



Local Delivery Pilots

Community of Learning
Workshops Write Up

Workshops held in November in Leeds
(6th), Nottingham (8th) and London (9th)

Overview

- This slide deck is a story of what happened at the workshops: featuring the slides from the presentations; highlights from the discussion sessions; and a summary of the thoughts you left us with.
- 132 delegates attended from a range of organisations including local authorities, county sports partnerships, leisure trusts, community interest organisations, national governing bodies and national organisations. Delegates engaged with 42 representatives from the local delivery pilots.
- The goal of the workshops was to provide an open, honest and authentic environment for everyone attending to engage with the pilots and hear about the emerging learning; to share stories and experiences; and take some elements of the learning to test in their own places.

The opening

Each workshop was opened up by a representative from one of the pilots welcoming delegates and giving a few thoughts on what the work of the pilots means to them.

To hear more about some of the pilots in the words of those involved watch the 'Doing it Differently' video.

LOCAL DELIVERY PILOTS

Doing it Differently



We also did an ice breaker which you can use in other scenarios.

Find someone you don't know or don't know very well. With that person spend 2 minutes each sharing your thoughts on:

In my work I really value

Find another person you don't know or don't know very well. With that person spend 2 minutes each sharing your thoughts on:

Why am I here today





Setting the Scene

Joel Brookfield, Strategic Lead, Local Delivery (Leeds)
Chris Perks, Executive Director Local Delivery (Nottingham & London)
Sport England

The outcomes we all care about

PHYSICAL
WELLBEING

MENTAL
WELLBEING

INDIVIDUAL
DEVELOPMENT

SOCIAL &
COMMUNITY
DEVELOPMENT

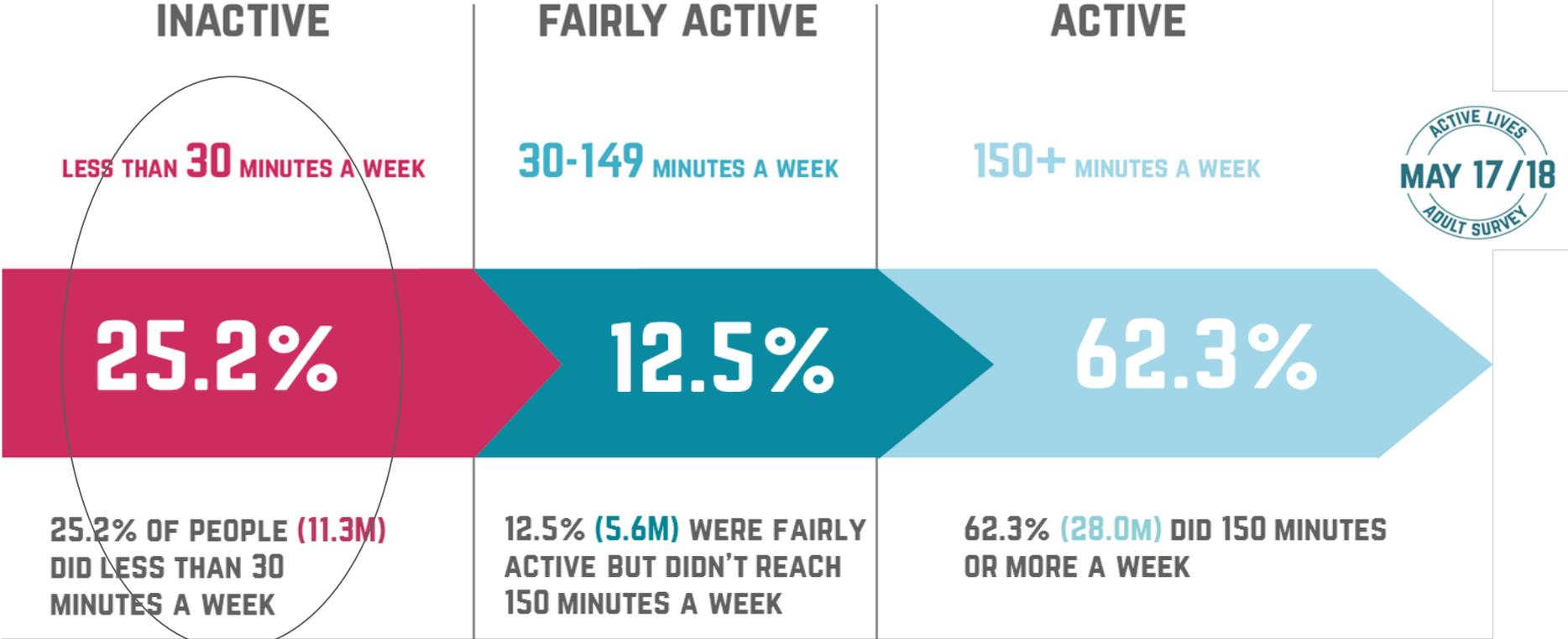
ECONOMIC
DEVELOPMENT



The scene was set stressing:

- The common purpose we all have is believing in the value being physically active brings to wider outcomes.
- There is a growing interest to understand how we work systematically to get more people active and a desire to learn and improve.
- We are driven by getting more people engaged especially those people and places who are furthest away from being active at the moment.
- The LDP work is not yet about 'delivery' but how we think about all the influences on why people are inactive, how we think holistically about this and what we might do about it.

The primary challenge - inactivity

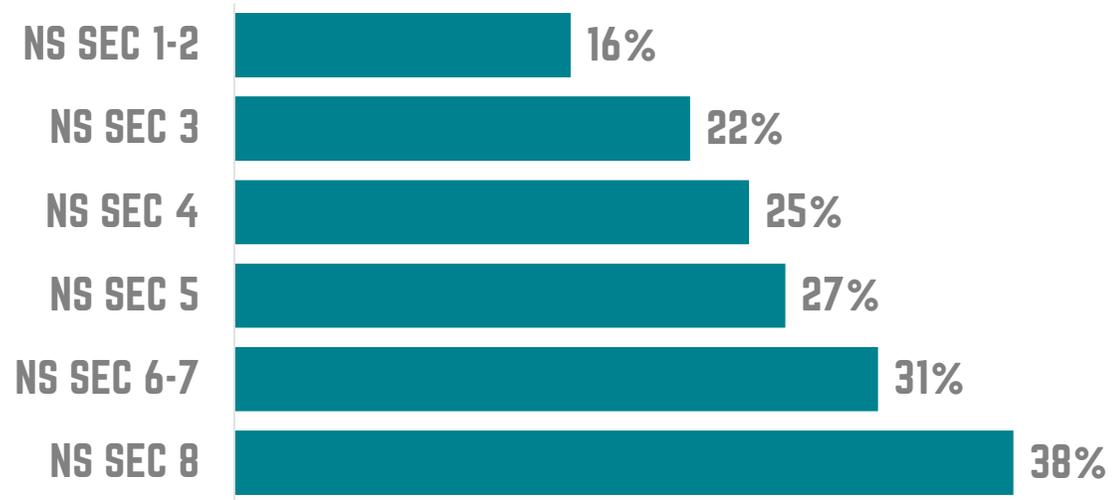


Our challenge can be seen here. It is great that close to 75% of people are active or fairly active and we want them to remain so. However around 25% are inactive and these people have the most to gain from becoming active.



