross-curricular and thematic learning. This approach very much favours outdoor learning with all the cross-curricular learning opportunities it presents. Although there

are very few explicit references to outdoor learning in the initial review document (Successful Futures), we know from the roll out of Scotland's Curriculum for Excellence, which was informed by the same external advisor, that National Parks and National Park Authorities are able to play a pivotal role in developing opportunities for outdoor learning in support of this type of Curriculum. The Pembrokeshire Outdoor Schools (see below) partnership is well placed to work with the education sector to highlight local good practice in this area.

Elsewhere, we know that the health and wellbeing of young people in Wales continues to be an issue of concern and so emphasis on the benefits of outdoor activity to young people is likely to be a critical factor in determining how much time schools are prepared to allocate to spending time outdoors.

The 2016 Welsh Language Standards are also likely to influence the way Welsh National Park Authorities deliver their education services, requiring educators to deliver more of their activity bilingually. It is unclear how the Review of Designated Landscapes in Wales will impact on the way NPA's deliver their education work, but changes may provide increased impetus for collaboration and partnership between NPA's and AONBs for example.

Opportunities for partnership and a more 'joined-up' approach to working with schools may also come from the local Public Service Boards as they begin to get to grips with the requirements of the Wellbeing of Future Generations Act and local wellbeing plans.

The influence of technology is already clear in the way children learn and the outdoor learning sector must keep pace with innovations that improve/add value to the outdoor learning experience. This will be a challenge, but schools are likely to favour opportunities for learning that embrace technology in an appropriate way.

The impact of climate change and environmental issues are likely to become an ever more significant part of the lives of young people. As such, the need to ensure that outdoor learning provides the opportunity to increase knowledge and understanding through 'active learning' in the outdoors is going to become ever greater.

4.2 The work of others groups and organisations delivering outdoor learning locally

The table below identifies the key organisations/groups locally who are active in delivering outdoor learning. Although (as with many National Parks) there appears to be an over-supply of service providers, many occupy slightly different niches – this is shown in the table. However, given the relatively small number of schools locally (in Pembrokeshire and surrounding counties) and the logistical issues of travel for schools from further afield, outdoor learning provision is competitive, with supply probably exceeding demand.

TABLE 4

GROUP or ORGANISATION	AREAS OF ACTIVITY	COMPETATIVE SCOPE
The National Trust	<ul style="list-style-type: none"> Residential Education Centre with access to outdoor activities Limited offer for local (non-residential) schools Large estate with access for school for independent learning experiences Pembrokeshire Outdoor Schools Partner On site interpretation and education resources 	<p>Involved at some level in all areas of activity we are involved with, the Authority works well with the NT at various levels.</p> <p>At present NT appears to have limited scope to work directly with local schools.</p>
The Wildlife Trust	<ul style="list-style-type: none"> Education Centre at Teifi Marshes (nr. Cardigan) offering a range of environmental education visits Education Officer based at Teifi Marshes Island nature reserves and other sites provide outdoor spaces for learning. School visits to Skomer Island available Some education resources available locally 	<p>The Wildlife Trust for South and West Wales are not at present involved in the Outdoor Schools partnership</p> <p>The Welsh Wildlife Centre on Teifi Marshes offers centre based education visits for schools in North Pembrokeshire, South Cerdigion. Limited competition with Castell Henllys at present since the content of the education programmes on offer is different.</p>
Darwin Science	<ul style="list-style-type: none"> Science based outdoor learning sessions that are free to access for local schools. Work delivered at locations across Pembrokeshire, including school grounds and locations in the National Park Funded by Dragon LNG 	<p>Key partner in Pembrokeshire Outdoor Schools. Dragon LNG/Darwin provided some matched funding toward the current Outdoor Schools project.</p> <p>Established relationship with Darwin Science means the two organisations work well together.</p>
Field Studies Council	<ul style="list-style-type: none"> Two Residential Education Centres at Orierton and Dale Fort Work largely with non-local schools – but 	<p>Key partner in Pembrokeshire Outdoor Schools. Hosted the 2016 Outdoor Schools gathering</p>

