



Learning Community Accounts Pilots Case Study Report 2

CwmNi



Research

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Learning Community Accounts Pilots Case Study Report 2: CwmNi

Audience	The voluntary and community learning sector, providers of training and DCELLS programme delivery, funding and planning departments.
Overview	The evaluation of the Community Learning Account pilot has involved individual evaluations of each pilot and a collective evaluation of the overall approach. This report presents the individual 'case study' findings for one of the five pilot projects.
Action required	None
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Additional copies	This report is available online at http://new.wales.gov.uk/topics/educationandskills/research-and-evaluation/124540/?lang=en
Related documents	Case Study Report 1: TDG Case Study Report 3: Fairyland (Neath) Case Study Report 4: Caia Park Partnership Limited Case Study Report 5: Cardigan and South Ceredigion Evaluation of the Learning Community Accounts Pilots

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1 Introduction to the Learning Community Account Pilots

In 2007 BMG Research was commissioned by The Department for Children, Education, Lifelong Learning and Skills, Welsh Assembly Government to evaluate the Learning Community Accounts pilot projects. The LCA pilots ended in March 2008.

The purpose of Learning Community Accounts (LCAs) was to:

- transfer skill, knowledge and resources to communities to enable them to participate and design solutions to community learning needs by upskilling key individuals
- embed learning and skill development within community regeneration, by supporting communities, families and individuals to develop and engage in learning activity which is learner focused, flexible and accessible to all, and
- provide a mechanism that integrates communities in to the local planning process, and also supports and empowers them.

The desired outcomes of the LCAs were:

- increased learning activity that contributes to community regeneration, widening participation, skills and employment;
- opportunities to engage and up skill socially excluded individuals and allow progression to employment;
- a cohort of qualified development workers focused on learning and a general increase in the capacity of individuals involved in community development; and
- the availability of a collaborative and quality provision that meets the needs of communities and contributes to community regeneration.

There were five pilot projects in total:

- Caia Park Partnership Ltd, Wrexham
- Cardigan and South Ceredigion Regeneration Forum
- CwmNi – Communities First, Treherbert, Rhondda Valley
- Fairlyland Communities First, Cwmafon, Neath

- Cymorth Cymru –Housing Associations (pan Wales) Known as Tai Dysgu a Gwaith, (TDG)

The first four of these were identified as primarily geographical communities, whilst Cymorth Cymru is a ‘community of interest’ focusing on homelessness.

Each LCA project has been written up individually as a ‘case study’. Case studies are often described as a form of ‘qualitative’ or ‘thick’ descriptive research of an activity viewed in depth. This approach allows the provision of a comprehensive description of the project(s) being evaluated including the specific context and an exploration of the experiences of the people involved in it. In this context, therefore, they provide a detailed understanding of how each LCA pilot works and what the experiences are of those who have been involved. There are five case study reports in total, each reporting on one of the LCA pilots. This report focuses on CwmNi.

An evaluation report has also been produced, which brings together and synthesises the information from each of the case studies to provide an assessment of the effectiveness of the LCA pilots to date in meeting their objectives as well as identifying areas of good practice and ‘lessons learnt’ with regard to this approach to community based learning. This in turn will inform the future development of Learning Community Accounts, and community learning as a whole.

The evaluation

The research aims and objectives suggest that a mixed-method ‘triangulation’ approach was most appropriate. It was agreed therefore that the evaluation should comprise a combination of qualitative and quantitative work, as well as incorporating available monitoring and administrative data.

As each LCA pilot project was different, both in terms of its set-up and organisation as well as its delivery stage, the evaluation also adopted a case study approach. An evaluation framework was developed which was applied across all case studies (detailing, for example, the key research issues, proposed method and key stakeholder groups) with the acceptance that some projects would be able to provide greater access to an evidence base than others.

It was recognised that the two pilots that are most advanced in their development (Caia Park and TDG) would provide the fullest evaluation evidence whilst the remaining three would need to concentrate more on start up and process evaluation rather than any assessment of impact.