Inequalities that are stubborn

Socio-economics (Inactivity)



- MANAGERIAL, ADMINISTRATIVE AND PROFESSIONAL OCCUPATIONS (E.G. CHIEF EXECUTIVE, DOCTOR, ACTOR, JOURNALIST) (NS SEC 1-2)
- INTERMEDIATE OCCUPATIONS (E.G. AUXILIARY NURSE, SECRETARY) (NS SEC 3)
- SELF EMPLOYED AND SMALL EMPLOYERS (NS SEC 4)
- LOWER SUPERVISORY AND TECHNICAL OCCUPATIONS (E.G. PLUMBER, GARDENER, TRAIN DRIVER) (NS SEC 5)
- SEMI-ROUTINE AND ROUTINE OCCUPATIONS (E.G. POSTMAN, SHOP ASSISTANT, BUS DRIVER, WAITRESS) (NS SEC 6-7)
- LONG TERM UNEMPLOYED OR NEVER WORKED (NS SEC 8)

We know that certain groups are much less likely to be active. It has been like this for 30+ years. Its locally where these inequalities in participation are most vivid, where the stark inequalities can, literally, be seen. No country in the world has really tackled this one – in individual schemes yes – but not systematically in a way that lasts. Essentially, we are trying to change these behaviours, the habit /behaviour of being inactive. If you just think for a moment about changing your own behaviour – your own habits – this is hard, hard to change and hard to stick to it.

Big issues facing local communities



The challenge of inactivity is compounded by local circumstances.

Wherever you are in the system there are big issues facing people, communities and organisations.

For example councils are still the biggest investor in sport and activity, though budget pressures make investing a real challenge, especially when communities and councils face issues such as providing housing, adequate social care (adults and children), trying to balance financial with social objectives and the many here and now issues such as the need for re-investment into facilities.

Can we bridge the empathy gap?



In addition to the big challenges there are three other challenges for sport and physical activity:

- the empathy gap
- fragmentation of local systems
- leadership

Firstly - The empathy gap

Reference was made to the article about whether there has been an empathy gap in the sector, questioning if this has led to the inequalities in participation staying the same over the last 30+ years.

The theory is that despite the very best of intentions and endeavours, policy and investment, its been hard to really walk in the shoes of others. Have we really understood what the lives of the people are like who we are trying to reach and this affects how we go about it.

You can read the article here. <http://www.theleisurereview.co.uk/>

Fragmentation of local systems



Secondly sport and physical activity is a very fragmented system.

There are so many organisations locally providing sport and physical activity – public, private, voluntary, education – before adding all those partners who are not sporting but provide it or interesting in providing it. This can be bewildering even when you are in the system as well as to those outside who might want to get involved or work with it.

And its not just us. The education has academies, trusts, free schools etc and health and social care is undergoing transformational change.

Changes and variety is reality and not always a bad thing but it can make collaboration more challenging and means we have to work harder to learn, share and change practice.

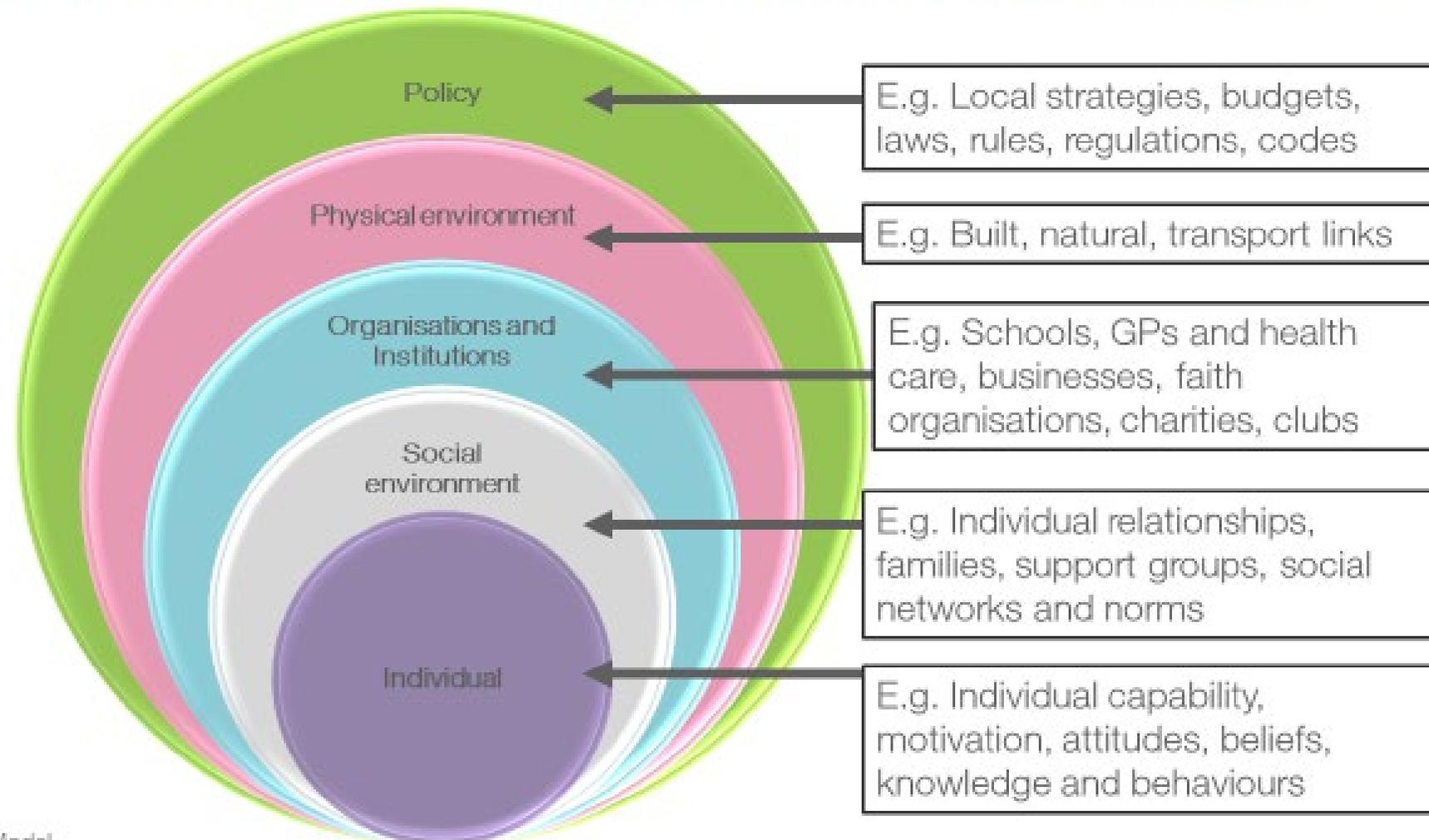
Leadership – its our choice isn't it?