(Dale and Orielton)	increasingly looking to a local market to increase income streams	Possible collaboration on teacher training has been considered in the past
Valero - Pwllcrochan	<ul style="list-style-type: none"> • Free to access environmental education centre in South Pems, but with limited availability – circa 25 sessions per year 	No partnership activity in recent years, but the centre at Pwllcrochan has been used for NPA education activity in the past
Pembrokeshire County Council	<ul style="list-style-type: none"> • INSET training for teachers • Co-ordinates Duke of Edinburgh Award locally • Pembrokeshire Outdoor Schools • Good number of local sites available for outdoor activity 	<p>Key partner in Pembrokeshire Outdoor Schools</p> <p>The NPA works with education advisors and schools on a range of learning activity</p>
Pembroke Castle	<ul style="list-style-type: none"> • Offers a school visit programme with trained guides leading groups • Educational resources available in the form of a pack 	Provides direct competition to the school visits programme offered at Carew Castle
Youth Hostel Association (YHA)	<ul style="list-style-type: none"> • Residential locations for school across Pembrokeshire • Access to field centre/classroom at Broad Haven YHA • 	<p>National Park staff make occasional use of the Broad Haven Field Studies Centre, potential to develop working relationship re. this facility</p> <p>A successful partnership through the Mosaic project suggest there could be opportunities to work together on education programmes</p>
Outdoor Activity Providers	<ul style="list-style-type: none"> • Education and Outdoor Schools 	A range of private sector providers offer a programme for schools. In addition to outdoor pursuits, programmes can include cross-curricular activity looking at habitats for example, or bushcraft/survival. The market is predominantly non-local, but some local schools use services.
Visitor attractions Folly Farm Manor House Wildlife Park	<ul style="list-style-type: none"> • Educational visits/school trips 	Many local schools opt to visit attractions such as Folly Farm, Manor House for school trips. Manor Wildlife Park offers a bespoke education programme and Folly Farm offers group discounts. With schools making limited numbers of trips each year, attractions such as these could compete directly with the National Parks charged for education services.
Keep Wales	<ul style="list-style-type: none"> • Activities for schools 	Key partner in Pembrokeshire Outdoor Schools

Tidy Eco-schools	<ul style="list-style-type: none"> • Education resources • Eco-schools programme • Outdoor Schools partner 	<p>The Eco-schools programme helps to promote and encourage outdoor learning</p> <p>A good working relationship with Eco-schools/Keep Wales Tidy officers already exists and helps the National Park Authority reach a wider audience with its activities for schools</p>
Sustainable Schools Pembrokeshire	<ul style="list-style-type: none"> • Activities for schools • Sustainable Schools programme • Outdoor Schools partner 	<p>A good working relationship with the Sustainable Schools Officer already exists and helps the National Park Authority reach a wider audience with its activities for schools</p>
Outdoor Schools	<ul style="list-style-type: none"> • Education and Outdoor Schools • Health and Wellbeing • Provides the infrastructure for schools to do more outdoor learning, with Education Authority backing. Well viewed by ESTYN 	<p>Provides teacher training and at least one school session per school when signed up</p>

4.3 Influence and good practice through the wider UK National Parks ‘family’

The 15 UK National Parks all provide places for learning, with the education services on offer in any particular National Park being a mix of public, private and third sector groups and organisations offering everything from residential experiences to short guided tours.

The extent to which National Park Authorities are involved in delivering environmental education varies greatly across the UK. Cuts to the budgets of all NPA’s in recent years has created even more variation in terms of the services schools might expect to encounter in a particular National Park. Some opted to ‘close down’ their education function or out-source to a third party, whilst others sought to protect education services as a valued part of the NPA role.

National Parks UK continues to promote the role of education in National Parks to decision makers and stakeholders. Educators from across the National Park family regularly share good practice and collaborate on specific projects and initiatives. In 2016, Pembrokeshire Coast National Park is hosting the UK National Park educators gathering at the Stackpole Centre, 30-40 staff from National Parks across the UK will join the event to share their experiences and plan future activity.

5. Internal factors influencing the National Parks Education work

The education services offered by Pembrokeshire Coast National Park Authority sit alongside a range of other engagement activity undertaken by the organisation. Increasingly these services must be delivered against the backdrop of diminishing resources and so decisions around prioritization, value for money, external drivers for specific areas of work all play a part in deciding where resources are allocated.

The Authority’s education work share’s similarities with work undertaken around social inclusion and community engagement in that beneficiaries are predominantly local, with the overall aim being to ensure a greater understanding of and ‘connection with’ the National Park amongst local communities. In the case of education services an audience of children and young people living in and around the National Park.

The education services described in this review are complimented by work with young people outside school, for example Youth Rangers and work with local youth centres undertaken by Area Rangers. This is an area of PCNPA activity which is growing in relative terms, as the importance of engaging with young people takes on greater importance for public bodies.

Whilst the education work undertaken by PCNPA does provide an income to the Authority, it is relatively small compared to the income derived from Centre based visitor services and retailing for example. The cost of delivering the service means that the Authority subsidizes its work with schools, however this is no different to many other groups and organisations running similar services across Wales and the UK.

Tourism and visitor services are an important part of the economy in Pembrokeshire and the Authority’s work, through its managed facilities, activities and events plays a key role in

supporting local tourism. This aspect of the Authority's engagement activity continues to develop and the income derived from our centre based activity is significantly larger than that provided through running an education service. However, the vast majority of our public engagement is done by the same teams (regardless of target audience) within the Authority, those managing our centres and the Ranger teams active across the National Park. Achieving a balanced allocation of resource with regard to the services we offer for a range of audiences will be a challenge for the Authority going forward.