The research approach was therefore as follows:

- Telephone discussions with some key WAG staff involved in the inception and development of the pilots (ongoing)
- Early familiarisation site visits to each pilot, including initial discussions with the manager. The visits were also used to identify possible learner respondents (where available) and other stakeholder respondents and appropriate methodology to be employed.
- A review of key documentation including delivery plans, annual reports, monitoring data (including evidence gathered during familiarisation visits)
- In-depth discussions with operational and delivery staff (face-to-face where possible, supplemented with telephone interviews);
- In-depth discussions with learners (face-to-face), including the identification of potential individual case studies.

The CwmNi project was based within the Communities First project which was visited and in-depth discussions being undertaken with; the Project Manager, the Learning Activities Facilitator, a Tenant Support Worker, and the lead evaluator from People and Work. A Health and Well Being Theme Group meeting was also observed where discussions focused on the development of LCA supported activities linked with this Theme Group.

The longitudinal element of the evaluation (as proposed in the original tender) was reconsidered in light of the subsequent requirement by DCELLS to complete the evaluation by March 2008 and the recognition that there was therefore insufficient time to conduct follow-up work with pilot participants.

2 Project description

2.1 Project aim and objectives

The aims and objectives of the CwmNi Learning Community Account (LCA) were very much embedded with CwmNi's principles of regenerating the community by delivering activities that have been developed through identifying community needs, and had a strong element of community involvement. CwmNi LCA had the following six objectives at the start of the project which it retained throughout the lifetime of the project:

- To identify current skills and learning needs of residents;
- Identify skill shortages for employers and barriers identified by agencies helping individuals into the labour market;
- To identify current provision and greater 'needs led' learning opportunities at a local and accessible level;
- To develop and build local community ownership of the Learning Plan;
- To develop Learning Agreements, and;
- To monitor progress and effectiveness of the LCA project.

2.2 Community context

The pilot project area comprises of five villages at the head of the Rhondda Fawr in the Rhondda Cynon Taf ward of Treherbert and has a population of approximately 6,000¹. The villages are in a remote rural location, and are amongst the most deprived in Wales, with two of the ward's Lower Super Output Areas² being within the top 10%³ of Wales' highest deprivation, whilst the remaining two are within the top 20%.⁴

¹ 2001 Census of Population Office for National Statistics Crown Copyright.

² Super Output Areas (SOAs) are the geographic hierarchy designed to improve the reporting of small area statistics in England and Wales and are derived from 2001 Census outputs. Their first statistical application was for the Indices of Deprivation 2004. SOAs are sub divided into layers with the Lower Layer being made up of a minimum population 1000; mean 1500.

³ Welsh Index of Multiple Deprivation Welsh Assembly Government Statistical Directorate 2005

⁴⁴ *ibid*

Project staff reported that the access and availability of post 16 learning is limited in the ward, with no secondary or tertiary education provision within the Treherbert ward itself, although a number of training providers do operate in the ward and Rhondda College is approximately six miles from the ward. There is a low level of car ownership in the area⁵ (approximately one fifth of working-age households in Rhonda Cynon Taff households are without a car) and limited public transport; therefore residents' access to services can be problematic.

Additionally, evidence from the community learning audit (see Project inception and set up section below for details of audit method and sample) found that 57% of respondents rated training opportunities in the ward as 'poor' or 'very poor'; and 55% said that night class opportunities were 'poor' or 'very poor'. Project staff also reported that the uptake of education and learning post compulsory school is traditionally low in the local communities, with 56% of community learning audit respondents reporting that they finished full-time education at ages 15 and 16.

Discussions with project stakeholders also identified that the local area itself does not have many large employers, and that most working residents are employed outside the local area.