And thirdly there is the challenge of leadership - so crucial to change.

This is not about hierarchies and the roles people are given but a set of behaviours right across the local system that can drive the change we need. Leadership distributed across the system makes change more sustainable.

Supporting people to be more active means we need to think about all these influences



We're in good company in identifying we need a systems approach

'Increasing physical activity requires a systems-based approach – there is no single policy solution'

WHO – Global action plan for physical activity 2018 – 2030

'Building blocks' of a pathway

Planning for Systems Change

Planning for system change is a collaborative process of agreeing a shared purpose, a simple set of goals around what needs to change, and the ways that people will work together.

"We all agree where we're trying to get to and why it matters to us."

Doing Systems Change

Doing systems change is about practically making a start somewhere, and adapting to respond to what is needed, what is uncovered, and what is working. This involves many more people – closer to the 'front line' – having the power to make decisions and change things.

"We are all playing our role, learning as we go, and doing what it takes."

Mindsets and Behaviours – System change is a journey which requires a radical change in perspectives as well as the ways people work. People need to see that everything is connected – and see from other people's perspectives - for action to be effective. "We can't solve problems in the same mindset we created them in."

- There's a lot been written about whole systems approach. We've distilled some of this to help us and the pilots think about how move forward.
- If you are interested in reading some of the articles and reports we have found valuable you can access them on our website.
- <https://www.sportengland.org/our-work/local-delivery-pilots-community-of-learning/local-delivery-pilot-reading-list/>

Something has to change... and it's us!

Our role in 'whole system' change to create a great place to live and be active.



Come and join us at our inaugural conference with national and local speakers, table discussions, showcase opportunities and networking.

WHY?

Physical inactivity is responsible for one in six UK deaths (equal to smoking). 39% (almost two million people) do not achieve the level of physical activity recommended by the Chief Medical Officer and inactivity is estimated to cost the UK £7.4 billion annually.

In contrast, being physically active plays a key part in helping us live longer, healthier and happier lives as it provides significant health and well-being benefits. It can help to prevent and manage over 20 chronic conditions, including some cancers, type 2 diabetes heart and respiratory diseases.

Locally, we have low levels of participation, tackling physical inactivity has to be one of our priorities.

To achieve a significant level of change requires a 'whole system' approach to tackling physical inactivity.

However, systems are often complex and the impact of interactions within them unclear. To change the system requires strong relationships, an agreed vision and shared values and the drive from people within the system – people like YOU.

We are at the very start of our journey. Please join us at the conference to make your contribution on how we can change the local 'system' to create a great place to live and be active!

If you would like a stand, please email malcolmfitzgerald@everyoneactive.com to book your place at the conference (two places per organisation).

To sum up: we all have a challenge of trying to change the behaviour of potential participants and also trying to change the behaviour of those working to do this. As one of the local delivery pilots acknowledged “something has to change ... and its us.”

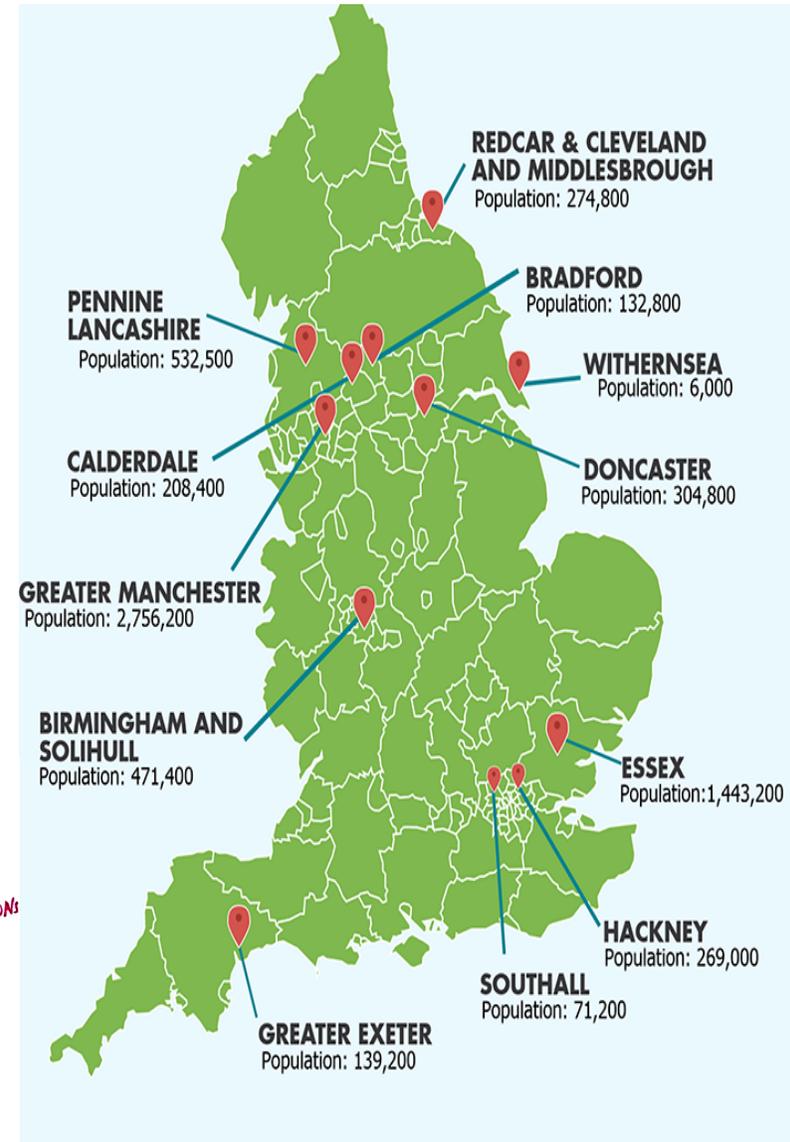
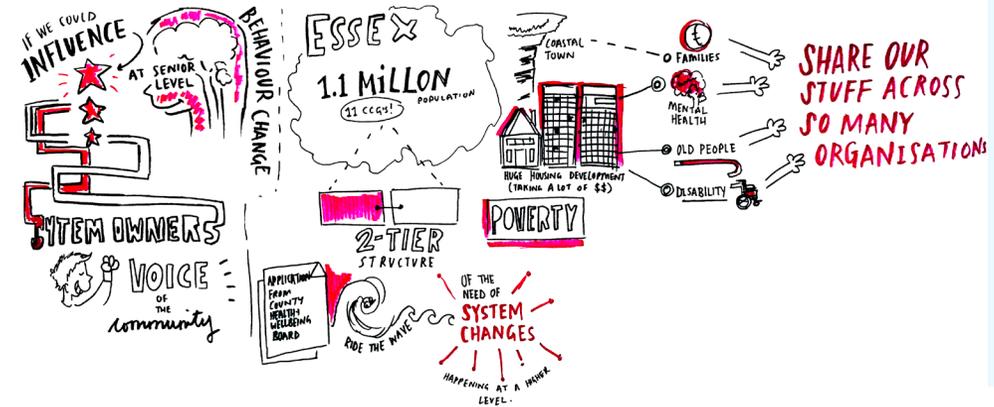
For the rest of the workshop the aim was to:

- Help everyone understand why the challenge being tackled is significant and different
- Stretch everyone's thinking but remain in the real work, in the real world, don't ignore the pressures and challenges
- Share what the pilots have been doing - the thinking as well the things that have been done – the tools and the techniques
- Share the overall story and encourage others to tell theirs too
- Help everyone to feel positive and enriched, challenged, by the day, take something away personally and professionally
- Be able to start somewhere, and follow the energy
- Realise the leadership potential everyone has, regardless of their role

Meet the Pilots

Delegates had discussions with a number of pilots who shared what they are seeking to achieve with communities and what they are doing differently.

To read more about each pilot visit our website by clicking on the map to access the pilot pen portraits.

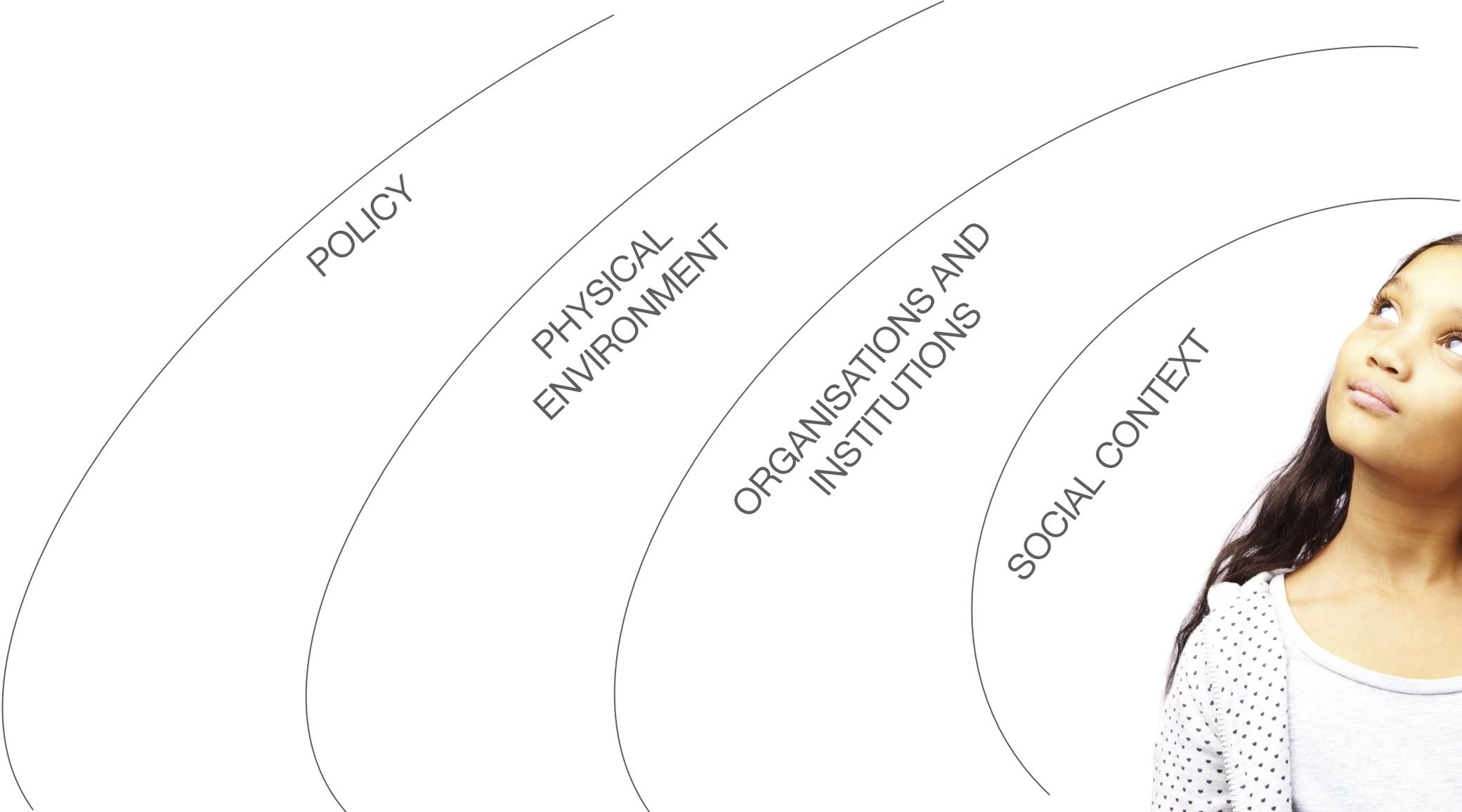




Exploring the emerging learning

Naomi Shearon
Strategic Lead – Behaviour Change
Sport England

Physical activity – showing its role within the whole place ambition (1)



Physical activity – showing its role within the whole place ambition (2)

This is a version of the ‘onion diagram’ that we have spoken about frequently before now – otherwise known as circles diagram / nested model / social-ecological model / social determinants of health etc. (see slide 12)

- It doesn't especially matter what it's called – it's just a diagram to convey an important idea
- The idea that how active someone is – is influenced by loads of different factors that surround them. Way beyond their control as an individual – way beyond the limits of their motivation. And way beyond the control of any given club, school, leisure centre, service or programme.
- What it tells us is that – to really change how active a person or a community is – those influencing factors need to work coherently as a ‘system’ around that person and their community.
- And – if we really want to change the nature of physical activity in some of our communities and places – then we need to ‘turn the telescope around’ (so to speak) and look less at what is ‘wrong’ with those residents and communities, and look more closely with what is not working in the system that surrounds them.
- When we talk about this, everyone broadly agrees that it intuitively makes a lot of sense.
- But it making sense in theory – as a way to understand what we're seeing – and then doing something about the way we work in light of that understanding – are two very different things.
- Because within this diagram, in reality, there are many thousands of individuals within the communities we're trying to reach.
- And within each circle of the model, there are many many people, in different organisations and institutions, each with their own ideas about what their role is, why it matters, and what is expected of them.