6. Conclusions

It is clear that the National Park Authority's education activity is well regarded; the evaluation and feedback we receive from teachers and other beneficiaries rates the activities we offer highly. In other respects our contribution to outdoor learning plays an important role locally in enabling access to the National Park and supporting others to explore and understand more about the landscape, heritage, culture and environment of the area.

The NPA collaborates or works in partnership with a significant proportion of the local groups and organisations engaged in delivering learning opportunities. We are able to add value to their work either in providing expertise, technical support or resources to enrich the experiences they offer and we also receive reciprocal support from organisations such as the National Trust and Wildlife Trust in (for example) accessing their landholdings to deliver our own activities.

Our 'face to face' education services are well-established and popular with local schools, teachers and children. The breadth of coverage in terms of topics, geographical spread and accessibility is good given the size of the National Park.

As highlighted earlier in the report, this 'mix' of activities available to schools is delivered across several engagement teams within the National Park Authority. There is at present little in the way of co-ordination across the Authority when it comes to our education work and it is this lack of a 'joined-up' approach that is likely to be the cause of some issues impacting on the work.

The programmes of activity on offer have all been developed within teams, missing out on opportunities to share expertise and avoid duplication of effort and (in some cases) replication of services. It's also likely that there may be an element of internal competition for the limited business available from local schools. Most teachers/schools limit the number of school trips undertaken in any given academic year, the choices are made on the basis of previous experience, contacts and information available. The marketing of the NPA's education services lacks clarity, for example the information available on the website is out of date and there is no single publication available to those interested which describes how a school might engage with the Authority's education services.

The resources available (within the Authority) to deliver work with schools are significant even when taking into account the other work our engagement teams must undertake. When compared to other National Park Authority's across the UK, PCNPA appear to have maintained a significant service, both in terms of centre based delivery and outreach work. However, the resource is diminishing as budget cuts are made and conflicting priorities result in reductions to the service. One of the concerns is that the expertise of educators is lost to the Authority, with the consequence, for example, that we are less able to respond to the

demands of a changing Welsh Curriculum or ensure the continuous evaluation/innovation that is required to ensure we maintain the high quality education services expected of PCNPA. The most recent changes to team management at NPA Centres may have lessened the expertise available in managing and developing the education work undertaken at these facilities.

The education service performs poorly from a commercial perspective when compared to income generation activity elsewhere within the Authority, but outdoor and environmental education services offered to schools rarely offer the opportunity to establish significant income streams and most commonly become subsidized services. Perhaps more significantly, there has in recent years been a pattern of reduced income (year on year) from the education services we offer. The reasons for this are unclear, it may be directly as a consequence of reduced demand for the type of services we offer, but could also be as consequence of ineffective marketing or the limitation of staff resources available to undertake the work.

One of the concerns with regard to the Authority's work with schools has been the apparent competition across the National Park and the wider area of West Wales with regard outdoor/environmental education provision. However, our review suggests that although there are many groups and organisations offering education activities in some form, most occupy niches that are slightly different to that occupied by the NPA services. There are clear areas of competition, Carew Castle and Pembroke Castle for example and the 'free to access' services offered across the National Park, which are sure to reduce the demand for our 'charged for' programme. Others though, focus on providing residential experiences or cover different aspects of the National Curriculum, Education for Sustainability and Global Citizenship for example. However the outdoor/environmental education sector is changing in response to new demands and the National Park Authority needs to be to respond to this effectively. Improved collaboration and partnership with other providers might be part of this approach.

The Authority no longer has a strategy for its education work and this may not be needed in the context of present day operations, however there is a need for PCNPA to be clear about the role of an education service for local schools and how this might contribute to corporate objectives now and going forward. This is particularly important if we wish to continue to provide a service for schools which is highly regarded and brings the benefits for learners associated with the work undertaken now.

7. Issues to Consider

A. Create a 'single offer' for the schools programme, co-ordinated and marketed centrally. Focus on a cross-curricular offer from National Park Centres, but maintaining the offer for 'in demand' activities in the wider National Park, with the potential to increase income and deliver the service more efficiently.

B. Provide a clearer template for the community and inclusion work delivered by ranger teams in schools, perhaps focussing on specific themes or corporate targets and with specific outcomes. This approach could also inform funding sought for project work and would be part of a more co-ordinated approach to delivering PCNPA's education work.

C. Continue to support and develop Pembrokeshire Outdoor Schools, with the NPA as a lead partner, recognising the partnership's importance in reaching out to schools

locally, raising the profile of and growing the demand for outdoor learning, providing the support and expertise to learners/educators to enable them to access the National Park.

D. Monitor and evaluate the effectiveness of education activities and the experiences of learners and educators in order to develop the service. Review existing approaches to evaluation and develop the Activities Database as tool for monitoring outputs.