2.3 Project inception/set-up

A skills and learning audit was undertaken as part of identifying the learning and skills needs of the community. The audit was undertaken by the University of Glamorgan through a household questionnaire approach. The questionnaire consisted of 27 questions which aimed to provide a profile of residents and identify what types of learning activity residents would like to participate in. It also sought to identify ways in which residents wanted to contribute to the delivery and support of community learning activities.

Local people were involved in conducting the survey with CwmNi identifying 17 Community Auditors. These Community Auditors were briefed and trained to undertake the survey by the University of Glamorgan who also provided ongoing support to the team. A postal questionnaire was also provided to some households where residents were unavailable to ensure that a representative sample of residents was surveyed

⁵ 2001 Census of Population Office for National Statistics Crown Copyright

A total of 508 questionnaires were completed with a response rate of 19.5% of households, with the profile of respondents being representative to provide a robust evidence base⁶. The survey found that the majority of respondents (56%) reported that they had left full time education at ages 15 and 16. Therefore, the programme is seeking to ignite an uptake in learning across the community by making provision accessible and attractive to local people.

CwmNi also made direct approaches with a range of local business to explore their skills needs in developing the Learning Plan. As noted earlier, most employers are SMEs, and many of the businesses approached by CwmNi were small retailers and, construction companies as well as sole traders. Consequently, many local businesses reported that opportunities do not become available very often, and many also stated that they do not have the capacity to employ apprentices due to the off-the-job training requirements. However, most businesses reported that additional learning would be beneficial to workers and many identified that ICT based learning provision would be beneficial in enhancing the skills base of current and potential employees.

The evidence generated through these activities has been used as a basis to develop and a programme of learning activities within the community.

To ensure that the 'learning community' ethos was at the heart of developing LCA activities, the project has sought to identify how community involvement can grow from this skill development. CwmNi's LCA was therefore centred on a 'capacity building' model through developing networks of partnerships to enable the development and growth of learning activities to ensure that responsibility is shared amongst a number of stakeholders for facilitating learning activities. In addition to this, CwmNi was very much focused on developing activities that become self-sustainable and grow, becoming embedded aspects of community activities. The development of individual learning agreements has been central to this capacity building model whereby residents undertaking learning through LCA supported activities agreed to give time back to the community using the skills and experience that they have developed through the LCA.

⁶ Given the population of 2600, a sample size of 335 would be needed to provide a survey with a confidence level of 95% and a confidence interval of +/-5.

There were delays in getting the LCA Learning Plan finalised, this was mainly due to insufficient capacity of the Communities First manager. The original concept was that the Communities First manager would facilitate the delivery of the Learning Plan, but this did not work in practice, as the manager had too many other pressing priorities. The funding for LCA was not intended for capital or direct salary costs, but Learning Champions' time can be funded. DCELLS agreed to fund a lead Learning Champion, who could take responsibility for development and delivery - this post is known as the Learning Activities Facilitator in the CwmNi pilot. The delays have resulted in significant slippage in the implementation of learning activities and recruiting and developing other Learning Champions. Towards the end of the pilot CwmNi LCA was beginning to gather momentum and a range of activities and learning programmes was in now in place or planned, including:

- Employability course for entry into supporting roles in the health sector;
- Marketing course for volunteers working for the local radio station;
- First Aid at Work classes;
- Welsh lessons;
- Dry stone wall restoration, and;
- Basic Food Hygiene.

2.4 Organisational structure

The pilot was located in the CwmNi Communities First regeneration partnership which is co-funded by the Welsh Assembly Government. Rhondda Housing Association is the host organisation for CwmNi, which is seeking to regenerate five local villages through developing and implementing a range of community based initiatives and activities. There are five themes in the partnership:

- Health & Wellbeing;
- Environment & Housing;
- Business & Economy;
- Education & Youth and Lifelong Learning, and;
- Community Safety.