Physical activity – showing its role within the whole place ambition (3)

And here's where we get on to our first major learning theme:

- The pilots have observed a major disconnect between the recognition of the importance and relevance of physical activity in improving the lives of individuals and communities, and how far action is being taken to embed physical activity in an overall coherent sense across the work of places.
- It has often been isolated as a 'part' (e.g. 'leisure services) rather than an important contributor to the whole.
- This means that lots of the things that influence activity levels aren't considering their role in that (although they are actively influencing now – just not purposefully). Physical activity, whilst felt to be important, doesn't usually appear in the business of the place; it's very rarely in stated priorities, in objectives, in commissioning frameworks, in planning models, in workforce development etc. etc.
- This can seem overwhelming, but actually presents an enormous opportunity and potential. The Local Delivery Pilots have been working hard to shift the conversation from 'how do we make our piece work as perfectly as possible?' to 'how do we achieve something important as a whole?'
- A lot of work has been done to demonstrate the power of physical activity in contributing to what matters in their places and making increasing activity 'everyone's business.'

Physical activity – showing its role within the whole place ambition (4)

This is clearly an enormous job.

- But what we're hearing from the pilots, and learning together, is that – just because this is referred to as 'whole systems change' – doesn't mean you need to take on the whole system at once.
- What we mean by that is that there is a temptation to try to figure it all out before you make a move – it's a real risk of system work like this – that you try to see the whole jigsaw puzzle and then set about changing all the bits that need to be 'fixed.'
- Where this seems to be working best is by starting with something specific – a particular project, problem or opportunity in a place – and trying to make it work in systemic way.
- So – 'if we want to make this thing happen, and these things better, then we're talking about that community centre, those 3 schools, that field, that busy road.' Then trying to do the things that need to do means that everything – all these circles – come out the woodwork. Like a woolly jumper, you pick a hole somewhere, follow the threads, and it all unravels.
- This has led to the widespread adoption of an important phrase across the work of the pilots – it's actually one of 'Myron's Maxims' – you need to just make a start – to pick something and approach it systemically with determination – 'start anywhere, but be willing to follow it everywhere.'

So - in some places – when it comes to showing physical activity's 'role in the whole,' the pilot teams are doing great work in bringing the people who oversee the major influences in the system together to embed physical activity and why it matters into the conversations and decisions.

- It's seeming to be easier in some places to have the conversations about how something needs to adapt or change with other services, based on a real case of where it isn't working, and how it specifically needs to change – and then use that as a proof of concept/a Trojan horse to demonstrate how it can be different.
- In reality – it's not an either/or situation - probably both are needed.

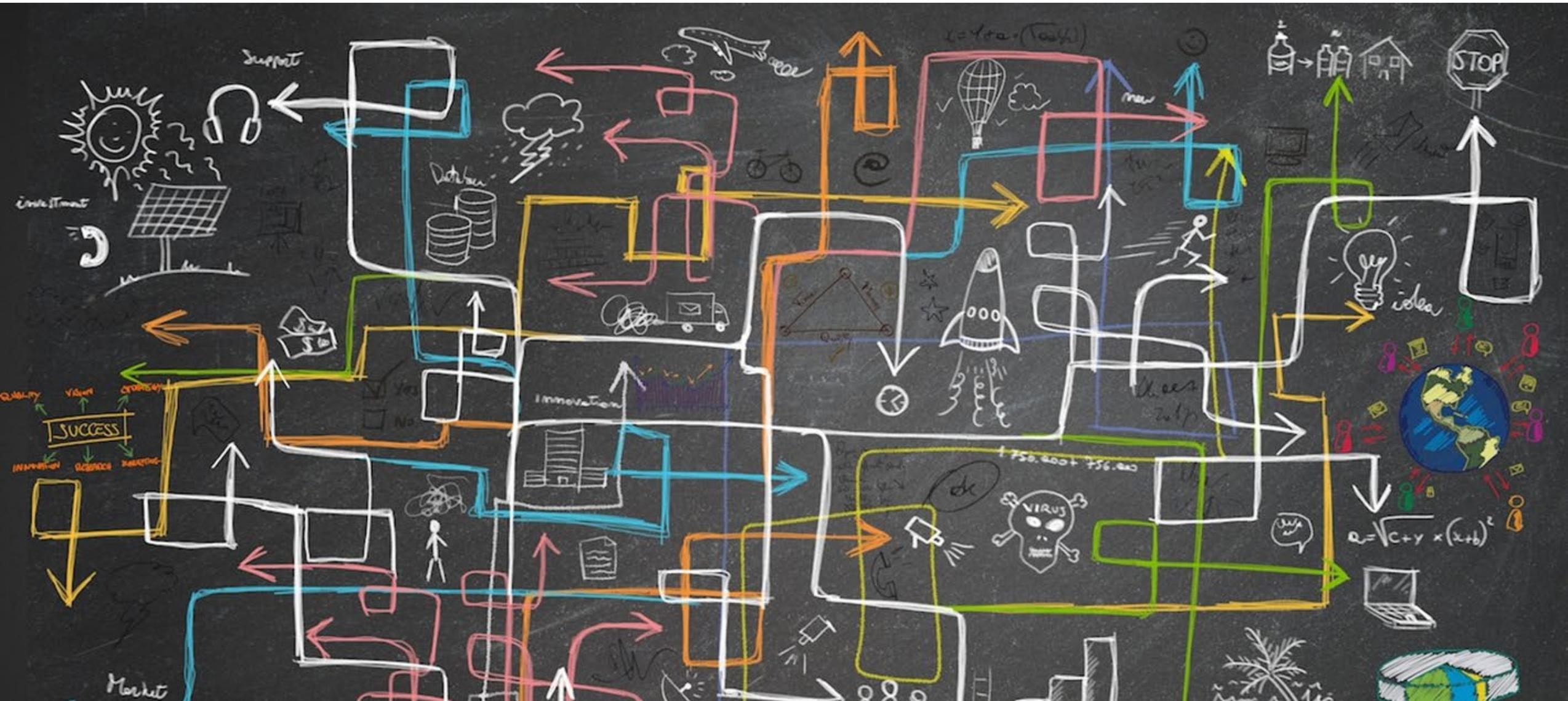
Bridging the empathy gap (1)



Bridging the empathy gap (2)

- The pilots have highlighted that it feels like many degrees of separation have emerged between the people who make decisions and take actions that effect communities, and the communities themselves.
- Now – I don't know about you – but I struggle with this idea of the empathy gap. It doesn't sit well with me personally, and I think that's because – it somehow implies that people don't care enough – or perhaps we can't care enough to do what's needed.
- I do entirely agree that there is not enough empathy in our work – but the problem to me feels more like – we have it – but something about the processes we work within means that it doesn't make it into our professional lives.
- Something about the way we work doesn't allow room for empathy. (For the people we're trying to reach, but also each other too – other 'parts of the system!')
- And we are all seeing a lot of this through the pilots.
- The ways to connect with residents and communities are often not well established or known by people running services. Mechanisms to connect with communities are diminishing.
- The way community consultation typically works is not providing people with a chance to meet people, hear different perspectives, and take decisions based on empathy and understanding - efforts to consult with communities have become typically narrow (in terms of topic) or distancing (in terms of methods). E.g. when we commission an external agency to go and do some consultation for us, and then they build the relationships and make the connections, and create a PowerPoint presentation. And, at no point has somebody who is making a decision sat down and heard someone else's perspective on a problem.
- This matters because it means that the real root issues are often missed. So you're left with sticking plasters and papering over the cracks rather than tackling the real root causes that might get to real change.
- The LDPs have been exploring ways to bridge the empathy gap and reduce the distance between communities and the parts of the system that are there to support them.

Saying 'yes to the mess' (1)



Saying 'yes to the mess' (2)

- A central part of working in a more systemic, joined up, and interconnected way is the huge mindset shift of letting go of the myth of total command and control.
- Once all the people and things that influence physical activity in a place become clear, it can feel very messy.
- The temptation is to try to control or harness that messiness, or to cut things and people out of the equation to make it more manageable.
- The LDPs are exploring how to keep connection and relationships building and thriving, and how to say 'yes to the mess.'
- It is involving different ways of working and resourcing – that allow for flexibility to changing circumstances, responsiveness to communities, and emerging ideas and opportunities.
- This involves serious project management – but more agile – not in the linear, traditional sense.
- Many pilots are meeting complexity with simplicity through the creation of simple rules and principles.
- Starting to work this way by making a start on one area, audience or issue allows momentum to build and solutions to form without the overwhelming task of taking on the whole system (being willing to start anywhere, but follow it everywhere).

Some emerging clarity on what to do (1)

Planning for Systems Change

Planning for system change is a collaborative process of agreeing a shared purpose, a simple set of goals around what needs to change, and the ways that people will work together.

“We all agree where we’re trying to get to and why it matters to us.”

Doing Systems Change

Doing systems change is about practically making a start somewhere, and adapting to respond to what is needed, what is uncovered, and what is working. This involves many more people – closer to the ‘front line’ – having the power to make decisions and change things.

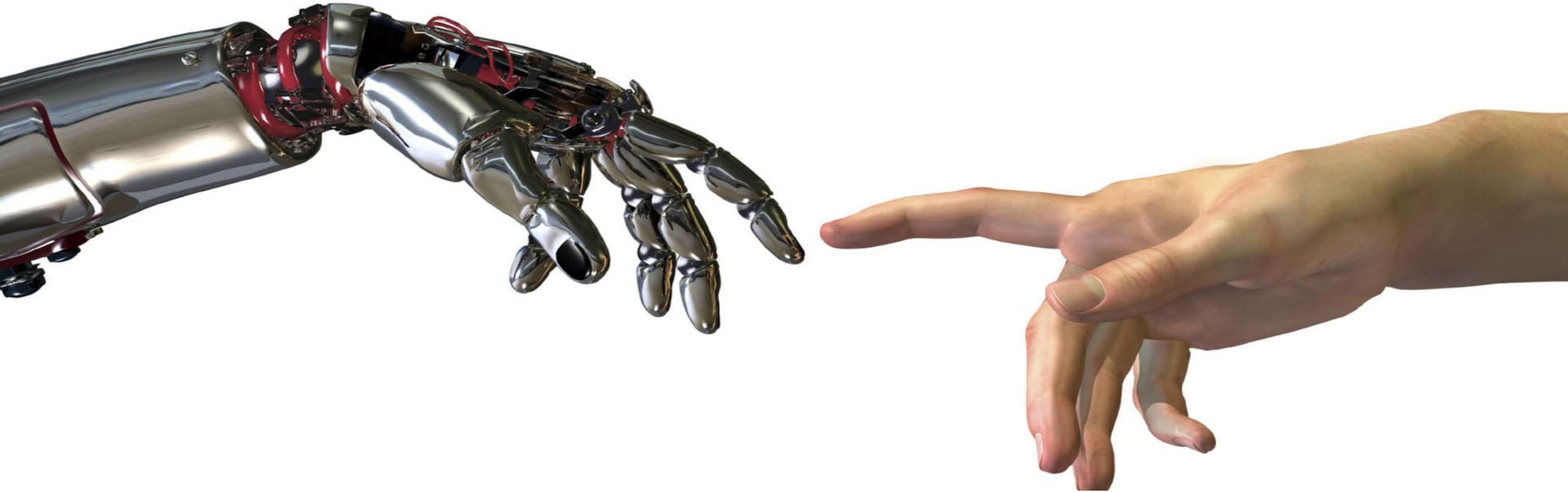
“We are all playing our role, learning as we go, and doing what it takes.”

Mindsets and Behaviours – System change is a journey which requires a radical change in perspectives as well as the ways people work. People need to see that everything is connected – and see from other people’s perspectives - for action to be effective. **“We can’t solve problems in the same mindset we created them in.”**

Some emerging clarity on what to do (2)

- Emerging from the pilots, and a lot of reading and speaking to experts and people who have done similar work before – is some idea of the sorts of steps, or ‘ingredients’ for working in a more systemic way around physical activity.
- There is a lot of guidance about the steps that should be taken to change a system or take a systemic approach.
- Many of these are helpful and can give ideas about how to understand what is going on, and how to identify the ways that you could change it.
- Increasingly though, we are learning that the way that these steps or tasks are done is the thing that makes the biggest difference in terms of how successful it is - the tone, style, and human element of the approach.

It's less what you do, and more the way that you do it



- The LDPs have reflected on the 'over-professionalisation' of the services we work in and with, and the need to make this work more human.
- We have been learning what ways of working connect more people to other people, other perspectives, and build a shared sense of what matters.

Finding ways to count what counts



- The world of measurement and evaluation has become a world of performance management and tracking accountability.
- This can create signals and unwritten rules to a system about what really matters, which doesn't often fit with what people within that system would personally say really matters to them or the place.
- The pilots are showing us that 'not everything that counts can be counted, and not everything that can be counted counts.'
- It is making us question what is needed from measurement and evaluation – especially how to capture unintended consequences.
- The LDPs have been trying to think beyond measurement and evaluation to decide what 'matters around here' and then finding ways to understand if and how that is changing.
- A major part of this is reflecting on what is being learnt in a live and ongoing way, and using this to adapt and respond.