The LCA project was primarily located in the Education & Youth and Lifelong Learning Theme Group, but has links with each of the other Theme Groups. Each Theme Group has a local management board, and these work closely with five Village Fora. Each of these Fora is facilitating different ways to deliver community based activities which have a key element of community activity. Each of the Theme Groups and Village Fora have been allocated £4,000 LCA funding to support learning based activities which are relevant to the Theme Group or a village's particular needs.

The LCA offer being developed has been discussed amongst each of the Theme Groups outlined above, as it is felt that it is very important for the individual communities within the ward to have an input in deciding resource and funding allocations for new activities.

CwmNi is trying to get a balance between providers coming into the local area and encouraging members of the community to go beyond their immediate locality. It is anticipated that this approach will encourage sustainability of learning activities, along with looking at additional funding streams to help build the capacity of the project.

3 Current activities

3.1 Staffing

The regeneration manager of CwmNi oversees the management of the LCA pilot and is supported by CwmNi staff who co-ordinate each of the theme areas. In addition to this, DCELLS funds the Learning Activities Facilitator as lead Learning Champion to facilitate the development of the other Learning Champions and to form networks and partnerships with learning providers and community organisations since CwmNi's manager was unable to undertake all of these activities in addition to the management of the Communities First programme.

CwmNi's Learning Plan states that there will be 15 Learning Champions across the community providing a range of support to learners, partner organisations as well as promoting LCA activities.

The latest figures (February 2008) indicated that there were 12 Learning Champions working with the Learning Activities Facilitator undertaking a variety of tasks. CwmNi staff were very optimistic that once the Learning Activities Facilitator was in post they would be able to achieve the target of 15 Learning Champions although it is not known whether this was achieved by the end of the pilot. This optimism was borne from several factors including the skills and learning audit which identified over 50 residents who expressed an interest in becoming a Learning Champion. The Learning Activities Facilitator was contacting these residents to advise them about the forthcoming LCA activities and to discuss how they can be involved as Learning Champions. Additionally, CwmNi staff felt that more Learning Champions would emerge as LCA activities get going and anticipated that residents will want to play an active role when they started to get involved in the various activities.

Training and development activities for Learning Champions are ongoing and the role is viewed as being adaptable in order to meet with residents' own levels of confidence and interest, for example some are leading in outreach roles within their own communities whilst others are focusing more on supporting the administration of LCA activities. CwmNi staff are looking at ways to provide a 'role description' to potential Learning Champions, and want to ensure that this is flexible and clear enough to attract a wide range of residents.

3.2 Learners

Up until November 2007, very few learners had participated in CwmNi LCA based activities. Although significant progress was made between December 2007 and February 2008, the project had not fully achieved its targets. Activities have included residents participating on certificated first aid and food hygiene courses whilst others have participated in Salsa courses as part of healthy living activities. The table below outlines learner outputs against targets up to February 2008.

Table 1: CwmNi outputs to February 2008

December 2007 to February 2008	Actual	Target
Learning Champions identified	12	15
No. signed up to learning agreement	143	200
No. completing activities identified in Learning Agreement	82	150
No. gaining qualifications/or credits	32	45
No. progressing to further learning activities	52	100
No. of Community Hours generated	146	800
No. of community groups/voluntary organisations supported through learning opportunities and community benefit hours	16	30

The CwmNi project has stated that the targeted 800 community hours generated through the pilot are not likely to have been completed by the end of March, due to the tight timescale. However the project believes there will be commitment to generate 800 hours from the learning undertaken in the pilot, some of which will take place post April 2008.

One local resident has recently undertaken an accredited dry lining course which has been funded through the LCA and has been able to use these skills to help him move on from general construction labouring roles. This resident has also applied his new skills to dry line an office at the Radio CwmNi site as part of his Learning Agreement.

As yet, there is no overall profile of learners participating in LCA programmes available. However it is anticipated that this will be quite diverse and will reflect the ward's population, since the learning and skills audit has identified a wide range of skills needs across all resident groups.

3.3 Learner engagement and referral

A number of processes are in place to promote LCA activities to residents. Activities are open to all residents aged over 16 so a range of activities is being used to engage with potential learners.