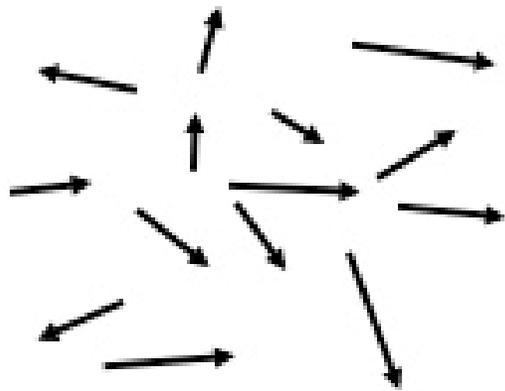
The existing system has got in the way (1)



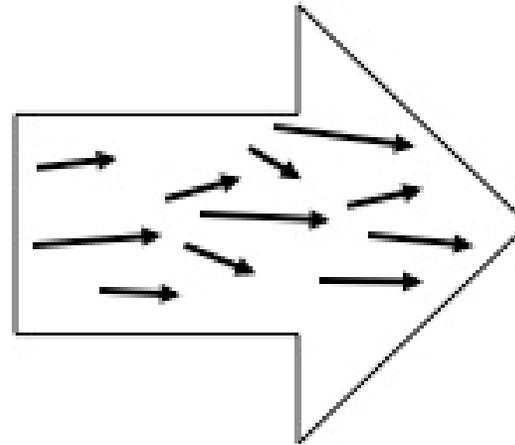
The existing system has got in the way (2)

- There is a tension emerging between the new and established ways of doing things. These are real and are being strongly felt by those working on the pilots.
- There is a tension between some different styles and skills, with some wanting to spend time gaining a deeper understanding and planning, whereas others want to crack on and learn by doing. These should be viewed as part of the same continuum and the pilot offers the perfect opportunity to demonstrate this.
- When trying to work in a way that responds flexibly to community needs, new opportunities and perspective, and changing circumstances, the rigidity of the existing system can present real barriers and delays – ‘how can we be adaptable whilst constrained by hierarchy and bureaucratic systems?’
- These barriers and delays feel like they cripple innovation and erode trust.
- This has transpired in the LDP places and also within Sport England’s own processes.
- The LDPs have been finding ways to uncover and challenge long standing assumptions, unwritten cultural rules, and bits of process that are not helpful in the world we find ourselves in presently.
- This is taking a lot of energy and resilience for those involved but the hope is that some of these methods and ‘fixes’ can be transferable to other situations and places

It doesn't have to be perfect to be better



TO



This can seem incredibly big and complex – so to end on a more positive note.

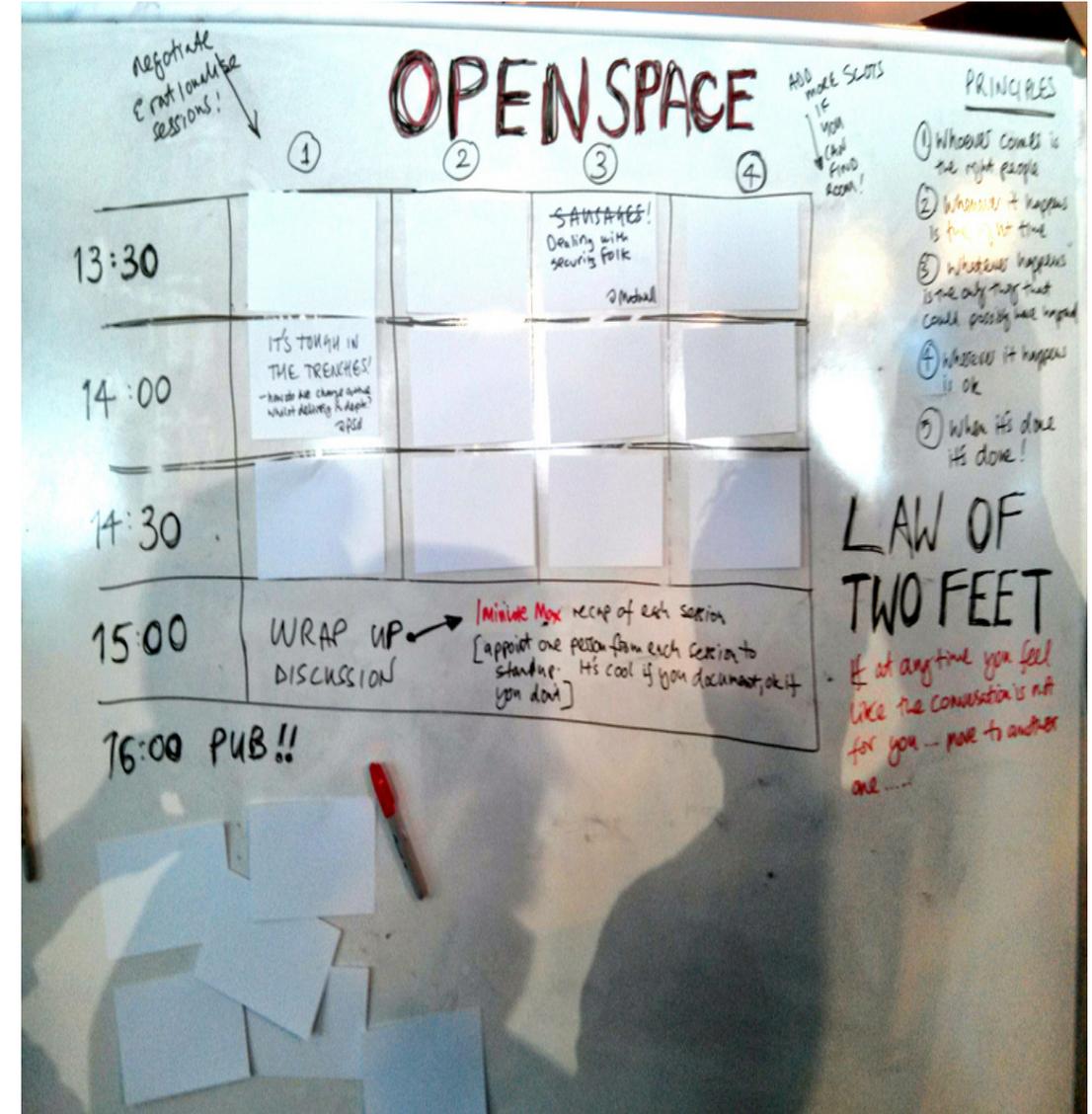
It's easy to become overwhelmed by the sense of how big the job to do is.

But there is so much potential - it doesn't have to be perfect to be better – and we shouldn't let the perfect be the enemy of the good.

Open Space discussions

We used an open space approach enabling delegates to explore the learning themes in more detail.

Click here to access the prompt sheets that were used to stimulate debate in each session and the tools and techniques pilots have been using. The sheets highlight what is happening on each theme across the pilots and the tools and techniques being used.



Heard at Open Space

THE EMPATHY



Language is a barrier and can create the gap. Sport and physical activity is scary to some.

Decision makers need to be brought back into the room

Co-design/Co-create – work with the empathy

Walk in peoples shoes. Actually listening to people.

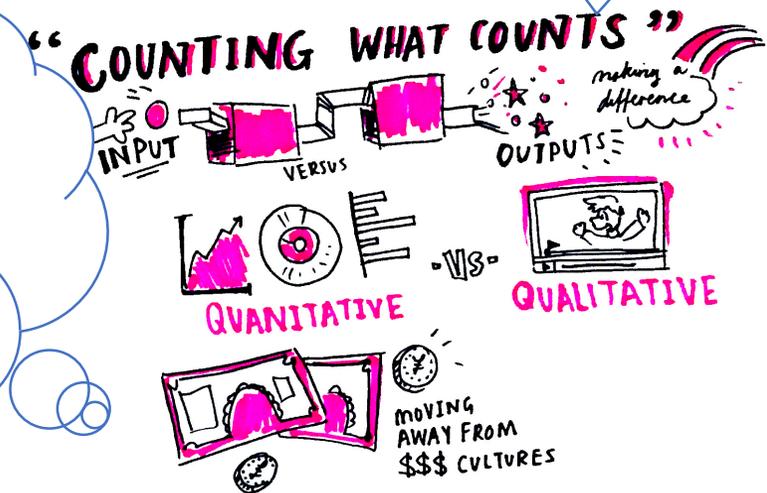
There can be too much focus on output rather than the difference and outcomes

How do you measure system change?

Important to influence commissioners to think differently in monitoring and evaluation

Move away from the 'what do we get back for our £' culture

There's a huge range of community views about what counts. How do you include the voices of individuals and communities



Heard at Open Space

Stuck in the middle



Developing distributed leadership with target areas

Nudge the whole 'mess' by doing something. Then bits of the system will move and adopt.

No blueprint – lift and shift doesn't exist

Communities/people willing to accept the mess, organisations have the red tape to follow

Local authority process has been an early challenge.

An acceptable way to work. Embrace complexity.

Moving away from traditional contracts

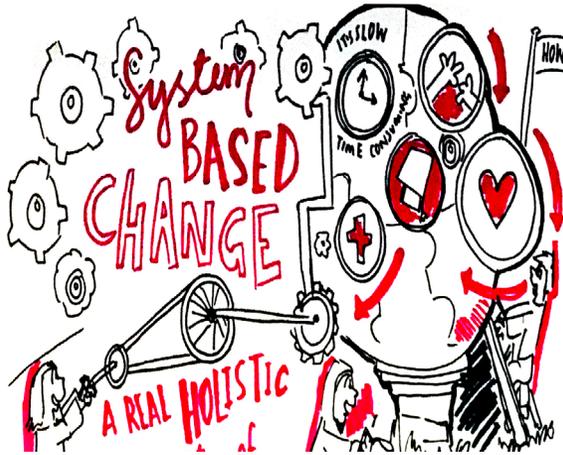
Challenging bureaucratic systems

We are part of the problem but also part of the solution



Heard at Open Space

Less what you do - the way that you do it



Prepare people to face the challenges

Identify key people already in the system who can spread the message

Impacts, stories, visuals are as important as the evidence/data

Recognise something NEEDS to change

Be brave - challenge tradition

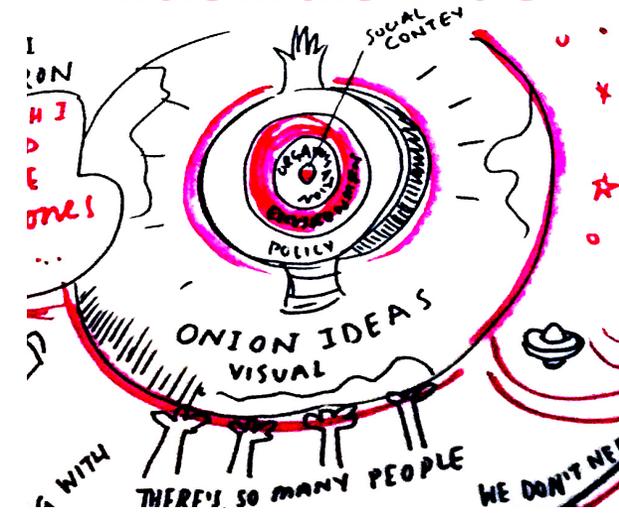
Use of language for different audiences – make it relevant to them

Record real stories, use them to promote change

Embrace uniqueness

Influencing other agendas takes time and is very complex

Role in the whole





Reflections and Actions

Ruth Alleyne
Strategic Lead Local Learning and
Improvement Hub
Sport England

Reflections and actions

At the end of the day delegates were asked to:

Personally for two minutes on post-its write:

- a reflection on what has resonated with you most today
- something you will go away and do

Go round the table for each of you to share

To reflect personally and put on post-its to leave at the door:

- something you're still curious about or question not answered

What resonated - common themes:

- Reassured that the pilots include partners beyond statutory bodies
- Many of our challenges are shared across lots of different types of places – we have a lot to learn from each other
- Real change is difficult and takes time – but real change is very much needed
- There is a real energy for change and an acceptance of different approaches - people seem ready for honest conversations
- Don't try to take it all on at once – don't be afraid to try things - make a start by focussing on the parts of the system that are ready to change – follow the energy – make a start somewhere, but be willing to follow it anywhere
- Working with principles and mantras rather than complex processes
- 'Nothing about us, without us' – the importance of real engagement with communities (not just 'consultation') and bridging the empathy gap
- Not rushing to solutions or interventions – being brave and taking on the real barriers and root causes

Go away and do – common themes:

- Get in touch with the pilots – visit some pilot places with similar challenges – pick up the phone and find out more specifics – connect and learn from both LDPs and other delegates
- Push things further – dig in and keep going – have some challenging conversations and be confident in being a disruptor of the status quo
- Listen more – don't feel the need to jump in with solutions – ask questions and hear other perspectives – create space for empathy
- Connect more – be willing to bring partners together if they don't naturally – connect colleagues and partners where their work is similar to mine – embrace the mess!
- Take this learning and the tools that have been shared back to our place and partnerships to explore what it might mean for us
- Spread the word about the value of these events and bring others with me next time!
- Reframe our challenges as systems challenges – systems and not 'tasks'
- Provide ways to educate partners on why physical activity can help them achieve their individual and corporate objectives - that physical activity is an important enabler of wider change

What you are still curious about – common themes

- What does it mean to be part of the Community of Learning and how can it help us keep in touch and stay involved with the pilots?
- How monitoring and evaluation will be undertaken? How do you understand/measure changes in the system?
- How is this work really different? How will it be delivered and what will be delivered?
- Understanding a truly community based approach and hearing from the pilots' communities.
- How will this impact on the approach to, and processes for, other Sport England investment in the future?
- Can this be done without new investment?
- What is the role for other national partners e.g. NGBs?

Thank You

The Local Delivery Pilots and Sport England appreciate the time delegates spent with us at the workshops.

We will be holding more workshops in 2019 as well as webinars. We will send delegates information on these and they will also be on our website.

Our first webinar will give a short reprise of this workshop . We'll circulate a link shortly to delegates and add it to our website , so if you have colleagues you think might be interested in hearing about the emerging learning you'll be able to pass it on.

If you are reading this write up having not attended a workshop but interested in joining the LDP Community of Learning you can contact us at LDPCommunityofLearning@sportengland.org