A database has been developed from the learning and skills audit identifying individual residents who expressed an interest in particular learning activities and courses. The Learning Activities Facilitator is contacting these individuals to advise them about forthcoming learning activities that match or link with their identified interests. Learning Champions are supporting this work.

In addition to this the Valleys of Hope Project, a partner organisation, is focusing on engaging with hard to reach residents, with a particular focus on ex-offenders and people with drug and alcohol related illnesses. This project also acts as a referral point for CwmNi staff and Learning Champions when they identify individuals who may require intensive support requiring specialist inputs.

Some publicity activities are also being undertaken using leaflets and posters in doctors' surgeries and schools, but it is felt that face-to-face contact with potential learners is the most effective way in which to engage with them. Therefore, CwmNi's Theme Group and Village Forum members are encouraged to feedback to local residents on a range of issues.

3.4 Learning activities

The main bulk of learning activities is only just getting underway, with most of the delivered activities being focused on short courses such as first aid and food hygiene. However, many other learning

activities are scheduled to be delivered over the coming months to meet a wide range of learning and skills needs that have been identified through the skills and learning audit. These courses will be a mixture of accredited and informal learning. Some courses will be delivered by local colleges, for example Welsh classes, whilst others will be delivered by community members for example ICT and web design classes.

Group sizes will vary for each of the courses in relation to the identified needs, with some LCA activities being targeted on an individual basis, for example the dry lining course, whereas other activities will be for groups of learners, for example dry stone walling courses.

The skills and learning audit described earlier has driven the development of most of the courses and learning activities. Respondents to the survey were provided with a list of possible learning and skills development activities they may want to develop and were requested to identify these on the questionnaire.

A wide range of learning activities is planned over the remaining months of the programme. These include a dedicated week long employability programme focused on improving unemployed residents' skills and abilities to prepare them for work with a particular focus on employment opportunities for the local health trust. This programme will be a mix of formal and informal learning activities and has apparently received interest at ministerial level in Wales and England as a possible future model for other employability projects.

Radio CwmNi which has been established as part of the Communities First Partnership, provides a strong focal point for a range of community activities as it is staffed and managed by local residents. Its next four-week broadcasting license has been secured to run during January and February 2008 and a series of LCA based activities have been planned to coincide with preparations for this broadcasting period. A marketing course is currently being considered to help residents develop ways for the radio station to generate income. This is currently being discussed by the team of volunteers who run the station. Additionally, the broadcasting period will be used to promote LCA activities and to provide overviews of participants' experiences.

Additional planned activities include:

- Spraying pesticides and herbicides course to deal with Japanese Knotweed, the course is going to be ran by a Lantra tutor and will lead to registration for participants who may then be able to work on a freelance basis;
- Dry Stone Walling to be undertaken by senior tutors within the Federation of Dry Stone Wallers, this will enable participants to support the maintenance of several dry stone walls in the local area;
- Website design, where it is anticipated that participants can contribute to setting up and maintaining websites for a range of community activities as well developing their own skills, and;
- Various LCA supported courses for individuals are also being sourced including a forklift truck driving course for a local resident who has requested this training.

3.5 Delivery

A wide range of delivery methods are planned to be used reflecting the diverse range of programmes on offer. Some programmes will be delivered by local community members who have a particular skill or interest that they can teach to others. For example, one resident is scheduled to deliver gardening and landscaping courses whilst another will be delivering photography courses.

The main area of additionality is through seeking ways to enable learners to use their new skills and knowledge within the community. For example, people who have undertaken first aid courses will help out providing support for river cleaning activities, and those learning Welsh will work with children's homework clubs.

Outreach activities are being undertaken by Learning Champions who are promoting courses to residents in each of the villages. Promotional activities are also undertaken through the Theme Groups and word of mouth is felt to be a more effective method of securing participation rather than leafleting. The Learning Activities Facilitator is also planning on undertaking an outreach role working with established community groups to promote learning activities which are of interest and relevance to the these groups.

The project is aiming to gain a balance in providing locally based activities alongside activities based with providers outside the ward. This is to ensure that there is a good level of participation by local residents who are generally reluctant to travel beyond the local area to undertake learning whilst also building local capacity to offer learning opportunities. It is also hoped that this approach will also provide more advanced learning opportunities to encourage residents to broaden their experiences and options.

4 Partnerships with other organisations

4.1 Formal partnerships

CwmNi LCA has established a number of formal partnerships, and in effect views its links with Theme Groups and Village Fora as being partners in the delivery and management of the programme. The LCA has a formal partnership with the Valleys of Hope project which works with prisoners, ex-offenders, homeless people and people with substance misuse problems, it also obtains accommodation and supports people in maintaining a tenancy. Valleys of Hope is responsible for working with 25 'hard to reach' individuals and also provide a referral point for learners who may be in need of specialist advice and support which is beyond the scope of the pilot.

The LCA is currently developing a formal partnership with the Rhondda Health Care Trust to develop an employability project with residents to enable them to access a wider range of employment opportunities that are available through the Trust.

Formalised links with local FE colleges and work based learning providers are also in place or being developed whereby CwmNi's LCA is funding activities delivered by these providers.

4.2 Informal links

Each of the Theme Groups and Village Fora has developed partnerships and links with a wide range of agencies and organisations to help in the development of LCA activities. For example, the Health and Wellbeing Theme Group is currently linking with Rhondda Cynon Taf CBC Leisure Services and Sports Development Team and Sports Council Wales to develop identify and implement training programmes supported through the LCA which will result in residents achieving industry standard coaching awards that can be used in the local community. There is a particular focus on fitness coaching awards that are accredited by CYQ (Central YMCA Qualifications), which is the UK's main health and fitness specific awarding body. It is anticipated that residents will undertake training leading to NVQ 3 in fitness instruction so that there is professional level capacity within the community to supervise gym and fitness activities. This will be particularly

beneficial to Treherbert's Boys and Girls Club which has recently refurbished and is having new gym equipment installed. LCA supported activities are viewed as being fundamental to supporting these activities.

Further partnerships are currently being planned by the Learning Activities Facilitator with a particular focus on working with organisations that can help to develop Learning Champions.

5 Quality standards

A unified quality standard is not in place within this LCA, since a range of providers are involved and a range of courses are to be delivered. Courses that are provided by a college or training provider will have the necessary quality standards required to deliver accredited and certified programmes of activity. However there are no quality standards in place for informal and 'one off' courses that are being delivered through the LCA. It is unclear at this stage whether CwmNi will be pursuing quality standards for these courses as the main focus has been to develop and deliver a range of activities that 'match' the findings of the skills and learning audit. This may be an area of further exploration for CwmNi.

6 Identifying outcomes

6.1 'Hard' outcomes

Learning agreements have provided a basis for identifying soft and hard outcomes achieved by learners, including details of community based activities that learners have contributed to using the skills and experience that they have gained from their participation in LCA activities. The figures for February 2008 indicate that 32 learners gained qualifications or credits (against a target of 45), and that 142 community hours were generated (against a target of 800). Sixteen community groups or voluntary organisations have been supported through learning opportunities and community benefit hours (against a target of 30).

6.2 'Soft' outcomes

By February 2008, 143 learners had signed up to a learning agreement. The development of soft outcomes measures was still in progress as learning activities were being established. However, it was felt that evidencing participation will be a key soft outcome measure since residents have not traditionally participated in learning activities post 16. Additionally, the strong focus on capacity building and community participation in the decision making processes of the project will provide soft outcomes which will need to be evidenced so that they can be built upon further.

6.3 Capturing progress/'distance travelled'

Very little evidence is being gathered to identify learner progress or distance travelled. There are tentative plans in place to gather this although it has been acknowledged that this may be problematic to undertake systematically due to the diverse nature of the learning activities being delivered through the programme. This is an area of development for CwmNi to focus on, especially with the planned employability course that is set to run in January.

6.4 Exits/referrals elsewhere

The systematic referral of learners onto other learning and training opportunities beyond LCA funded activities is currently in its early stages. Most referrals at this stage have been based on progressing learners onto other LCA supported activities. It is anticipated that referrals to appropriate opportunities will become more frequent once all programmes are up and running and once

the Learning Activities Facilitator has become established and has developed firm links between local FE colleges and providers.

CwmNi is seeking to develop an 'exit' programme of activities for some learners with Dare, a training provider based in Rhondda Cynon Taf which specialises in personal development programmes. Negotiations are ongoing for this work, but CwmNi are hoping that Dare, will be able to provide guidance based interviews for learners who have completed LCA based activities who want to move forward into further learning and employment opportunities. The costs for this activity are currently being reviewed to assess how feasible this provision will be.

7 Project funding issues

7.1 How is the funding used?

The money available has mainly been used to fund learning activities, including one off courses for individuals as well as group based activities. CwmNi feels the dedicated Learning Activities Facilitator role has been essential for ensuring that all residents and relevant organisations are engaged in the project.

As described earlier, funding has been provided to each of CwmNi's Theme Groups and Village Fora to support LCA based activities. Progress with spending these allocations varies from group to group, and some groups are having problems trying to decide what to spend the funding on. CwmNi staff report that this is a challenging aspect of the project in empowering the local community to spend the funding in ways that they feel are most appropriate for the community, but knowledge and awareness of appropriate ways to spend the funding is highly variable; therefore a lot of guidance needs to be provided at times. This process is very time consuming and adds to the timescale of the project.

Some LCA funding has also been allocated to an external evaluation of the project which is currently underway; and this is being carried out by The People and Work Unit's research team which is based in Abergavenny.

The funding also includes support costs for learners for example, transport and childcare costs.

A small proportion of the funding is being used for publicity activities.

The initial concept that the regeneration manager should facilitate the development and delivery of the Learning Plan and the Learning Champions was shown to be impractical; no progress was made in the second year of the project. Without the appointment of a lead Learning Champion it would have been very difficult to progress the project.

Some support with capital costs for providing laptops to Learning Champions was felt to be an area of funding that would be beneficial if it was allowed through the project.

7.2 Cost per learner

The profile of spending to planned budget is mainly coherent. Cost per learner was estimated at £279, since the majority of learning activities are still coming on stream an up-to-date figure is not available.

8 Added Value

There appears to be very little overlap between LCA based activities and other learning based activities, since there is a perceived lack of post 16 and community learning currently being delivered in the local area.

The learning and skills audit has greatly assisted CwmNi in ensuring that activities are needs based and do not replicate existing provision.

CwmNi is seeking to ensure that there is no duplication of courses and learning activities being provided by working with local providers to identify how best to deliver programmes of activity that are accessible to local people either through learners travelling to local colleges where this is appropriate, or through providers delivering courses within the Treherbert area. The Learning Activities Facilitator is currently working with providers to identify the most effective and efficient ways to deliver courses.

There are some anticipated positive 'spin offs' from the LCA programme. As stated earlier LCA funding will be used to support the training of local residents to become accredited sports and fitness instructors. Discussions with Sports Council Wales have revealed that there is a lack of training organisations in Wales that deliver fitness based qualifications that are available on a part time basis, with one organisation, Fitness Wales seemingly having a monopoly on this. CwmNi are therefore exploring the feasibility of training residents up to a standard where they can become trainers and assessors in this field and possibly establishing a social enterprise to run these activities. Investigations into developing sports and fitness training are at an early stage but it is hoped that progress can be made.

9 Case studies

Learner case studies were not available at the time of the evaluation due to delays in starting the programme .
